

## **Learning Strategies Based on Multicultural Values in Islamic Religious Education**

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### **Abstract**

Indonesia as one of the most multicultural countries in the world, faces significant challenges in fostering the values of tolerance, justice, and unity amid its ethnic, cultural, and religious diversity. Islamic Religious Education plays a vital role in shaping students' character so that they can live harmoniously within a pluralistic society. However, current teaching practices remain largely conventional and have not yet fully internalized multicultural values. This study employs a qualitative literature review method, analyzing various sources such as books and academic journals related to learning strategies based on multicultural values in Islamic education. The findings indicate that the application of these strategies can be implemented through five main approaches: expository, inquiry-based, cooperative, contextual, and problem-based learning. The expository strategy emphasizes the delivery of Islamic teachings in relation to social realities; the inquiry strategy encourages critical thinking toward differences; the cooperative strategy nurtures collaboration and empathy; the contextual strategy connects Islamic teachings with real-life experiences; and the problem-based strategy trains students to address diversity issues reflectively. Therefore, learning strategies based on multicultural values need to be applied systematically so that Islamic Religious Education is not merely normative but also contributes to developing tolerant, just, and inclusive character in alignment with Islamic principles and the values of Pancasila

**Keywords:** Islamic Religious Education, learning strategy, multicultural values

### **Introduction**

Indonesia is one of the largest multicultural countries in the world. This reality can be seen from its socio-cultural conditions, where Indonesia has a wide variety of ethnicities, cultures, languages, races, and religions (Warsah & Amin, 2022). Religious harmony amid cultural diversity is an asset in nation-building. Throughout the nation's history, Pancasila has proven to be the most appropriate alternative to unite the highly diverse Indonesian society under an inclusive and democratic order (Hakim & Darajat, 2023). As presented in studies, multicultural education is necessary for students to understand, appreciate, and live harmoniously within a heterogeneous society. However, in reality, there are still many cases of intolerance, negative stereotypes, and group marginalization within the school environment, indicating that multicultural values have not been fully internalized (Dewi & Furnamasari, 2021).

Islamic Religious Education plays a crucial role in instilling moral values and shaping students' religious understanding. However, as society becomes increasingly diverse, this education faces various new challenges. One of the greatest challenges is how to cultivate values of tolerance, mutual respect, and the ability to live harmoniously amid differences in beliefs and cultures (Yasin & Rahmadian, 2024). For example, Islamic Education teachers still encounter difficulties in instilling and nurturing student behavior that reflects the spirit of multiculturalism (Masdul, 2023).

In the implementation of learning, the strategies applied often fail to fully foster values such as justice, togetherness, respect for differences, and active student participation in a diverse environment. Observations in subjects such as Indonesian Language and Sociology, for example, show that learning approaches that truly accommodate diversity, promote inclusivity, and actively engage students have not yet been optimally applied (Nanda & Nopriansyah, 2025).

The lack of implementation of learning strategies oriented toward multicultural values affects the low cultivation of values such as social justice, respect for differences, cross-cultural cooperation, and active student participation. Several studies at the elementary school level indicate that multicultural-based learning plays an important role in reducing the potential negative impacts of students' diverse backgrounds. However, many schools have yet to implement it comprehensively and sustainably. This emphasizes that mere recognition of "diversity" is not enough; schools need to actualize it through concrete pedagogical strategies in every learning process.

From the perspective of teacher professional development and the creation of a school environment, significant efforts are still needed to strengthen teachers' ability to implement multicultural-oriented learning while also building a school culture that truly reflects appreciation and practice of diversity values. Recent research findings reveal that the development of multicultural education in Indonesia involves several important steps, including curriculum improvement, enhancement of teacher competence, and active community involvement in the educational process (Elhefni & Wahyudi, 2017).

Therefore, it is essential to design and implement learning strategies based on multicultural values in Islamic Religious Education in a more systematic and comprehensive manner within Indonesian schools. This strategy is not merely about adding content on diversity but also emphasizes transforming the learning process, classroom interactions, school policies, and the overall school culture. The goal is to ensure that values such as tolerance, justice, cooperation, and respect for differences are genuinely reflected in everyday school life. Hence, further studies are needed to ensure that its implementation can be carried out effectively and sustainably.

