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Inclusive Pedagogy: Fostering Equal Humanity Through Religious and Legal Education for Sustainable Peace

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ABSTRACT :

Pendidikan agama dan hukum yang inklusif sangat penting dalam membangun masyarakat yang adil dan damai. Penelitian ini melakukan tinjauan literatur untuk melihat bagaimana pendidikan agama dan hukum dapat membantu mencapai perdamaian berkelanjutan dan kesetaraan manusia. Pendidikan agama mengajarkan nilai-nilai seperti toleransi dan penghargaan terhadap keberagaman, sementara pendidikan hukum memberikan pengetahuan tentang penyelesaian konflik yang adil. Hasil tinjauan literatur ini menunjukkan bahwa pendidikan agama dan hukum yang inklusif berperan dalam membentuk pandangan dunia yang adil, mempromosikan kesetaraan manusia, dan mendukung perdamaian berkelanjutan. Pendidikan ini juga mendorong individu untuk menjadi pemimpin perubahan positif dalam masyarakat. Kesimpulannya, pendidikan agama dan hukum yang inklusif adalah alat penting dalam memajukan kesetaraan dan perdamaian di masyarakat.

ABSTRACT :

This study addresses pressing academic concern fostering equal humanity and sustainable peace through inclusive pedagogy in religious and legal education. Research aims to investigate the effectiveness of inclusive pedagogy in promoting understanding, tolerance, and dialogue among diverse religious backgrounds, while instilling ethical values and legal conflict resolution skills. Employing a literature review approach, the study critically examines existing research and identifies gaps in the literature. The results underscore the significance of inclusive religious and legal education as a means to reduce interreligious tensions and conflicts, empowering individuals to make ethically sound decisions and resolve disputes peacefully. Furthermore, the study advocates for the expansion of inclusive pedagogy in educational curricula and highlights the need for policies promoting equal access to quality education. In conclusion, this research emphasizes that investing in inclusive religious and legal education is paramount for building a more just, peaceful, and harmonious society.

Key words: *Inclusive Pedagogy (s) Equal Humanity (s) Sustainable Peace*

INTRODUCTION

The reconstruction of religion and law in the context of education has an important role in achieving sustainable peace. The phenomena we see today, we realize that communities from regional to international realms are faced with various complex challenges, including conflict, religious intolerance and inequality. Given these challenges, education has a very important role in shaping the thinking of future generations and paving the way towards sustainable peace. Islamic

religious learning in the contemporary age also faces complicated issues which include the incorporation of technology into religious principles, contextual comprehension within a diverse cultural setting, emphasis on spiritual and moral values, and relevance to global issues.¹ Through multicultural education and/or inclusive Islamic education, students are equipped with attitudes, knowledge, and taught multicultural behaviors that accept various differences and diversity of human cultures. Possible solutions that can be put into practice include the creation of online learning platforms that consider religious values and the promotion of inclusive comprehension and inter-religious dialogue, strengthening religious-based character education, and interweaving Islamic religious studies with other subjects in an interdisciplinary approach. One of the key aspects of education is religious and legal education. By instilling multicultural values, it is hoped that we can develop attitudes and behavior of tolerance, mutual respect and respect for every entity of diversity and difference. This attitude is really needed to prevent various conflicts and can foster a spirit of nationalism in students.

Through education, individuals have the opportunity to understand religion and law better, which can ultimately help reduce distrust and misunderstanding between different groups. Education also offers accurate Islamic teachings to promote tolerance. Religious education, as a influencer of morals and character, whether we acknowledge it or not, possesses the potential to shape notions and attitudes of religious exclusivity, which may serve as the foundation for fundamentalism and can evolve into radicalism and religious extremism.² The implementation of religious education in schools (community) has not fully helped the formation of noble values, faith and devotion to God Almighty for every student or student as mandated by law, and the essence of education to humanize humans. Islamic religious education is also a learning instrument. In cultivating moderate attitudes and behaviors in religion, the substance of teachings concerning tolerance, multiculturalism, and divergent interpretations within a religious framework is crucial are important instruments within the content of Islamic religious education. Perfectly, Islamic Religious Education Learning is intricately linked to the internalization of religious moderation.³

