

Construction of Intercultural Dialogue Through Multicultural Education Approach: A Comprehensive Review of Islamic Religious Education Perspective

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ABSTRACT

This review comprehensively examines the construction of intercultural dialogue through a multicultural education approach, focusing on the perspective of Islamic Religious Education (PAI) in Indonesia. In the context of a society rich in cultural, religious, and ethnic diversity, multicultural education becomes an important tool for building understanding, tolerance, and peaceful coexistence. The core principles of multicultural education, such as equality, diversity, intercultural dialogue, social justice, and cultural awareness and sensitivity, are integrated into the PAI curriculum to promote universal Islamic values, such as *tasamuh* (tolerance) and *ukhuwah* (brotherhood). The reviewed studies indicate that multicultural education strategies in PAI can enhance attitudes of tolerance and social cohesion among students, creating an inclusive learning environment that values diversity. However, challenges such as limited systemic integration and culturally responsive teacher training remain obstacles. This review recommends strengthening the curriculum, ongoing teacher training, and active community participation to achieve effective and sustainable intercultural dialogue.

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INTRODUCTION

This literature review comprehensively examines the construction of intercultural dialogue through the perspective of multicultural education in Indonesia, focusing on the role of Islamic Religious Education (PAI). Indonesia, a country symbolized by its motto "Bhinneka Tunggal Ika" (Different but still one), has a wealth of ethnicities, religions, and cultures [1], [2], [3]. This diversity, although a source of national strength, presents significant challenges. The potential for conflict stemming from cultural differences is a recurring theme in Indonesian society [4], [5], [6], emphasizing the urgent need for effective strategies to engage in activities of understanding, tolerance, and peaceful coexistence. Multicultural education has emerged as an important tool to address these challenges, aiming to create a society where individuals from diverse backgrounds can interact respectfully and productively [7], [8], [9]. This review investigates existing research that explores how multicultural education approaches, particularly within the PAI framework, contribute to the construction of intercultural dialogue. Without effective intercultural dialogue, the risk of misunderstanding, prejudice and conflict increases significantly [4], [5]. Conversely, successful intercultural dialogue can lead to increased social cohesion, mutual respect and collaborative problem solving [15], [16], [17]. This review investigates how educational interventions use dialogue activities as a strategy to bridge cultural gaps. The studies analyzed will explore the impact of this strategy on students' attitudes, behaviours and interactions in diverse learning environments. The integration of multicultural values into Islamic Religious Education curricula is not merely an add-on; it is essential to achieving the broader educational

goal of promoting tolerance, respect and understanding among diverse religious and cultural groups [19], [20], [21]. This review will analyze how Islamic Religious Education teachers use various pedagogical approaches to instill multicultural values, exploring the effectiveness of different teaching methods and strategies in building intercultural dialogue. The role of Islamic Religious Education teachers in facilitating dialogue, how Islamic Religious Education curricula and teaching practices can increase respect for other religions and encourage positive interactions between students from different religious backgrounds [26], [14], [12]. The concept of multicultural education in the context of Islamic Religious Education includes teaching various religious traditions as well as introducing universal values such as justice, compassion, and tolerance, which are rooted in Islamic teachings [18], [2], [9].

LITERATURE REVIEW

This literature review investigates the construction of intercultural dialogue through the perspective of multicultural education, specifically examining the perspective of Islamic Religious Education (PAI). Multicultural education is broadly defined as an educational approach that recognizes and values cultural, ethnic, and social background diversity in the learning process [7]. The core principles of multicultural education often include:

1. Equality: This principle emphasizes equal dignity and respect for all individuals, regardless of their cultural background [8]. This principle challenges discriminatory practices and promotes equitable access to educational opportunities for all students.

2. Diversity: Multicultural education embraces diversity as a fundamental aspect of society [8]. This education recognizes and celebrates the richness of various cultural expressions, languages, and belief systems. The inclusion of multiple perspectives in the curriculum is the foundation of this principle.

3. Intercultural Dialogue: This principle focuses on creating opportunities for meaningful interaction and communication among individuals from different cultural backgrounds [13]. This principle encourages empathy, understanding, and the ability to engage in respectful dialogue across cultural differences. The goal is to foster mutual respect and understanding, not assimilation.

4. Social Justice: Multicultural education is closely linked to social justice [2]. It seeks to address systemic inequalities and injustices that affect certain cultural groups and aims to create a more just and inclusive society. This includes challenging stereotypes and biases that perpetuate discrimination.

5. Cultural Awareness and Sensitivity: Developing cultural awareness and sensitivity is paramount [4]. This involves learning about different cultures, understanding their values and beliefs, and developing the ability to interact respectfully with individuals from diverse backgrounds.

Studies on the implementation of multicultural education in schools highlight the importance of creating inclusive learning environments that promote respectful interaction and understanding among students from different cultural backgrounds [32], [27]. Rahmatan lil-'Alamin: This core Islamic concept translates to "blessings for the universe" [22]. It emphasizes the universal message of Islam as a source of peace, justice, and compassion for all humanity. This principle is central to promoting intercultural dialogue and understanding. PAI, guided by these principles, can foster respect and tolerance for individuals from all backgrounds. Tasamuh (Tolerance): Tolerance is a core value in Islam, promoting peaceful coexistence and mutual respect among people of different religions and cultures [21]. PAI curricula and teaching practices can be designed to foster this value among students, enabling them to engage in respectful dialogue with those of different beliefs. Ukhuwah (Brotherhood): The concept of ukhuwah emphasizes the bonds of unity and brotherhood among all Muslims and, more broadly, among all human beings [18]. The successful implementation of multicultural PAI depends on a well-structured curriculum, effective teaching methods, and a supportive school environment that values diversity [18], [32].

