# ISLAMIC RELIGIOUS EDUCATION TEACHER STRATEGY IN MULTICULTURAL - BASED STUDENT BEHAVIOR DEVELOPMENT

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**Abstract**

Religious education is a combination of basic knowledge that occurs in a person's personality. So that teachers cannot utilize multicultural values to shape students' personalities. This study aims to define the strategies and implications of Islamic education. Islamic education basically aims to foster multicultural student behavior. To answer this problem, this study is a qualitative study with the aim of understanding primary data sources including principals, painters, and students, as well as secondary data sources including archives on the implementation of multicultural-based Islamic Religious Education activities. This study uses data analysis techniques through data education, data presentation, data verification, and drawing conclusions. This study is that the strategy of Islamic Religious Education teachers in fostering multicultural-based student behavior in Lombok State Elementary Schools is to view and place all students equally and integrated with multicultural values in Islamic Religious Education learning, such as: having values of respecting differences, being fair, honest, responsible, honest in trust, self-confidence, cooperation, and deliberation.

**Keywords :** Strategy ; Islamic Religious Education Teacher ; Behavior ; Multicultural

## A. INTRODUCTION

Education essentially has a function as a unifier of the nation , an equalizer of opportunity and the development of self - potential , so that it is possible for every citizen to take part in development ( Ikhwan , 2014 ) . Therefore , tolerance values are needed as a form of understanding of beliefs . a n to the Almighty God .

In the Education Law it is explained that national education functions to develop the ability and form the character and civilization of a noble nation in order to educate the life of the nation , aiming to develop the potential of education participants to become human beings who are faithful and devoted to God Almighty , have noble character , are healthy , be knowledgeable , be able to speak , be creative , be free and be a citizen of N a democratic and responsible country ( Kholis , 2014 ) .

The aim of education is to develop the potential of students , one of which is to become citizens . a democratic and responsible country ( O m e ri , 2015 ) . One of the indicators is that students have good morals and can understand the various problems .a i p e r d i f i n g t h e r e a t i o n and take the initiative to appreciate those differences .This shows that being a citizen of a country       This kind of responsibility requires a series of serious efforts   from educational institutions in order to     develop the potential of educational participants as the national education goals above , because it requires an educational process that is able to appreciate various characteristics and backgrounds of educational participants .

In order to create students who have good behavior , one of the subjects that can be used as a means of fostering and developing good behavior is Islamic Religious Education , because it originates from the Al - Quran which has a multicultural concept for Muslims .

For this reason , there needs to be a strategy that can be implemented by teachers , namely integrating multicultural values into Islamic Religious Education learning , so that Islamic Religious Education learning can be implemented in accordance with the conditions of a multicultural society . This is what can foster and produce students ' moral behavior in accordance with the teachings . a n Islam religion and become more tolerant , because in the learning process , various differences in society are introduced to students , so that it forms good behavior , for example , students can know about the various differences in ways of speaking in society based on their respective understandings and are able to provide explanations about these differences . ra b e rib a is the right thing based on the Qur'an and Hadith and able to respect various the differences mentioned .

So far , religious education that is applied in schools has always instilled in students the understanding that one religion is the most correct and others are wrong , to the point that an attitude of tolerance grows within students , they always have bad feelings towards followers of other religions , and there is a lack of harmonious relations between religious communities .This happened because of the religious teacher 's mistake in teaching about values , aspirations , ethics of a particular culture so as to have an impact on the primordial nature of the tribe a n , a religion , and a group . This factor is the cause of hostility between ethnic groups and groups . Although in fact the causes of long - term social conflict are not always related ton with religion , but in reality religion always becomes an insignificant part separate from various social conflicts , so that it is necessary to instill multicultural values in the learning of Islamic Religious Education .

Integration of multicultural values in the subject of Islamic Religious Education is needed in order to create students who believe in , understand , appreciate , and practice Islam through a comprehensive manner , including maintaining harmony between religious communities in society .

Students should be directed from an early age to understand differences , not to deny and reject them , but to respect and appreciate the beliefs and religions held by others , so that at some point students can take a more wise attitude in dealing with the reality of the plurality of religions , cultures , tribes , races and groups ., polite , mature and adult .

Therefore , this study aims to find out how the strategies of Islamic Religious Education teachers in multicultural - based student behavior guidance are , and to find out the implications of Islamic Religious Education teachers ' strategies in multicultural - based student behavior guidance .

