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## Multicultural Education Perspective Islamic Philosophy Of Education

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Informasi Artikel	Abstract
<p>Vol: 3 No : 1 2026 Halaman : 8-13</p> <p><b>Keywords:</b> Education, Multiculturalism, Islamic Educational Philosophy</p>	<p><i>This article discusses the concept of multicultural education from the perspective of Islamic educational philosophy. The diversity that exists in this country can lead to conflict due to differences in ethnicity, culture, religion, and so on, if not based on tolerance for each other. Multicultural education is an educational process that develops the full potential of humans who have different cultures, nationalities, and religions. The concept of multicultural education is expected to minimize conflicts that arise from differences in perspectives, attitudes, culture, and so on in society. In Islam, Islamic educational philosophy is a science that studies various issues related to education, such as humans as subjects and objects of education, curriculum, methods, environment, teachers, and so on based on Islamic teachings sourced from the Qur'an and al-Hadith. The Qur'an discusses the concept of multicultural education a lot, such as the concept of mutual recognition and respect for various cultures, races and religions, including Surah Al Hujurat verse 13 and Surah Ar Rum verse 22.</i></p>

### Abstract

Artikel ini membahas tentang konsep pendidikan multikultural dari perspektif filsafat pendidikan Islam. Keberagaman yang ada di negeri ini dapat menimbulkan konflik akibat perbedaan pendapat suku, budaya, agama, dan lain-lain, jika tidak didasari oleh toleransi satu sama lain. Pendidikan multikultural merupakan proses pendidikan yang mengembangkan seluruh potensi manusia yang berbeda budaya, kebangsaan, dan agama. Konsep pendidikan multikultural diharapkan dapat meminimalisir konflik yang timbul karena perbedaan cara pandang, sikap, budaya, dan lain-lain. di masyarakat. Di dalam Islam, filsafat pendidikan Islam merupakan ilmu yang mengkaji tentang berbagai masalah yang ada hubungannya dengan pendidikan, seperti manusia sebagai subjek dan objek pendidikan, kurikulum, metode, lingkungan, guru, dan sebagainya didasarkan kepada ajaran Islam yang bersumberkan al-Qur'an dan al-Hadits. Al-qur'an banyak membahas tentang konsep pendidikan multikultural, seperti konsep untuk saling mengenal dan menghormati berbagai budaya, ras dan agama, di antaranya surah Al Hujurat ayat 13 dan Surah Ar Rum ayat 22.

**Kata kunci :** Pendidikan, Multikultural, Filsafat Pendidikan Islam

### INTRODUCTION

A country filled with tranquility and diversity, Indonesia is a country with a wide variety of cultures, ethnicities, languages, skin colors, tribes, customs, religions, and beliefs. This diversity, without mutual tolerance, can lead to conflict stemming from differences of opinion regarding ethnicity, culture, religion, and so on. For example, the conflict that occurred in the Bugis community in Amparita village, South Sulawesi in 1944. In the village, there were three community groups: the Towani Tolotang Islamic group and the Tolotang Benteng, each with a different religious concept. They had different views, such as conflicts on religious issues (death ceremonies) and marriage ceremonies.

Multicultural education is a solution to the reality of different cultures as a process that develops all potential, which values plurality and heterogeneity to form a character that is open to mutual respect, understanding, and differences (Puspita, 2018). Furthermore, Islamic education plans to provide cultural guardian education based on the Quran, Hadith, and ijma. Further information about the concept of multicultural education, the history and objectives of multicultural education, and the concept of multicultural education from the perspective of Islamic educational philosophy.

Multicultural education is a solution to the reality of different cultures as a process that develops all potential, respecting plurality and heterogeneity to form a character that is open to mutual respect, understanding, and diversity (Fatimah, Ruswandi, and Herdiana, 2021). Furthermore, Islamic education aims to provide culturally nurturing education based on the Quran, Hadith, and consensus (ijma). For more information on the concept of multicultural education, the history and objectives of multicultural education, and the concept of multicultural education from the perspective of Islamic educational philosophy, please visit:

Multicultural learning is an effort to create harmonious relationships, namely learning that aims to develop students' understanding, wisdom, attitudes, awareness, and behavior toward cultural, social, and religious diversity. According to this interpretation, multicultural education can encompass religious education and general education that is "Indonesian" in nature because it addresses the opportunities and challenges presented by cultural, social, and religious diversity. Therefore, multicultural education here certainly requires not only "religious education" but also "religious education."

