

INTERFAITH DIALOGUE IN ISLAMIC RELIGIOUS EDUCATION

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INTERFAITH DIALOGUE IN ISLAMIC RELIGIOUS EDUCATION***¹Umi Rosidah, ²Faridi, ³Tobroni**^{1,2,3}Universitas Muhammadiyah MalangEmail: ^{*1} umirosidah1234@gmail.com, ²faridi-umm@umm.ac.id, ³tobroni@umm.ac.id**Abstract**

The aim of this research is to examine interfaith dialogue in Islamic religious education. The method employed in this study is a qualitative approach with literature analysis. The results of the analysis conclude that obstacles to interfaith dialogue include distrust, prejudice, and a lack of understanding. These factors can impede the formation of harmonious relationships among individuals with diverse religious backgrounds. To address these challenges, ethical behavior in dialogue is crucial. Ethical conduct in interfaith dialogue involves sincere listening, respectful communication, and the avoidance of insults or confrontations. This forms the foundation upon which productive, mutually respectful, and mutually beneficial interfaith dialogue is built.

Keywords: Interfaith, dialogue, Islamic religious education**Abstrak**

Tujuan penelitian ini adalah mengkaji tentang interfaith dialogue dalam pendidikan agama Islam Metode yang di pakai dalam penelitian adalah metode kualitatif dengan analisa literatur. Hasil analisa menyimpulkan bahwa Hambatan dialog antar agama, ketidakpercayaan, prasangka, dan kurangnya pemahaman. Hal tersebut dapat menghambat terbentuknya hubungan harmonis di antara individu dengan latar belakang agama yang beragam. Dalam mengatasi tantangan yakni perilaku etis dalam dialog. Etika dalam dialog antaragama mencakup mendengarkan dengan tulus, berbicara dengan hormat, dan menghindari penghinaan atau konfrontasi. Ini adalah dasar di mana dialog antaragama yang produktif, saling menghormati, dan saling menguntungkan dibangun.

Kata kunci: Interfaith, dialogue, pendidikan agama Islam**INTRODUCTION**

Interfaith dialogue, or interfaith dialogue, is the concept put forward in world Islamic religious education with the increasing religious diversity in society. Interfaith dialogue is possible for individuals from various backgrounds behind religion to exchange views, understand confidence in one another, and work together to reach deeper understanding. Religious dialogue is broadly related to issues of theology and religion (Kusnadi.,

2013). In the context of Islamic religious education, interfaith dialogue has an important role in promoting understanding, tolerance, peace, and interfaith cooperation.

In this journal, we will carefully review the basic concepts and principles of interfaith dialogue in Islamic religious education. This involves understanding the importance of dialogue, the obstacles that need to be overcome, the ethics that govern interreligious interactions, and the concept of *Fastabiqu al-Khoirat*. This journal will delve into each of these aspects, explaining that interfaith dialogue is important, obstacles that may be faced in dialogue, ethical behaviour in dialogue, and how the concept of *Fastabiqu al-Khoirat* can be applied in this context.

The importance of interreligious dialogue in Islamic religious education cannot be denied. In an increasingly globalised and multicultural world, interfaith dialogue helps students understand other religions and appreciate the diversity of their beliefs. Our earth is one, but the people who inhabit it consist of various tribes, ethnicities, and religions (Harahap, 2011). This creates an environment that supports tolerance and reduces interfaith conflict. Furthermore, interreligious dialogue lays a solid foundation for fostering peace and cooperation between religions, which is particularly important in a world where religious differences frequently cause conflict.

Research conducted by Mujianto found that there are five themes that can be explored in interreligious dialogue, namely the themes of religious goals, noble values of life, peace, correct interpretation of teachings, and brotherhood. There are five main themes that can be explored in interreligious dialogue, namely: first, the theme of religious goals refers to a shared understanding of spiritual goals. Second, the noble values of life emphasise universal ethical principles that are relevant to all religions. Third, peace is a focus on building harmony and tranquility between religious communities. Fourth, the correct interpretation of teachings is related to the correct understanding of religious beliefs. Lastly, fraternity highlights the importance of harmonious relations between religious communities (Mujianto, 2021).

