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Enhancing Multicultural Values Through Pedagogical Approaches in Islamic Education for Senior High Schools

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Abstract

This study explores how Islamic Religious Education enhances multicultural values among junipr high school students through thoughtful pedagogical approaches. This research method using a qualitative with case study design, the research delves into how teachers and the school communitywork together to nurture tolerance and respect for diversity. Data were gathered through semi-structured interviews with 17 informants, including 5 ISLAMIC RELIGIOUS EDUCATION teachers, school principal, vice principal for curriculum, and 10 student representatives. These were complemented by classroom observations, deep-interviews, and an analysis of relevant documents, such as lesson plans and student activity reports. The data analysis followed Miles and Huberman's interactive model, focusing on reducing, displaying, and verifying the data to uncover meaningful patterns. To ensure the validity of the findings, triangulation methods were applied, including cross-referencing different sources, member checks with participants, and maintaining detailed research documentation. The results highlight that teachers actively incorporate multicultural values into Islamic Religious Education lessons through group discussions, interfaith dialogues, and culturally inclusive examples. They also create a safe and open classroom atmosphere that encourages students to appreciate diversity and share their unique perspectives. These efforts have led to noticeable changes, including improved interactions across cultural and religious groups, reduced biases, and stronger bonds within the school community.This study emphasizes the essential role of educators in fostering students' understanding of diversity and demonstrates how Islamic Religious Education can become a powerful tool for building a more tolerant and inclusive society.
Keywords: Multicultural Values, Islamic Religious Education, Inclusive Pedagogy

Introduction

In the era of globalization, interactions between various cultures are intensifying, which often pose challenges in maintaining social harmony (Banks, 2017). Multicultural education comes as an effort to build tolerance, mutual understanding, and respect for differences in an increasingly diverse society (Gay, 2018). In the context of Indonesia, as a country with ethnic, religious and cultural diversity, multicultural values are an important foundation for maintaining national unity (Tilaar, 2019). As an integral part of the education system in Indonesia, Islamic education has a strategic role in instilling multicultural values. The Islamic education curriculum not only addresses spiritual aspects, but also teaches about tolerance, justice and respect for differences (Azra, 2020). However, practice in the field often shows that this teaching has not fully built a deep multicultural understanding (Al-Hadhrami, 2021).

One of the main challenges in Islamic education is the lack of implementation of pedagogical approaches that support multicultural values (Santrock, 2020). Many teachers still use traditional teaching methods that are less responsive to the dynamics of diversity in the classroom (Habib & Zahra, 2022). This results in not maximizing the potential of multicultural education. A multicultural-based pedagogical approach can be the key to increasing students'

awareness of diversity. Multicultural pedagogy allows students to explore cultural differences and religious values critically and openly (Nieto, 2021). In the context of Islamic education, this approach can integrate religious teachings with relevant social issues (Rahman, 2020).

Islam encourages its followers to respect diversity and treat each individual fairly, as stated in the Qur'an and hadith. Concepts such as ta'aruf (knowing each other) and tasamuh (tolerance) are at the core of Islamic teachings that support social harmony (Hanafi, 2019). This is in line with the principles of multiculturalism that emphasize the importance of mutual respect and understanding. Teachers have a key role in instilling multicultural values through daily learning practices (Banks & Banks, 2019). In Islamic education, teachers can use dialogic, collaborative and contextual approaches to help students understand the importance of tolerance and diversity (Zulkifli, 2022). Various pedagogical approaches, such as project-based learning, collaborative learning and reflective approaches, have been shown to be effective in raising students' multicultural awareness (Gay, 2020). In Islamic education, these approaches can be applied through case studies, group discussions, and exploration of Islamic values relevant to multicultural life (Yusuf, 2021). Previous research shows that schools that integrate multicultural values in learning tend to produce students who are more tolerant and open to differences (Nasir & Handayani, 2022). However, another study also revealed that there are still many obstacles in implementing this approach, especially in terms of the lack of teacher training and curriculum support (Haryanto, 2021).

