

The Role of Islamic Religious Education Teachers in Implementing the Concept of Religious Education with a Multicultural Insight at SMA Negeri 2 Metro

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ABSTRACT

The government has the responsibility to prevent conflicts from arising due to cultural differences and social habits. Therefore, the educational policies developed need to reflect this spirit Bhinneka Tunggal Ika, namely unity in diversity. As a form of effort to increase inclusivity in formal education, the government is building schools that are open to all students, regardless of religion, tribe or ethnicity. However, challenges remain. One of them is the delivery of religious lessons in schools which sometimes tends to instill an exclusive understanding that one's own beliefs are the only truth, while the teachings of other religions are considered wrong. This risks giving rise to prejudice, emotional distance, and even hatred between followers of different religions. At SMA Negeri 2 Metro, Islamic Religious Education teachers play an important role in two main aspects of the educational process. First, they convey Islamic teaching material proportionally and contextually in the classroom. Second, they instill universal religious values such as mutual respect, cooperation and tolerance for differences in students' daily lives. Schools also provide space for students to develop as individuals who are able to adapt to social diversity. Through this process, students are taught to accept differences, build trust between others, foster mutual understanding, and be open and trusting in establishing social relationships. In this way, multicultural education is not just a discourse, but a real practice that is able to prevent conflict and violence in social life.

Keywords: *Islamic Religious Education, Multicultural Insight, Religious Education Teachers*

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INTRODUCTION

Multiculturality in Indonesia is a truth that cannot be denied, considering that from Sabang to Merauke there are thousands of islands, hundreds of ethnic groups, and many languages, and there are six official religions (Izzah, 2020). If you can arrange differences well, it will produce strength and produce beauty in differences, but if you are not able to maintain them well, it could be a disaster for the nation (Aris Shofa et al., 2019)

Cultural differences should not be a reason for mutual hostility, so the government has made regulations other than binding with the slogan "unity in diversity". The government is trying to do this in a formal education environment,

such as opening schools that accept students regardless of ethnicity, ethnicity and religion.

Multicultural-based education can be a solution in realizing tolerance in life (Suciartini, 2017). Tolerance plays a key role in building a conducive and harmonious atmosphere in life together. This attitude becomes an important bridge that can unite the differences that exist in society. Tolerance means providing space for other people to think, behave and act in ways that may be different from us, without interference or pressure from outside parties. This attitude of mutual respect is an important foundation in creating social harmony.

In educational institutions, differences are inevitable—both between students and teaching staff and between students themselves. These differences include aspects of language, traditions, and living habits, which ultimately form cultural diversity in daily routines. This condition is increasingly evident in the context of formal education, where the application of multicultural values is very important so that educational goals that are inclusive and respect differences can be realized in real daily practice (Savitri, 2022)

The formation of individual character is greatly influenced by religious education (Fikri & Malihah, 2024). Langi and colleagues (2023) emphasize that religious education is expected to be able to shape students' understanding of values such as tolerance, respect for others, and humility in behavior. Indonesia as a multi-religious country has a diversity of religions, including Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism (Nasution, 2022). Each of these religions does have different ways of worship (Pomalingo, 2023), but they all teach universal principles such as living in harmony, equal rights, social harmony and justice for all. (Zaini et al., 2024)

Religious education implemented in schools often instills in students a narrow understanding that only their religion is true, while other teachings are considered wrong. As a result, intolerant attitudes grow, negative prejudice towards followers of other religions emerges, and relations between religious believers are disrupted (Masdul, 2023). One of the main causes of this condition is the mistake of religious educators in conveying certain values, desires and cultural norms wisely. This inaccuracy also strengthens sentiments of primordialism based on ethnicity, religion and social groups. When social conflict occurs, religion may not be the only cause, but it remains an element that is often involved in the dynamics of social tension (Maemunah, 2019).

