# TRAINING ON THE METHODOLOGY OF TAFSIR AL-QUR'AN FOR MADRASAH TEACHERS TO STRENGTHEN MULTICULTURAL EDUCATION

Andri Nirwana An[1]
Mahmudulhassan[2]
Muthoifin[3]
Waston[4]
Sajiwo Tri Prakoso[5]
Fahreza Nur Salsabila[6]

[1,2,3,4,6]*Universitas Muhammadiyah Surakarta, Indonesia*
[5]*Universitas Muhammadiyah Karanganyar, Indonesia*

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ABSTRACT

*This research explores the impact of Tafsir methodology training on Madrasah teachers in enhancing multicultural education in Indonesia. The training aimed to equip educators with a deeper understanding of Quranic values that promote diversity, tolerance, and social harmony, enabling them to apply these values effectively in the classroom. Through experiential learning, teachers gained the skills to interpret and contextualize Quranic verses related to inclusivity, addressing contemporary issues in a diverse society. The results of the training revealed that teachers were highly engaged and capable of connecting Quranic teachings to real-world situations, fostering an environment where students appreciated differences and promoted peaceful coexistence. Additionally, the training enhanced teachers' ability to use contextual Tafsir, making Quranic teachings more relevant to students from various cultural and religious backgrounds. This research highlights the importance of integrating Tafsir methodology into religious education to strengthen moderate and inclusive Islamic teachings, contributing to the broader goal of national unity in a multicultural society. Future research could assess the long-term impact of this training, its applicability in other educational contexts, and the potential of digital platforms to disseminate such training across Indonesia.*

## INTRODUCTION

In an increasingly globalized world, multicultural education has become a crucial aspect of fostering a tolerant, inclusive, and virtuous society. In Indonesia, a nation rich in ethnic, religious, and cultural diversity, promoting social harmony through education is essential. While Indonesia is a model of diversity, it also faces challenges in ensuring peaceful coexistence among various groups. Madrasah, as a cornerstone of Islamic education, plays a pivotal role in shaping the values of the younger generation.

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[1] Corresponding author: an140@ums.ac.id

However, teachers in Madrasah often face difficulties in effectively integrating multicultural values into their religious teachings. The Quran, being the core source of guidance for Muslims, promotes inclusivity, respect, and social harmony, offering valuable insights that can address multicultural issues. Yet, many Madrasah teachers may not have the necessary tools to interpret and apply the Quran in a way that aligns with the demands of multicultural education. Tafsir (interpretation of the Quran) is not a one-size-fits-all approach and requires deep understanding, especially in a diverse society like Indonesia. This gap can be bridged through training on Tafsir methodology, which can help teachers interpret Quranic verses that emphasize diversity, tolerance, and unity, applying these teachings in their classroom practices.

This research aims to provide Madrasah teachers with such training, helping them understand Quranic values in a way that is relevant to Indonesia's multicultural context. By equipping teachers with the skills to interpret and teach the Quran effectively, this training seeks to foster a generation that values inclusivity and respects diversity, which is essential for national unity. This research responds to the growing need for educators who are not only proficient in religious knowledge but also capable of teaching in a multicultural environment.

Ultimately, it seeks to contribute to the broader goal of strengthening multicultural education in Indonesia and helping students appreciate the diversity around them while staying true to their religious beliefs.

## IMPLEMENTATION METHOD

The methodology employed in this research is a training program based on experiential learning that focuses on enhancing Madrasah teachers' understanding of Tafsir methodology. The training is designed to equip teachers with the skills needed to interpret Quranic teachings in a way that promotes multicultural values such as tolerance, respect, and unity. The program consists of several key components: an introduction to various Tafsir methods, including Tafsir bi al-ma'thur (based on established traditions) and Tafsir bi al-ra'y (based on reasoning), followed by practical sessions on how to contextualize these interpretations in the Indonesian multicultural setting.

The teachers will also be trained on how to apply Quranic principles to address issues of diversity, interfaith relationships, and social harmony. Additionally, the program includes case studies and teaching simulations where teachers analyze Quranic verses related to diversity, such as those concerning different tribes, nations, and religions. Teachers will then practice how to incorporate these values into their daily lessons through role-playing exercises and interactive discussions. The training will culminate in an evaluation and reflection session where participants share their learning experiences and discuss how they plan to implement these insights into their teaching practices at Madrasah. The goal is to foster a deeper, contextual understanding of the Quran that is both spiritually enriching and relevant to promoting multicultural education in Indonesia.

