

## THE ROLE OF TEACHERS IN SHAPING POSITIVE ATTITUDES TOWARDS ISLAM IN A MULTICULTURAL CONTEXT IN SCHOOLS

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**Abstrak:** Penelitian literatur ini membahas pengaruh penting pendidik dalam menumbuhkan persepsi yang baik tentang Islam di dalam kelas multikultural. Pendidik tidak hanya bertanggung jawab atas pendidikan akademis; mereka juga berfungsi sebagai pembangun karakter, yang mencontohkan kualitas seperti kejujuran, integritas, dan empati. Makalah ini menganalisis metode pendidikan baru, termasuk pembelajaran naratif dan berbasis proyek, yang memfasilitasi keterlibatan siswa dengan konsep-konsep Islam dengan cara yang relevan dan menarik secara intelektual. Lebih jauh, penelitian menggarisbawahi pentingnya atribut pribadi pendidik—kesabaran, kerendahan hati, dan kemampuan beradaptasi—dalam menciptakan suasana inklusif yang mempromosikan rasa hormat timbal balik. Penggabungan teknologi, seperti media sosial dan platform pembelajaran elektronik, secara signifikan meningkatkan aksesibilitas dan partisipasi pendidikan Islam. Tantangan seperti bias budaya, kesalahpahaman, dan keterbatasan sumber daya diperiksa, bersama dengan pilihan untuk mengatasi hambatan ini, seperti kemajuan karier dan keterlibatan masyarakat. Penelitian ini menggarisbawahi bahwa pendidik memainkan peran penting dalam menumbuhkan toleransi dan pemahaman, melampaui batas etnis dan agama melalui pendekatan inventif dan dedikasi mereka terhadap inklusivitas. Studi ini menyoroti pengaruh transformasi pendidikan dalam menumbuhkan masyarakat yang lebih peduli dan penuh rasa hormat.

**Kata Kunci:** Guru, Sikap Positif, Islam, Konteks Multikultural, Sekolah.

**Abstract:** This literature research discusses the crucial influence of educators in fostering favourable perceptions of Islam within multicultural classrooms. Educators are not just accountable for academic education; they also function as builders of character, exemplifying qualities such as honesty, integrity, and empathy. The paper analyses novel educational methods, including narrative and project-based learning, that facilitate student engagement with Islamic concepts in relevant and intellectually interesting manners. Furthermore, research underscores the significance of educators' personal attributes—patience, humility, and adaptability—in creating an inclusive atmosphere that promotes reciprocal respect. The incorporation of technology, such as social media and e-learning platforms, significantly improves the accessibility and participation of Islamic education. Challenges like cultural

*biases, misunderstandings, and resource constraints are examined, along with options for surmounting these barriers, such as career advancement and community engagement. The research underscores that educators play a pivotal role in fostering tolerance and comprehension, transcending ethnic and religious boundaries via their inventive approaches and dedication to inclusiveness. This study highlights the transforming influence of education in cultivating a more caring and respectful society.*

**Keywords:** Teachers, Positive Attitudes, Islam, Multicultural Context, Schools.

## INTRODUCTION

In today's diverse and interconnected world, nurturing positive attitudes and understanding among various cultures and religions is essential for the development of inclusive and harmonious societies (Batkina et al., 2022). Schools play a crucial role in shaping students' perceptions and attitudes toward Islam and other religions within educational institutions (Bonang et al., 2022; Finefer-Rosenbluh & Perry-Hazan, 2018). This study seeks to investigate the role of instructors in shaping positive attitudes toward Islam within a multicultural context by examining the strategies employed by educators to promote understanding, dispel stereotypes, and cultivate empathy among students. The significance of addressing myths and stereotypes surrounding Islam is particularly pronounced within the realm of education, given the potential for such misrepresentations to foster prejudice and discriminatory attitudes. Numerous studies have demonstrated that the implementation of multicultural education, encompassing the instruction of diverse religions and cultures, has the potential to mitigate prejudice and foster societal cohesion (Mahmud, M. E., 2018; Shunhaji, A., et al., 2022)