Interfaith, in its dialogue journey, also faces various obstacles. Prejudice, distrust, and a lack of understanding can sometimes prevent meaningful dialogue. Therefore, it is very important to understand these barriers and find ways to overcome them. This includes understanding differences in culture, language, and worldview, as well as creating a safe and open environment where participants can speak honestly and sincerely. Ethics also play an important role in interfaith dialogue. Ethical principles in dialogue include listening attentively, speaking respectfully, and avoiding insults or confrontation. Proper etiquette creates an environment of positive and respectful dialogue where individuals of different faiths can interact well. Understanding these ethical principles is very important in ensuring that interfaith dialogue runs smoothly and produces deep understanding.

Fastabiqu al-Khoirat is a relevant concept in interfaith dialogue. This teaches Muslims to compete in doing good, regardless of their religious background. In the context of interreligious dialogue, *Fastabiqu al-Khoirat* encourages participants to compete in acts of kindness, such as providing humanitarian aid, promoting moral values, and

collaborating in acts of kindness. Draft This creates a positive dialogic environment. And push healthy competition in this way.

Understand and apply principles In Islamic religious education, we need to use internal interfaith dialogue. Islamic Religious Education and can prepare more generations. OK, that's fine, life is harmonious in an increasingly multicultural complex. Interfaith dialogue is a powerful tool for reaching objective goals and building a more harmonious, tolerant, and inclusive world. With a strong religious understanding and an open attitude towards dialogue, we can form a period more bright and peaceful. Attitude expansive religion and *Tasamuh* very urge developed in plural society in Indonesia, namely through interfaith dialogue (Noorsena, 2021).

METHOD

Approach study This research is qualitative and descriptive, with a type of study literature review (Syukhwansyah & Deden, 2016). in study This article analyses interfaith dialogue in Islamic religious education. Study data set literature that consists of articles from journals, textbooks, archives, and regulations. Method: This literature review uses traditional reviews as a method of review. During this general done with researcher, This is expected to produce the best results from the method study.

RESULTS AND DISCUSSION

1. Al-Tabari's view

Al-Tabari, or Ibn Jarir al-Tabari (838–923 AD), was a famous Muslim historian, commentator, and scholar who lived in the early days of Islam. Al-Tabari's views on interreligious dialogue can be interpreted through his most famous work, namely "Tafsir al-Tabari" or "Jami' al-Bayan fi Tafsir al-Qur'an." Although not explicitly discussing interreligious dialogue in the modern context, Al-Tabari's views can provide insight into Islam's approach to interacting with followers of other religions.

Al-Tabari, like many early Muslim scholars, encouraged tolerance towards non-Muslims and interfaith harmony. He often refers to verses from the Koran that emphasise the importance of speaking in a kind and tactful manner when interacting with non-Muslims. This reflects the Islamic view that interfaith dialogue must be conducted with an attitude of respect and tolerance towards other religious beliefs. This is in line with Gadamer, who argued that dialogue is a very effective way to achieve better understanding. He emphasised that this dialogue does not only apply in the intellectual realm (such as academic discussions) but also in the non-intellectual realm (such as everyday conversations or social interactions). (Londok, 2022).

Al-Tabari also often compares Islamic teachings with the teachings of other religions in his interpretations. He does this to provide a better understanding of Islamic beliefs and to explain the differences between Islam and other religions to readers. However, these comparisons are usually carried out in an informative rather than provocative manner. In his interpretations, he often emphasises universal moral and ethical values that should be upheld by all religions. He views that values such as justice, compassion, and

kindness should be upheld by all individuals, regardless of their religion. This creates common values that can become the basis for interfaith dialogue. Universal moral and ethical values (honesty, integrity, empathy, justice, fairness, trustworthiness, and so on) apply to all forms of organisations and entities (Atmadja, 2013).