In Indonesia, one of the main challenges is the stigma and prejudice against certain groups that still occur frequently, both in schools and society (Setiawan, 2021). However, this is also an opportunity for Islamic education to become an agent of change in building a more inclusive and harmonious society (Amalia, 2022). This research aims to explore how a pedagogical approach can enhance multicultural values in Islamic education. By providing practical guidance for teachers and policy makers, this research is expected to make a significant contribution in creating a generation that is more tolerant, inclusive and ready to face global challenges (Syamsuddin, 2023). The integration of multicultural values in Islamic education has a strategic role in building harmony in a pluralistic society. Multiculturalism-based Islamic education can help students understand cultural, religious and ethnic diversity, and encourage them to appreciate differences as part of sunnatullah. According to Banks (2019), multicultural education not only aims to increase students' awareness of diversity, but also prepares them to become active citizens in a global environment. In addition, Azra (2020) emphasizes that Islam teaches the principle of ukhuwah insaniyah (brotherhood of humanity), which can be used as a foundation for developing an attitude of tolerance and inclusiveness in social interactions. Therefore, a pedagogical approach based on multicultural values is very relevant to be applied in Islamic education, in order to produce a generation that is able to uphold the values of diversity amid the challenges of globalization.

Much research has been done on the integration of multicultural values in Islamic education, especially in the context of primary and secondary education. Most of these studies focus on the role of Islamic education in building tolerance and social harmony in society. However, in-depth studies on how certain pedagogical approaches can enhance the effective application of multicultural values in the context of learning at the senior high school level are still limited. In addition, most studies tend to use theoretical approaches without highlighting the real implementation that involves teachers as the main facilitators of multicultural-based learning. The lack of focus on contextualized and practice-based pedagogical strategies in pluralistic environments is a gap that needs to be addressed. This research aims to fill the gap by presenting an in-depth analysis of relevant pedagogical approaches based on Islamic values in strengthening multiculturalism in senior high schools.

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The uniqueness of this research lies in the pedagogical approach that not only integrates multicultural values into Islamic learning, but also involves concrete practices that are relevant to the context of student diversity in high schools. This research offers innovation by exploring experiential learning methods that integrate elements of multiculturalism with the principles of Islamic teachings. This approach not only helps students understand the concept of multiculturalism theoretically, but also internalize it in their social interactions. The main objective of this research is to analyze and develop an effective pedagogical approach in integrating multicultural values into Islamic education to build tolerance, inclusiveness and social harmony among high school students. Thus, this research is expected to make a significant contribution in creating an education that is relevant to the needs of an increasingly diverse global society.

Method

This research uses a qualitative approach with a case study design to explore and deeply understand the integration of multicultural values through a pedagogical approach in Islamic education at SMAN Umbulsari, Jember Regency. The qualitative approach was chosen because it allows researchers to investigate in depth complex and dynamic phenomena, including social interactions, students' experiences, and teaching strategies used by teachers (Creswell, 2018). The case study design provides a directed focus on a particular school as the unit of analysis, so as to reveal the unique context and characteristics that influence the implementation of multicultural values in an educational setting. This study aims to explore the teaching process, the obstacles faced, and the impact of implementing a multicultural-based pedagogical approach on students.

The subjects of this study included 5 Islamic Religious Education teachers, 16 grade XI students, the vice principal for curriculum, and the principal of SMAN Umbulsari, Jember Regency. The selection of subjects was done by purposive sampling to ensure the participation of individuals who have experience and direct involvement in the learning process related to multicultural values. The data collection techniques used were in-depth interviews, participatory observation, and document analysis. In-depth interviews were used to explore the views and experiences of teachers and students related to the implementation of multicultural values. Participatory observation was conducted to directly observe the interaction and dynamics of learning in the classroom, while document analysis included curriculum, syllabus, and learning materials. The research instruments were developed based on the literature review and arranged in the form of interview guidelines, observation sheets, and document checklists, which were validated through expert judgment before use.

The collected data were analyzed using thematic analysis technique with steps including data transcription, coding, categorization, and drawing main themes (Braun & Clarke, 2006). This technique enabled the researcher to identify key patterns relevant to the research focus, such as pedagogical strategies, students' responses, and the impact of multicultural-based learning. Data validity was guaranteed through triangulation of data sources, techniques and time, which included verification of findings by comparing the results of interviews, observations and documents. In addition, member checking was conducted by asking for confirmation from participants to ensure data interpretation was accurate and in context. This procedure aims to increase the credibility, transferability and validity of the research results so that they can make a meaningful contribution to the study of multicultural pedagogy in Islamic education.