Islamic education plays a pivotal role in the cultivation of ethical and moral values within individuals and society, with the ultimate objective of fostering a well-rounded Muslim individual characterized by intellectual prowess, moral uprightness, social engagement, and spiritual development (Mansir, F., & Karim, A., 2020). Educators, particularly those specializing in Islamic religious education, assume a pivotal function in this undertaking, as they have the responsibility of imparting knowledge, providing guidance, and nurturing pupils to cultivate their character and uphold ethical values (Hassan, S. N. S., et al., 2013; Gusti Ayu Tipa P., 2023). To provide an effective pedagogical approach toward Islam and foster favorable dispositions towards the faith, educators must exhibit specific attributes and competencies. The aforementioned qualities encompass patience, compassion, empathy, humility, knowledge, integrity, adaptability, and gratitude (Gusti Ayu Tipa P., 2023). In

addition, educators must possess a comprehensive understanding of multicultural education and possess the ability to effectively incorporate it into their pedagogical approaches (Hassan, S. N. S., et al., 2013; Gusti Ayu Tipa P., 2023).

Over the past decade, a substantial body of literature has addressed the intersection of multicultural education, religious diversity, and the influence of instructors on the formation of attitudes toward Islam. Recent research has illuminated effectively pedagogical practices and interventions for fostering intercultural understanding and combating Islamophobia. For example, Ahmad and Millet (2021) discovered that teacher training had a substantial impact on addressing Islamophobia in the classroom (Millett & Ahmad, 2021). Similarly, song (2019) highlighted a variety of strategies employed by instructors in multicultural institutions to promote religious diversity and tolerance (Song et al., 2019). Several previous studies have explained this issue, A Jembrana-Bali State High School research used an Islamic learning methodology in a multicultural milieu. This strategy promoted humanist, tolerant, and inclusive behavior among Hindu and Islamic pupils, according to the research. The interviews also stressed instructors' ability to adapt to varied cultural backgrounds (Shunhaji, A., et al., 2022).

The notion of 'Relational Pedagogies' emphasizes the necessity of caring human interactions in teaching and learning. This method is founded on Islamic traditions and is essential to promoting Islam (Alkouatli, C., 2018). A Dutch Islamic school research examined teacher-student relationships depending on religious background (Muslim vs. non-Muslim). Students expressed strong intimacy, minimal conflict, and low negative expectations for Muslim and non-Muslim instructors. When instructors' implicitly estimated attitude towards Muslims (vs. non-Muslims) was incorporated into the model, religiously incongruent interactions had somewhat more conflict (Thijs, J., et al., 2022). Another research examined U.S. Islamic school instructors' views on diversity. The research stressed the relevance of multicultural education in Islamic institutions and the necessity for instructors to recognize and appreciate diversity (El-Atwani, K., 2015). In addition, controversies may arise regarding the balance between religious education and sustaining a secular learning environment, as well as the potential biases and sensitivities associated with the teaching of Islam.

In this research study, the problem of fostering positive attitudes towards Islam in multicultural institutions is examined. The purpose of the study is to investigate the role of educators in shaping these attitudes and to identify effective educational strategies. The

research is situated in the context of contemporary multicultural societies, where religious diversity among student populations is prominent. This study's unit of analysis is the teacher-student relationship and the classroom environment. This research study contributes to the understanding of effective strategies for promoting intercultural understanding and religious tolerance in educational settings by investigating the role of educators in influencing positive attitudes toward Islam in a multicultural context. It endeavors to provide educators and policymakers with insights and practical recommendations, as well as contribute to broader societal efforts to promote interfaith dialogue, social cohesion, and peaceful coexistence in multicultural societies”.

