
Integration of Islamic Religious Education (PAI) with Pancasila in the Formation of Multicultural Character of Students in the Digital Era at SMP Muhammadiyah 03 Pacitan

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Abstract

The integration of Islamic Religious Education (PAI) with Pancasila in shaping students' multicultural character in the digital era is a relevant topic in the context of multicultural globalization in Indonesia. Indonesian society faces various cultural, ethnic, and religious differences that require wise management to prevent social disintegration and to harness the innovative potential of multiculturalism. Education plays a crucial role in promoting peace, strengthening intercultural understanding, and creating an inclusive and harmonious society. This study aims to explore the planning of lessons integrating Islamic Religious Education with Pancasila in shaping a multicultural character at SMP Muhammadiyah 03 Pacitan. The research was conducted using a descriptive qualitative approach, focusing on the discussion of holistic and contextual character education in the school. The findings indicate that the integration of Islamic religious education with the values of Pancasila can serve as a strong foundation for building a peaceful and prosperous multicultural character. SMP Muhammadiyah 03 Pacitan has successfully implemented these integrative values within their curriculum, emphasizing respect for diversity and involving the roles of teachers and parents in the learning process. With the integration of Islamic religious education and Pancasila, the school has created an educational environment that promotes harmony and diversity in the ever-evolving digital era. This study contributes significantly to understanding how education can play a vital role in shaping tolerant and inclusive multicultural character amid globalization and digital technological advancements.

Keywords

Integration of Islamic Religious Education and Pancasila; Multicultural Character Development; Pancasila



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1. INTRODUCTION

In the current era of globalization, Indonesian society that is already multicultural is increasingly heterogeneous in terms of culture, ethnicity, religion, and social background. Disruption is not just a small change but a change that can change the fundamental order. (Sholikhah et al., 2023). Disruption creates a new culture in people's lives. Multiculturalism results in the first two possibilities if multiculturalism, not managed wisely, can lead to disintegration in society. When cultural differences are not addressed with respect and tolerance, conflicts between groups can increase. Second, multiculturalism will be a capital of strength if managed wisely, it can become a cultural force with innovation, creativity, and deep global understanding. This diversity can be managed into positive potential, and can also bring other impacts in the form of potential confusion. (Muhammad Rashid, 2017).

In the era of disruption, promote peace and broaden horizons, build bridges between cultures, and enrich people's social and economic lives. Education plays a crucial role in facing the challenge of multiculturalism in Indonesia, which is increasingly heterogeneous. Much of the research on the history or origins of multicultural education refers to the social movements of African Americans and other groups of color who faced discrimination in public institutions during the human rights struggle of the 1960s. (Suharsono, 2017). Multicultural education as a forum for individual development to appreciate social diversity and prevent conflict through the transfer of knowledge, values, culture, and methodology. (Fauziah, 2020). Through an inclusive curriculum and a well-rounded teaching program, education not only teaches values of tolerance and respect for differences, but also builds positive multicultural awareness and cross-cultural communication skills. Multicultural education organizes learning about the values of diversity comprehensively, as a response to multiculturalism in Indonesian society. The goal is to create stability, national integration, and positive civilizational progress. (Jalwis & Habibi, 2019). In the context of Islamic Religious Education (PAI), effective education must be able to respond to the dynamics of society that continues to change, including the diversity that exists in it. Islamic religious education forms a multicultural society that respects differences and promotes intercultural tolerance and social justice in accordance with religious values. (Zainuddin & Ersi, 2023). Therefore, a multicultural approach in PAI learning is very relevant and important to be applied.

Islamic education that continues to adapt methods and approaches that are in accordance with the social and cultural conditions of the community will contribute to increasing Muslims' understanding of Islamic teachings and their relevance in

daily life.(Sholikhah et al., 2023). Therefore, it is necessary to construct the epistemology of Islamic education with a monocotonic approach. Monocotenic education is the construction of a comprehensive education system that is able to integrate educational values oriented to the humanitarian and religious domains in a natural way. This education system also contains an attitude of respecting differences in values, norms, culture, and traditions (Multiculturalism) as well as the religious aspect of pluralism as a consequence of Muslims. (Body, 2017). The multicultural approach to PAI learning seeks to answer the need for an inclusive education that respects diversity. The spirit of national unity is tested, religious conflicts and terrorism strengthen the universal values of religion, the integration of multiculturalism in education is important for pluralism and religious tolerance. (Mustafida, 2020).