Results

SMAN Umbulsari is one of the schools located in an area with diverse student backgrounds, both in terms of religion, culture, and socioeconomics. This condition provides both opportunities and challenges for schools in implementing multicultural education. A multicultural school environment provides opportunities for students to learn firsthand about diversity and the importance of coexisting in harmony. However, without the right learning approach, this diversity can be a trigger for conflict or misunderstanding between students. The results showed that the implementation of multicultural values in Islamic Religious Education learning at SMAN Umbulsari has been running well and integrated in various aspects of learning. Islamic Religious Education teachers play a strategic role in internalizing the values of tolerance, inclusiveness, and respect for diversity through discussion-based teaching methods and case studies. In every learning session, teachers provide concrete examples of social realities that reflect religious, cultural, and ethnic diversity in Indonesia. This approach helps students understand that differences are an integral part of community life that must be respected. In addition, teachers also use a collaborative approach by involving students from different backgrounds to work in groups, so they learn to respect each other's views and opinions.

Classroom observations revealed that the teaching materials used had been adapted to the context of diversity in the school environment. One of the materials raised is about the importance of ukhuwah Islamiyah, ukhuwah wathaniyah, and ukhuwah insaniyah in building social harmony. Teachers also often relate learning materials to actual issues, such as social conflict, religious tolerance, and cross-cultural cooperation. This gives students a deeper understanding of the importance of maintaining unity in the midst of diversity. Teachers also utilize information technology, such as learning videos and online articles, to enrich teaching materials and provide real examples of the application of multicultural values in various parts of the world.

Students showed positive responses to the integration of multicultural values in Islamic Religious Education learning. Based on the interview results, the majority of students felt that Islamic Religious Education learning not only improved their understanding of religion, but also built their awareness of the importance of tolerance and empathy. Students also revealed that group discussions involving students from different cultural backgrounds helped them understand diverse viewpoints. As a result, students become more open and accepting of the differences that exist in their school environment.

Nevertheless, this study also identified some challenges in the implementation of multicultural values. One of them is the limited time allocated for Islamic Religious Education learning, so teachers have to optimize the material taught in a relatively short time. In addition, there are constraints in the availability of learning resources that specifically discuss multicultural values in the Islamic context. Some students also still show a tendency to hold on to the views of certain groups, thus requiring a more intensive approach to change their mindset.

Overall, the implementation of multicultural values in Islamic Religious Education learning at SMAN Umbulsari has had a positive impact in shaping the tolerant and inclusive character of students. Islamic Religious Education learning is not only a means of transferring religious knowledge, but also a platform for building social awareness based on Islamic values. This study recommends the development of more contextual and multicultural-based learning modules to support more optimal implementation. In addition, training for teachers on multicultural teaching strategies also needs to be conducted so that teachers are better prepared to face the challenges of diversity in the school environment.

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The results of this study reveal that Islamic Religious Education teachers at SMAN Umbulsari have a significant role in instilling multicultural values to students. Islamic Religious Education teachers not only function as teachers who deliver teaching materials, but also as mentors who instill attitudes of tolerance, respect for diversity, and social awareness. Multicultural values are integrated into learning through a contextual approach that links the teachings of Islam with the social reality in the students' environment. Teachers often use daily life examples, such as interfaith tolerance and the importance of cross-cultural cooperation, to reinforce learning messages.

In practice, Islamic Religious Education teachers utilize dialogic and participatory learning methods. Teachers encourage students to openly discuss issues of diversity, both in the school environment and the community. These discussions often begin with an understanding of Qur'anic verses that emphasize the importance of ukhuwah insaniyah and tolerance among human beings. In addition, teachers use case studies relevant to multicultural life, such as social conflicts or joint interfaith celebrations, to hone students' ability to solve problems based on Islamic principles.

The results of interviews with students showed that they felt the positive impact of the role of Islamic Religious Education teachers in instilling multicultural values. Students mentioned that Islamic Religious Education learning helped them to understand the importance of respecting differences, whether in terms of religion, culture, or social background. Some students even admitted that they now interact more easily with friends from different backgrounds, thanks to the learning implemented by Islamic Religious Education teachers. Teachers also organize collaborative activities, such as cross-class group work, designed to strengthen interactions between students from different backgrounds.