Al-Tabari views a deep understanding of other religious beliefs as important. He emphasised that to dialogue properly, one must understand other religious beliefs well. This shows the importance of knowledge and learning about other religions as a basis for intelligent and wise dialogue. Al-Tabari's views on interreligious dialogue may not go as far as modern scholars' views on religious pluralism and interreligious dialogue, but he emphasises the importance of tolerance, understanding, and good communication. This can happen if adherents of each religion put aside their own views and try to accept the assumptions of other parties and "see" the universe of their religion through the concepts of other parties. (Wibisono, 2020) He sees dialogue as a way to explain Islamic teachings to non-Muslims, provide examples of Islamic values, and build better understanding between individuals of different faiths. That was one way the views of early Islamic scholars helped shape Islam's approach to interreligious dialogue, which continued to evolve over time.

2. Abu Zakariya Al Razi's view

Al-Razi, known as Abu Bakr Muhammad ibn Zakariya al-Razi (865–925 AD), was a famous Muslim scholar who lived during the heyday of mediaeval Islam. He is known as a scientist and doctor who contributed to various fields of science, including philosophy, science, and theology. Al-Razi's views on interreligious dialogue can be concluded from his various written works, especially in the context of discussions about religion and philosophy. Al-Razi has a philosophical approach to religion and belief. He supported the idea of critical thinking and research as a way to achieve a better understanding of religion. Al-Razi views that interreligious dialogue must be based on reasoning, knowledge, and strong evidence.

Al-Razi is known for his critical attitude towards religious dogma. He questioned various aspects of Islamic religion and theology and even criticised some aspects of the Koran. This sceptical approach encourages him to question his beliefs and opens the door to dialogue with different minds. Al-Razi places emphasis on reason as a tool to achieve religious understanding. He argued that reason must be used to judge and understand religious beliefs. This shows his view that interreligious dialogue must be rooted in rational thinking and analysis. Al-Razi, in his thoughts about religion, showed tolerance for the diversity of beliefs. He supports the idea that individuals can hold different religious views, and tolerance should be encouraged. This is in line with Yamamah's idea of transitive Islam, which puts forward universal Islamic teachings that do not stop at the words "I" and "we" alone but move outward to the word "you." Although Al-Razi's approach was often critical of religion, he also emphasised that tolerance was an important value in a diverse society (Yamamah, 2019). Al-Razi considered education to be the main tool for achieving a better understanding of religion and participating in interreligious dialogue. He supports in-depth education in religion

and philosophy as a foundation for productive dialogue. Al-Razi's views on interreligious dialogue reflect his critical thinking and philosophical approach to religion. Although he is best known for his criticism of religious dogma, his views also reflect values such as reason, knowledge, tolerance, and education. Although perhaps not to the extent of modern approaches to interreligious dialogue that are more oriented towards peace and harmony, al-Razi's views demonstrate the importance of rational thinking, understanding, and tolerance in interacting with individuals from various religious backgrounds.

3. The Urgency of Dialogue

Interfaith dialogue in Islamic Religious Education (PAI) has a very important urgency in the context of an increasingly multicultural and multireligious society. In this, the author will discuss various aspects of the urgency of interfaith dialogue in PAI, including better understanding between various religions, the promotion of peace and tolerance, and its important role in Islamic religious education. One of the main purposes of interfaith dialogue in PAI is to promote better understanding between various religions. We live in an increasingly connected world, with various religious communities interacting with each other. In this context, it is important for Muslims to understand the beliefs and practices of other religions, and vice versa.

Interfaith dialogue opens the door to talking and asking about things we may not know about other religions. This helps eliminate stereotypes and prejudices that may exist between different groups. Through dialogue, we can better understand the values, beliefs, and practices that are important to people of other religions. With better understanding, we can build more harmonious relationships between various religious communities. Interfaith dialogue also has urgency in promoting peace and tolerance between various religious groups. In many parts of the world, religious conflict has caused great suffering and destruction. Therefore, it is very important to create space for dialogue that allows various religious groups to listen to and understand each other.

The nature of interreligious dialogue emphasises openness, a willingness to listen to different views, and knowledge. Muslims must take this strategy seriously in the context of contextualizing da'wah to spread Islam to the general public. For example, interreligious dialogue in Malaysia has great potential and is of growing interest among the Muslim community in particular (Awang, 2019).