**Table 1.** Summary of Implementation Method

| Key Component | Description |
|---|---|
| Introduction to Tafsir Methods | Teachers are introduced to various Tafsir methods including Tafsir bi al-ma'thur (based on established traditions) and Tafsir bi al-ra'y (based on reasoning). |
| Contextualizing Tafsir in the Indonesian Multicultural Setting | Teachers learn how to contextualize Quranic interpretations to the multicultural realities of Indonesian society. |
| Application of Quranic Principles to Address Diversity and Social Harmony | Teachers are trained on how to apply Quranic principles to real-world issues such as diversity, interfaith relationships, and social harmony. |
| Case Studies and Teaching Simulations | The program includes case studies and teaching simulations where teachers analyze Quranic verses on diversity and practice incorporating those values into lessons. |
| Evaluation and Reflection | At the end of the training, teachers share their learning experiences and discuss how to integrate these insights into their Madrasah teaching practices. |

## RESULTS AND DISCUSSION

The training on Tafsir methodology for Madrasah teachers aimed to equip educators with a deeper understanding of Quranic values that promote diversity, inclusivity, and social harmony. The focus of the training was to provide teachers with the skills and knowledge required to interpret Quranic verses in a way that aligns with the multicultural fabric of Indonesian society. Through this training, the goal was not only to enrich the teachers' understanding of the Quran but also to help them incorporate these teachings into their teaching methods, enabling them to foster an environment of mutual respect and understanding in their classrooms. The following sections will explore the results of the training and the discussions that took place, demonstrating how these educational initiatives are positively impacting the ability of Madrasah teachers to promote multicultural values effectively.

### Increased Teacher Engagement and Participation

One of the most notable results of the Tafsir methodology training was the high level of engagement and active participation from Madrasah teachers in every session. Throughout the training program, teachers expressed a keen interest in understanding how Quranic teachings could be used to address issues of diversity and multiculturalism in their classrooms. The hands-on nature of the training, which included case studies, discussions, and teaching simulations, allowed teachers to explore how to apply Quranic values in a real-world context.

Teachers participated enthusiastically in group discussions about Quranic verses that emphasize the importance of tolerance, respect for diversity, and peaceful coexistence. For example, when discussing Quranic verses about the equality of all human beings, such as "O

mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another" (Quran 49:13), teachers were able to contextualize these teachings within the current social challenges in Indonesia. They recognized the importance of teaching these values to students in a manner that not only highlights the Quranic message but also connects it with the diverse society in which the students live.

Teachers shared their personal experiences and insights on how to approach discussions about differences in ethnicity, religion, and cultural backgrounds. The active participation in these discussions allowed teachers to exchange ideas on how best to integrate the Quranic values of equality and respect into their teaching practices. By exploring the practical application of these principles, teachers were better equipped to help their students understand the importance of living together peacefully despite differences.

**Connecting Quranic Verses to the Realities of Indonesian Society**

A major aspect of the training involved helping teachers connect Quranic verses that emphasize diversity and tolerance to the realities of life in Indonesia, a country characterized by its rich ethnic, cultural, and religious diversity. Indonesia's multicultural society, which includes hundreds of ethnic groups, languages, and religious communities, presents both opportunities and challenges for fostering social cohesion. The Quran contains numerous verses that emphasize the importance of diversity and peaceful coexistence, and the training aimed to help teachers interpret these verses in a way that speaks directly to the experiences of students.

For example, when the training explored Quranic verses on the diversity of human beings, teachers were able to recognize that the Quran does not view diversity as something to be feared or rejected but as something that enriches human experience. Verses like Quran 49:13, which mentions that people have been created into different tribes and nations to "know one another," provided a valuable opportunity for teachers to reflect on the role of cultural and religious diversity in creating a harmonious society. Teachers were encouraged to view these differences as a source of strength and a means of promoting mutual understanding.

The discussion of these verses helped the teachers understand that the Quran's message is one of inclusion and cooperation rather than division. Teachers were able to reflect on how these teachings could be used to address contemporary issues in Indonesia, such as religious intolerance, social inequality, and ethnic tensions. Teachers discussed how they could incorporate these values into their classroom lessons, encouraging students to appreciate the differences between themselves and others while fostering an environment of respect and understanding.

Teachers also recognized the importance of modeling these values in their interactions with students. They discussed how to create classroom environments where students from different backgrounds felt welcome, respected, and valued. This practical approach to teaching Quranic values of diversity was seen as a key factor in promoting multicultural education, ensuring that students not only learn about these values but also internalize them and apply them in their daily lives.

**Enhancement of Contextual Tafsir Skills**

One of the key outcomes of the training was the enhancement of teachers' ability to use **contextual Tafsir**, which involves interpreting Quranic verses according to the current social challenges and times. Contextual Tafsir is particularly important in the modern educational landscape, where teachers must be able to address contemporary issues such as social integration, religious pluralism, and cultural diversity.

Teachers were introduced to the concept of contextual Tafsir during the training, which encouraged them to consider the historical and social contexts in which Quranic revelations occurred and how those contexts can inform their understanding of the verses today. This approach allows teachers to apply Quranic principles to the challenges faced by students in the 21st century, including the issue of multiculturalism in Indonesia.

