Instilling multicultural values through Islamic religious education learning model: a qualitative study

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Abstract. Islamic Religious Education (PAI) has a strategic role in instilling multicultural values in Indonesia. 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 approach used is qualitative, using field research methods. Data collection was carried out through interviews, observations, and documentation. Data analysis was carried out through data reduction, data presentation, data verification, and drawing conclusions. The results of this study indicate that the Cooperative Learning Model has proven to be appropriate in implementing multicultural education in PAI subjects, which allows students to interact with each other across backgrounds and develop an attitude of mutual understanding. The PAI teacher's strategy in instilling multicultural values has succeeded in building students' awareness of the importance of tolerance and diversity. This study contributes to developing an inclusive and responsive Islamic Religious Education learning model for diversity.

Keywords: Cooperative Learning; Islamic Religious Education, Multicultural

Abstrak. Pendidikan Agama Islam (PAI) memiliki peran strategis dalam menanamkan nilai-nilai multikultural di Indonesia. Penelitian ini bertujuan untuk mengidentifikasi model pembelajaran yang digunakan dalam pelajaran Pendidikan Agama Islam (PAI) untuk menanamkan nilai-nilai multikultural di SMAS Budisatrya Medan. Pendekatan penelitian yang digunakan adalah kualitatif dengan metode penelitian lapangan (*field research*). Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, verifikasi data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa Model Cooperative Learning terbukti sesuai dalam mengimplementasikan pendidikan multikultural pada mata pelajaran PAI, yang memungkinkan siswa untuk saling berinteraksi lintas latar belakang dan mengembangkan sikap saling memahami. Strategi guru PAI dalam menanamkan nilai-nilai multikultural telah berhasil membangun kesadaran siswa akan pentingnya toleransi dan keberagaman. Penelitian ini memberikan kontribusi dalam pengembangan model pembelajaran Pendidikan Agama Islam yang inklusif dan responsif terhadap keberagaman.

Kata Kunci: Cooperative Learning, Pendidikan Agama Islam, Multikultural

Introduction

Indonesia is a country rich in cultural, ethnic, linguistic and religious diversity (Peter and 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 dynamics of globalization, the challenges in building tolerance and harmony between citizens are increasing (Sholahudin 2019). 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 (PAI).

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, Abidin, and Ferianto 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 (Ali Miftakhu Rosyad 2019). 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 (PAI) learning often faces various challenges (Alfani Apriliani Nirmawati et al 2023). One of the obstacles is the learning approach which is still conventional and textual. Many schools still use methods that focus on literal understanding and memorization, so that they do not provide enough space for students to understand the essence of religious values in diverse real-life contexts. As a result, students do not fully absorb or practice multicultural values in everyday interactions. In addition, conventional approaches to Islamic Religious Education learning often do not touch on contextual aspects that are relevant to the lives of multicultural communities. The subject matter presented tends to be abstract and less related to actual situations, such as how religion plays a role in heterogeneous community life. Because of this, students may not be used to seeing religion as a way to build mutual respect and tolerance for the differences in ethnicity, religion, and culture that they encounter in everyday life.

In addition, the obstacle in integrating multicultural values in Islamic Religious Education learning is the lack of innovation in teaching methods (Ahmad Zaki 2022). Islamic Religious Education teachers need a more creative and dynamic approach to link religious teachings with plural social realities. Traditional teaching methods tend to discourage students from seeing how religious teachings can be applied in the lives of diverse communities. Without innovation in learning, students find it difficult to understand the relevance of values such as tolerance, equality, and respect for differences in real-world contexts. Innovation in teaching methods is essential to effectively instill multicultural values. Teachers need to present strategies that engage students in critical thinking, dialogue, and exploring various perspectives that exist in society. Through this approach, students will be better able to understand and apply multicultural values in their daily lives. Without a creative approach, learning will only be one-way, where students may memorize concepts without truly understanding their essence or how to apply them in the midst of social 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 (Lusia Mumtahanah 2020). About the Integration of Multicultural Values in Islamic Religious Education Learning in Elementary Schools. This study has strong relevance to previous research conducted by Lusia Mumtahanah, which also discusses the implementation or concept of Islamic Religious Education (PAI) learning in instilling multicultural values. Both studies highlight how PAI learning can be a means to teach values such as tolerance, mutual respect, and coexistence with cultural and religious differences. However, what distinguishes this study is the depth of the analysis conducted, especially in describing how teachers actually carry out these efforts in the field.