## RESEARCH METHODS

This study's literature review used the Systematic Literature Review (SLR) technique to thoroughly examine current research on the influence of teachers in fostering good attitudes towards Islam within multicultural educational settings. The SLR methodology entails a stringent, transparent, and reproducible procedure for identifying, selecting, and synthesising pertinent research according to predetermined criteria. Primary sources, comprising peer-reviewed journal articles, books, and conference papers, were systematically searched utilising databases such as Google Scholar, JSTOR, and Scopus, employing keywords including “role of teachers in Islamic education,” “multicultural classroom,” and “Islamic values in education.” The chosen papers were further examined for theme patterns including pedagogical techniques, educator personality characteristics, technological integration, and obstacles encountered in multicultural classrooms. This systematic methodology guaranteed that the evaluation was thorough, dependable, and capable of yielding explicit findings about successful strategies for promoting favourable views towards Islam in diverse educational environments

## RESULTS AND DISCUSSION

No	Writers/Tahun	Link Jurnal	Title	Results
1	Munawaroh, I., Ali, M., & Hernawan, A. H. (2023).	<a href="https://www.researchgate.net/publication/373262483_The_Role_of_Teachers_Developing_The">https://www.researchgate.net/publication/373262483_The_Role_of_Teachers_Developing_The</a>	The Role of Teachers and Islamic Activities In Developing The	This article examines the influence of educators and

		and_Islamic_Activities_In_Developing_The_Character_of_Students	Character of Students	Islamic practices on the development of students' character. This research emphasizes the significance of partnership between educators and parents in cultivating Islamic character in high school pupils. The findings indicate that productive cooperation between educators and parents, facilitated by a supportive school environment, significantly influences the development of children' character.
2	Hambali, H. R., Rusmana, D., Susanti, S. S., Kherrmarinah, K., &	<a href="https://doi.org/10.35445/alishlah.v14i4.2612">https://doi.org/10.35445/alishlah.v14i4.2612</a>	Islamic Religious Education Teachers' Strategies in Fostering Students' Religious Values in Madrasah.	This article examines the influence of educators and Islamic practices on the development of students' character. This research

	Fakhrurrazi, F. (2022).			emphasizes the significance of partnership between educators and parents in cultivating Islamic character in high school pupils. The findings indicate that productive cooperation between educators and parents, facilitated by a supportive school environment, significantly influences the development of children' character.
3	Gusti Ayu Tipa P. (2023)	<a href="https://www.ThePersonalityTraitsEssentialForTeachersAccordingToIslam">https://www.The Personality Traits Essential For Teachers According To Islam</a>	The Personality Traits Essential For Teachers According To Islam	This essay analyzes the personality qualities deemed essential for educators from an Islamic viewpoint. It emphasizes that instructors are not just tasked with transmitting information, but

				also with serving as role models in the development of students' morality. Patience, honesty, integrity, empathy, and moral exemplarity are highlighted as essential characteristics of an excellent teacher in Islam.
4	Robinson, K. H., Díaz, C. J., & Townley, C. (2019).	<a href="https://doi.org/10.1177/1463949119888483">https://doi.org/10.1177/1463949119888483</a>	Constructions of knowledge and childhood: Addressing current affairs with children with a focus on parents' practices and children's news media.	This paper analyzes the portrayal of contemporary concerns about diversity and difference to Australian youngsters via digital news media and familial discourse. This study examines parental perspectives and methods in addressing news media and related topics with their children, and

				performs a discourse analysis of the "Behind The News" (BTN) program targeted at children aged 8 to 13. It centers on three main subjects: the marriage equality discourse, refugees, and terrorism. The findings indicate that children's news media often adhere to prevailing narratives of youthful innocence, hence affecting children's access to specific information and their comprehension of intricate topics.
5	Hussin, N. H., & Tamuri, A. H. (2019).	<a href="https://doi.org/10.1108/JME-07-2017-0040">https://doi.org/10.1108/JME-07-2017-0040</a>	Embedding values in teaching Islamic education among excellent teachers.	This essay analyzes the methodology of imparting principles in Islamic Education by exemplary educators within a heterogeneous