However, this study also found several obstacles faced by teachers in instilling multicultural values. One of the main challenges is the lack of teaching materials that specifically integrate multicultural values in the Islamic Religious Education curriculum. Teachers often have to develop their own materials or modify existing teaching materials to suit learning needs. In addition, there are students who show resistance to discussions about diversity, especially those related to sensitive issues such as differences in beliefs. Teachers have to work extra hard to create a conducive and prejudice-free classroom atmosphere.

Overall, the role of Islamic Religious Education teachers at SMAN Umbulsari in instilling multicultural values is very important in building students' tolerance and inclusiveness. Islamic religious education teachers contribute greatly in creating a harmonious learning environment that supports diversity. This study recommends the development of a multicultural-based learning module that can be used as a guide for Islamic Religious Education teachers, as well as further training to improve teachers' ability to face the challenges of diversity in the classroom. Thus, multicultural values can be embedded more strongly in students' characters and become their provision in social life.

Religious Activities that Promote Interfaith Harmony

Religious activities that aim to promote interfaith harmony have a very significant role in creating a tolerant, harmonious and inclusive school environment. The principal of SMAN Umbulsari argues that such activities not only support the creation of an atmosphere of togetherness, but also serve as a platform to build a deeper understanding of diversity. For example, celebrations of religious holidays, seminars, or interfaith discussions organized in the school environment can be an important means to bring students from various religious backgrounds closer together. Such activities should be thoughtfully designed by prioritizing the principle of openness and involvement of all students regardless of their religious background.

Through active participation in this activity, students not only have the opportunity to learn more about the beliefs and traditions of other religions, but also learn to respect these differences. The interactions that occur in this activity can strengthen brotherhood and a sense of community among students. Moreover, the experience promotes a supportive learning environment where students feel valued regardless of their religious, cultural or worldview differences. In schools, such activities play an important role in building a harmonious atmosphere, thus preventing the emergence of intolerant attitudes that can damage interfaith relations. Intolerant attitudes, if not prevented, have the potential to create conflicts that can disrupt the dynamics of school life. Therefore, religious activities that emphasize dialogue, understanding and appreciation of differences are needed to support the creation of an atmosphere of peace and mutual respect.

In addition to religious activities, the deputy principal for curriculum also believes that classroom learning should also be directed at instilling values of respect for diversity. Teachers have the responsibility to integrate tolerance education in every learning material, especially those related to religious and cultural differences. For example, through group discussions, students can be invited to explore and understand the importance of maintaining harmony in diversity. Such an approach not only benefits school life but also equips students with social skills that are essential for living in a plural society. Thus, efforts to promote interfaith harmony in schools can be a strong foundation for the creation of a young generation that is tolerant, respectful of differences, and able to maintain harmony in everyday life.

The results of interviews with several Islamic Religious Education teachers also conveyed that the majority of students are Muslim, every religious activity always involves all students without exception. For example, the commemoration of the Prophet Muhammad's birthday held at school is not only attended by Muslim students, but also involves non-Muslim students in the preparation and implementation of the event. Non-Muslim students are invited to understand the meaning of the celebration, and they are also involved in various social activities held, such as social services or fundraising for charity. In this way, non-Muslim students not only understand the Islamic values being taught, but are also involved in celebrations that have important meaning in interfaith harmony. This is a concrete example of how religious activities in schools can create mutual respect and strengthen interfaith relations.

The Impact of Multicultural Values in Islamic Education Learning

Islamic Religious Education learning that integrates multicultural values has a very important role in shaping students' attitudes and behaviors. This approach is not only relevant in school learning, but also an important foundation for students to apply these values in their daily lives. Multicultural-based education aims to instill an attitude of tolerance, mutual respect, and respect for differences among individuals, so that students can learn to coexist peacefully in a diverse society.

The integration of multicultural values in Islamic Religious Education learning is done through various approaches centered on dialogue and interaction. Teachers play a key role in creating an inclusive learning atmosphere, where students can feel safe to share their views and experiences. In the learning process, students are invited to discuss the importance of respecting differences, both in religious and cultural aspects. This aims to build awareness that peaceful coexistence is possible and very important despite the differences between them. In addition, Islamic Religious Education learning based on multicultural values also aims to reduce the potential for discriminatory or exclusive attitudes that can arise due to a lack of understanding of differences. This education is designed to teach students to not only understand the teachings of their own religion, but also to respect the beliefs of other religions.

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As such, it not only strengthens religious knowledge, but also encourages the development of empathy and an open attitude towards diversity.