## B. LITERATURE REVIEW

### 1. Understanding Strategy

Strategy is an overall approach that relates to ideas , planning , and execution of an activity within a certain period of time . In a good strategy there is coordination of work timing , has a theme , identifies supporting factors in accordance with the principles of rational implementation of ideas , efficiency in funding and has tactics to achieve goals . achieve the goal effectively ( F a th u r ro c hman et al . , 2021 ) .

According to ( Chandler Jr , 1993 ) strategy is the determination of targets and direction of action and the location of resources needed to achieve goals .

Strategy is the most important factor in achieving the goal of success . n a business depends on the ability of the leader who can formulate the strategy used ( Ha di j a y a , 2013). Strategy is very dependent on the objectives and the existing conditions and

environment ( F a khrur ra z i, 2018). Strategy is the totality of efforts , in order to achieve a target and directed at  to the development of the plan that you want to achieve .


## 2. Definition of Islamic Religious Education Teacher

Teachers in education have a position as educators and teachers .  mb i ng and this must be inherent in a teacher . A teacher 's personality greatly influences his / her duties . Personality in a teacher is a unity between personal characteristics and roles .as a teaching staff , mentor , and educator ( Syaodih Sukmadinata , 2007 ) .

According to ( Ramdhani , 2022 ) Islamic educators are people who are responsible for developing students with the actualization of all potentials , both in terms of spiritual , affective , cognitive and psychomotor potentials towards a better balance with Islamic values . In short , according to ( Tafsir , 1994 ) , education in Islam is the same as the theory in the West , namely anyone who is interested   responsible for the development of children . According to ( M a rimba , n.d. ) an educator is a person who bears the responsibility for educating , namely adult human beings because of their rights and obligations are responsible for the education of their childrenr did ik .

An educator in Islam has a very broad task , in short the tasks of an Islamic educator can be   classify as a social and international task in the study of Islamic teachings . Through this classification , of course the material is not only measured from the content of the material of Ta'udhid , fiqh , tafsir , hadith , khlak and the like . The learning that is taught is not only in that form , but is much broader in that it discusses a person 's effort to understand and be aware of his own existence and to dedicate himself to Godthere is God.

Islam in the understanding of education is not only limited to the interaction of education and learning between teachers and students in the classroom , but can also be done through inviting , encouraging and guiding others to understand and carry out Islamic religious teachings which are part of Islamic educational activities ( Zazin & Zaim , 2020 ) . Becoming an educator is not easy , so there are several things The requirements to become an educator , according to Law Article 8 Number 14 of 2005 concerning Teachers and Lecturers , states that teachers or educators are required to have academic quality , competence , educational certificates , physical and mental health and have the ability to realize national education goals ( Indonesia , 2005 ) .

Not only the requirements but also within an educator must have characteristics that meet the standards of an educator , namely : devotion to God Almighty , accepting and obeying norms and human values , carrying out the task of educating freely , bravely and happily , being aware of the values that are related to one 's actions .   and the consequences that arise , wise and be careful ( not reckless , not reckless and so on ) ( Yunus & Kosma Jadi , 2015 ) .

As a teacher , especially as a P A I teacher , you must have the characteristics of an effective teacher , including :

a . Teacher knowledge , to be a teacher you must have more knowledge than your students .  Although at this time , it is not impossible that students have more knowledge than my teacher . Considering the technological phenomenon of today , teachers must also continue to develop , innovate , andDo n't close yourself off to all existing information technology .

b. Clarity and organization , a teacher must have the skills to organize and provide a n precise and clear clarity in learning . This clarity and organization is related to point a , which is increasingly becoming clear .hui s e a la h a l , m a k e a n a n g a n i z a n d g e c l e a n c e s t h e r e a l l e s s t h e r e a l l e s a n is able to provide a good understanding to the students ( Muhy a              ni et a l., 2022).

### 3. Understanding Behavior

Behavior is a tool or action taken by a person in responding to something and then making it a habit because of the existence of a believed value ( Suharyat , 2009 ) . Human behavior is essentially an act or activity of a human being , whether it is observable or unobservable , through human interaction with the environment which is manifested in the form of for knowledge , attitude , and action ( Virgatama , 2021 ) . More rationally , behavior can be interpreted as an organizational or individual response . e rh a d a s s t i o n from outside the subject . This response is formed in two types , namely passive form and active form , where the passive form is the response . internal , that is , what happens within a human being and cannot be seen directly from the personwhile the other active form is when the release  This can be observed directly .