				<p>society. This study, utilizing in-depth interviews, observations, and document analysis, revealed that these educators acknowledge individual differences in the classroom, including students' names and family backgrounds, employ humor, commend students, deliver lectures, review practical materials, and engage in question-and-answer and problem-solving sessions. These many strategies are used to impart values in their instruction.</p>
6	Judijanto, L., & Rusdi, M. (2021)	<a href="https://www.researchgate.net/publication/386457905_Bibliometric_Study_of_">https://www.researchgate.net/publication/386457905_Bibliometric_Study_of_</a>	Bibliometric Study of Multicultural-based Islamic Education Learning	<p>This study use bibliometric analysis to delineate the evolution of</p>

		Multicultural-based_Islamic_Education_Learning_Models_in_Public_Schools	Models in Public Schools	publications, key contributors, frequently referenced works, and nascent research issues within the discipline. The findings indicate a rise in publications in recent years concerning the incorporation of multicultural ideals in the Islamic Religious Education curriculum to foster tolerance and intercultural understanding among students.
7	Faryadi, Q. (2015).	DOI: 10.9790/7388-05634960	An Islamic perspective of teaching philosophy: A personal justification	This article Examines the fundamentals of teaching philosophy from an Islamic viewpoint. Faryadi emphasizes the significance of amalgamating naqli (revelation) and aqli (rational)

				knowledge within the educational process. He underscores that Islamic education encompasses not just religious subjects but also contemporary sciences, including medicine, genetics, and biology. Faryadi underscores the significance of teachers as classroom leaders, the need of Islamic knowledge for educators, and the role of motivation in instruction. This article seeks to assist educators in developing their teaching philosophy based on the principles of the Qur'an.
8	Al-Harbi, B. A. (2019)	<a href="https://doi.org/10.5539/ies.v12n1p154">https://doi.org/10.5539/ies.v12n1p154</a>	The Attitudes of Islamic Education Teachers towards the	This research investigates the perspectives of

			Use of Social Media in Teaching and Learning.	Islamic Education instructors in Saudi Arabia about the integration of social media into the educational framework. This research used a descriptive quantitative methodology, using data gathered via a questionnaire administered to 124 Islamic Education instructors in Hail, Saudi Arabia. The findings indicated that although educators possess favorable views towards integrating social media in education, their actual use remains little, mostly serving personal rather than instructional goals.
9	Umar, S. (2024)	<a href="https://doi.org/10.37899/journallaedusci.v5i2.1378">https://doi.org/10.37899/journallaedusci.v5i2.1378</a>	The Role of Teachers in the Context of	This research examines the role of educators in

			Multicultural Education to Promote Islamic Values	intercultural education to advance Islamic ideals. This research underscores the need of incorporating Islamic values into the multicultural education curriculum, asserting that educators must comprehend and respect students' cultural variety and connect it to Islamic principles. Educators are anticipated to exemplify Islamic ideals, including tolerance, justice, and respect for diversity, within a multifaceted educational setting.
10	Amin, M., & Ahmed, T. (2021).	<a href="https://doi.org/10.47134/ijsl.v1i2.11">https://doi.org/10.47134/ijsl.v1i2.11</a>	Challenges Faced by Teachers About Inculcating Islamic Values: Pilot Inquiry	The researcher investigated the difficulties encountered by