In previous studies, discussions on research results tended to be brief and less in-depth in exploring concrete strategies carried out by Islamic Religious Education teachers in instilling multicultural values. The study did not sufficiently explain in detail the methods and approaches used by teachers to integrate multicultural values in learning. This makes this study more focused on exploring real practices carried out by Islamic Religious Education teachers at SMAS Budisatrya Medan, so that readers can understand how the learning process takes place in the classroom and how teachers play a role in creating an atmosphere that supports diversity.

In addition, another significant difference lies in the emphasis of this study on students' views in responding to Islamic Religious Education learning that integrates multicultural values. Previous studies did not explore how students responded or responded to such learning. On the other hand, this study provides space for students' views on how they understand and apply multicultural values in everyday life, especially in the school environment. This provides additional insight into the extent to which Islamic Religious Education learning can influence students' attitudes and behaviors in appreciating differences between them.

Research conducted by (Halim 2022) about "Multiculturalism Learning Model of Islamic Religious Education Teachers". The results of the study stated that the learning practices of Islamic religious education teachers are described by: (1) The multiculturalism behavior of Islamic Religious Education teachers towards students is based on an attitude of tolerance, providing space for differences and upholding an attitude of mutual respect and appreciation, (2) In the realm of learning objectives, Islamic Religious Education teachers strive to apply Islamic Religious Education which aims to produce students who are able to develop multicultural values, (3) In the realm of learning materials, teachers strive to internalize and integrate multicultural values into Islamic religious education materials. The relevance of this study to previous studies is that this study explains how the form of multiculturalism values is

implemented both in and outside the classroom. While previous studies did not explain the values of multiculturalism in implementation.

Therefore, this study aims to explore effective Islamic Religious Education learning models in instilling multicultural values in students of SMAS Budisatrya Medan. This study will examine how these learning models can be practically implemented in the classroom and assess their 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.

This research is expected to provide a significant contribution in developing the Islamic Religious Education (PAI) learning model at SMAS Budisatrya Medan. By implementing a more effective and relevant learning model, students will not only gain a better understanding of Islamic teachings, but will also be formed into individuals who are more tolerant, inclusive, and appreciate differences. An integrated learning approach with multicultural values allows students to practice mutual respect, not only in the school environment, but also in their daily lives. This is very important in creating a harmonious learning atmosphere amidst the diversity that exists in schools.

Furthermore, the results of this study are also expected to be a reference for other schools that have similar diversity characteristics. With the existence of a PAI learning model that focuses on the development of multicultural values, other schools can adopt a similar approach to strengthen tolerance among students. This is not only beneficial for religious learning, but also to strengthen students' social foundations, which will help them contribute positively to society. Thus, this study has the potential to provide a broader impact in building a more inclusive and harmonious society through education.

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 collecting data, researchers use three main techniques, namely observation, interviews, and documentation (Ardiansyah et.al, 2023). Observations are conducted to understand the conditions directly in the field. Interviews aim to dig up in-depth information from informants. Documentation complements data with written evidence such as photos, recordings, or other relevant supporting documents. In addition, to increase the validity of the data, researchers apply data triangulation techniques, namely combining results from various data sources and data collection techniques. This triangulation is carried out to ensure the consistency and validity of the validity of the data obtained, thereby reducing the potential for bias in the analysis process (Saadah et.al, 2022).