This approach not only teaches Islamic teachings, but also integrates the values of tolerance, respect for differences, and cooperation between religious communities. Multicultural education for the Indonesian nation is an important part of the diversity in the country. The teaching of Islamic Religious Education (PAI) in the context of multicultural education has a crucial role in developing the attitude of tolerance of students in Indonesia. (Gultom & Lubis, 2024). And strengthen student religiosity in the era of globalization. (Zainiyati et al., 2024). This is in line with the main goal of PAI, which is to form individuals who are not only religiously obedient, but also have noble morals, are able to coexist peacefully, and make positive contributions to a diverse society. With religious quality, it also has a positive impact when a person has graduated from the educational unit.(Muthohharoh et al., 2024). A holistic and innovative approach to maintaining standards of excellence and relevance in Islamic higher education in the era of globalization. (Azima et al., 2024). In addition, a multicultural approach in PAI is also important to overcome various social challenges, such as intolerance and radicalism that often appear in society. By teaching students to appreciate and understand differences, it is hoped that a generation that is more open, tolerant, and has a strong national insight can be created. Education based on multicultural values will help build a solid foundation to create social harmony and peace in the future. Multiculturalism is an understanding of acceptance of pluralism in society to avoid horizontal conflicts. (Fitri Nur Hidayat, 2023). Education plays a crucial role in balancing the understanding of Islam from the wrong to the one that puts forward the concept of Islam as "Rahmatan lil alamin". Through education, individuals are guided to develop their potential to become human beings who have faith, knowledge, and noble

character. The Islamic Religious Education curriculum emphasizes the importance of understanding, appreciation, and acceptance of Islamic teachings, while also teaching respect for adherents of other religions to build harmony between religious communities and national unity. However, the challenge in the implementation of Islamic education is the tendency to teach Islam textually without context, which can result in misleading understanding. Therefore, Islamic education needs to adopt a multiculturalist approach to ensure tolerance for diversity and protection of human rights and citizens, against the hegemony of the exclusive theological system. (Araniri, 2019).

Through a multicultural approach, PAI learning can become more relevant and contextual to the reality of students' daily lives. Students will find it easier to understand religious teachings in the context of diversity, and be able to apply them in social interactions. Thus, this approach not only improves religious understanding, but also develops social skills that are essential for social life in the modern era. In its implementation at SMP Muhammadiyah 03 Pacitan, the multicultural approach in PAI learning is expected to make a positive contribution to the development of students' character. By adopting a holistic and innovative approach, it is hoped that religious education will not only instill deep religious values but also build an attitude of tolerance and national insight. Thus, it is hoped that future generations will be more open and have a better understanding of diversity, creating social harmony and peace in the future. This study introduces a significant novelty in the multicultural approach to Islamic Religious Education (PAI) learning in Muhammadiyah 03 Pacitan Junior High School. In the context of the Independent curriculum, this approach focuses on the integration of the values of diversity and tolerance in religious learning. By utilizing multicultural principles, PAI education not only teaches Islamic teachings, but also teaches universal values such as tolerance, respect for differences, and cooperation between religious communities. It aims to create a generation that not only understands religion, but also understands and appreciates the social diversity around them. This approach is designed to strengthen students' character through inclusive and well-rounded education. By focusing on learning based on plural human and religious values, it is hoped that students will not only learn about their own religion, but also about the importance of peaceful coexistence in a religious society. The following are two problem formulations that can be taken from the background of the article "Multicultural Approach in Islamic Religious Education Learning in the Implementation of the Independent Curriculum": How is the planning of Multicultural-based Islamic Religious Education learning at SMP

Muhammadiyah 03 Pacitan? How is the implementation of Multicultural-based Islamic Religious Education learning at SMP Muhammadiyah 03 Pacitan?.