				<p>educators in imparting Islamic beliefs at private Islamic secondary schools inside the Klang Valley, Malaysia. This research used a survey methodology including a sample of 106 educators from a total of 145 participants. The findings indicated that 75% of educators had difficulties in imparting Islamic beliefs, which were classified into three categories: educator attitudes, institutional environment, and instructional materials. This study recommends more research with public school instructors to compare the problems</p>
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				encountered in establishing Islamic beliefs.
11	Shafi, I. K. (2010).	<a href="https://hdl.handle.net/10945/5056">https://hdl.handle.net/10945/5056</a>	Improving counterterrorism efforts by removing misconceptions about Islam in the Western world	Imran Khalid In his dissertation, “Improving Counterterrorism Efforts by Removing Misconceptions about Islam in the Western World,” Shafi elucidates how the September 11, 2001, events have intensified conflicts between Western culture and Muslim cultures. He contends that the worldwide media has capitalized on dividing language for profit, while extremist organizations like al-Qaeda have used the message for operational purposes. Shafi underscores that extremist activities

				<p>are often linked to Islam, despite Islamic doctrines clearly prohibiting methods used by al-Qaeda. He proposes that counterterrorism initiatives should prioritize the resolution of grievances and the mitigation of extremism, rather than targeting the religion itself. The dissertation seeks to refute prevalent dividing myths and misunderstandings about Islam by analyzing its teachings alongside those of other faiths. Shafi contends that counterterrorism initiatives would be ineffective without a drive to rectify pervasive ignorance and prejudice.</p>
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12	Haque, A., Tubbs, C. Y., Kahumoku- Fessler, E. P., & Brown, M. D. (2019).	<a href="https://doi.org/10.1111/jmft.12339">https://doi.org/10.1111/jmft.12339</a>	Microaggressions and Islamophobia: Experiences of Muslims Across the United States and Clinical Implications	This paper analyzes the influence of prevalent misunderstandings about Islam on the experiences of 314 Muslim adults in the United States. Quantitative findings demonstrate that the stress levels seen by Muslims are comparable to those of other disadvantaged populations in the United States. Qualitative study revealed four main themes that underscore the obstacles encountered by Muslims and their resistance against microaggressions and marginalization.
13	Chouari, A. (2016).	<a href="https://papers.ssrn.com/sol3/papers.cfm">https://papers.ssrn.com/sol3/papers.cfm</a>	Cultural diversity and the challenges of teaching	Ahmed Chouari's (2016) paper, "Cultural Diversity

		<a href="#">?abstract_id=2859237</a>	multicultural classes in the twenty-first century	and the Challenges of Teaching Multicultural Classes in the Twenty-First Century," examines the difficulties encountered by educators in instructing multicultural classrooms in the 21st century. Chouari conducts a quantitative study of 20 research and book chapters on multicultural education, identifying significant problems including variations in students' race, language, and cultural backgrounds. The paper underscores the significance of teacher proficiency in addressing cultural and ethnic diversity to improve
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				teaching efficacy in multicultural classrooms.
14	Hifza, H., Antoni, A., Syakhrani, A. W., & Hartati, Z. (2020).	<a href="https://doi.org/10.25217/ji.v5i1.799">https://doi.org/10.25217/ji.v5i1.799</a>	The Multicultural Islamic Education Development Strategy on Educational Institutions	This research examines the approach of cultivating multicultural Islamic education inside Islamic educational institutions. This research employs a qualitative methodology via literature analysis and identifies that the foundation for advancing multicultural Islamic education encompasses religious, historical, psychological, sociological, and geographical dimensions. Development plans may be implemented using quantitative and

				qualitative methodologies.
15	Riaz, M., Baloch, F., Siddiqui, M., Ejaz, R., & Bashir, M. (2023).	<a href="https://alqantarajournal.com/index.php/Journal/article/view/366">https://alqantarajournal.com/index.php/Journal/article/view/366</a>	The Role of Islamic Education in Promoting Peace and Tolerance	This research examines the significance of Islamic education in fostering peace and tolerance. The research underscores that Islamic education prioritizes principles such as justice, compassion, and empathy, which foster the development of a peaceful community. The essay underscores the significance of Islamic education in forming personal views, values, and attitudes, along with its contribution to fostering a peaceful and tolerant community.