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 (Sidiq and Choiri, 2019). 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 and Aqwal 2020). Joyce & Weil categorize learning models into four main types, which are general patterns of learning activities to achieve planned goals (Mirdad and 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 and 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. Motivation plays an important role in the student learning process because it is the main driver that influences the level of engagement, persistence, and learning outcomes. Motivated students tend to be more focused, persistent, and able to overcome challenges in

learning. They are more independent in managing time and tasks, and have a desire to achieve certain goals (Basri 2023). In addition, motivation can also increase self-confidence, where every small achievement provides encouragement to continue developing (Adan, 2023). In the context of education, especially with the implementation of the Independent Curriculum, motivation is very necessary because students are required to be more active, creative, and think critically. With high motivation, the learning process becomes more enjoyable, and students are more enthusiastic and satisfied with the results achieved, allowing them to achieve their maximum potential (Emda, 2017). This factor is often caused by monotonous teaching methods and lack of variation in learning approaches. This condition affects student engagement 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 student 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, 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 (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 teaching process. "*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 (*Surah An-Nahl verse 12).

M. Quraysh Shihab in his interpretation of Surah An-Nahl verse 12 states that this verse contains the command of Allah SWT to the Prophet Muhammad SAW and his people to learn and teach in a good and effective way. According to him, the word "*bi allatiy hiya ahsan*" contained in the verse contains the meaning that the learning method used must be the best and in accordance with the needs and conditions of the people at that time. This verse directs

Muslims to pay attention to quality in the learning and teaching process, not only just conveying information, but also how to convey it with a wise and loving approach.

Quraysh Shihab's interpretation then leads to the importance of choosing the right method in education. For example, in the context of Islamic religious learning, teachers are not only required to teach Islamic teachings in theory, but also to understand the conditions and backgrounds of the students and adjust the way the material is delivered to make it easier to understand. The use of good and appropriate methods will further increase the effectiveness of the teaching and learning process and ensure that moral messages and religious teachings can be well received by students. Thus, learning is not only an intellectual activity, but also has a deeper impact on the character and morals of students.

Furthermore, this verse can also be correlated with other verses containing the concept of education in the Qur'an, which emphasizes the importance of in-depth and comprehensive learning. For example, in Surah Al-Alaq verses 1-5 which mention the first commandment of Allah to mankind is to read (iqra'), which means that seeking knowledge is the main obligation of Muslims. These verses show that education in Islam is not only limited to mastering knowledge, but also includes the application of appropriate methods to develop understanding and application of that knowledge in everyday life. Thus, learning in Islam always leads to a balance between knowledge and the application of good morals.

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 pattern of choice, meaning that teachers choose the appropriate and efficient learning model 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 the Islamic perspective, the task of a teacher is considered a very noble mandate and has a high position. Teachers are not only responsible for imparting knowledge, but also for shaping the character and morals of students. As an educator, teachers are expected to be role models in all aspects of life, demonstrate noble morals, and teach good moral values. The Prophet Muhammad himself in his hadith stated that scholars or teachers are the heirs of the prophets, which means they have an important role in continuing religious teachings and guiding people towards a better life. In Islam, education is considered one of the main pillars in building a just, peaceful, and prosperous society. Therefore, a teacher has a great responsibility, not only to educate academically, but also to instill Islamic values, such as honesty, loyalty, and respect for others, so that students can grow into individuals who are not only intellectually intelligent, but also have noble character and are useful for society (Hasan Basri 2024). This is due to the noble values that have a very important position. Islam views people who are faithful and knowledgeable as individuals who have a higher degree, because they bring blessings into their

lives. Knowledge in Islam does not only function to obtain information alone, but also as a means to improve the quality of life, both spiritually and socially. Therefore, seeking knowledge and spreading it is considered a noble deed, which is beneficial not only for oneself, but also for the wider community (Ilmi et al. 2021).