## **METHOD**

To obtain scientifically valid results in this research, a method appropriate to the object of study is required, as the method serves as a means of achieving satisfactory results. Furthermore, the method is a way of working so that the research can proceed in a focused and efficient manner, achieving maximum results. This research employed qualitative methods and a literature review with a strong descriptive model.

Through this method, all related aspects provide us with an understanding of the importance of respecting other cultures as part of the existence and diversity of life. Primary sources consist of various literature closely related to multicultural education itself, which is then developed philosophically as one of the approaches to this research.

## **RESULTS AND DISCUSSION**

### **Understanding Multicultural Education**

Multicultural education comes from two words: education and multicultural (Azzahra, Asbari, and Ariani, 2023). Education is a conscious effort by adults to become mature human beings by developing students optimally through teaching, training, processes, activities, and teaching methods. However, multiculturalism comes from three words: multi, kultur (culture), and ism (ism). Multi means many, different, and diverse, while culture comes from the word culture, which means culture, tradition. Anism is a school of thought or understanding. The essence of this word is recognizing the human dignity of people living in communities with their own unique cultures. In this way, each individual feels valued and responsible for living together with their community.

A key component of multicultural education is culture. "Culture" is defined as a way of thinking, attitudes, behaviors, and values practiced as a way of life and identified by a group of people. Culture can also be defined as a way of life. Culture is a way of life that develops and becomes the normal way of life of a group of people and is passed down from generation to generation (Fia, 2023). This culture consists of a complex system that includes religious and political systems, customs, language, clothing, buildings, and works of art. Language, like culture, is an integral part of human existence, so we believe that language is a genetically inherited part of culture.

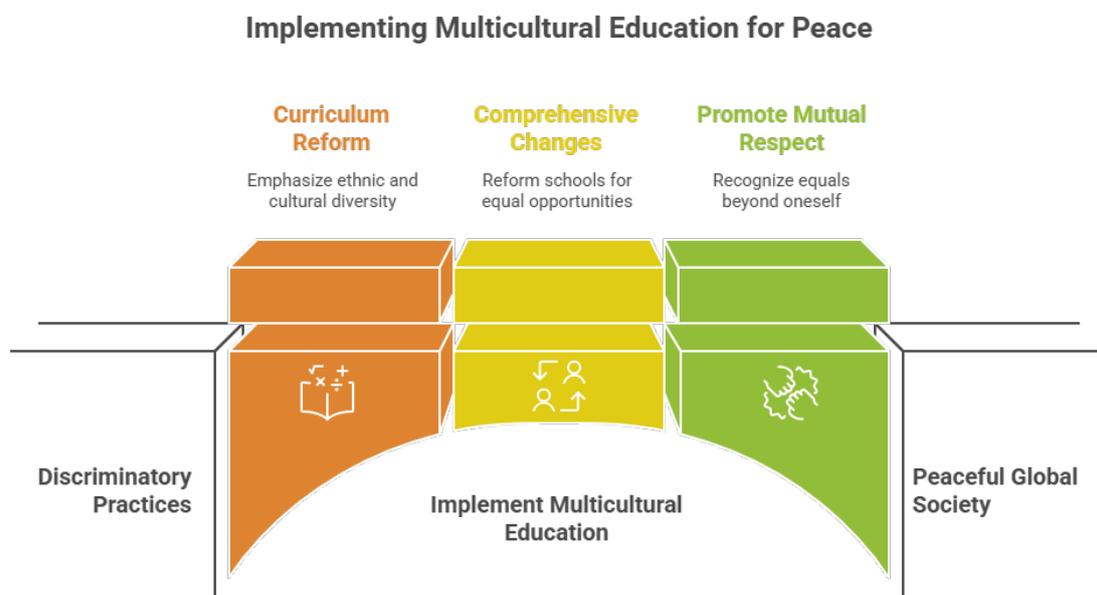
Culture is a literal or implicit part of human history that occurs at a specific time and serves as a guide for sustainable living in the future. According to Conrad P.K., culture has several characteristics, as follows (Melalolin, 2020):

1. Culture is both universal and unique. Universal means that everyone in the world has a culture, while unique in this context means that one social group differs from another, depending on the social group in which that culture exists.
2. Culture is something that is learned. Learning in this context involves three things: first, individual situational learning; second, learning from social situations; and third, cultural learning as the unique human ability to create and use symbols or signs that have no connection to human origins.
3. Culture is symbolic. In this case, symbols can be verbal or nonverbal, or they can also be a special language that can only be understood concretely or even cannot be interpreted or explained.
4. Culture can shape and complement something natural. Culture is something that is created together and belongs to the community as members of society.
5. Culture is an example. This means that culture is not a meaningless collection of customs and beliefs. It is a unified and clearly structured system. Customs, institutions, religion, and values are interconnected.
6. Culture is adaptable. This means that culture is the process by which a population establishes positive relationships with its surroundings, ensuring that its members strive to the best of their ability to survive and continue their lineage.