Characteristics of Behavior :

a . My behavior is the actions and deeds of an individual , so what I say and do is a n by a person is a characteristic of the person 's personality .
b. My behavior has one or more measurable dimensions , namely : frequency , duration , and intensity . nsi t a s.
c . My behavior can be observed , described and recorded by others or by people who are seen in the a m per i behavior .
d. My behavior affects the environment , both the physical environment and the social environment . e . My behavior is influenced by the environment ( lawful )
f . My behavior can be visible or invisible .  Behaviour that appears to be observable by others . While my behavior that is not visible is an incident or a personal matter that I have it can be felt by the individual himself or other individuals involved in the behavior ( A gustina, 2018 ) .

The process of forming behavior is influenced by several factors originating from within the individual himself , these factors include :
a . Perception is an experience produced through the senses of sight , hearing , and perception . n , smell , and so on .
b. Motivation is defined as the drive to act to achieve a certain goal , The results of this encouragement and movement are manifested in the form of behavior .
c . My behavior can also arise due to emotions . Psychological aspects that influence emotions are related to  close to the physical condition , while the physical condition

is a result of heredity ( innate ) , Humans in achieving maturity all aspects related to heredity and emotions will develop in accordance with the laws of development , therefore the behavior that arises because emotions are innate behavior ( Suharyat , 2009 ) .

Human behavior occurs through a sequential process . Research ( Rogers , 1974 ) revealed that before people adopted new behavioral options ( behave in a new way ) , within the person there is a sequential process , namely :

a . A wa r e n e ss ( awareness ) , that is , the person is aware of or knows the stimulus

(object ) t e rl e h i gh d
a upstream.

b. Interest ( interest ) , that is , people who start to be attracted to stimuli .

c . Evaluation ( considering the good and bad stimuli for oneself ) . This means that the respondents ' attitudes are getting better .

d. Trial , people have started trying out new behaviors .

e . Adoption , the subject has carried out new behavior in accordance with knowledge , awareness , and his attitude towards certain stimuli . If the acceptance of new behavior or adoption of new behavior through a process like this is based on knowledge a n , awareness , and a positive attitude then the behavior mentioned will become a habit or not e r s t a t l a ng g e n g .

## 4. Understanding Multiculturalism

The root of the word multiculturalism is culture .  Epistemologically , multicultural is formed from the words " multi " ( many ) and " cultural " . ( culture ) , " is me " ( flow / understanding ) . In essence , in this word , there is a recognition of the dignity of human beings who live in their communities .with each unique culture ( Pratiwi , 2010 ) .

Multiculturalism is basically a worldview that is then translated into various cultural policies that emphasize the acceptance of the diversity , plurality and reality of multiculturalism found in the life of society .  Multiculturalism can also be understood as a worldview that acknowledges the existence of existing cultures , including regardless of size or smallness ;   This view is what is later called the politics of recognition ( NAT , nd ) .

Multiculturalism is a belief that ethnic and cultural groups can live side by side peacefully , which is indicated by a willingness to respect other cultures ( Sutono , 2016 ) .

Bhikhu Parek h says that multiculturalism is not like the differences that emerge from individual choices , culturally created differences carry a measure of authority and are shaped and structured because they are embedded in a system of meanings and significance that are inherited and historically owned ( Parek h , 2008 ) . Multicultural , thus concerning the diversity or differences that exist in attach culturally .

In Indonesia , there is basically a dominant culture both in the context of culture , politics and politics . race , ethnicity and religion ; but basically the dominant culture provides accommodation for other cultures to express themselves . There is also a fairly intense process of interaction between the dominant culture and other cultures ., which in turn gives rise to a " superculture " that can simply be compared a n to Indonesian culture - culture - state of Indonesia ( Mubit , 2016 ) .

## C. RESEARCH METHODS

This type of research includes field research ( fi e ld r e s e a r c h ) d e script tif qualitative . By using data collection techniques through observation , interviews and documentation . a p s ource of research data .The source of the research data is from primary data which includes the head of thee schools , P A I teachers and students at SDN Lombokita , while the secondary data sources include kup b e rk a s - b e r k a s e activit y of implementing multicultural - based P A I learning l s e p e r t a n d e n t a t i o n o f l e a r i n g a n s s i o n s . This research uses data analysis techniques through data reduction , data presentation , vdata rification and drawing conclusions .