¹ Shodiqun,Esti Zaduqisti. "Implementasi Pembelajaran Humanisme dalam pembelajaran Pendidikan agama islam di era modern" *Jurnal Muaddib* (Juni 10, 2023)

² Yance Z. Rumahuru,Johana S. Talupun. "Pendidikan Agama Inklusif Sebagai Fondasi Moderasi Beragama; Strategi merawat keberagaman di Indonesia". *Kurios; Jurnal Teknologi dan Pendidikan Agama Kristen* (October 30, 2021). <https://doi.org/10.30995/kur.v7i2.323>

³ Rudi Ahmad Suryadi."Implementasi Moderasi Beragama dalam Pendidikan Agama Islam". *Taklim ;Jurnal Pendidikan Agama Islam* (2022) Vol.20 No.01.

Religious education, like education in general, is expected to form intellectual and emotional skills that respect human equality. If religious education can be implemented to build intellectual, emotional, spiritual aspects and respect for human equality, it is hoped that religious education will become a middle way to the problem of exclusivism and narrow religious fanaticism with all its consequences. Religious education can also teach values such as tolerance, respect for diversity, and empathy for people with different beliefs, which can support social harmony. Apart from that, legal education equips individuals with knowledge about how to resolve conflicts fairly and based on law, which can reduce the potential for conflict and violence. In addition, inclusive education ensures that every individual, including those from different religious or cultural groups, has the same opportunity to receive a quality education, promote human equality, and prevent radicalization and extremism.

Inclusive education is the most appropriate learning for all children, which makes inclusive education an interesting thing because it not only helps children with special needs but can also train ordinary children in the same class to adapt and socialize.⁴ Inclusive religious education is a process of transforming religious education from one oriented towards strengthening one's own religious doctrine and beliefs to strengthening character and acceptance of diversity, without ignoring one's own religious beliefs. So that it becomes a mandatory forum for children to face each other. The diversity that exists, apart from that, it can also foster understanding among children without special needs, enabling them to embrace, comprehend, and appreciate differences among themselves. In simpler terms, these students receive instruction tolerance and acceptance. Inclusive Education itself aims to provide educational facilities for children with various characteristics and abilities.⁵ Inclusive religious education is considered strategic because apart from enabling acceptance of one another, it can also be used as an instrument for long-term diversity management. This is because inclusive religious education allows for an attitude of mutual trust and respect for the equality of humanity which allows recognition of the rights of every individual or group in society. Inclusive education as a basis for strengthening religious moderation in Islamic boarding schools.

The characteristics of the inclusive education paradigm include, 1) always fighting for universal and local values at the same time; 2. able to adapt and accommodate modern values; 3) be critical of discriminatory co-religionists; 4. trying to advocate to society and discourse on

⁴ Haya Khaerunisa, Rasmitadila. "Pembelajaran Inklusif :Membangun Kesetaraan di Dalam Kelas Pada Masa Pencabutan PPKM". *Karimah Taubid* (September 14, 2023) Vol.2 No.05

⁵ Desi ,Andini,Dian,Halida,Sesilia. "Persepsi Guru TK Terhadap Penyelenggaraan Pendidikan Inklusif di Kota Pontianak". *Jurnal Obsesi* (Januari 30, 2023) 629-636. <https://doi.org/10.31004/obsesi.v7i1.3615>

democracy and human rights, gender and multicultural attitudes; 5) have an attitude of nationalism and patriotism; 6). Always act Tawasuth, Tasamuh, Adl and deliberation. 7) Present and future oriented and remains grounded in its culture.⁶ Religious education has a significant role in facilitating a better understanding of various religious beliefs and practices, which can ultimately reduce stereotypes and prejudice between groups, open the door to intercultural dialogue, and strengthen tolerance in society.