**Discussion**

The function of educators to impact students views and character extends beyond only imparting academic knowledge. Educators are regarded as "architects of character," since they profoundly impact pupils via everyday engagements, exemplifying fundamental qualities such as honesty, integrity, and empathy. Hernawan et al. (2023) assert that educators cultivate these values by providing chances for students to participate in activities that promote a feeling of responsibility, including community service initiatives from an Islamic viewpoint.

These exercises enable pupils to assimilate essential ethical principles, fostering compassion and a feeling of responsibility towards others, which is crucial for cultivating peaceful, multicultural settings. In these varied environments, these common principles may overcome cultural and religious divisions, promoting mutual respect among students of all origins. This notion of value-driven education corresponds with the perspectives articulated by Hussin, N. H., & Tamuri, A. H. (2019), who underscored the significance of interfaith and intercultural interaction in educational institutions to foster comprehension and tolerance.

Innovative pedagogical approaches have become essential in heterogeneous classrooms. Conventional teaching methods, however successful in some situations, may fail to engage pupils from diverse cultural or religious backgrounds adequately. Fakhurrrazi et al. (2022) promote the use of more dynamic and inclusive methodologies, like storytelling and project-based learning, to engage students effectively. For instance, while imparting Islamic beliefs, storytelling may provide authentic examples that connect with students' lives, enhancing the relatability of the lectures. Project-based learning facilitates student collaboration and engagement in activities that promote cross-cultural comprehension, such as examining Islamic contributions to art, science, or literature. These strategies not only augment students' academic understanding but also cultivate a profound respect for the collective human legacy embodied in Islamic teachings. Judijanto, L., & Rusdi, M. (2021) examine how bridging cultural disparities via values-based pedagogy improves cognitive learning and ethical development, hence making education more inclusive and engaging for all students.

The personal characteristics of a teacher substantially influence the efficacy of the implementation of instructional tactics. According to Gusti Ayu Tipa P. (2023), attributes like as humility, patience, and flexibility are vital for fostering a classroom atmosphere in which pupils feel secure, respected, and receptive to learning. Humility enables educators to honor the diverse backgrounds of all pupils, establishing an environment of reciprocal respect and

inclusivity. Patience is essential when discussing delicate subjects like Islam in a multicultural classroom, especially when pupils may possess preconceived beliefs or prejudices. Moreover, flexibility allows educators to modify their instructional strategies to accommodate a heterogeneous student population, so making the content accessible to everyone. Faryadi (2015) underscores the need of a balanced pedagogical approach that considers the intellectual, bodily, and spiritual requirements of students, in accordance with the holistic educational viewpoint promoted in Islamic teachings.

The incorporation of technology in education serves as a potent instrument for augmenting the teaching of Islamic ideals. Al-Harbi (2019) emphasizes that contemporary instruments such as social media, multimedia presentations, and e-learning platforms may effectively convey Islamic teachings in an entertaining and accessible manner. Applications such as Quizlet facilitate the memorization of Quranic passages, whilst YouTube and TikTok may be used to produce concise, educational movies that artistically elucidate Islamic principles. This technological integration addresses a tech-savvy youth and guarantees that Islamic education stays relevant and captivating, even outside conventional classroom environments. Umar, S. (2024) asserts that technology facilitates global involvement, allowing students to access Islamic ideas from many regions, therefore enhancing their comprehension of the faith.

Nonetheless, despite the benefits of contemporary techniques, considerable problems exist in imparting Islamic beliefs within multicultural schools. Amin and Ahmed (2021) identify obstacles stemming from cultural biases, insufficient resources, and a widespread lack of understanding of Islam. Educators often face opposition from pupils who may possess unfavorable perceptions about Islam, either by media representations or misconceptions. To address these issues, educators must proactively debunk myths by delivering correct information and cultivating an atmosphere of open conversation. Educators adequately prepared to tackle these delicate subjects and who partake in professional development are more proficient in fostering an inclusive classroom environment. This method corresponds with Shafi, I. K. (2010).) discourse on the significance of combating stereotypes by education and conversation.