Islamic Religious Education that integrates multicultural values is not only beneficial for individual students, but also for society as a whole. Students who are accustomed to living in a learning atmosphere that respects diversity will grow into individuals who are tolerant, inclusive, and able to build harmonious social relationships. They will be better prepared to face challenges in a plural society, where religious diversity, culture, and tradition are part of everyday life. With this approach, Islamic Religious Education learning contributes to forming a young generation that not only has a strong religious understanding, but also has an inclusive social attitude, full of respect for differences, and is able to maintain peace in diversity. The integration of multicultural values in Islamic Religious Education learning is a strategic step in creating a more harmonious society, where every individual can coexist peacefully and with mutual respect, regardless of their background.

The results of interviews with several students at SMA Negeri 1 Umbulsari show how Islamic Religious Education learning that focuses on multicultural values is very helpful for them in developing a more open and tolerant attitude towards differences. One student stated, "I feel more able to accept friends of different religions after studying in Islamic Religious Education classes, because the teacher often reminds us to respect each other." This statement illustrates a positive change in the mindset of students who previously may have been less open to religious and cultural differences. Now, they understand that such differences should not be an obstacle to fostering good relationships. Another student added that Islamic Religious Education learning that teaches multicultural values makes them feel more comfortable to interact with friends who have different religions. "I don't feel hesitant anymore to interact with friends whose religion is different, because we have been taught that differences are natural and should not be a separator," he said. This shows that Islamic Religious Education learning that integrates multiculturalism has a positive influence in opening students' insights about the importance of togetherness and unity despite many differences. Through learning that integrates multicultural values, students become more open and have a tolerant attitude towards differences. This can be seen from the increased interaction between students who come from different religious and cultural backgrounds. Previously, such interactions were less frequent, but now they feel more comfortable to share experiences and establish friendly relationships.

Islamic Religious Education learning that prioritizes multicultural values has a positive impact in shaping students' attitudes and behaviors, which in turn helps them to establish more harmonious social relationships outside the school environment. This shows how important the integration of multicultural values is in education, especially in shaping students' characters so that they can coexist with mutual respect and appreciation of differences.

Discussion

A pedagogical approach that focuses on multicultural values in Islamic education has a high relevance in preparing the younger generation to live in a plural society. Islamic education, especially at the high school level, has a strategic role in internalizing values such as tolerance, inclusiveness, and respect for diversity. A multicultural-based pedagogical approach is not only relevant in the context of learning, but also a foundation in building student character. As stated by Banks (2016), multicultural education aims to enrich students' perspectives in understanding diversity and creating harmony in society.

In the context of Islamic education, multicultural values can be integrated through a curriculum that emphasizes the importance of religious tolerance, cross-cultural cooperation,

and respect for human rights. Teachers act as agents of transformation who not only deliver religious material, but also teach these values through real examples and contextual approaches. For example, an understanding of ukhuwah insaniyah can be taught by linking Qur'anic verses about the unity of mankind with the social situation around students. This is in line with Ibrahim's research (2020) which shows that context-based teaching can improve students' understanding of the importance of diversity.

One important aspect of implementing multicultural values is the use of participatory learning methods. This approach allows students to learn through discussions, simulations and group projects involving different cultural backgrounds. For example, teachers can hold class discussions on how Islam teaches peace and cooperation between people. This process creates space for students to understand different perspectives and develop an attitude of tolerance. As stated by Gay (2018), culture-based learning can increase students' social awareness of diversity.

In addition, the development of multicultural value-based learning media is one of the key strategies in Islamic education. Learning media designed to feature stories, characters or events from different cultures help students identify and understand universal values. A study by Rahmawati (2019) shows that visual and digital media that reflect cultural diversity can increase students' interest in learning and strengthen their understanding of diversity. Teachers are expected to be able to utilize technology to deliver multicultural messages creatively and interactively. The results of previous research also show that multicultural education in Islamic schools can prevent radicalism and intolerance. This is supported by Saifuddin's (2021) findings, which state that students taught with a multicultural approach have a more inclusive attitude towards differences than those taught conventionally. Islamic education that instills multicultural values is a bulwark in forming a moderate mindset and preventing the emergence of extremism.