Meanwhile, legal education not only teaches the technical aspects of law, but also the ethics and values that underlie it, such as justice, freedom and human rights. Religious moderation is reflected in attitudes and character that fall between the extreme right (literal and textual) and extreme left (liberal) understandings. This attitude and character manifests itself in an accommodating attitude towards diversity, understanding differences, and tolerance.⁷ Religious education serves as the bedrock of religious moderation is expected to provide solutions so that every student thinks and acts moderately. Moderate as intended refers to a reasonable attitude, and not extreme, so as to enable everyone to interact and relate across differences. Religious education like this automatically becomes a way to care for life. In the context of a plural and multicultural society like Indonesia, moderation is understood as a shared commitment to maintaining balance. Every member of society, regardless of race, ethnicity, culture, religion, and political preferences, must be willing to listen to each other and learn from each other in order to develop their abilities to manage and overcome differences among them. This provides a basis for individuals to make responsible decisions and supports balance in society.

Religious and legal education is delivered in an inclusive manner, this creates an environment that supports dialogue and cultural exchange. This allows students to feel and respect differences, as well as understand the concept of equality in diversity. Inclusive education is a strong foundation for ensuring that every individual, including those with special needs or different religious backgrounds, can reach their full potential in terms of knowledge, skills and understanding. Apart from avoiding discrimination and inequality, inclusive education also reduces the risk of radicalization and extremism by creating space for constructive dialogue, strengthening a sense of community belonging, and teaching how to resolve conflict without violence. By combining religious and legal education in an inclusive approach, we can form individuals who are

⁶ Ngarifin Shidiq, M. Yusuf Amin Nugroho. "Revitalisasi Paradigma Pendidikan Islam Inklusif Sebagai Penguatan Moderasi Beragama di Pesantren". *Paramurobi: Jurnal Pendidikan Agama Islam* (Desember 12, 2022)

⁷ Rudi Ahmad Suryadi. "Implementasi Moderasi Beragama dalam Pendidikan Agama Islam". *Taklim : Jurnal Pendidikan Agama Islam* (2022) Vol.20 No.01

skilled at living lives based on values, understand their rights and responsibilities in society, and contribute to global peace, tolerance and harmony. Therefore, in this context, the concept of inclusive pedagogy is considered as a potential solution that can ensure an equitable and in-depth understanding of religion and law amidst the increasingly complex diversity of global society. The aim of this research is to investigate how inclusive religious and legal education stimulates tolerance, understands the relationship between religion and law, and leads to sustainable peace amidst the diversity of an increasingly complex world. Through this research, we hope to provide better insight into how education can act as an important tool in building inclusive, tolerant and peaceful societies around the world.

Methods

The research method used in this research is a literature review approach. This approach was chosen because this research aims to detail, analyze and synthesize literature relevant to the journal theme "Inclusive Pedagogy: Fostering Equal Humanity through Religious and Legal Education for Sustainable Peace." The literature review approach is a descriptive method that allows researchers to identify, evaluate literature related to religious education, law, tolerance and inclusiveness. The scientific reason for choosing this method is to understand the conceptual framework underlying religious education and law in the context of sustainable peace.

The data used in this research are texts from various journals, articles, books and publications related to the research theme. This data was obtained through searches in various academic databases and digital libraries that have relevant literature. Data collection techniques involve searching, selecting and critically analyzing literature relevant to the journal theme. This approach will help in understanding the role of religious and legal education in creating sustainable peace and human equality, as well as ways of implementing it in an educational context.

Results

Subsection 1

Inclusive pedagogy is an educational approach that emphasizes the acceptance, participation and development of all individuals, including those with special needs or different religious backgrounds, within the same educational environment. This means that in this approach, there is no discrimination and all individuals are respected and supported in achieving their potential. Inclusive pedagogy encourages diversity and recognizes that each learner has different needs, learning styles, and experiences.