As a teacher, the role in education is very large, more than just delivering academic material (Sulistiani and Nursiwi Nugraheni 2023). Teachers must be able to be good role models, teaching noble moral and social values to their students (Arfaiza et al. 2024). One of the important values to instill is the values of multiculturalism, which respect diversity and foster an attitude of tolerance. Teachers are not only as teachers of knowledge, but also as mentors who teach students to understand differences, respect each other, and interact with full respect, both between religions, tribes, and cultures. By instilling multicultural values in students, a teacher can help them develop into inclusive individuals who are able to contribute positively to a diverse society. Students who are equipped with an understanding of diversity and tolerance will be better prepared to face social challenges in the real world. Therefore, it is important for teachers to not only focus on teaching science, but also provide character education that teaches values that support the creation of harmony and harmony between people. In this way, education will be more meaningful, not only for the development of individuals, but also for the progress of society as a whole.

Based on the results of the study, Islamic Religious Education Teachers at SMAS Budisatrya Medan have made various efforts to instill multicultural values in students by integrating multicultural materials in every topic of religious learning. This approach not only focuses on Islamic teachings theoretically, but also emphasizes how religious teachings can be applied in the context of pluralistic life. In this way, students are expected to not only understand the basic concepts of religion, but also be able to appreciate and understand the diversity that exists around them. In the learning process, Islamic Religious Education teachers teach values such as justice, equality, and tolerance which are the core of Islamic teachings. In addition, teachers also connect these values with social realities in society, which involve differences in religion, culture, and ethnicity. In this way, students not only learn religion normatively, but are also invited to see and understand the importance of appreciating differences in their social lives. Learning that is integrated with multicultural values is expected to help students become more open and inclusive individuals.

Furthermore, teaching multicultural values through Islamic teachings aims to shape the character of students who not only understand tolerance theoretically, but can also apply it in everyday life. Islamic Religious Education teachers at SMAS Budisatrya Medan strive to provide examples of respect for differences, which will later strengthen relationships between students with different backgrounds. In this way, it is hoped that the multicultural values taught will equip students with important social skills for living in an increasingly diverse society.

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:

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

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"From Ibn 'Abbas, he said: asked to the Prophet PBUH: "Which religion is most loved by Allah? So he said: 'Al-Hanifiyyah As-Samhah (who is upright and tolerant)." (HR Bukhari).

According to Ibn Hajar al-Asqalâni, this Hadith emphasizes the importance of tolerance in social interactions and recommends the use of noble morals and noble character. In this context, tolerance does not only mean respecting differences, but also being generous and not stingy towards oneself or others. By being open-minded, a person is encouraged to share kindness and help others in various aspects of life. This attitude reflects the high principles of humanity in Islam, where social relations are based on compassion, mutual understanding, and mutual support in goodness.

In addition, this Hadith also encourages Muslims not to make it difficult for others to claim their rights and to accept their apologies with an open heart. This means that everyone must treat others fairly and not prevent others from getting what is rightfully theirs. This includes being forgiving and patient in dealing with the mistakes of others, as well as giving them the opportunity to improve themselves. This principle is important in creating harmony in society, because tolerance and ease in interacting create a more peaceful atmosphere, full of mutual respect, and strengthen social ties (Ibn Ḥajar al-'Asqalānī 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 integral part of education at the school. Islamic Religious Education teachers play a central role in shaping students' character through promoting tolerance, respect for differences, and encouraging cooperation among students from diverse religious backgrounds. Given the diversity that exists in the school environment, where students come from various ethnicities, religions, and cultures, multicultural values are very important to teach in order to create a harmonious and inclusive atmosphere at school.

Islamic Religious Education teachers are not only responsible for teaching religious material, but also for shaping students' understanding of the importance of respecting and appreciating differences. In this context, the role of teachers is very important in providing good examples and showing that religious education is not only about theoretical understanding, but also the application of attitudes and values that can facilitate the creation of peace and harmony amidst diversity. Teachers are expected to teach students not only to see differences as things that separate them, but also as riches that can enrich their lives.

Based on this study, it was found that the cooperative learning model is one of the most effective approaches in integrating multicultural values into Islamic Religious Education learning. The cooperative learning model emphasizes cooperation between students, where they not only learn to collaborate in achieving academic goals, but also to respect each other's different views and experiences. This method allows students to learn in groups with various backgrounds, so that they can be more open to different ideas and perspectives, which is very important in a multicultural context.