## D. RESULTS AND DISCUSSION

### 1. Description of Islamic Religious Education Teacher Strategy in Behavioral Guidance

**M u l t i c u l t i o n B a s t u r i c a l S DN L o m b o**

From the results of the research carried out by the author , what will be found about teacher strategies

Islamic Religious Education in the guidance of students ' behavior at SDN Lombokita is as follows :

### a. Viewing and placing all students as equal people

The first thing in implementing multicultural education is to improve the teacher 's perspective towards his / her students , because through this perspective the teacher carries out education according to his / her perspective towards his / her students , if the teacher 's thinking from the beginning has differentiated students , then in the process of education also children will feel the same way , such as liking or disliking their students , for example teachers are not allowed to likes some students because they are smart and hates others because they are not smart enough , lazy and naughty but also gives the best fish to all students . Therefore , the principal of SDN Lombokita continues to remind teachers to always think positively and love their students and place all students on the same level .

### b . Introducing students to the differences around them

In the multicultural education process , various differences need to be introduced to students who are integrated into the learning process . This is implemented at SDN Lombokita where multicultural integration into the learning process is also implemented by teachers at the school , so that Islamic Religious Education teachers have no difficulty in integrating multicultural values into the subjects . This is because students have been introduced to the basics of multiculturalism by their class teacher . For example , teachers make it a habit for students to respect their friends who are of different ethnicities , such as immigrants who come from outside the region , because differences in ethnicity and region are the law of God for humans who were created by God in different geographical places .

c . **Strengthening students ' understanding of the differences in Islamic religious education . In implementing Islamic** Religious Education **, the subject teacher** integrates **the concept of multiculturalism into the learning process by introducing students to the basics of** multiculturalism in **Islamic** religious education **as** stated in **Surah al - Hujurat** verse 13 ( this verse has been h p e n u l i s t a r i n g s o f f i c h a b I l a tar b e behind the problem ) . Thus , the Islamic Religious Education subject teacher at SDN Lombokita introduces the basics of multiculturalism through these subjects to students , so that students can understand that humans are basically created differently and these differences are natural in human life and give rise to students ' behavior that is ... can respect die various differences .

d . **Integrating multicultural values into Islamic Education learning**

Islamic Religious Education teachers integrate multicultural values into their learning process , the multicultural values that are integrated are : respecting differences between friends , displaying behavior that is based on an understanding of their religious teachings , developing behavior that is reflected in daily activities , and being able to applyn p e r i l i j u r , values of peace and others b a g a inya.

e . **Building student collaboration through small groups**

Islamic Religious Education subject teachers continue to apply multicultural values in their learning process by forming small groups to study and work on assignments at home and then submitting the group assignments to school on Thursday and the teacher also explains the learning material around the assignments worked on by the students .

## 2. Implicati on of Islamic Religious Education Teachers ' Strategy in Behavioral Guidance

**M u l t i c u l t i o n B a s t u r i c a l S DN L o m b o**

The implications of Islamic Religious Education teacher strategies in multicultural - based self - directed learning at SDN Lombokita are based on the results of the author 's research as follows :

a. **Students can recognize various ethnic and cultural differences among students .**

By introducing various ethnic and cultural differences around students , it can provide a positive impact for students at SDN Lombok . This means that students can get to know different ethnic and cultural differences .

**b . Students feel happy to work hard in completing PAI assignments**

One of the implications of multicultural - based Islamic Religious Education learning in SDN Lombokita is the small group learning process formed and implemented by Islamic Religious Education teachers , which gives a good impression to students , because the tasks given by the teacher become easy for students to carry out because they are worked on together . with his group friends .

**c . Students can understand the differences in worship practices .**

By implementing Islamic Religious Education learning based on multiculturalism , students in SDN Lombokita can begin to understand the differences in   the practice of Islamic worship , because in the learning process , Islamic Religious Education subject teachers teach the reading of Muhammadiyah and NU prayers , so that students can belearn to read the prayer according to the         n the background of his parents so as not to cause misunderstanding for his parents .

**d . Students begin to be able to respect the people around them .**

Islamic Religious Education based on multiculturalism implemented in SDN Lombokita began to provide implication to students which is now forming students ' awareness of behavior in respecting death and appreciating differences - including differences in the practice of Islamic religious education as implemented in  society , Islamic Religious Education subject teachers teach different worship practices to their students according to their parents ' background , so that they can form students ' attitudes to respect these differences .

## E. CONCLUSION

This study concludes that the strategy of Islamic Religious Education teachers in multicultural - based self - directed learning in SDN Lombokita which views and places all students as equals , and integrates multicultural values into Islamic Religious Education learning , such as the value of respecting differences .n , behaving honestly , being responsible , being honest trust , self - confidence , cooperation and deliberation .

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