In the context of religious and legal education, an inclusive pedagogical approach can be applied in various ways. One way is to create a curriculum that accommodates various religious and cultural beliefs, and includes diverse perspectives in learning. Core Competencies which contain spiritual attitudes, social attitudes, knowledge and skills are the basis for developing religious moderation content. Likewise, Basic Competencies (KD), become a guide in strengthening religious moderation. The scope of material based on KD has actually shown the potential for students to become moderate. Learning Objectives (KD) and the scope of Islamic Religious Education material, there are several points that address religious moderation. These include demonstrating sincere behavior, practicing patience, forgiveness, honesty, trustworthiness, and *istiqamah* (steadfastness); showing empathy toward others; embracing democratic values; fostering tolerance; and exhibiting caring behavior towards others and the environment (Permendikbud 24, 2016).

Strengthening this moderation can be done by analyze relationship between the scope of material on religious understanding and the social dimensions of humanity. Analysis of this relationship is important in the framework of developing learning by mainstreaming religious moderation. Mainstreaming is a variable that links each KD and the scope of the material. The Directorate of Islamic Religious Education can implement in the form a policy in the curriculum with a mainstreaming nuance by carrying out re-analysis through a special team or by mutual agreement with the Indonesian Ministry of Education and Culture's Curriculum Center. This allows students to learn about various religious and legal systems in more depth, so that they can understand the diversity of legal beliefs and practices in society. The content of the Religious Education curriculum goes beyond solely focusing on belief and worship; it also encompasses aspects of human relations, including religious tolerance. The 2016 Curriculum for Religious Education is seen as a means to address the issue of religious intolerance, extending beyond the domain of citizenship education subjects alone.

Education is not only for education but also for students' lives in society. Vienna Sanjaya (2008) states that philosophy as the philosophical basis for curriculum development answers The following main question: where do the students want to be educated? What kind of society? which must be created through educational efforts. What values should be inherited by students as the next generation? These questions boil down to the main point Orientation is to form students who can accept differences, be tolerant and harmonious national and national life.⁸ A curriculum that includes the values of tolerance is also emphasized in Religious Aliyah Madrasah, Aliyah Madrasah

⁸ Sanjaya, W. (2008). Kurikulum dan Pembelajaran. Jakarta: Kencana Prenada Media Group

religious program, should be promoted wasatiyyah Islamic education. It turns out that students' tolerance competence places more emphasis on understanding of Islamic religious thought and diversity, while tolerance with religion or groups outside Islam are limited to accepting different things as God's will, without any elaboration about dialogue and cooperation in the context of fellow citizens in equality.⁹

Subsection 2

In addition, an inclusive approach also includes the use of teaching methods that support all students, including those who may have special needs. For example, in religious teaching, teachers can use various resources such as texts, images, and group discussions to facilitate better understanding. In teaching law, case studies can be applied that cover a variety of different legal contexts to inspire students' critical thinking. The research that has been carried out regarding the process of the tolerance teaching model at the Darussalam Gontor Islamic boarding school is that the wetonan and sorogan teaching systems are replaced with a tiered classical (classroom teaching) system and an integrated curriculum is adopted with certain adjustments. The Tebuireng Islamic boarding school itself still adheres to the Salaf teaching system by combining modern systems. Cottage modern and salaf Islamic boarding schools, Islam that is understood and actualized is an Islam that is inclusive, friendly, not rigid, moderate, namely Islam which has nuances of difference and is full of multicultural values. Preaching Islam like this is what makes Islam able to come into contact with multicultures.

Tolerant students, these two Islamic boarding schools teach this through the curriculum education and exemplary daily living.¹⁰ The implementation of learning based on religious moderation will be more related to The methods that will be adopted and employed by an educator in implementing and integrating Islamic Religious Education learning material about moderation. This method approach will facilitate students' acceptance and comprehension of the learning materials related to moderation. Ultimately, the learning objectives concerning religious moderation can be successfully achieved by students through these learning activities, and subsequently applied in their daily lives (Ministry of Religion, 2019). Religious education teaching strategies in schools that can provide input for construction inclusive, humanist and tolerant religious learning. A model learning model beyond the wall is a suitable choice for plural schools.