**Multicultural Education and Its Urgency**

According to Tilaari, multiculturalism has two broad meanings (Hidayati, 2016). First, the original meaning of the word, "multi" means plural, and "culture" means culture. The term "multi" (plural) has different meanings, because plurality means not only recognizing the existence of something different, but that recognition has political, social, and economic implications. Regarding this idea, according to Parsud Suparlan, in the 1960s, they began discussing and discussing multicultural education in America and Western European countries, a movement that demanded attention to civil rights. (*civil right movement*). The following is a matrix about the urgency of multicultural education.

**Figure 1.1 Implementing Multicultural Education**



The primary goal of this movement was to reduce discriminatory practices by the majority group against minority groups in public places, at home, in the workplace, and in educational institutions (Polii, 2024). At that time, only one culture was recognized in America and Western European countries, namely white Christian culture. Other groups in this society were categorized as minorities with limited rights. According to James A. Banks, the civil rights movement had consequences for the world of education because many demands for curriculum reform were uncontrolled by discrimination. In the early 1970s, a number of courses and educational programs emerged that emphasized aspects related to ethnic and cultural diversity.

According to James A. Banks, multicultural education is a concept, idea, or philosophy as a set of beliefs and explanations that recognize and value the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities (Wulandari, 2020). . Individuals, Groups, and Countries For Banks, there are at least three main issues in multicultural education: ideas or concepts, movements, and educational reform processes.

Multicultural education is the idea that all students (regardless of gender, social class, and ethnic, racial, or cultural characteristics) should have equal opportunities to learn in schools (Supriatin and Nasution, 2017). Another important idea in multicultural education is that some students, because of these characteristics, have a better opportunity to learn in the current school structure than students from other groups or with different cultural characteristics. Multicultural education is also a reform movement that aims to change schools and other educational institutions so that students from all social classes, genders, races, languages, and cultural groups have equal opportunities to learn. Multicultural education means comprehensive changes to schools or educational environments. It is not limited to just curriculum changes.

Considering the description of multicultural education above, the author argues that the implementation of multicultural education in teaching practice is very urgent (Soumiyah, 2023). Based on this opinion, the author states that in the global and regional context, even in the national context of Indonesia, a multicultural perspective is very important to maintain the integrity, strength, coherence and success of the nation and the world, because a multicultural perspective guarantees the rights of every person and respects each individual. Conversely, education that is not in accordance with a multicultural view will almost certainly create a society that cannot get along with others, and ultimately give rise to conflicts that disrupt and damage the peace and unity of the nation and the world.

Therefore, multicultural education is expected to create a peaceful life in global society, as each individual recognizes the existence of equals beyond themselves, leading to mutual respect. Furthermore, multicultural education can be relied upon to prevent violence, which Galtung calls cultural violence. Culturally based violence is a term that refers to various aspects of culture used to legitimize violence, both direct and structured.

Multiculturalism is a crucial key global issue, including Indonesia's, in facing future global changes. Multiculturalism is a concept of acculturation. Because education is a process of acculturation, a multicultural society can only be created through education, namely education with a multicultural perspective.

