

## Strategy of Islamic Religious Education Teachers in Implementing Multicultural Values

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### ABSTRACT

The focus of this research is 1) to find out the strategies of Islamic Religious Education teachers in the process of implementing the implementation of multicultural education values in class IX students at SMPN 02 Bambalamotu, 2) supporting and inhibiting factors in implementing multicultural values of grade XI students at SMPN 02 Bambalamotu, 3) to find out the results of the implementation of multicultural values in class IX students at SMPN 02 Bambalamotu. This research uses a qualitative approach. While the data collection techniques are in-depth interviews, participatory observation, and documentation. The research informants were the Principal, Religion Teachers, and Students. The results of the research show that the strategies for implementing multicultural values in SMPN 02 Bambalamotu are as follows: 1) Traditional strategies by giving advice and indoctrination which are good and which are bad, 2) Free strategies by informing students of good and bad values, but students are given the freedom to choose and judge for themselves. 3) Reflective strategy, by analyzing empirical cases resulting in rational awareness and value insights.

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### 1. Introduction

Multicultural education provides a glimmer of hope in overcoming various social upheavals that have occurred lately, bearing in mind that multicultural education is education that always upholds values, beliefs, heterogeneity, plurality and diversity, any aspect in society. The inculcation of these multicultural values must be instilled at every level of education and must involve various societal arrangements in shaping the character of students, especially in understanding and respecting each other between various tribes, so that it becomes a contribution in efforts to transform local cultural values and character with nationalism in mind.

Teacher strategies and roles are important factors in implementing inclusive and moderate values of diversity (as suggested by multicultural education) in schools. The teacher's strategy used in instilling multicultural values has an important role in the process of instilling multicultural values because the teacher is one of the targets of the educational strategy for students. Teachers should have inclusive and moderate diversity, meaning that teachers have a harmonious, dialogical-persuasive, contextual, substantive and socially active understanding of diversity, if the teacher has this paradigm, he will be able to teach and implement religious values in school.

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## 2. Literature Review

### 2.1. *The role of Islamic Religious Education teachers*

Geneva Gay outlines 3 key roles and responsibilities of teachers, that is :

- a. Cultural organizers, where teachers must understand the role of cultural understanding in the classroom.
- b. Cultural mediator, where the teacher must create opportunities for students to realize and have conversations/discussions about cultural issues.
- c. Regulatory social relations for learning, where teachers must understand how the influence of culture in learning.

### 2.2 *Cultivating Values*

The stages of instilling value include :

- a. Transformation of values: the teacher simply informs good and bad values to students, which are purely verbal communication in nature.
- b. Value transaction: a stage that is carried out by carrying out two-way communication between the teacher and students.

### 2.3 *Multicultural Education*

Multicultural education is a process of cultivating a way of life that respects, is sincere, and is tolerant of cultural diversity that lives in the midst of a plural society. With multicultural education, it is hoped that the nation's mental resilience and flexibility will face the clash of social conflicts, so that national unity is not easily broken and fractured.

### 2.4 *Multicultural Values in Islamic Religious Education*

Indicators of the implementation of multicultural values in schools are as follows

- a. Value Inclusive (Open)
- b. Value Prioritizes Dialog (On)
- c. Human Values (Humanist)
- d. Tolerance Value
- e. Value Please Help
- f. The Value of Justice (Democratic)
- g. The Value of Equality and Brotherhood of Nations and Between Nations

## 3. Methodology

The method chosen by educators in learning should not conflict in learning. The method must support where educational interaction activities proceed in order to achieve goals. The main goal of learning is to develop the ability of individual children to be able to solve all the problems they face.

### 3.1 *Communicative Teaching Model*

This dialogue method will ultimately be able to satisfy all parties, because the method requires every adherent of a religion to be open. In addition to being objective and subjective at the same time. Objective means being aware of discussing many faiths fairly without having to question the right or wrong of a religion. Subjective means that teaching like that is only to lead every student to understand and feel how far the belief in a religion can be felt by everyone who believes in it.

### 3.2 *Active Teaching Model*

Apart from being in the form of dialogue, the involvement of students in learning is carried out in the form of "active learning". By using an active teaching model to provide opportunities for students to actively seek, find, and evaluate their own religious views by comparing them with the religious views of other students, or religions outside of themselves. In this case, the teaching process places more emphasis on how to teach religion and how to teach about religion

## 4. Results and Discussion

The efforts made by SMPN 02 Bambalamotu in shaping the character of tolerant students have had a very good impact because even though they have different religions, ethnicities and regions, they respect each other each other in the school environment and outside the school environment. Differences are not reasons to be separators, but from those differences we learn how we respect one another's beliefs.

In addition to the school's efforts to form a tolerant character, the value of tolerance in students will be formed by itself if the teacher includes the value of tolerance in every learning process, because in class students also get the formation of tolerance values from every teacher who teaches in their class. By incorporating the value of tolerance in each lesson, the child will get education about tolerance directly, so the child will also reflect the value of tolerance in class and outside the classroom.

## **5. Conclusion**

Based on the results of the previous discussion, it can be concluded as follows :

1. The strategy for implementing multicultural values at SMPN 02 Bambalamotu is as follows: 1) Traditional strategy by giving advice and indoctrination which is good and which is bad, 2) Free strategy by telling students good and bad values, but participants Students are given the freedom to choose and judge for themselves. 3) Reflective strategy, by analyzing empirical cases so that rational awareness and value insight arise. 4) Trans internal strategy by transforming values through exemplary and communication.
2. The results of the implementation of Islamic religious education at SMPN 02 Bambalamotu with its contents of tolerance have a positive impact on the formation of student character, so that students interact at school and live side by side regardless of differences in background in each individual.

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