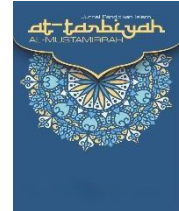




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Article

Plurality And Multiculturality In Islamic Religious Education Learning In Elementary School

Ahmad Fahri Yahya Ainuri^{1*}, Amelia Novianti², Iron Maulana³, Radda Mutia Yahya⁴

Salatiga State Islamic University, Indonesia¹ Walisongo Islamic University Semarang² Walisongo Islamic University Semarang³ State Elementary School 06 Bulang, Indonesia⁴

*Corresponding Author: fahriyahya@uinsalatiga.ac.id

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Abstract

This study aims to review relevant scientific articles related to pluralism and multiculturalism in Islamic Religious Education (PAI) at the elementary school level. The research method employed in this article is a literature review. The literature review is based on articles published within the last five years. The literature search was conducted using several keywords, such as "Pluralism and Multiculturalism in Islamic Religious Education Learning in Elementary Schools." Articles were sourced from Google Scholar. The analysis results indicate that, overall, these studies demonstrate that the implementation of multicultural PAI learning in elementary schools can enhance students' understanding, awareness, and attitudes of tolerance towards religious and cultural diversity. This underscores the importance of a multicultural approach in education to foster a more inclusive generation that values differences. By involving teachers, parents, and appropriate learning strategies, it is hoped that PAI learning can be more effective in creating a harmonious environment in schools. The conclusion of this study highlights the significance of differentiated learning in creating an inclusive learning environment that is responsive to the diverse learning styles and abilities of students. These findings provide a clear picture of the importance of multicultural education in the context of Islamic education and how various factors can influence its implementation in schools..

Keywords: Islamic Religious Education (IRE), Pluralism, Multiculturalism, Elementary School.

PUBLISHER'S NOTE

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INTRODUCTION

Indonesia consists of diverse ethnicities, cultures, and religions that make it a multicultural nation. This cultural diversity influences the behavior, attitudes, and ways of thinking of the people (Barsihanor et al., 2024a). Each individual has different folkways, usages,

mores, and customs. In the reality of social life in Indonesia, there are various differences including race, religion, ethnicity, culture, and language that are the characteristics of this country. This diversity has given rise to a number of problems in society, such as issues related to differences in SARA (ethnic, religious, racial, and inter-group), student fights, and bullying behavior in the school environment which shows that there is disharmony in the midst of the diversity that has been inherited by the nation's founder. The conflicts that arise have the potential to cause discrimination between groups. This problem cannot be ignored or allowed to continue to recur, especially problems that occur among elementary school students (Nurmalina & Prastowo, 2022)

Elementary school itself is a suitable educational means to instill multicultural learning, this is because elementary school is the first level of formal education that becomes the foundation and basis in arranging the character of the young generation in the future. Elementary school will give students an initial understanding of what they will learn at the post-elementary level. Elementary schools are one of the formal educational institutions that play an important role in shaping the nation's character. Primary schools are responsible for shaping a young generation that understands the cultural diversity of the nation (Dewi & Mardiana, 2023). On the other hand, elementary schools are also responsible for forming a generation that can appreciate differences and appreciate the nation's cultural pluralism. One of the most important ways to instill character values in elementary school culture is to instill tolerance. Tolerance is a trait that can help the emergence of harmony . Behavioral tolerance means acknowledging differences in terms of ethnicity, religion, race, language, between religious groups, gender, and opinions(Guan et al., 2022).

An elementary school that has tolerance will make students appreciate and respect each other more. In addition, because of the diversity that exists, their social circumstances will be better. Tolerance in elementary schools is essential because they teach students to appreciate differences and respect differences between students, teachers, and others(Sari, 2023a). Islamic Religious Education (PAI) can help students cultivate an attitude of tolerance in elementary school. The program not only teaches students about religion, but it also helps them build the tolerant character and attitudes necessary to live in the diverse society that exists in elementary school(Bowling, 2022). In this case, there are components that help guide, shape, and condition learners to have a mentality and personality that allows them to adjust to gender, ethnic, language, and socio-economic differences. The important role of teachers allows all of these things to happen. Learning Islamic Religious Education in elementary school is one way to fulfill the duties and responsibilities of elementary school(Nur Latifah et al., 2021). With the

idea of incorporating the idea of plurality and multiculturality into PAI learning, schools can create a welcoming environment and support students' social-emotional development.