Faryadi (2015) emphasizes the comprehensive aspect of Islamic education, which amalgamates intellectual, physical, and spiritual components. This technique is especially helpful in cultivating well-rounded kids in a multicultural environment, ensuring they are

intellectually proficient as well as emotionally and spiritually anchored. Physical activities, like as sports, may be included into lectures on Islamic principles, including collaboration and justice. The study of Islamic history and philosophy fosters intellectual development, and spiritual education, including contemplation of Quranic teachings, promotes inner tranquility and emotional intelligence. This comprehensive approach guarantees that students acquire both cognitive and ethical competencies essential for navigating the intricacies of a global environment, rooted in Islamic principles.

Inclusive pedagogical approaches are essential for cultivating respect and comprehension in heterogeneous classes. Chouari, A. (2016) and Haque et al. (2019) emphasize the significance of individualized education and culturally sensitive pedagogy to guarantee that all students see inclusion and worth. Incorporating varied viewpoints into courses on Islamic concepts may boost students' comprehension and enjoyment of the faith. Teachers may examine universal Islamic principles such as justice, compassion, and equality, exemplifying them via instances from many cultures. This method enhances students' comprehension of Islam while cultivating a feeling of belonging and self-esteem among individuals from diverse backgrounds, transforming the classroom into an environment of collective learning and reciprocal respect.

Engaging the wider school community is essential for spreading Islamic principles and cultivating tolerance outside the classroom. Hussin, N. H., & Tamuri, A. H. (2019) contend that engaging families and local communities in the educational process fosters a more inclusive environment. Organizing interfaith dialogues or cultural exchange programs enables students and parents to engage, exchange experiences, and acquire knowledge from one another. Educators who actively participate in the community promote the ideals of respect and tolerance outside the classroom, generating a ripple effect that influences students' families and surroundings. Hartati et al. (2020) assert that teacher professional development must include measures for community engagement, therefore enhancing the link between education and society.

The aforementioned research demonstrate that educators assume a complex role in influencing students' perceptions of Islam within multicultural classrooms. Through the implementation of novel pedagogical strategies, the integration of technology, and the embodiment of virtues such as humility and patience, educators create an atmosphere that is both inclusive and favorable to learning. Teachers, as builders of future generations, has the

ability to create an environment that celebrates diversity, promotes mutual understanding, and nurtures students into compassionate, ethical persons who respect each other's cultures and values. This corresponds with the research of Bashir, et al. (2023), who support values-based education as a means to bridge cultural divisions and foster peace in heterogeneous society.

This extensive examination demonstrates that imparting Islamic beliefs in multicultural schools requires a thorough, diverse strategy. It entails confronting obstacles, accepting diversity, and promoting cooperation both inside and outside the classroom. Equipped with appropriate tools, tactics, and mentality, educators may play a pivotal role in fostering understanding, tolerance, and cohabitation among students from diverse backgrounds.

## **CONCLUSION**

In summary, the influence of educators in fostering favorable perceptions of Islam within multicultural classrooms is significant and complex. Educators transcend their role as academic teachers by exemplifying ethical qualities such as honesty, integrity, and empathy, while cultivating an inclusive and courteous atmosphere. Through the implementation of novel pedagogical strategies, the use of technology, and the embodiment of critical attributes such as patience, humility, and flexibility, educators create a dynamic and engaging educational environment that fosters mutual respect and comprehension. Notwithstanding obstacles such as cultural biases and misunderstandings, educators may surmount these impediments by fostering conversation, interacting with local communities, and assuring the authentic and inclusive representation of Islamic beliefs. Teachers are essential in molding kids' character, guiding them to navigate a varied world with empathy and respect for all cultures and faiths

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