### **Methods**

This study employs a literature review method with a qualitative approach. The research process involves examining various sources relevant to the topic of learning strategies based on multicultural values. The data sources used consist of various written materials such as books, scientific journals, and other publications that discuss the concepts, theories, and applications of learning strategies. Thus, this research focuses on an in-depth analysis of previously published ideas and findings to obtain a comprehensive understanding of the topic under study.

## Results

### Definition of Learning Strategies Based on Multicultural Values

A learning strategy is a comprehensive plan designed by teachers to help achieve the intended learning objectives. It includes how teachers deliver material, select methods, and organize the learning process to ensure its effectiveness. Simply put, a learning strategy answers the question: “How can teachers teach in a way that enables students to truly understand and experience the learning process meaningfully.

A learning strategy is a series of activities designed and implemented by teachers together with students to achieve learning objectives effectively and efficiently. This strategy is conceptual in nature; therefore, in practice, it needs to be realized through appropriate learning methods. In other words, a learning strategy can be understood as a process that integrates various learning components in a cohesive manner. Through an understanding of this strategy, teachers are expected to clearly identify the learning goals or outcomes to be achieved, the steps or activities to be undertaken, the ways to optimally utilize each learning component, and the methods to assess the success of the process. Learning itself can be viewed as a system consisting of various interrelated parts, each having a specific function to support the achievement of the desired learning outcomes (Sukatin dkk., 2022)

Learning strategies based on multicultural values are educational approaches designed to foster attitudes of tolerance, fairness, mutual respect in diversity, empathy, solidarity, and gender equality within the learning environment. Through these strategies, the learning process focuses not only on knowledge acquisition but also on character formation, enabling students to live harmoniously and respectfully within a society that is diverse in terms of culture, religion, ethnicity, and social background.

### Learning Strategies Based on Multicultural Values in Islamic Religious Education.

Learning strategies based on multicultural values in Islamic Religious Education can be implemented in several ways:

#### 1. Expository Learning Strategy

The expository learning strategy, also known as the direct instruction strategy, is an approach in which the teacher delivers well-prepared, systematic, and comprehensive material. In this strategy, the teacher plays a dominant role as the presenter of information, while students act as listeners and recipients of knowledge. Students are expected to pay attention, understand, and master the material presented in an orderly and structured manner so that the learning objectives can be effectively achieved (Nababan & Mika Sari, 2023).

The expository strategy is a learning approach in which the teacher plays an active role in delivering information, explaining concepts, principles, and definitions of a particular subject matter. After presenting the material, the teacher usually provides examples and problem-solving exercises through activities such as lectures, demonstrations, question-and-answer sessions, and assignments at the end of the lesson. In its implementation, students are expected to carefully follow the learning sequence established by the teacher. The main goal of this strategy is to ensure that students understand and master the subject matter directly, clearly, and systematically without intermediaries, so that the process of delivering information takes place effectively and efficiently (Aripin dkk., 2025).

In the context of Islamic Religious Education, the expository learning strategy based on multicultural values involves teachers not only conveying Islamic teachings in a normative way but also relating them to the realities of social, cultural, and religious diversity in society.

## 2. Inquiry Learning Strategy

Terminologically, the term *inquiry* comes from the English word *inquiry*, which means questioning, investigation, or examination. In the context of education, the inquiry learning strategy can be understood as an approach that encourages students to deepen their understanding of the material through a process of investigation similar to an interview or active information-seeking activity. Epistemologically, the inquiry learning strategy is a series of learning activities focused on developing critical and analytical thinking skills to search for, discover, and independently solve answers to given problems. This process takes place through interaction between teachers and students who exchange ideas with one another. Because it emphasizes discovery through learning experiences, this strategy is also known as the *heuristic strategy* (Hamdani & Islam, 2019).

The inquiry learning strategy is an approach that emphasizes critical and analytical thinking processes, in which students are encouraged to search for and discover answers to questions or problems on their own. This strategy is rooted in the cognitive perspective proposed by Piaget, which emphasizes that learning is not merely about memorizing or gathering information, but about how students are able to construct meaning from the knowledge they gain through active thinking and discovery processes (Dhamayanti, 2022).

The main goal of learning through the inquiry strategy is to help students develop intellectual discipline and thinking skills. Through this approach, teachers encourage students to ask questions, explore, and discover answers based on their own curiosity, making the learning process more meaningful and profound (Thifa Ramadhani dkk., 2024).