Therefore, it is very important to integrate multicultural values into the Islamic Religious Education learning process. Students who come from various cultural backgrounds are encouraged to get to know each other and build understanding through a multicultural approach. They are also directed to respect and recognize the rights of each group to express their identity in their own way. Apart from that, understanding the motto *Bhinneka Tunggal Ika* also be implanted so that it can be applied in everyday life (Nur et al., 2023).

By introducing multicultural values from an early age, it is hoped that the younger generation can grow into individuals who are open and able to accept differences. This will make it easier for them to understand cultural diversity which includes personal behavior patterns (*usage*), social habits (*folkways*), social norms (*mores*), to the traditions or customs of certain communities (*customs*) (Amin, 2022).

Although many studies have been conducted on multicultural education, there is still very limited research that explores in depth the application of religious

education from a multicultural perspective. Previous research tends to focus on the meaning and interpretation of multiculturalism in the educational context in general, but rarely highlights how the Islamic religious education curriculum is implemented with an inclusive approach to cultural diversity.

Therefore, further studies are needed that explore how Islamic Religious Education teachers adapt their teaching materials with multicultural insights. This research will not only make a significant contribution in the academic realm, but can also be a reference for the wider community who want to understand the concept of multiculturalism in religious education without having to add excessive learning material loads.

The main aim of this study is to expand our understanding of the role of Islamic Religious Education teachers in implementing multicultural values in the learning process, as well as describing the various methods used in this effort. This research offers a research-based solution approach that provides insight into Islamic Religious Education (PAI) learning from a multicultural perspective. This approach not only allows teachers to convey material, but also serves as a bridge to reconcile differences between students. Furthermore, the results of this research can be a source of inspiration for researchers, educators and other related parties in formulating policies that are more inclusive and adaptive to the dynamics of society that continues to develop. Thus, this research has a broad impact, both in the world of education and in a larger social context.

Islamic religious education at the high school level has a crucial role in shaping students' character so that they become religious, moderate and tolerant individuals. Therefore, PAI educators are not only tasked with conveying religious teachings, but also integrating the values of diversity and humanity in the learning process. This need arises due to the diversity of social, cultural and religious backgrounds that students have. PAI teachers at SMA Negeri 2 Metro play an important role in transforming religious values with the spirit of multiculturalism, making them facilitators in teaching compassion, mutual respect, and strengthening students' understanding of the importance of living side by side in a pluralistic society..

PAI educators at SMA Negeri 2 Metro apply various learning methods such as contextual learning, group discussions, case studies, and reflection on the values of tolerance from everyday life. This shows that religious education at this school is adapted to the principles of multiculturalism. When teaching certain topics, teachers often emphasize universal values, such as the importance of respecting differences in beliefs, collaborating across cultures, and rejecting radical or discriminatory approaches. Students are invited to understand religion in a humanistic way and apply it in social life through open and inclusive extracurricular activities. This approach reflects an Islamic education model that is not exclusive, but rather responsive to the goals and values of the nation.

Observations show that PAI teachers at SMA Negeri 2 Metro have a deep understanding and special attention to the spread of multicultural values. They not only function as teachers, but also serve as role models in accepting differences, especially when interacting with others in everyday life and managing the dynamics of diversity in the classroom. Open dialogue and learning methods based on the Islamic principles of *rahmatan lil 'alamin* are effective in overcoming problems such as religious stereotypes and potential discrimination. Thus, the role of PAI teachers is very vital in forming a young generation that not only develops spiritually, but is also

able to respond to differences in a way that is in accordance with the goals of national education and the universal principles of Islam.

The role of Islamic Religious Education teachers in implementing religious education with a multicultural perspective can be explained through the social constructivism approach and multicultural education theory. Social constructivism emphasizes that knowledge is formed through social interaction and direct experience, while multicultural education emphasizes the importance of recognizing cultural diversity, values and identities in the learning process. In this context, PAI teachers act as agents for the socialization of moderate religious values, as well as facilitators in forming students' awareness of the importance of peaceful coexistence amidst differences.