### **The Relevance of Multicultural Education To Islamic Education In A Philosophical Studies**

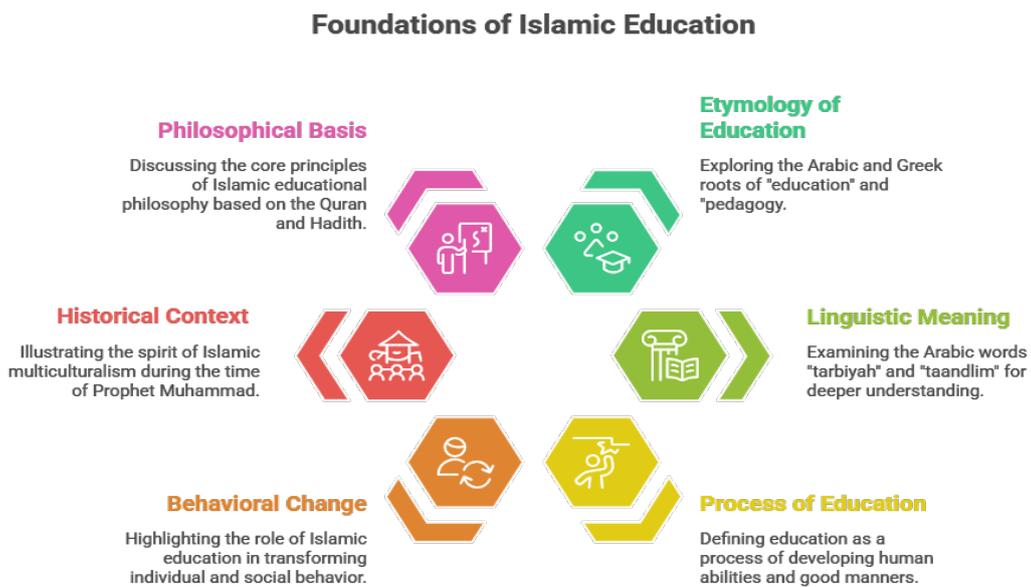
Etymologically, education comes from the Arabic word *tarbiyah*, with the verb *rabba*, meaning to train or foster (Nasution, 2015). Thus, Islamic education is the guidance of teachers for the physical, mental, and intellectual development of students to shape good Muslim personalities. The Greek word "pedagogy" comes from the word "pedagogi," meaning "to pay"; meaning child, and "agogio," meaning to direct. Therefore, the term "pedagogy" can be defined as the science and art of teaching children.

Zakiah Daradjat explains that to understand the linguistic meaning of education, one must examine Arabic words. This is because Islamic teachings are found in that language. The word "education" in Arabic commonly used today is tarbiyah, whose root is rabba. The word "teaching" in Arabic is taandlim, whose root is 'allama. Education and teaching in Arabic are called tarbiyah wa taandlim, while Arabic language education is called tarbiyah.

Education is a process in which all human abilities (acquired skills and abilities) that can be influenced by habituation are completed in a good sense through artistically created means that each person uses to help others or himself to achieve the goals that have been set, namely. Good manners. Although Islamic education emphasizes more balance and harmony in the development of human life, Omar Muhammad Al-Touny Al-Syaeban defines Islamic education as an effort to change individual behavior in his personal or social life as well as life in the natural environment. educational process.

From here it can be concluded that Islamic education has a big role and influence in changing people's behavior, therefore Islam pays great attention to the consumption process, and in the consumption process, Islam has taught from the beginning about tolerance and respect (Kobandahaet al., 2024). for diversity. Historically, according to Mustaqim and Mustaghfiroh, the spirit of Islamic multiculturalism was clearly visible during the time of the Prophet Muhammad. In Medina, the Prophet brought social change where everyone lived in peace (Annas and Mas, 2022). This definition gives the impression that Islamic educational philosophy is the same as philosophy in general. The following is a matrix of the relevance of multicultural education to Islamic education in a philosophical study.

Figure 1.2 Matrix Of Research Result



In the sense of Islamic Educational Philosophy examines various topics related to education such as humans as subjects and objects of study, curriculum, methods, environment, teachers, and others. The difference between educational philosophy in general is that in Islamic educational philosophy, all educational matters are always based on Islamic teachings sourced from the Quran and the Hadith.

**CONCLUSION**

Multicultural education is a concept, idea, or philosophy as a set of beliefs and explanations that recognizes and values the importance of cultural and ethnic diversity in shaping the lifestyles,

social experiences, personal identities, and educational opportunities of individuals, groups, and nations. The application of this type of multicultural education in educational practice is urgent.

Multicultural education has a conceptual and meaningful connection with Islamic religious education. This can be understood from the Quran, which states that God highly honors humans. This suggests that Islamic educational philosophy is similar to philosophy in general. In this sense, Islamic educational philosophy examines various topics related to education, such as humans as subjects and objects of study, curriculum, methods, the environment, teachers, and so on. The difference from educational philosophy in general is that in Islamic educational philosophy, all educational issues are always based on Islamic teachings derived from the Quran and the Hadith.

Furthermore, God also firmly emphasized that He created humans “intentionally” in various circumstances, with the aim that humans would know each other, acknowledge each other’s existence, and respect each other. The importance of appreciating the existence and diversity of other cultures in the dynamics of life.

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