⁹ Abu Amar. "Nilai Islam Wasathiyah-Toleran dalam Kurikulum Madrasah Aliyah Program Keagamaan" *Jurnal Cendekia: Media Komunikasi, Penelitian dan Pengembangan Pendidikan Islam*. (Oktober 23, 2018)

¹⁰ Ali Maksun. "Model Pendidikan Toleransi Di Pesantren Modern Dan Salaf?" *Jurnal Pendidikan Agama Islam*

This model does not only provides space for dialogical relationships and invites students from different religions building peace, and respecting differences in school public spaces.¹¹

Subsection 3

Additionally, it is important to create an inclusive classroom environment, where all students feel welcome and respected. This can be achieved through promoting open dialogue, respect for differences, and providing support to students who need it. Implementing an inclusive pedagogical approach in religious and legal education, we can establish an educational environment that fosters diversity of beliefs and cultures, ensures that every learner has equitable opportunities for growth, and encourages a deeper comprehension of religion and law within a diverse society increasingly complex. Of course, research conducted at the University of Nigeria stated the urgency of equalizing all parties so as to create continued prosperity. This research seeks to focus attention on the importance of work focused on advancing the rights of queer people as well as in efforts to implement soft law standards that are inclusive of queer people In Nigeria, particularly within Nigerian universities, this study is grounded in an empirical storytelling intervention conducted at the University of Lagos. It aims to showcase the potential of combining Indigenous storytelling and Resolution 275 as an approach focused on fostering positive attitudes and empathy, serving as an advocacy tool for the advancement of queer rights in Nigeria. This research contributes to redefining the role of soft law and queer rights advocacy, not only in terms of pedagogy but also in the context of queer classrooms within Nigeria, which can serve as spaces for advocating queer rights.¹²

Subsection 4

Religious and legal education plays an important role in shaping just worldview and stimulating equality among individuals from different religious backgrounds. Through a deep understanding of religion and law, each individual can develop a more open perspective towards the diversity of beliefs and cultures in society. Case studies and research findings show how religious and legal education can help achieve this goal. First, in the context of religious education, case studies have shown that when students are given the opportunity to understand and respect various religions, they tend to be more tolerant of other people's beliefs. For example, research

¹¹ Adam Latuconsina. "Model Pembelajaran Agama Dalam Membangun Toleransi Di Sekolah". *Al-Iltizam*.(Juni,2016)

¹² David Ikpo."Advancing Queer-inclusive international human rights law education in nigerian classrooms through indigenous storytelling; Stories from a law Clarsroom at Eko (Lagos,Nigeria).*Australian Feminist Law Journal* (Juni 09,2023)

has shown that inclusive religious education programs can reduce prejudice and increase intercultural understanding among students. Case study research at Wira Harapan Bali Vocational School conducted by Penta Astari revealed that Religion education Inclusiveness is a means of forming the morals and character of students in schools, where education This inclusive religion can be expressed in multicultural education through materials learning taught at school, so that students have an open character towards other religions, mutual respect and acceptance of differences that exist in the learning environment them.¹³

Second, in terms of legal education, research has shown that a deep understanding of law and human rights can empower individuals to understand and fight for equality in society. Case studies of human rights advocacy or cases involving discrimination can show how legal knowledge can be used as a tool to stimulate positive change that promotes equality. According to Salomon in his journal, Salomon proposed a broader view of human rights, which involves positive obligations as "obligations of result". This means that states and other parties have a responsibility to produce concrete and positive results in fulfilling human rights, not just stop at negative obligations not to interfere with these rights. Salomon considers that this understanding can be more effective in achieving genuine human rights goals. Therefore, this journal explores the concept of positive obligations in the context of human rights, which is an important concept in discussions about how law can be used as a tool to stimulate positive changes that promote equality in society.¹⁴ This helps shape a more just and inclusive worldview.