In multicultural education, there are five main dimensions that must be internalized in educational practice, namely content integration, knowledge construction, prejudice reduction, equal pedagogy, and cultural empowerment. PAI teachers who implement multicultural education will integrate the values of tolerance, compassion and social justice into open materials. In addition, they develop learning strategies that encourage students to think critically about socio-religious issues related to diversity. This is in line with the Islamic principle of *rahmatan lil 'alamin*, which places compassion and humanity as the core of religion (Wasitohadi & Rahayu, 2023).

At SMA Negeri 2 Metro, this theory is realized through the role of PAI teachers in three main functions: educational, transformational, and inspirational. Educationally, teachers convey religious material that is not only textual, but also contextual to students' plural lives. In a transformational manner, teachers invite students to internalize the universal, inclusive values of Islam. Meanwhile, in an inspiring way, teachers are role models in building social interactions that respect diversity of culture, religion and worldview. With this role, PAI teachers become the spearhead in forming the character of students who are religious, tolerant and ready to live in a multicultural society peacefully and productively.

Inside surat al-hujurat verse 13:

O people, We created you from a male and a female and made you into peoples and tribes that you may know one another. Indeed, the most honorable of you in the sight of God is God. Fear you. Indeed, God is All-Knowing, All-Aware It means "*O mankind! Indeed, We have created you from a male and a female, then We have made you into nations and tribes so that you may know each other. Indeed, the most noble among you in the sight of Allah is the most pious. Indeed, Allah is All-Knowing and All-Knowing.*" This verse emphasizes that diversity is *sunnatullah* which must be responded to with a spirit of getting to know each other (*ta'aruf*), not criticizing each other. PAI teachers need to instill these values in students so that attitudes of tolerance and mutual respect are formed.

Salah satu hadis Nabi Muhammad SAW yang relevan dalam pendidikan agama berwawasan multikultural adalah *Have mercy on those on earth and those in heaven will have mercy on you "Love whoever is on earth, surely whoever is in heaven will love you."* H.R. At - Tirmidhi). Compassion in Islamic teachings occupies an important position as a foundation in establishing relationships between individuals, regardless of religious background, race, culture or social status.. In the context of multicultural education, the value of love should be a basic principle in the learning process and character formation of students at school. Islamic Religious Education (PAI) teachers have an important role in conveying the values of love, tolerance and respect to students through an appropriate approach.

Through a love-based approach, teachers not only teach Islam textually, but also contextually—that is, by linking Islamic teachings to everyday life which is full of social diversity. This allows students to practice Islamic values in a friendly, inclusive and empathetic manner. Therefore, the hadith which emphasizes the importance of compassion is used as a moral guide for PAI teachers in developing education that can create intercultural harmony.

According to Ali Rif'an (2019), one of the main characteristics of a multicultural education curriculum is the ability to coexist in differences. This includes efforts to build trust, understanding and respect between individuals, as well as maintaining relationships based on mutual respect. In addition, it is very important to foster an attitude of openness, cooperation and peaceful conflict resolution.

Different from Rif'an's focus, this research focuses on how PAI teachers insert relevant additional material in their learning process to instill the values of multiculturalism.

SMA Negeri 2 Metro, a formal secondary school under the auspices of the Ministry of Education and Culture, is known for the diversity of its students' backgrounds—including differences in ethnicity, religion, culture, social status and lifestyle. Based on observations, this school has around 920 students who come from various family backgrounds, but they are able to establish harmonious and respectful relationships. Interactions between students, teachers and other school residents reflect closeness and brotherhood. In fact, religious activities are carried out inclusively, where all students—without distinction of race or religion—participate in activities such as hadrah, joint Friday prayers, and fundraising for orphans.