Through the implementation of this cooperative model, students are encouraged to think critically and reflectively, and learn how to manage differences in a positive way. This model also provides opportunities for students to practice resolving conflicts, communicating well, and working together to achieve common goals. The success of this model is not only seen in students' academic achievement, but also in the way they interact with each other outside the

classroom. Thus, the multicultural values applied through this learning model are not only limited to learning in the classroom, but are also applied in their daily social lives.

Overall, the implementation of the cooperative learning model in Islamic Religious Education learning at SMAS Budisatrya Medan has been proven to help students to more easily understand and apply multicultural values. This model provides space for students to learn about tolerance, equality, and cooperation in a more real and practical context. This makes these values not just theory, but also become part of the attitudes and behaviors applied in students' daily lives. Therefore, it is important for teachers to continue to develop and integrate approaches like this in religious learning so that students can become more open, inclusive individuals, and ready to contribute to a pluralistic society.

So this is also relevant to the research results conducted by (Haj and Rossidy, 2024). The results of the study stated that Islamic Religious Education teachers at SMAN 1 Kota Batu showed that the principles of multiculturalism in Islamic Religious Education (PAI) learning were implemented through a contextual approach (Contextual Teaching and Learning). This approach emphasizes learning that is relevant to students' daily lives, thus helping them to better understand and appreciate the cultural and religious differences around them. One of the methods used is class discussions about various religious holidays celebrated by students, such as Eid al-Fitr, Christmas, Nyepi, and Waisak, to introduce diversity and encourage appreciation of differences. In the learning process, students are also given material in the form of stories that encourage them to analyze the values of tolerance and empathy. For example, teachers often use the Medina Charter as learning material. This charter, which was ratified by the Prophet Muhammad SAW, is an important document that regulates peaceful and harmonious coexistence between various religious and ethnic communities in Medina. Discussions about the Medina Charter open students' insights into the importance of tolerance in the context of Islamic history.

The Medina Charter is often used as a discussion topic in Islamic Religious Education learning because of its relevance to the values of multiculturalism. This story not only teaches the basics of tolerance, but also provides inspiration on how the Prophet Muhammad SAW was able to create a peaceful and inclusive society amidst the differences that exist. Learning like this helps students to apply an attitude of mutual respect in everyday life.

Teachers at SMAS Budisatrya Medan have made various concrete efforts to implement multicultural values in learning. However, these efforts still face several challenges, such as errors in selecting inappropriate learning models and reduced student motivation in learning. These challenges hinder the achievement of the main goal, which is to create an inclusive learning atmosphere and respect diversity. In addition, behavioral problems between students are also a serious concern, where social relations between them are not yet fully harmonious. Low learning achievement and declining social ethics among students indicate that current learning still needs improvement. This encourages teachers to find solutions so that students can better understand and apply multicultural values, both at school and in everyday life. To overcome these challenges, teachers suggest several more effective strategies. Among them is the implementation of active group learning, where students can interact directly in a collaborative environment. Other strategies suggested are concept achievement, value analysis, and social analysis, all of which are designed to help students better understand multicultural values in depth and in an applicable manner.

Cooperative learning is a method that emphasizes cooperation between students in small groups to understand the subject matter (Zaharatunnisa dan 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, 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.

The Impact of Islamic Religious Education Learning on Students' Multicultural Perceptions and Values

As students at SMAS Budisatrya Medan, students feel very fortunate to receive Islamic Religious Education (PAI) learning that not only focuses on religious teachings, but also instills multicultural values. In PAI learning classes, students are taught to appreciate and respect the differences in culture, ethnicity, and religion that exist around them. PAI teachers strongly support them to see this diversity as a wealth, and an opportunity to learn more about each other's backgrounds. The learning that is applied helps students understand that all humans are created equal and have equal rights to be respected. With this attitude, students not only learn to appreciate differences, but also to celebrate the diversity that exists around them.