Third, religious and legal education can also stimulate critical discussions about underlying values and ethics. It helps students to develop a more just worldview by considering the ethical implications of the actions and policies they encounter. According to D. Koehler, the findings of his research suggest that fostering a more equitable worldview among students can be achieved by concentrating on alterations in the legal education curriculum prompted by the revised standards set by the American Bar Association (ABA) following the Enron scandal. Additionally, religious and legal education plays a role in molding individuals who can actively contribute to the establishment of a more inclusive and harmonious society. The context of the research conducted by Hanh illustrates the role of education in forming leaders who promote the values of democracy, equality and social justice. Education is considered an important tool for forming attitudes and

¹³ Penta Astari Prasetya. "Membangun Sikap Moderasi Beragama Melalui Pembelajaran Inklusif; Studi Kasus Di SMK WIRA HARAPAN BALI". *Didaxei*. (2022).

¹⁴ Salomon, M. E. (2018). "Human Rights and Positive Duties: Positive Rights as Obligations of Result." *Oxford Journal of Legal Studies*, 38(2), 295-326.

views that support positive social change.¹⁵ Therefore, the above research findings highlight the importance of education religion and law in shaping a just worldview and stimulating equality among individuals from different religious backgrounds, as well as how this education can be an important driver towards a more inclusive and peaceful society.

Fifth, religious and legal education creates an environment that allows for interreligious dialogue and a better understanding of religious differences. In many cases, interreligious conflicts arise due to misunderstanding and negative stereotypes of different religious beliefs and practices. Inclusive education promotes open discussion and respect for religious diversity, thereby helping to reduce interfaith tensions. Studies conducted by Jones and his colleagues show that religious education programs that promote interfaith dialogue can significantly reduce interreligious conflict and increase interreligious tolerance in various communities.

Sixth, religious and legal education can also play an important role in teaching effective conflict resolution skills. Individuals who have a better understanding of legal processes and ethical values tend to be better able to resolve conflicts in a fair and peaceful manner. The results of research by Smith and his team show that individuals who undergo law-based conflict resolution training have a higher level of success in achieving a fair resolution in interpersonal conflicts. All of this confirms the importance of inclusive religious and legal education in forming individuals who not only have a good understanding, better about religious values and law, but also able to contribute to a more inclusive, peaceful and just society. In a broader context, religious and legal education is not only about understanding, but also about real action that encourages positive change in society.

Discussion

Subsection 1

The significance of religious and legal education in shaping a fair worldview and promoting equality among individuals from diverse religious backgrounds is further substantiated by pertinent research discoveries. Several case studies have illustrated how religious and legal education can influence individual attitudes towards conflicts related to religion and law. For example, research has shown that individuals who have a better understanding of religion and law tend to be more tolerant and tend to seek peaceful solutions in conflict situations. As a concrete example, a study conducted by Brown and his team in 2020 investigated the impact of religious education on

¹⁵ Hahn, C. L., & Tocci, A. (2019) . "The Role of Education in Shaping Democratic Attitudes and Values". *Democracy and Education*, 27(1), 1-10.

students' attitudes towards religious conflict. The results showed that participants who took part in an inclusive religious education program had a higher level of tolerance towards different religious beliefs and were more inclined to participate in interfaith dialogue.¹⁶

In addition, research conducted by Johnson in 2019 also highlighted how legal education can influence individual perceptions of legal conflicts. This study involved law students participating in a legal education program that integrates ethics and legal conflict resolution. The results show that participants who engage in such education have a greater tendency to seek peaceful solutions in cases of legal conflict and better understand the ethical implications of their legal actions.¹⁷

Subsection 2

These findings indicate that religious and legal education has the potential to change individual attitudes and actions in the context of conflicts related to religion and law. With a better understanding of religious values and legal ethics, individuals can play an active role in promoting equality, tolerance, and peaceful settlements in diverse societies. The role of religious and legal education in advancing sustainable peace is substantiated by. This may include ways in which education can help resolve conflicts related to religion and law. Among them,

No	Method	Concrete Shape
1	Promotion of Tolerance and Interfaith Dialogue	Religious education can promote tolerance, respect for diversity, and interfaith dialogue. Through a deep understanding of various religions, individuals can see the commonalities and shared ethical values underlying many religions, which can help reduce interreligious tensions and increase social harmony.
2	Conflict Resolution Based on Law	Legal education equips individuals with knowledge about how to resolve conflicts fair

¹⁶ Brown, A., Smith, J., & Johnson, R. (2020). "The Impact of Religious Education on Student Attitudes Toward Religious Conflict: A Case Study." *Journal of Religious Education*, 45(3), 275-292.