In the context of Islamic Religious Education, the inquiry-based learning strategy rooted in multicultural values encourages students to explore the meaning of Islamic teachings by considering various cultural contexts and social differences around them.

## 3. Cooperative Learning Strategy

A cooperative learning strategy encourages students to work together in solving a problem. The classroom becomes an ideal environment for implementing cooperative learning because students are given the opportunity to discuss, formulate problem-solving strategies, and relate the issues they face to experiences or other problems they have previously solved (Khikmah, F. Santosa, A. B. & Sudarsono, 2022).

In cooperative learning, students are encouraged to foster a sense of togetherness, care for the group, and a desire to make a positive contribution. All of this aims for each member to achieve personal success as well as collective success. When one member succeeds, it also has a positive impact on other members and the group as a whole. This learning model, which emphasizes collaboration, aligns well with the tradition of gotong royong, which is part of Indonesian culture. Thus, students' success does not solely depend on individual effort but can also be achieved through teamwork within the group (Ahmad Zainiansyah dkk., 2024).

In the context of Islamic Religious Education, the cooperative learning strategy based on multicultural values uses group work as a medium to foster mutual respect, acceptance of differences, and learning from the perspectives of others.

## 4. Contextual Learning Strategy

Contextual learning is a strategy that emphasizes the importance of connecting the knowledge learned in school with its practical application in the real world (Aura Yolanda dkk., 2024).

Contextual learning, also known as Contextual Teaching and Learning (CTL), is an approach that emphasizes the connection between learning materials and real-life situations. Through this approach, students are encouraged to relate and apply the knowledge and skills they acquire to their daily lives. In the process, the teacher acts as a facilitator who helps students learn meaningfully by providing various relevant and supportive learning tools and resources (Jumadil Hamid dkk., 2024).

In the context of Islamic Religious Education, the contextual learning strategy based on multicultural values encourages students to observe how Islamic values are applied within diverse social environments and how Islam guides its followers to behave amid such diversity.

#### 5. Problem-Based Learning Strategy

The Problem-Based Learning (PBL) approach is an educational innovation that emphasizes the active involvement of students in the learning process. Through PBL, students are encouraged to act as problem-solvers who can analyze and find solutions to real and complex issues. This approach not only helps students gain a deeper understanding of the subject matter but also develops their critical thinking, creativity, and collaboration skills. By presenting real-life challenges, PBL is expected to enhance students' analytical abilities and prepare them to face the evolving dynamics of the workplace and everyday life (Kusasih & Satria, 2024).

In the context of Islamic Religious Education, the problem-based learning strategy rooted in multicultural values encourages students to solve issues related to diversity and the application of Islamic values within a pluralistic society.

### **Conclusion**

Based on the discussion above, it can be concluded that learning strategies grounded in multicultural values within Islamic education play a crucial role in fostering tolerance, justice, and unity within Indonesia's pluralistic society. Islamic education serves not only as a means of transmitting religious knowledge but also as a medium for shaping students' character so they can live harmoniously amid cultural, ethnic, and religious diversity. However, in practice, there are still challenges in effectively implementing learning strategies that truly internalize multicultural values in schools.

Various learning strategies—such as expository, inquiry-based, cooperative, contextual, and problem-based learning (PBL)—can serve as pedagogical approaches to instill multicultural values in Islamic education. The expository strategy allows teachers to relate Islamic teachings to diverse social realities; the inquiry strategy encourages students to think critically and explore the meaning of Islamic teachings within the context of cultural differences; the cooperative strategy fosters collaboration and mutual respect among students; the contextual strategy connects Islamic principles with real-life situations in a plural society; while the problem-based strategy trains students to address issues of diversity through the lens of inclusive and humanistic Islamic values.

Therefore, the implementation of learning strategies based on multicultural values in Islamic education must be carried out systematically—not only at the theoretical level but also through classroom practice and the broader school culture. Teachers play a central role in

creating a learning environment that respects diversity and cultivates empathy and solidarity. To achieve this, it is essential to strengthen teacher competencies, revise the curriculum, and ensure institutional support, so that Islamic education truly becomes a means of developing multicultural character in line with the values of Pancasila and the spirit of Indonesian nationalism.

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