However, based on the results of interviews with PAI teachers, it was still found that the majority of students tended to carry out intimidation or bullying *bullying* towards non-Muslim minority students. Even though it is considered a form of joke, it is feared that this condition could trigger hatred in the future.

This research aims to explore the role of PAI teachers in implementing the concept of religious education that is sensitive to cultural diversity at SMA Negeri 2 Metro. The focus of the research is directed at the methods used by teachers in compiling and delivering teaching materials that reflect multicultural values. Apart from that, this research also examines how this strategy can help students from diverse backgrounds understand tolerance, respect and create social welfare. Another aim of this study is to identify the obstacles faced by PAI teachers in a pluralistic educational context, as well as their impact on the formation of students' social and religious values.

METHOD

This research uses an approach qualitative descriptive in order to describe systematically and factually various phenomena related to the characteristics of the population or certain situations (Zuriah, 2009). This study was carried out at SMA Negeri 2 Metro, starting from September 2024 until the research was completed. To obtain relevant data, the author utilized several data collection techniques.

The main method used is interview, namely a form of verbal communication between researchers and respondents which aims to gain information directly (Nasution, 2011). Besides that, observation It is also carried out to understand more deeply the dynamics that occur in real contexts, by considering biological and psychological aspects that can influence behavior. In relation to the application of multicultural education in Islamic Religious Education (PAI) learning, it is also used

documentation as a source of written information or supporting archives. The data analysis process is carried out through an approach deductive and inductive, namely by drawing conclusions based on data collected through documentation and interviews. Researchers apply interactive data analysis model as explained by Arlitasari et al. (2013), which includes three main stages: data reduction, data presentation, and drawing conclusions/verification. This model was chosen because it is able to provide a deep and comprehensive understanding of the role of PAI teachers in instilling multicultural values in the school environment. Data obtained from observations, interviews and documentation are then categorized, selected and analyzed to reveal how PAI teachers contribute to the implementation of religious education that pays attention to diversity values. The results of the analysis are arranged in narrative form which describes the main findings and relationships between variables, such as learning strategies, inclusive approaches, and integration of tolerance values in the educational process. During the data collection process, verification is carried out continuously through the process triangulation, both in terms of methods and data sources. This triangulation is carried out by combining various information collection techniques from various sources to ensure the validity and reliability of the data (Sugiyono, 2010). This approach was chosen to accurately describe the role of PAI teachers in instilling diversity values that are in line with the Islamic principles of *rahmatan lil 'alamin*. Researchers also conducted direct interviews and observations of primary and secondary sources to ensure the accuracy and truth of the data collected.

RESULTS AND DISCUSSION

From the results of the research and discussion above, the following are the 4 duties and functions of teachers (No, 20 C.E.), namely:

1) Teachers as Educators

As educators, teachers have the responsibility to teach the material that has been assigned to students (Wally, 2021). The role of the teacher in this situation is as an educator who is a role model for students and the community both at home and at school. Therefore, teachers are required to behave in accordance with the norms that apply in the school and society. Children see and witness behavior directly in the classroom, teachers must be responsible for that.

According to Ali Kurniawan, SHI, M.Pd, during his time as principal at SMA Negeri 2 Metro, several problems occurred due to ethnic, racial and religious differences between students, for example acts of teasing due to differences in language or religion. He emphasized that Islamic Religious Education (PAI) teachers have a very active role in implementing multicultural education in schools. PAI teachers teach togetherness, develop empathy and tolerance, introduce Islamic history and culture, and develop students' critical thinking skills. In overcoming existing differences, whether in terms of religion, race or ethnicity, the principal said that the approach used includes recognizing and respecting differences, avoiding discrimination, increasing awareness and understanding of diversity, developing empathy and tolerance, and strengthening communication and cooperation between school members. He also said that at this school there are programs such as Clean Friday and Taqwa Friday which also support the implementation of character education and multicultural values. The obstacles faced in the learning process are the lack of motivation, ability, concentration and discipline of some students.