The strategic role of Islamic religious education in elementary schools is to instill mutual respect, values of tolerance, and respect for differences (Aderibigbe et al., 2023; Irbathy et al., 2025). Students are not only taught about their own religious teachings through learning that is based on plurality and multiculturality, but they are also invited to appreciate the beliefs and practices of other religions. This is essential to prevent conflict and discrimination among students and to build a peaceful society in the future (Alan et al., 2021; Subahi & Sari, 2023). This learning strategy not only aims to make it easy for students to learn the material, but also helps them become more humanistic, pluralist, and democratic (Tentiasih et al., 2022). Based on the challenges that have been described, the solution to the problems identified in this study is the need to increase efforts from teachers in instilling an attitude of tolerance among students. The author seeks to implement plural and multicultural education in the hope of helping students better appreciate differences and manage their behaviors in daily life (Arant et al., 2021). Taking into account these backgrounds and challenges, this study aims to describe plurality and multiculturality in Islamic Religious Education (PAI) learning at the elementary school level (Cohen, 2024).

METHOD

The method used in this study is library research by referring to the theoretical concepts of experts regarding a problem. The purpose is to review texts, books, and publication documents related to tolerance, learning processes, multiculturalism, and attitudes through the use of appropriate literature as a center for research discussion on Multicultural Learning. The data used is sourced from the results of previous research that have relevance. The stages of preparing this article include collecting literature, reading activities, recording, and comparing various library sources which are then analyzed to obtain conclusions. The data used is in the form of secondary data obtained from textbooks, scientific journals, research articles, and literature reviews related to the concepts being studied. In addition, the research approach applied by the researcher is a qualitative approach that focuses on multicultural learning at the elementary school level with a more specific scope but a more comprehensive analysis (Hafni, 2022).

RESULTS AND DISCUSSION

Result

Through literature studies and data filtering stages that have been carried out by researchers, 20 articles were obtained from the results of analysis that are relevant to the research theme. The results of the article study can be seen in Table 1.

Table 1. Literature Search Analysis

No	Resear chers and years	Research Title	Research Methods	Measured Variables	Levels	Research Results
1	(Ahma d & Siti, 2020)	"Multicultural Implementation in PAI Learning in Elementary Schools"	Descriptive qualitative	Multicultur al approach, student understandi ng	Elementary School	PAI learning that integrates multicultural values enhances students' understanding of religious diversity.
2	(Budi & Lestari , 2021)	"The Role of Teachers in Building Multicultural Awareness in PAI Classrooms"	Case study	The role of teachers, multicultura l awareness	Elementary School	Teachers who are active in teaching multicultural values can increase students' awareness of differences.
3	(Citra & Joko, 2022)	"The Influence of Multicultural- Based PAI Learning on Student Tolerance Attitudes"	Experiments	Multicultur al-based learning, tolerance	Elementary School	Multicultural- based learning significantly increases students' attitudes of tolerance.
4	(Dini & Fajar, 2020)	"PAI Learning Strategies that Accommodate Religious Plurality in Elementary School"	Qualitative	Learning strategies, religious plurality	Elementary School	Inclusive learning strategies can accommodate religious plurality in the classroom.
5	(Eko & Rina, 2021)	"Parental Involvement in Multicultural PAI Learning"	Surveys	Parental involvement , multicultura l learning	Elementary School	Parental involvement has a positive effect on the success of multicultural PAI learning.
6	(Farah & Rizal, 2022))	"Integration of Multicultural Values in the PAI Curriculum"	Document Analysis	Curriculum integration, multicultura l values	Elementary School	The integration of multicultural values in the PAI curriculum can increase students' awareness of diversity.
7	(Gita	"The Influence	Quantitative	Multicultur	Elementary	PAI learning that