However, this study also identified challenges in the implementation of a multicultural approach in Islamic education. One of them is the gap between curriculum policy and classroom practice. Teachers often face limitations in terms of training, resources and time to integrate multicultural values effectively. As stated by Fitri (2022), the success of multicultural education largely depends on the capacity of teachers to understand and implement the concept. Further analysis shows that the success of multicultural-based pedagogical approaches requires collaboration between schools, families and communities. Schools need to be inclusive places where students feel accepted regardless of their background. Parents should also support the learning of multicultural values at home through parenting that instills respect for diversity. A study by Yuniarti (2020) found that parental involvement in multicultural education strengthens the effects of learning at school.

This study reveals that the implementation of a multicultural-based pedagogical approach in Islamic religious education in high schools is able to improve students' understanding of the values of diversity. The results show that students exposed to this approach are more likely to have a tolerant and inclusive attitude towards their friends who come from different backgrounds. Learning that emphasizes intercultural dialogue and teaching Islamic values that support interfaith harmony has a positive impact on students' attitudes, which is in line with previous findings that multicultural-based education strengthens tolerance (Ibrahim, 2020). In general, the application of multicultural values in Islamic Religious Education learning in high schools contributes to the development of students' characters who are more open and respectful of differences.

The results of this study parallel several previous studies that highlight the importance of integrating multicultural values in the Islamic education curriculum. For example, research by Rahmawati (2019) found that context-based teaching that includes social and cultural diversity

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in Islamic schools is effective in increasing students' awareness of the diversity of society. In addition, research by Saifuddin (2021) confirms that teaching that focuses on peace and harmony among religious communities can mitigate radicalization among students. These two findings support research results showing that this approach not only improves understanding of religion, but also leads to the development of inclusive and moderate attitudes in students.

The findings of this study have several important implications. First, the results show that Islamic education at the high school level can serve as a platform to instill multicultural values that strengthen social cohesion among students. Therefore, schools need to consider integrating more materials and activities that support multicultural learning, such as open discussions, cultural film screenings, or visits to places of worship of different religions. Second, for educators, the results of this study underline the importance of ongoing training on multicultural-based teaching that can improve their skills in managing diversity in the classroom and outside the classroom. This is in line with Gay's (2018) opinion that teachers need to have adequate knowledge and skills to create an inclusive classroom.

Although this research provides valuable insights into the implementation of multicultural values in Islamic education, there are some limitations that need to be considered. One of them is that the focus of the research is limited to one school in a particular area, which potentially limits the generalization of the research results to a wider context. For example, the characteristics of students at SMAN Umbulsari may be different from students at other schools in urban areas or areas with higher diversity. In addition, this study used interview and observation methods that may be affected by the subjectivity of respondents or researchers. Therefore, further research using more diverse methods, such as quantitative surveys or field experiments, is needed to strengthen these findings.

Future research is recommended to include a larger and more diverse sample of different types of schools across Indonesia, both urban and rural, to compare the implementation of multicultural education in different contexts. The research could also broaden its focus to observe the long-term impact of teaching multicultural values on students' attitudes and behaviors outside of school. In addition, more in-depth research into the challenges teachers face in implementing multicultural education, such as cultural barriers or education policies that are not yet fully supportive, would provide further insights into more effective strategies.

This research also contributes to multicultural literacy in Islamic education by offering an approach that is more contextual and relevant to the challenges of the times. In an increasingly globalized and connected society, the ability to coexist in diversity is crucial. Education that integrates multicultural values will enrich students' learning experiences and prepare them to contribute to an inclusive and harmonious society. Therefore, multicultural education should continue to be an integral part of the education curriculum at all levels, especially at the high school level, which is a period of character building and students' worldview.

Conclusion

This research reveals that by integrating multicultural values in the teaching of Islamic Religious Education at the high school level, students can develop a more tolerant attitude and appreciate diversity. An approach that encourages discussion, intercultural understanding and application of universal values in Islamic teachings helps students not only to understand their religion more deeply, but also to learn to coexist with others from different backgrounds. Through this approach, students can recognize the importance of interfaith harmony and

develop moderate attitudes that support peace. This research confirms that multicultural-based religious education is essential in shaping students' characters who are open, inclusive and ready to adapt to an increasingly diverse world. It shows that strengthening multicultural values in the Islamic Religious Education curriculum can play a major role in creating a younger generation that is more peaceful, tolerant and ready to make a positive contribution to society.

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