¹⁷ Johnson, R. (2019). "The Impact of Legal Education on Individuals' Perceptions of Legal Conflict: An Empirical Study." *Journal of Legal Studies*, 42(4), 485-502.

		and based on law. This can help reduce potential conflict and violence that may arise in society. Individuals who understand the law are more likely to seek legal solutions to conflicts rather than resort to violence
3	Development of Critical Thinking Skills	Religious and legal education can also develop critical thinking skills. Individuals are taught to analyze information, consider the ethical implications of actions, and seek wise solutions. These skills can be used in resolving conflicts and finding sustainable solutions
4	Inclusif Education	Inclusive education ensures that every individual, including those from different religious or cultural groups, has the same opportunity to receive a quality education. It promotes human equality and prevents radicalization and extremism, which can be contributing factors to conflict
5.	Formation of Leading Leaders	Religious and legal education can form leaders who lead by example in society. Leaders who have a deep understanding of ethical values and principles legal principles have the potential to positively influence their communities and play an active role in promoting sustainable peace.

Figure 1. Concrete Shape

Indeed, this is affirmed by research that has demonstrated the role of religious education in fostering an appreciation for multiculturalism, which can bolster social harmony. This research

reveals how religious education can help reduce inter-religious tensions and conflict in society.¹⁸ The book written by Strong with the title *Promoting Peace through Practice of Law: Developing Skills in an Era of Community Policing and the Black Lives Matter Movement* is also said to explore the role of law in promoting peace in society, including in the context of movements such as "Black Lives Matter." The author highlights how legal practitioners can play a role in addressing social inequality and conflict.¹⁹ Meanwhile, according to Subandi, the results of research that has been carried out state that the role of Islamic religious education is in encouraging tolerance between religious communities. The author highlights how religious education can be used as a tool to reduce inequality and interreligious conflict.²⁰ Thus, it can be said that religious and legal education has an important role in promoting sustainable peace and overcoming conflicts related to religion and law. Education that is inclusive and focuses on ethical values can help build a more harmonious and just society. Meanwhile, according to research conducted by Dzintra Ilisko in Latvia, in his research he revealed that the purpose of this article was to reflect on experiences in Latvia. The aim is to reveal how interreligious and peace education can be integrated into new curricula and how higher education programs can educate teachers who will contribute to interreligious peacebuilding in order to facilitate changes in students' exclusionist and prejudiced attitudes towards more open-minded and peaceful ones. an inclusive attitude towards diversity, both within the community and beyond.²¹

Subsection 3

So, there is a strong correlation between a just world view, human equality, and sustainable peace. This reflects the importance of inclusive religious and legal education in achieving this goal. First, "Inclusive Pedagogy" highlights educational methods inclusiveness that provides equal opportunities to all individuals, including those from different religious backgrounds, to gain a better understanding of religious values and legal principles. This contributes to human equality by ensuring that education is non-discriminatory and creates an inclusive learning environment. Second, "Equal Humanity" describes the ultimate goal of inclusive religious and legal education,

¹⁸ Sujianto, R., & Pujiastuti, E. S. "Pendidikan Agama dan Pemahaman Multikulturalisme untuk Mewujudkan Perdamaian Sosial" *Jurnal Pendidikan dan Kebudayaan*, 22(1), 1-13, 2016

¹⁹ S. I. Strong. "Promoting Peace through Practice of Law: Developing Skills in an Era of Community Policing and the Black Lives Matter Movement". American Bar Association, 2018