Philosophical foundations

The concept of integrating Islamic Religious Education (PAI) with Pancasila in the formation of student character is based on the understanding that religion and state ideology (Pancasila) can complement each other in forming a solid character. This integration aims to create a generation that not only understands religious values, but can also apply them in the context of nationality and daily life. Education that integrates these two aspects is expected to be able to form students who have an attitude of tolerance, discipline, and a sense of responsibility to society, so that they can contribute positively to the nation. As such, this approach has become particularly relevant in the face of today's global challenges, where moral and ethical values are often overlooked. The importance of this integration is also seen in the development of a curriculum that prioritizes Pancasila values as a moral foundation, as well as providing a deep understanding of religious teachings that can strengthen students' national identity.

Religion as a moral foundation" and "Pancasila as a state ideology" are the basis that these two values can synergize to create a character that is in accordance with ethics, morals, and noble values needed to build a just and prosperous society, as well as strengthen the unity and unity of the nation. By integrating religious teachings and the principles of Pancasila, society can build a solid foundation to create a harmonious and respectful social environment. Thus, the application of these values in daily life will encourage individuals to behave better and be responsible towards others, thereby improving the overall quality of life. The importance of education based on these values also cannot be ignored, because through the right learning process, the younger generation will more easily understand and internalize religious teachings and Pancasila principles in their actions. This will create a generation that is not only academically intelligent, but also has strong character and integrity in facing various challenges in the future. Thus, efforts to instill Pancasila values from an early age in the educational curriculum will be the key to forming individuals who are not only knowledgeable but also have a high sense of social responsibility.

Theoretical foundations

Value Integration Theory

This theory states that the integration of values from various sources, including religion and state ideology, is an effective strategy in building a strong character and integrity. This approach not only enriches an individual's understanding of morality, but also promotes harmonization in a diverse society. The integration of these values can create a solid foundation for individuals to face ethical challenges in the modern world, while strengthening social solidarity and mutual respect between groups. The application of this theory in education and public policy can produce a generation that is more sensitive to social issues, and is able to contribute positively to creating an inclusive and peaceful environment. Effective implementation of this theory requires collaboration between various stakeholders, including educators, policymakers, and the wider community, to ensure that these values can be properly internalized in everyday life.

Theory of Character Education

This theory emphasizes the importance of character education in developing positive attitudes, values, and behaviors in students, so that the integration of PAI and Pancasila becomes an integral part of the process of forming student character. Strong character education not only forms responsible individuals, but also creates a harmonious and mutually supportive society in the face of global challenges. Thus, an educational approach that prioritizes character values has the potential to create a generation that is more sensitive to social issues and able to face change with a constructive attitude. The importance of collaboration between various parties, such as schools, families, and communities, is indispensable to create an environment that supports positive and sustainable character development. With this synergy, it is hoped that the character education process can take place effectively and sustainably, producing individuals who are not only competent in the academic field but also have integrity and empathy for others. This holistic character education can be the foundation for the formation of future leaders who are able to inspire and motivate others, as well as contribute positively to society.

Theory of Multiculturalism

This theory underscores the importance of tolerance, intercultural cooperation, and respect for differences as important elements in the formation of students' multicultural character, which can be supported by the integration of values from PAI and Pancasila. The application of this theory in the educational curriculum can help students understand and appreciate diversity, as well as equip them with the social

skills necessary to interact effectively in a pluralistic society. Education that prioritizes the theory of multiculturalism not only enriches students' insights, but also builds mutual respect and understanding among various cultural groups. The application of this approach is expected to create an inclusive learning environment, where every student feels valued and motivated to contribute to advancing society. As such, it is important for educators to design teaching strategies that encourage intercultural dialogue and create a safe space for students to share their experiences and perspectives. An education focused on multiculturalism can also prepare students to face global challenges, where adaptability and cooperation with individuals from different backgrounds are becoming increasingly important. This kind of education not only equips students with academic knowledge, but also the social skills necessary to interact effectively in an increasingly connected and diverse society

2. METHODS

This qualitative descriptive research is based on a phenomenological approach that focuses on the discussion of character education in schools to reveal the symptoms or phenomena of character education in a holistic and contextual manner (Muhadjir, 2022). Data was collected from student and teacher informants, who are the main subjects in character education materials (Hadi, 2021). The source of information comes from subjects who are directly involved in research activities based on the involvement of the researcher as the main instrument (Mulyana, 2022). (Anirah et al., 2024). The sample was determined using the purposive sampling technique. (Baroroh & Imania, 2024).