2) Teachers as Instructors

In this case, the function and duties of a teacher are as an assistant for students who are in the process of developing to learn new things that are not yet known and understood, so that in the current era, teachers are required to always keep up with current developments, so that students do not know the teacher's function as a facilitator of the material that will be taught to them (Surahman & Mukminan, 2017).

Amar Fatkhallah, S.Pd.I explained that the important role of PAI teachers in implementing multicultural education at SMA Negeri 2 Metro is to increase tolerance, cooperation and harmony between students, develop good personalities, and improve the quality of education overall. He also said that in building students' social awareness attitudes, teachers can teach values such as empathy, tolerance and justice, develop students' social awareness of issues in society, invite students to participate in social activities such as social service and donations, and develop critical thinking skills to analyze social issues and find solutions. Regarding the factors that influence the implementation of multicultural education, Amar said that the supporting factors are a supportive curriculum, availability of adequate resources, and support from the school. However, inhibiting factors include lack of awareness and participation from students and minimal support from parents. The strategy used in PAI learning with a multicultural perspective is technology-based learning, where teachers use the internet, social media and applications to broaden students' insight into other cultures and religions. The tactic used is to instill mutual respect for differences in aspects of students' religion, culture and ethnicity during the learning process.

3) Teacher as a Guide

The function and task of this teacher is as a guide for students. As a mentor of course a For the purpose of determining the right formula to give to students, the instructor must know the strengths and limitations of each student and know what to do with them. And a teacher must carry out activities based on good cooperation between students and instructors; Therefore, teachers have rights and obligations regarding what they do. The typical characteristic of students is ignorance of new things (Daradjat, 2016). So students need a mentor, namely a teacher, to solve this problem. In fact, within each of them there is already an urge to escape from their ignorance, but they need a mentor to be able to solve their ignorance.

Ahmad Rafy Abu Musyaffa, a class XI student, stated that PAI teachers at his school play a very important role in implementing multicultural education. Their teachers actively teach students the values of diversity such as tolerance, empathy and equality and develop students' awareness of the diversity that exists in society. Apart from that, PAI teachers also act as mentors by guiding students to develop critical thinking skills in analyzing diversity issues, as well as improving their ability to communicate effectively so they can interact with other people who have different backgrounds.

4) Teacher as Director

When teachers carry out their role not only as teachers, but also as parental figures for their students, their main responsibility is to support the development of students' potential and guide them towards growth in aspects of knowledge and character (Qulsum & Hermanto, 2022). In this context, education that is sensitive to cultural diversity is very important, because it contributes directly to the formation of attitudes of tolerance in everyday life.

Tolerance is a crucial aspect in creating a harmonious environment and supporting cooperation between individuals (Djollong & Akbar, 2019). The ability to be tolerant allows a person to accept differences in other people's thought

patterns and behavior without feeling disturbed or emotionally provoked. In an educational environment, diversity is something that cannot be avoided. Differences can arise between teachers and students, as well as between students themselves. This includes differences in language, customs and daily habits, which indirectly influence the way they interact and carry out their respective roles at school. So that the goals of multicultural education can be realized optimally in living together in the realm of formal education, thorough preparation is needed, especially from the educational institution itself (Alwi et al., 2021). As the party responsible for the continuity of the educational process, teachers have a central role in managing the dynamics of diversity in schools. In the context of multicultural-based religious education, according to Novayani (2018), there are seven main characteristics that reflect a religious school that is inclusive and open to cultural differences that is:

1. Learn to live with differences

God created humans in various forms and backgrounds so that they could know each other and communicate. Cultural diversity in society arises as a result of differences inherent in ethnic and religious groups. Every culture that grows from this background has unique norms and rules of behavior. Differences in values and beliefs held by individuals and groups of people are the main factor that causes variations in social norms, resulting in the formation of different belief patterns in each community. This fact is what encourages the emergence of cultural differences in society.