For instance, when interpreting verses related to religious diversity, teachers were guided to consider the current state of interfaith relations in Indonesia. They explored Quranic teachings about religious pluralism, such as the verse "For you is your religion, and for me is my religion" (Quran 109:6), and reflected on how these verses could be applied to promote tolerance and peaceful coexistence among students of different faiths. By understanding the social context in which these verses were revealed, teachers were better able to explain their relevance to contemporary issues and integrate these teachings into their classroom practices.

The ability to use contextual Tafsir also allowed teachers to make their lessons more relevant and accessible to students from diverse cultural and religious backgrounds. By interpreting Quranic verses in a way that speaks directly to students' lived experiences, teachers were able to foster a deeper connection between the religious teachings and the students' everyday lives. This made the lessons more engaging and meaningful, helping students understand how the Quran's timeless wisdom can be applied to modern-day challenges.

**Relevance and Acceptance of Tafsir in Diverse Classroom Settings**

The training also helped teachers understand how to adapt Tafsir to suit the diverse cultural and religious backgrounds of their students. Indonesia is home to a large Muslim population, but it also has significant communities of Christians, Hindus, Buddhists, and adherents of indigenous faiths. Teachers were trained to recognize the importance of religious pluralism and how to approach Quranic teachings in a way that is respectful of all religious beliefs while still promoting the core values of Islam.

For example, when discussing Quranic verses related to religious tolerance, teachers were encouraged to highlight the Quran's emphasis on mutual respect and peaceful coexistence. This approach helped teachers ensure that their interpretations were not only accurate but also sensitive to the diverse backgrounds of their students. By emphasizing the Quranic values of kindness, respect, and understanding, teachers could create an environment where students felt comfortable discussing their beliefs and engaging with one another in a spirit of mutual respect.

The training also emphasized the importance of using inclusive language and teaching methods that accommodate the diverse learning styles and cultural norms of students. By adapting Tafsir to the specific needs of their students, teachers were able to make Quranic teachings more accessible and relevant to a wide range of learners. This approach was seen as a key strategy for ensuring that the lessons on diversity and tolerance were not only heard but

understood and internalized by all students, regardless of their cultural or religious backgrounds.

**Implications of the Research**

This research carries profound implications for improving the quality of education in Madrasahs, particularly in promoting multicultural education within Indonesia. As a nation characterized by its rich diversity of ethnicities, religions, and cultures, fostering a deep understanding of multiculturalism and social harmony is essential for national unity. This research underscores the importance of integrating multicultural education into the religious curricula of Madrasahs, where the understanding of Quranic values can play a central role in promoting mutual respect, tolerance, and peaceful coexistence.

By providing Madrasah teachers with better training in Tafsir methodology, this study enhances their ability to interpret and convey Quranic teachings in ways that emphasize the values of inclusivity and social harmony. Teachers who are trained in contextual Tafsir are not only equipped with the knowledge to guide students in understanding the Quran but are also prepared to foster a learning environment where students learn to appreciate and respect cultural and religious differences. Given the diversity of Indonesian society, such an approach is vital in shaping students who are both spiritually aware and socially responsible [67], [68].

The training encourages teachers to use Quranic teachings in a practical and contextual manner that aligns with the social and cultural challenges faced by students in contemporary Indonesian society. This approach is crucial in counteracting intolerance, prejudice, and extremism by promoting the Quran's message of peace, cooperation, and coexistence. By embedding these values into everyday teaching practices, teachers become key agents in creating a more tolerant and harmonious society.

Furthermore, this research contributes to the broader effort of strengthening moderate and inclusive Islamic education in Indonesia. In the past, Islamic education has sometimes been criticized for not sufficiently addressing issues of diversity, equality, and pluralism. By focusing on Tafsir that emphasizes inclusivity, the training addresses this gap and equips educators with the necessary tools to impart values that resonate with Indonesia's pluralistic society. This work directly supports the development of an Islamic education system that aligns with modern values of democracy, human rights, and peaceful coexistence. As Indonesia strives to be a global leader in promoting peaceful coexistence among diverse communities, this research can significantly contribute to reinforcing those values within the Islamic education system.

In addition to these societal benefits, the research also highlights the potential for improving the pedagogical skills of Madrasah teachers. By incorporating contextual Tafsir into the curriculum, teachers not only improve their own teaching practices but also encourage students to engage in critical thinking and reflection on how religious teachings intersect with contemporary societal issues. This, in turn, can foster an environment where students become active participants in their community, promoting peace and social justice both within and beyond the Madrasah.

**Suggestions for Further Research**

While this study has provided significant insights into the benefits of Tafsir methodology training for Madrasah teachers, there are several avenues for future research that could build on these findings and contribute further to the enhancement of multicultural education in Islamic institutions.