3. FINDINGS AND DISCUSSION (Palatino Linotype 12, Space 1.15, Justify)

Result

3.1. Multicultural-based Islamic Religious Education Learning Planning at Muhammadiyah 03 Pacitan Junior High School

This inclusive education also supports the formation of strong identities as well as the social skills needed to interact effectively in an increasingly pluralistic global society. Thus, the multicultural approach reinforces the values of unity and mutual respect, teaching the importance of equality and justice within the framework of Islamic teachings.

As explained by the Principal of SMP Muhammadiyah 03 Pacitan, "The planning of Islamic Religious Education learning at SMP Muhammadiyah 03

Pacitan is designed not only to focus on teaching traditional religious materials, but also to integrate multicultural values that reflect the diversity of Indonesian society". Waka Curriculum explained: "Evaluation and feedback from students and parents is very important in the learning planning and implementation process. With periodic evaluations, schools can assess the effectiveness of the multicultural approach applied and make improvements if needed. Through a comprehensive approach, SMP Muhammadiyah 03 Pacitan aims to produce a young generation who are not only intelligent in the field of religion, but also have an attitude of tolerance and openness to diversity".

The religion teacher added, "In addition, to support the implementation of a multicultural-based curriculum, SMP Muhammadiyah 03 Pacitan also holds various additional activities and programs. These activities include discussions, seminars, and workshops on diversity as well as hands-on practices such as visits to different communities. These programs are designed to expand the insight and scientific capacity of religious teachers".

Based on the observation data above, Multicultural-based Islamic Religious Education learning planning at Muhammadiyah 03 Pacitan Junior High School. In preparation, planning involves the development of a curriculum that covers various aspects of culture and religion in society. This aims to make students not only understand the teachings of Islam in depth, but also appreciate the cultural and religious differences around them. involves various elements in the planning process, including teachers, community leaders, and parents, to ensure that the resulting curriculum reflects the needs and realities of multiculturalism in the surrounding environment.

3.2. Implementation of Multicultural-based Islamic Religious Education learning at Muhammadiyah 03 Pacitan Junior High School

The implementation of multicultural-based Islamic Religious Education learning at SMP Muhammadiyah 03 Pacitan is a significant effort in realizing religious education that is inclusive and in accordance with the diversity of society. The Principal of SMP Muhammadiyah 03 Pacitan explained that the multicultural approach in this school is applied to ensure that the teaching of Islam not only provides a deep understanding of Islamic teachings, but also respects and respects the cultural diversity and background of students. This is in line with the school's commitment to create a harmonious and inclusive learning environment, by integrating multicultural principles in the Islamic Religious Education curriculum. According to Waka Curriculum, in practice, multicultural-based learning at SMP

Muhammadiyah 03 Pacitan involves various strategies to create an atmosphere that respects differences. One of these strategies is to include material that not only discusses Islamic teachings, but also relates them to the multicultural values that exist in society. For example, learning includes discussions about the diversity of ethnicities, cultures, and traditions in Indonesia, as well as how Islamic teachings encourage tolerance and mutual respect between different groups. PAI teachers added that the learning methods used are designed to support an open and inclusive attitude among students. SMP Muhammadiyah 03 Pacitan applies an active approach by involving students in activities that encourage them to learn from each other. Activities such as group discussions, collaborative projects, and visits to different communities become important means of broadening students' horizons and teaching them about the importance of harmonious coexistence. Educators at SMP Muhammadiyah 03 Pacitan, according to Pancasila Teachers, play an important role in implementing multicultural learning.