The findings show that students' ability to adapt to diversity has been well formed. This is reflected in their behavior, both in the classroom and when interacting outside the learning environment. For example, when students are in groups consisting of friends with different ethnic, religious, or historical backgrounds, they tend to avoid conflict and instead build friendly relationships. They show mutual respect and respect for diversity of beliefs, and provide space for other people to express their opinions without sparking debate over existing differences.

2. Build mutual trust.

Mutual trust is formed when there are moral elements such as good intentions, openness, honesty, and consistency between one's actions and words. When a relationship of mutual trust is established, each group member feels confident that every step taken to achieve a common goal will be supported by other members.

The concept of building mutual trust has proven to be effective, because observation results show that there is open, two-way communication regarding personal and family problems. This environment creates a comfortable atmosphere for students when participating in learning activities. This reflects that students feel trust in their teachers and the learning process they are undergoing. Apart from that, students at SMAN 2 Metro also have a good understanding of cultural diversity, so it is not uncommon to find students bringing food that is not halal for Muslims. Through mutual understanding and open communication, a standard of tolerance is established between them. Students who follow different religions do not differentiate between each other, and social relations between PAI teachers and non-Muslim students also go well without any problems..

3. Maintain mutual understanding.

According to Yunus (2017), mutual understanding means recognizing that our values may be different, but we can still work together and build dynamic and mutually beneficial relationships. In religious activities such as Eid al-Qurban, Ramadan, and Islamic boarding schools, people respect each other and treat each other with full respect.

Students at SMAN 2 Metro already have this belief. They respect other people's views, do not discriminate against minority groups, help each other, respect religious, ethnic and cultural differences, and do not impose their opinions or decisions on others. This shows that they understand the importance of coexisting in diversity with full respect and tolerance.

4. Uphold an attitude of mutual respect.

As social creatures, we cannot live in isolation (LuluMusyarofah, 2020), therefore we must respect and appreciate each other and provide mutual assistance. However, differences of opinion often occur, even disputes, when involved in social activities or at work. This is a challenge, because even though we must unite to advance the organization, differences of opinion often hinder communication. Therefore, we as humans need to avoid this. The main key is to realize that differences of opinion exist, and it is important to respect each other's views.

Students at SMAN 2 Metro really respect and appreciate each other. They believe that differences are not something that needs to be debated or questioned, but rather that with differences, life becomes more diverse, and people become more tolerant, which in turn makes life more harmonious. Those who cannot hear or learn well at school will certainly not feel comfortable in their environment. However, because they already understand diversity at school, they will not be surprised or feel strange when they go out into society.

From the results of observations made by researchers, it is clear that when the values of tolerance are taught and implemented in schools, relations with society can run well. Based on interviews and discussions conducted with students, school principals, and Islamic Religious Education teachers, it can be concluded that the duties of Islamic Religious Education teachers are more than just providing an understanding of the law. They also play a role in teaching how to understand and implement these laws in interacting and relating to other people.

Educators not only provide lessons, but also form a value system that respects diversity. This shows that multicultural education can make students from minority groups feel comfortable socializing at school. SMAN 2 Metro has integrated multicultural education to foster an attitude of tolerance among students, which is reflected in interviews and observations conducted on students, principals, Islamic Religious Education teachers and other students. They stated that they did not feel alienated even though their friends came from different racial, religious and ethnic backgrounds. This shows that the teacher's role also includes being a mentor, teacher and guide in implementing the values of inclusive and tolerant religious education

5. Open in thinking

Education should not only be a means to convey knowledge, but also a way to open horizons of thinking and form a more inclusive way of acting (Rif'an, 2022). The educational process needs to encourage students to be able to adapt and accommodate the cultural diversity they encounter in everyday life. In this context, ideal education is education that is received with an open, tolerant and non-

exclusive attitude towards differences. Students need to be equipped with critical and reflective thinking skills, so that they are not trapped in narrow or fanatical ways of thinking. This is important so that they can assess things wisely and avoid being closed off to differences. Based on the results of interviews with school principals and Islamic Religious Education teachers, it was found that students in the school environment show an open character in assessing a problem. They do not complain easily, and actively seek information to expand their knowledge. This attitude reflects the success of education in forming a generation that is not only intellectually intelligent, but also socially and emotionally mature in facing diversity.