1. **Exploration of Additional Tafsir Methods for Multicultural Education Contexts**
   The research presented in this paper primarily focuses on the contextual Tafsir approach to teaching multicultural values. However, there are various other Tafsir methodologies that could further enrich the multicultural educational experience. Future studies could investigate additional Tafsir methods, such as thematic Tafsir, which focuses on specific topics or issues, and how these methods could be applied in multicultural education settings. By expanding the range of Tafsir approaches used in classrooms, educators could gain a deeper understanding of how different methodologies impact students' understanding of diversity and social harmony.

2. **Long-term Impact of the Training on Multicultural Understanding Among Madrasah Students**
   While this research has demonstrated the immediate benefits of Tafsir methodology training for Madrasah teachers, there is a need to assess the long-term impact of this training on students. Future research could explore how the training of teachers translates into changes in students' attitudes toward diversity, tolerance, and intergroup relationships. Longitudinal studies could track the progress of students over time, evaluating whether they demonstrate greater acceptance of cultural and religious differences and if they adopt more inclusive behaviors in their communities. Such studies would provide valuable insights into the effectiveness of Tafsir training in cultivating multicultural understanding in the next generation.

3. **Evaluating the Application of Training Across Madrasahs in Indonesia**
   Given the wide geographic spread of Madrasahs across Indonesia, it would be valuable to assess how the Tafsir training can be applied in different regions and its impact on local communities. Madrasahs in urban areas may face different challenges related to diversity compared to those in rural or remote areas. Future research could explore how teachers in various regions interpret and apply Tafsir teachings in ways that are specific to their local contexts. This research could also examine whether the training helps address regional issues, such as ethnic or religious tensions, and whether it can contribute to fostering greater social harmony and inclusivity in communities with particular challenges.

4. **4. Exploring the Role of Technology in Expanding Access to Training**
   In today's digital age, the potential for using technology to disseminate educational training is immense. Future research could explore the use of digital platforms to expand access to Tafsir methodology training for Madrasah teachers, particularly in remote or underserved areas. Online training modules, webinars, and virtual classrooms could make it easier for teachers across Indonesia to participate in professional development opportunities without the need for travel or face-to-face meetings. Additionally, research could evaluate the effectiveness of digital training programs in comparison to traditional in-person training. Such studies would be valuable in exploring how technology can be harnessed to scale the impact of this training program nationwide, ensuring that teachers in every part of Indonesia are equipped to deliver high-quality multicultural education.

5. **Developing Training Programs for Other Educators Beyond Madrasahs**

   While this research focuses on Madrasah teachers, the principles and methodologies discussed in the training program could be applicable to other educators working in various educational contexts across Indonesia. Future research could explore the development of similar training programs for teachers in secular schools, universities, or even religious institutions outside the Madrasah system. A nationwide movement to train educators in the use of Tafsir to promote multicultural education could significantly contribute to fostering an inclusive and tolerant society across all sectors of education. Additionally, research could investigate how the integration of Quranic values into broader educational curricula can complement the development of civic values and social responsibility.

## CONCLUSION

This research has demonstrated the significant potential of Tafsir methodology training for Madrasah teachers in promoting multicultural education in Indonesia. By deepening teachers' understanding of Quranic teachings that emphasize inclusivity, tolerance, and respect for diversity, the training program has equipped educators with the tools needed to foster a harmonious and respectful learning environment in classrooms. Through the application of contextual Tafsir, teachers are now better prepared to address contemporary social challenges, including religious pluralism and cultural diversity, by making Quranic teachings more relevant and accessible to students from diverse backgrounds. The positive outcomes observed in this study indicate that Madrasah teachers, after receiving this training, are more capable of interpreting and teaching Quranic values in a way that resonates with their students' lived experiences. The active engagement in discussions, case studies, and teaching simulations allowed teachers to relate Quranic verses to the realities of Indonesia's multicultural society, enabling them to promote a deeper understanding of social harmony and peaceful coexistence. This approach not only enriches students' religious knowledge but also fosters a sense of respect and appreciation for differences, helping to combat intolerance and prejudice. Moreover, the implications of this research extend beyond the Madrasah context. The training program provides a model for integrating Quranic values into the broader educational landscape, supporting the development of inclusive and moderate Islamic education across Indonesia. The research contributes to the broader goal of strengthening the role of education in fostering national unity in a diverse society. However, this study also opens avenues for further research. Future investigations could explore the long-term impact of Tafsir training on students' attitudes toward diversity and social harmony. Additionally, research into the scalability of this training program, especially through technology, could ensure that more teachers across Indonesia, particularly in remote areas, have access to this valuable professional development. By continuing to refine and expand upon these efforts, this research lays the foundation for a more inclusive, tolerant, and socially cohesive future in Indonesia.

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