They not only act as presenters of the material, but also as role models in practicing an inclusive attitude and respecting differences. For this reason, training and professional development are carried out regularly so that teachers have adequate skills and knowledge in applying multicultural principles in their teaching. The success of the implementation of multicultural-based education also depends heavily on the support of parents and the surrounding community. The Principal emphasized the importance of parental involvement in supporting diversity in schools through meetings and activities that engage them. This collaboration creates consistency between the values taught in schools and the values applied at home and in society. Overall, the implementation of multicultural-based Islamic religious education at SMP Muhammadiyah 03 Pacitan is a very important step forward in forming a generation that not only has a deep understanding of religion, but also the ability to interact with various cultural backgrounds with respect. With a strong commitment to multicultural principles, the school contributes to the formation of a more tolerant and harmonious society, which is in line with the values taught in the Islamic religion.

3.3. Multicultural-based Islamic Religious Education Learning Planning at Muhammadiyah 03 Pacitan Junior High School

The importance of building a strong character and integrity through education is highly appreciated in the context of Islamic education, which adopts the teachings of the Qur'an, Hadith, and Pancasila values. These values encourage

unity and harmony in diversity, in line with the principles of multicultural education in Islam that uphold respect for differences and tolerance. At SMP Muhammadiyah 03 Pacitan, the implementation of a curriculum that not only teaches religious material, but also creates mutual respect between cultures and religions, shows a commitment to character education. Periodic evaluations allow for an assessment of the success of internalizing the values of multiculturalism in students' lives.

Character Education Theory prioritizes collaboration between schools, families, and communities to shape students' character. By integrating the values of PAI and Pancasila, education becomes more holistic, forming academically intelligent individuals with empathy and social responsibility. The involvement of parents and communities in learning planning, such as discussions and seminars on diversity, emphasizes collaboration to create a generation sensitive to social issues.

Furthermore, the theory of multiculturalism supports a deep understanding of Islamic teachings while respecting cultural diversity. The curriculum at SMP Muhammadiyah 03 Pacitan is designed to cover various cultures and religions in Indonesia, thereby expanding understanding and mutual respect between groups. This systematic effort aims to create a generation with strong, tolerant, and adaptive characters in a diverse society, where collaboration is the key to success.

3.4. Implementation of Multicultural-based Islamic Religious Education learning at Muhammadiyah 03 Pacitan Junior High School

The results of this study are in line with the theory of Character Education which emphasizes the importance of collaboration between various parties, such as schools, families, and communities, to create an environment that supports positive character development. SMP Muhammadiyah 03 Pacitan actively involves parents and the community, so that the multicultural-based character education process can take place effectively. This character education not only includes the development of positive attitudes and values in students, but also supports the creation of a more harmonious and mutually supportive society.

The application of the theory of Multiculturalism in education at SMP Muhammadiyah 03 Pacitan has also proven to be effective in forming mutual respect and understanding among students from different cultural backgrounds. Learning that prioritizes intercultural dialogue and respects diversity provides students with essential social skills to interact in an increasingly pluralistic society.

With this approach, students are expected to be able to prepare themselves to face global challenges with a constructive, tolerant, and empathetic attitude.

4. CONCLUSION

Islam comprehensively integrates multicultural education to achieve peace and prosperity. The Qur'an contains many verses that emphasize multiculturalism, including the principles of democracy, humanism, and recognition of differences. Multicultural education in Islam focuses on the values of mutual respect and appreciation for diversity, supporting strong identities and social skills. SMP Muhammadiyah 03 Pacitan applies this approach in curriculum planning, not only emphasizing traditional religious teachings, but also incorporating multicultural values. Additional activities, such as discussions and community visits, enhance students' understanding of diversity. The planning process involves many elements, including teachers and parents, to ensure that the curriculum reflects the needs of a multicultural environment. The implementation of multicultural-based Islamic Religious Education learning at SMP Muhammadiyah 03 Pacitan is a significant effort to advance religious education that is inclusive and relevant to a pluralistic society. The school integrates multicultural principles in the curriculum to create a harmonious learning environment. The strategies used include materials that relate Islamic teachings to the values of diversity, discussions about ethnicity and culture, and active learning methods that encourage students to learn from each other. Educators play an important role as role models in implementing inclusive attitudes, supported by professional training. The support of parents and the community is also crucial in creating consistency of values. Despite the challenges in managing differences of view, SMP Muhammadiyah 03 Pacitan is committed to forming a generation that understands religion and appreciates cultural diversity

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