	& Andi, 2020)	<i>of Multicultural PAI Learning on Students' Social Skills"</i>		<i>al learning, social skills</i>	<i>School</i>	<i>prioritizes multiculturalism has a positive effect on students' social skills.</i>
8	(Hani & Dimas, 2021)	<i>"Students' Perception of Multicultural PAI Learning"</i>	<i>Qualitative</i>	<i>Student perception, multicultural learning</i>	<i>Elementary School</i>	<i>Students have a positive perception of PAI learning that prioritizes multicultural values.</i>
9	(Iwan & Sari, 2022)	<i>"PAI Learning Model Responsive to Cultural Plurality"</i>	<i>R&D (Research and Development)</i>	<i>Learning models, cultural plurality</i>	<i>Elementary School</i>	<i>A responsive learning model can improve students' understanding of cultural plurality.</i>
10	(Jaya & Rani, 2020)	<i>"Evaluation of Multicultural PAI Learning in Elementary Schools"</i>	<i>Program evaluation</i>	<i>PAI learning, multicultural evaluation</i>	<i>Elementary School</i>	<i>Evaluation shows that multicultural PAI learning is effective in increasing tolerance between students.</i>
11	(Suningsih & Patras, 2024)	<i>Multicultural Learning Model in Elementary Schools</i>	<i>Qualitative with a case study approach</i>	<i>Educational Model</i>	<i>Elementary School</i>	<i>This study found a dynamic model of multicultural Islamic religious education that is described through the application of diversity values, as well as the obstacles and efforts of educational institutions in regulating the lives of multicultural students</i>
12	(Hasani et al., 2025)	<i>Implementation of Multicultural Education in the Islamic Religious Education Curriculum</i>	<i>Quantitative with surveys</i>	<i>Students' attitudes towards cultural differences</i>	<i>Elementary School</i>	<i>There has been a positive change in students' attitudes towards diversity</i>
13	(Budi & Lestari, 2021)	<i>The Role of Teachers in Building Multicultural Awareness in the Classroom</i>	<i>Qualitative with interviews</i>	<i>Teacher's teaching strategy</i>	<i>Elementary School</i>	<i>Teachers who are active in teaching multicultural values can increase students' awareness</i>

14	(Rizal et al., 2025)	<i>The effectiveness of project-based learning in improving social competence among elementary school students.</i>	<i>Experiments</i>	<i>Students' understanding of multiculturalism</i>	<i>Elementary School</i>	<i>Project-based learning is effective in improving student understanding</i>
15	(Mustafida, 2020)	<i>Integration of Multicultural Values in Islamic Religious Education</i>	<i>Qualitative with document analysis</i>	<i>Integration of values in the curriculum</i>	<i>Elementary School</i>	<i>Multicultural values are well integrated into the curriculum</i>
16	(Pradana et al., 2024)	<i>Multiculturalism in Elementary Education: An Implementation of Inclusive Strategies to Foster Tolerance</i>	<i>Qualitative with observation</i>	<i>Learning methods used</i>	<i>Elementary School</i>	<i>Varied learning methods increase student engagement</i>
17	(Fauzi et al., 2022)	<i>Implementation of multicultural education in Islamic religious education learning in elementary schools/Islamic elementary schools</i>	<i>Literature</i>	<i>Multicultural concept in education</i>	<i>Elementary School</i>	<i>There is a close relationship between religious education and multiculturalism</i>
18	(Nurhasanah, 2021)	<i>Integration of multicultural education in Islamic religious education (PAI) learning to form a tolerant character</i>	<i>Qualitative with case studies</i>	<i>Student character</i>	<i>Elementary School</i>	<i>Religious education plays an important role in building multicultural character</i>
19	(Sari, 2023b)	<i>Religious Values Education: Building Awareness of Pluralism among Elementary School Students,</i>	<i>Library Research</i>	<i>The Role of Religious Values Education</i>	<i>Elementary School</i>	<i>Education based on religious values has a crucial function in developing tolerance, openness, and appreciation for diversity in elementary school students</i>

20	(Moh Nasrul Amin, 2020a)	<i>Initiating Multicultural-Based PAI Learning</i>	<i>Qualitative, Case Studies</i>	<i>Examining the PAI learning process based on multiculturalism which includes learning outcomes, learning materials and resources, assessments, learning methods, and learning media</i>	<i>Elementary School</i>	<i>The multicultural-based PAI learning process must be designed holistically, taking into account objectives, learning resources, evaluations, strategies, and media that support students' understanding of diversity. With this approach, it is hoped that students can develop an attitude of tolerance and mutual respect in a multicultural society.</i>
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Table 1 shows that research on plurality and multiculturalism in Islamic Religious Education (PAI) learning in elementary schools is still dominated by studies oriented towards strengthening the values of tolerance, multicultural awareness, and students' understanding of religious and cultural diversity. The diversity of methods used indicates that the issue of multicultural education has been studied from various perspectives, both exploratory and evaluative. Nevertheless, all of the studies analyzed lead to a relatively consistent conclusion: that the integration of plurality and multicultural values in Islamic Religious Education (PAI) learning plays a crucial role in creating an inclusive, harmonious, and responsive learning environment to the diversity of students in elementary schools.

Discussion

In accordance with the results of the analysis, 20 journal articles related to plurality and multiculturalism in the learning of Islamic Religious Education (PAI) at the elementary school level, it is known that these studies have a variety of methods and approaches. The majority of the research uses qualitative methods (11 out of 20 articles), descriptive, and literature studies, with some using quantitative approaches such as experimentation and R&D (Research and Development). The dominance of the Qualitative Approach does have the strength by providing a deep understanding of the phenomenon of multicultural learning in a real context but has a weakness where research results are difficult to generalize to a wider context because they are limited to certain cases. This is certainly different from a quantitative approach that is able to explain the influence based on more objective statistical data. Thus, the imbalance between qualitative and quantitative research shows that the review of articles related to multicultural PAI learning is still in the exploration stage and has not yet reached the stage of strong verification through controlled experimental trials.