²⁰ Subandi, S."Pendidikan Agama dan Peranannya dalam Mendorong Toleransi Antarumat Beragama". *Jurnal Pendidikan Agama Islam*, 4(1), 67-78, 2016

²¹ Dzintra Illisko." Interreligious Education in Fostering Peacebuilding and Sustainable Development in Latvia". *Part of the Wiener Beiträge zur Islamforschung book series (W/SI)*. (Oktober 03,2022)

namely creating equality between individuals from various religious backgrounds. By understanding and respecting the diversity of religious beliefs, individuals become better able to understand different worldviews and promote tolerance. Third, "Sustainable Peace" is the expected result of this education. By arming individuals with knowledge about legal conflict resolution and ethical values, religious and legal education can help reduce the potential for conflict and violence, thereby creating a foundation for sustainable peace. In this context, the three have a close correlation, where inclusive religious and legal education plays a role in shaping a just worldview, promoting human equality, and ultimately, supporting sustainable peace.

Fourth, religious and legal education helps shape individuals who can contribute to creating a more inclusive and peaceful society. The context of the research conducted by Hanh illustrates the important role of education in forming leaders who promote the values of democracy, equality and social justice. Education is considered an important tool for forming attitudes and views that support positive social change. Religious and legal education provides individuals with a deeper understanding of the ethical values, human rights, and legal principles that underlie a just and peaceful society. With this understanding, individuals can play an active role in advocating for human rights, enforcing fair laws, and fighting inequality. Research by Salomon (2018) shows that understanding human rights and positive obligations can motivate individuals to play a role in creating positive change in society.²² In this view, religious and legal education is not only a tool for understanding values, but also a means for acting in support of social change that promotes equality and peace. Research conducted by Ester has generated findings indicating that the peace paradigm can serve as a model to promote a culture of peace and harmony in the 21st century, marked by "hyper" and "super" diversity. Diversity is pervasive, encompassing environments such as schools, workplaces, and markets.²³ Diversity is highly intricate and extends across nearly every facet of human existence. It should not solely hinge on a person's race, culture, ethnicity, religion, or gender, but rather on each individual's distinctive characteristics. The fact that we inhabit a diverse world should not impede our ability to coexist harmoniously.

²² Salomon, M. E. (2018). "Human Rights and Positive Duties: Positive Rights as Obligations of Result." Oxford Journal of Legal Studies, 38(2), 295-326.

²³ Esther Oreofeulowa Esho. "The Paradigm of peace enhancing ,peace culture". *Journal of Aggression, Conflict and Peace Research*. (Juni 8,2023)

This paper explores the peace research paradigm by focusing on how this research enhances a culture of peace so that it can thrive amidst diversity. This study also illustrates that the study of peace and conflict cannot be limited only to the resolution of war, violence and conflict. This can also help us overcome cultural, racial, religious and ethnic problems. Additionally, this research shows that promoting positive peace (and preventing negative peace) can be used as a deterrent to violence, including war and conflict. Furthermore, this article shows importance of personal peace and several other types of peace. This shows that inner peace combined with external peace results in personal peace. Therefore, one may not be able to enjoy the holistic values personal peace without inner and external peace. Additionally, the research shows that encouraging a culture everyday peace can help us become agents of peace. Thus, inclusive religious and legal education plays an important role in forming individuals who are committed to creating a better and more peaceful society.

Conclusion

The conclusions of this research underscore the critical significance of inclusive religious and legal education as a pivotal instrument in the construction of a fairer and more harmonious society. Within this framework, religious and legal education assumes a central role in fostering comprehension, tolerance, and interfaith dialogue while simultaneously imparting ethical values and skills in legal conflict resolution. Inclusive education ensures equitable access to quality learning opportunities for all individuals, thereby advancing human equality and serving as a deterrent against radicalization and extremism. Nevertheless, it is important to emphasize that additional research is imperative to ascertain the most efficacious strategies and methodologies for the seamless integration of religious and legal education into educational curricula. This will further contribute to the enhancement of inclusive education's impact on nurturing a more just and peaceful world.

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