6. Appreciation and interdependence

The caring values demonstrated by students reflect the formation of a caring society, where each individual respects each other, maintains historical relationships, strengthens social ties, and fosters a sense of cohesion between community members. However, in social reality, humans cannot live apart from the dynamics of social relations that are always developing.

This idea is in line with the principles contained in the Koran, one of which is in Q.S. al-Maidah verse 2, which emphasizes the importance of helping each other in goodness and piety, as well as the prohibition on helping each other in matters of immorality and enmity. This verse is a moral foundation for maintaining solidarity and social connectedness in living together.

In the context of Islamic religious education, educators play an active role in instilling the value of caring for students. This is not only taught in theory, but also practiced in daily interactions. Based on the results of interviews and observations, Muslim students have understood and practiced a caring attitude towards others regardless of ethnic, religious, racial or class background.

A concrete form of this attitude can be seen in their behavior which is ready to help classmates who are facing difficulties, regardless of background. Apart from that, they also show solidarity by sharing food with each other and creating a harmonious atmosphere, both in the classroom and outside the school environment. This is a strong indicator that the values of caring and multiculturalism have taken root in students' social life

7. Conflict resolution and non-violence

When someone has the freedom to solve problems with other people independently, this condition is referred to as conflict resolution (Nandini et al., 2022). Conflict resolution emphasizes the importance of a democratic and constructive approach in resolving disputes, such as providing opportunities for both parties to find solutions together or involving a neutral, fair and wise third party to help them reach an agreement (Kusuma, 2018). Conflict itself is a form of emotional tension that damages relationships between individuals or groups, which can have a positive impact if it strengthens solidarity, or on the contrary—disrupts existing structures.

To deal with conflict effectively, you need strong communication skills, such as the ability to listen actively, understand the other person's point of view, use language that is friendly and easy to understand, and change emotional statements into more neutral and solution statements.

At SMAN 2 Metro, the application of the principles of conflict resolution is reflected in the attitudes and behavior of students who uphold the value of peace.

They do not get involved in arguments during the learning process, do not create chaos inside or outside the classroom, and instead support each other to maintain a conducive atmosphere. Students also do not insult or disturb each other, show respect for people of other religions when praying, and help non-Muslim friends who are experiencing difficulties. They are also not provoked into making provocations that could disrupt harmony between religious communities. All of this reflects their understanding of the importance of social harmony and good conflict resolution skills in living together.

CONCLUSION

In implementing multicultural education at SMA Negeri 2 Metro, Islamic Religious Education teachers play an important role which is divided into two main aspects. First, they carry out their main duties as Islamic teachers in class, providing students with an understanding of Islamic teachings. Second, they also play a role in forming students' religious character, by instilling attitudes of mutual respect, working well together, and fostering the values of tolerance in everyday life. Schools also support this by creating an environment that allows students to develop as individuals in diverse social groups. For example, students are taught to live side by side with differences, build mutual trust, maintain an attitude of mutual understanding, be open and accept differences, and maintain an environment free from conflict and aggressive behavior. Overall, the role of Islamic Religious Education teachers in implementing the concept of multicultural education is in accordance with the main objective of multicultural education itself, namely forming individuals who respect diversity and live harmoniously in a plural society. This can be seen from the positive interactions between students during teaching and learning activities. Apart from that, social relations between Islamic Religious Education teachers and other teachers and school staff are also well established, which further strengthens the practice of multicultural education in the school environment.

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