The variables measured in these studies are quite comprehensive, ranging from plurality, multiculturalism, multicultural approach, student understanding, role of teachers, multicultural

awareness, multicultural-based learning, tolerance attitudes, learning strategies, religious plurality, parental involvement, multicultural learning, curriculum integration, multicultural values, multicultural learning, social skills, student perception, multicultural learning, model learning, cultural plurality, PAI learning, multicultural evaluation. However, the focus is arguably too general where most studies use the variables "multicultural understanding" or "multicultural awareness" without clear operationalization of the concrete indicators measured. In addition, the lack of moderator variables (*Gillespie et al., 2025*). This is demonstrated by the fact that there is hardly any research that explores moderator variables such as students' socio-economic backgrounds, geographic context (urban vs. rural), or the heterogeneous level of students in the classroom (*Campdepadrós-Cullell et al., 2023*)

Some of the key research that supports these findings include (*Ruslan, 2021*) which finds a dynamic model of multicultural Islamic religious education explained through the implementation of multicultural values as well as the challenges and efforts of schools in managing multicultural student lives, (*Masamah & Zamhari, 2016*) who found that there is a close relationship between multiculturalism education and Islamic religious education, and which proves the existence of multicultural values in the Islamic Religious Education book which includes religious, tolerant, democratic, and peace-loving values (*Yanto et al., 2022*). Almost all studies show the positive impact of the implementation of multiculturalism in PAI learning, with the main finding that religious education plays an important role in building multicultural character. Interestingly, researchers explore that mResponsive learning methods can improve students' understanding of the cultural plurality of Iwan, (*Hadiansah, 2017; Iwan & Sari, 2022*). Researchers also found that the multicultural-based PAI learning process must be designed holistically, taking into account objectives, learning resources, evaluations, strategies, and media that support students' understanding of diversity. With this approach, it is hoped that students can develop an attitude of tolerance and mutual respect in a multicultural society (*Moh Nasrul Amin, 2020b*). The results of the analysis showed that the implementation of plurality-oriented and multiculturalism-oriented PAI learning in elementary schools had a significant positive impact and increased awareness of diversity. The studies reviewed indicate that the right approach in the delivery of plurality and multicultural values can improve students' understanding, awareness, and tolerance towards religious and cultural diversity (*Barsihanor et al., 2024b*). In line with these findings, Jayadi et al. (*Jayadi et al., 2022*) through a meta-analysis of multicultural education in Indonesia found that the implementation of multicultural education consistently has a positive impact on the development of students' tolerance attitudes and intercultural competence. The findings of the above research confirm the importance of a multicultural approach in education, which plays a role in shaping a more inclusive generation and respecting differences. These studies emphasize the need for the involvement of various parties, including teachers and parents, as well as the implementation of appropriate learning strategies to improve the effectiveness of PAI learning. Teachers' intercultural competence is a key factor in the successful implementation of multicultural education, as evidenced by Mou et al. (*Mou et al., 2023*) who show that multicultural education training in early teacher education programs significantly increases teachers' self-efficacy in managing diversity in the classroom (*Supsiloani & Ekomila, 2024; Zhang et al., 2022*). Thus, it is hoped that PAI learning can create a harmonious environment in schools, which supports diversity. The findings from the above study provide a clear picture of the significance of multicultural education in the context of Islamic religious education, as well as the factors that can affect its implementation in schools (*Makosa et al., 2022*).

CONCLUSION

Based on the literature review that has been carried out, it can be concluded that The implementation of plurality-oriented and multiculturalism-oriented PAI learning in primary

schools has a significant positive impact and increases awareness of diversity. The studies reviewed indicate that the right approach in the delivery of the values of plurality and multiculturalism can improve students' understanding, awareness, and tolerance towards religious and cultural diversity. In addition, various studies have also been carried out emphasizing the importance of a multicultural approach in education, which plays a role in shaping a more inclusive generation that respects differences and emphasizes the need for the involvement of various parties, including teachers and parents, as well as the implementation of appropriate learning strategies to increase the effectiveness of PAI learning. This critical analysis aims to provide an objective evaluation of the quality and contribution of the existing literature, as well as identify future research directions needed to strengthen the evidence base of multicultural-based PAI learning in Indonesia.

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