Islamic Religious Education teachers place great emphasis on the importance of tolerance, cooperation, and mutual respect in building a harmonious society. This is not only taught as a theoretical concept, but is further applied in daily learning activities. Class discussions, group activities, and various interactions between students are effective means of teaching these values. Through these activities, students can interact directly with their friends who come from different backgrounds, broaden their horizons, and learn how to respond to diversity wisely. This also helps them see the world in a broader perspective, where they do not only focus on differences, but also on the similarities that exist between them.

In addition, Islamic Religious Education learning also teaches students about the importance of developing an inclusive attitude. Students are encouraged to not only accept differences, but also actively maintain these differences in their daily lives. Teachers provide concrete examples of how this inclusive attitude can be applied, for example in the way they speak, how they respect the rights of others, and how they build supportive relationships amidst diversity. In this way, students not only learn about multiculturalism in an academic context, but also about how they can implement these values in their daily social lives.

Through learning methods that involve discussion and collaboration, students also learn to think critically and analyze different perspectives. This is very important in an increasingly connected world, where interactions between individuals from various cultural and religious backgrounds are increasingly intense. By engaging in constructive dialogue, students are invited to see and understand different points of view, so that they can avoid stereotypes and prejudices that often arise in society. Learning that encourages active interaction allows students to develop empathy and social awareness, which are the main capital in building a peaceful and harmonious society.

The role of Islamic Religious Education teachers in instilling multicultural values at SMAS Budisatrya Medan is very important, because they not only teach students to understand the basic concepts of religion, but also to apply these principles in their social lives. Islamic Religious Education teachers try to direct students to understand that respecting differences is not only about tolerance, but also involves aspects of justice and equality. Diversity is not a barrier, but rather an opportunity to enrich relationships between people. By equipping students with a good understanding of multicultural values, teachers help them become more open, inclusive individuals who are ready to contribute positively to society.

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 multicultural values in learning has a significant long-term impact on student development, both academically and socially. Through this approach, students are taught to appreciate the differences in culture, religion, and background that exist around them. Learning that emphasizes fairness and equality forms students' awareness of the importance of treating everyone with equal respect, regardless of differences. This is important in an increasingly global world, where diversity is an inseparable part of everyday life.

The application of multicultural values also equips students with essential social skills for living in a complex and diverse society (Sunandi et al. 2020). Students who are exposed to the concept of multiculturalism from an early age will have a better understanding of how to interact with others in an open and inclusive manner. They learn how to work together with people from different backgrounds, develop empathy, and become good listeners. These skills

are essential in shaping individuals who can build healthy and productive social relationships in various life situations, whether at school, at work, or in everyday interactions. Moreover, multicultural learning prepares students to contribute positively to society. They are encouraged to think critically about social issues involving justice and equality, and to be actively involved in finding solutions that are fair to all parties. With this understanding, students have great potential to become agents of change who can promote harmony and togetherness amidst the diversity of society. Students are not only taught to become better individuals in the school environment, but are also prepared to become citizens who care about social welfare and are active in fighting for human values.

Ultimately, the long-term impact of practicing these multicultural values is not only limited to the personal development of students, but also to the wider society. By making values such as tolerance, empathy, and respect for differences an integral part of their identity, students are expected to be able to create positive change in their communities. They can play a role as future leaders who build an inclusive, harmonious, and respectful society. Thus, the implementation of multicultural education is not only an effort to educate students, but also to build a foundation for a more just and peaceful future.

Conclusion

Based on the findings 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. 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: first, stories about Rasullullah to increase student motivation; second, providing examples of ethics to Allah, individuals, and teachers through daily value instillation at school, thirtd, using advice methods, giving gifts, and habituation to motivate and encourage students in learning; and forth, applying experiential, emotional, rational, and functional approaches to encourage students to emulate goodness and improve their behavior in the future.

Students at SMAS Budisatrya Medan regard the importance of tolerance among religious communities. 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 among 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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