METHODOLOGY

This literature review uses a systematic approach to synthesize existing research on the construction of intercultural dialogue through multicultural education, specifically examining the perspective of Islamic Religious Education (PAI). The methodology includes three main phases: literature search and selection, data extraction and analysis, and synthesis and interpretation. The search strategy aims to capture a variety of perspectives and approaches to the research topic, including keywords such as "multicultural education," "intercultural dialogue," "Islamic Religious Education (PAI)," "Indonesia," "religious tolerance," and "cultural diversity." Studies were included if they: (1) directly addressed multicultural education or intercultural dialogue; (2) explicitly considered the role of PAI or religious education in promoting these values; (3) used empirical research methods (qualitative or quantitative); (4) were published in reputable peer-reviewed journals or academic books; and (5) were written in Indonesian or English (to ensure accessibility). After selection of relevant studies, a structured data extraction process was applied. For each study, the following information was extracted: (1) author and year of publication; (2) research questions and objectives; (3) research design and methodology; (4) participant characteristics (if applicable); (5) data collection methods (e.g., interviews, surveys, observations); (6) data analysis techniques; (7) key findings and

conclusions; and (8) limitations of the study. This stage is crucial to drawing meaningful conclusions about the construction of intercultural dialogue through multicultural education from an Islamic Education perspective [9], [35], [36].

RESULTS

Studies consistently show that integrating multicultural perspectives into the curriculum enhances students' understanding and appreciation of cultural diversity [10], [11], [18], namely: A conducive learning environment, characterized by tolerance and respect among teachers and staff, is essential to the success of multicultural education [13]. The PAKEM (Active, Creative, Effective, and Enjoyable Learning) model, for example, has been identified as an effective strategy for instilling multicultural values in Islamic Religious Education classes [13]. This learner-centered approach encourages active participation and critical thinking, which are essential components of meaningful intercultural dialogue [34]. By promoting understanding and respect for diversity, multicultural education equips students with the skills and attitudes necessary to engage in peaceful and constructive intercultural interactions [1]. The school's "religious culture," which includes regular religious meetings and community service, plays an important role in fostering intercultural dialogue and harmony [34]. A multicultural school environment is a strong supporting factor for the success of the program [1]. The form of integration of multicultural values into Islamic Religious Education at SDN 037 Sabang Bandung [18], identified six forms of integration of multicultural values, namely inclusivity, humanism, tolerance, mutual cooperation, democracy, and brotherhood [18]. Film depictions of cooperation, justice, compassion, and tolerance can facilitate cultural dialogue and awareness among children [40]. Students who receive multicultural education show increased tolerance, respect for diversity, and a greater willingness to work together with peers from different backgrounds [29], [6]. The role of teachers in this process is very important; they act as facilitators who create an inclusive learning environment, promote a deep understanding of cultural diversity, and model positive behaviors such as tolerance and respect for differences [32]. The success of multicultural education in building intercultural dialogue depends on the effective integration of various approaches, the active participation of all stakeholders, and a commitment to creating an inclusive and respectful learning environment [36]. Even the use of media, such as films, can be utilized to demonstrate effective intercultural communication and the positive impacts of tolerance [16].

DISCUSSION

This literature review examines the construction of intercultural dialogue through the perspective of multicultural education, specifically focusing on the role of Islamic Religious Education (PAI) in Indonesia. Several studies directly discuss the role of PAI in fostering multicultural values. Research by A. Jalil and A. Munif at SMP Negeri 1 Gudo underlines the importance of involving Muslim and non-Muslim students in discussions about social relations (muamalah) in the PAI curriculum [11]. The use of effective teaching methods such as lectures and discussions, which are adapted to multicultural classes, is also emphasized [11]. Beyond specific pedagogical strategies, the integration of multicultural values into PAI is approached conceptually and practically in school culture [34]. Dian Anggini's research at SMA N 5 Yogyakarta shows that the implementation of multicultural-religious education promotes values such as tolerance, democracy, brotherhood, and nationalism [34]. The religious culture in schools, which includes regular meetings and community service, reinforces these values in practice [34]. Research by Arnita Lindayani, Asep Ahmad Faturrohmah, and Helmawati identified six forms of multicultural values integrated into Islamic Religious Education, including tolerance, mutual assistance, and inclusiveness that demonstrate religious harmony [18]. Research by Dina Pomalingo emphasized the importance of using diverse pedagogical approaches beyond simple lectures, such as group discussions and two-way communication, to encourage active student participation [42]. This shows the effectiveness of a structured and systematic approach to integrating multicultural education into Islamic Religious Education. Furthermore, the use of various media, such as the animated film Upin and Ipin, can effectively promote multicultural values, especially among children in the film, such as cooperation, justice, compassion, and tolerance [40], which shows the potential of popular media to facilitate dialogue and cultural awareness.

CONCLUSION

This literature review has comprehensively explored the construct of intercultural dialogue through the lens of multicultural education, particularly in the context of Islamic Religious Education (PAI) in Indonesia. The synthesized findings reveal a complex interplay of effective strategies, persistent challenges, and promising recommendations for improving multicultural education within the PAI framework. The reviewed studies consistently demonstrate the positive impact of well-implemented multicultural education on students' social attitudes, promoting tolerance, respect for diversity, and peaceful conflict resolution. Successful programs utilize diverse pedagogical approaches, inclusive learning environments, and community engagement. However, significant challenges remain, including systemic integration issues, the

need for culturally responsive teacher training, and addressing the absence of non-Muslim religious teachers in some schools.

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