The nature of interreligious dialogue, which involves openness, a willingness to listen to different points of view, and knowledge, has implications for the contextualization of Islamic preaching in society. Interfaith dialogue has great potential and is of interest to the Muslim community, which plays an important role in spreading Islam in an inclusive and open-minded way. In Islam, the concepts of peace (salam) and tolerance towards people of different religions have been emphasized. The Koran states, "You must act fairly, because justice is closer to piety" (QS. Al-Maidah: 8). Interfaith dialogue helps create a climate where values such as justice, peace, and tolerance are emphasized. This helps reduce tensions between religious groups and promotes sustainable peace. Tensions can also be resolved through teachings about love as an

alternative to resolving these problems both within and between religions (Misrawi, 2010).

Interfaith dialogue also has urgency in the context of Islamic religious education. Islamic religious education (PAI) is an integral part of the curriculum in many countries with a majority Muslim population. In PAI learning, interfaith dialogue can play a significant role. First, interfaith dialogue helps Muslim students understand other religions in more depth. This can help them respect and appreciate the diversity of religions in this world. Interfaith dialogue is relevant to increasing cooperation, promoting a culture of tolerance, being able to provide solutions to humanitarian problems, and creating harmonious relations among religious communities. (Daud, 2022). Thus, interfaith dialogue helps create students who are more open-minded and tolerant.

Second, interfaith dialogue can also help overcome the potential for radicalization and intolerance among Muslim youth. In situations where religious understanding is often misinterpreted or exploited for political purposes, dialogue with representatives of other religions can help guide Muslim youth towards a correct and tolerant understanding of religion. Third, in the context of Islamic religious education, interfaith dialogue can also be a means of educating students about how to understand and respond to modern challenges related to religion. This can include issues such as Islamophobia, terrorism, and radical Islam. Through dialogue, students can learn how to deal with these issues constructively and peacefully.

Interfaith dialogue also has urgency in building bridges between different religions. This helps create the mutual understanding and cooperation needed to address complex social, economic, and environmental issues. Religion often has a strong role in shaping the values and ethics that can be used to create positive change in society. For example, in an effort to overcome environmental issues, interfaith dialogue can enable various religions to work together to protect the natural environment. This could involve campaigns to protect forests, reduce carbon emissions, or conserve natural resources. By collaborating across religions, we can create a greater impact than if each religion operated separately.

Apart from that, interfaith dialogue can also promote cooperation in the fields of education, health, and poverty alleviation. In many societies, religious institutions play an important role in providing social services. Through interfaith dialogue, we can identify opportunities for greater cooperation in providing assistance to those in need. Interfaith dialogue also has urgency in encouraging tolerance and social justice. In many societies, there are fundamental inequalities in access to resources and opportunities. Interfaith dialogue can be a means to discuss these issues of inequality and find fair solutions.

In Islam, the concept of social justice is highly emphasized. The Koran states, "O you who believe, let you be those who always uphold (the truth) for the sake of Allah; be witnesses fairly. And never let your hatred of someone encourage you to act unjustly. Be fair, because justice is closer to piety" (QS. Al-Maidah: 8). By participating in

interfaith dialogue, Muslims can collaborate with people of other religions in an effort to create a more just society.

4. Barriers to Dialogue

Interfaith dialogue in Islamic Religious Education (PAI) has great benefits but is also faced with various obstacles that need to be overcome to achieve success. In this paper, the author will discuss various obstacles that may arise in interfaith dialogue in the PAI context and how these obstacles can be overcome. One of the main obstacles to interfaith dialogue is cultural and language differences between religious groups. Different cultures, languages, and traditions can make communication difficult, especially if dialogue participants do not have a sufficient understanding of the different culture or language. In PAI, dialogue participants may come from various cultural backgrounds, including various countries and ethnicities.

For example, when a Muslim dialogues with a member of another religion, such as Hinduism or Buddhism, they may be faced with differences in ritual language, religious celebrations, and understanding of spiritual concepts. This can be a significant barrier to achieving understanding and effective communication. The way to overcome this barrier is to promote better cultural and linguistic understanding through education and training. Students in PAI programmes may be given the opportunity to learn about various cultures and languages relevant to other religions. By understanding culture and language, dialogue participants can feel more comfortable and open when communicating with people from different backgrounds.

Prejudice and stereotypes are psychological barriers that often hinder interfaith dialogue. People often have prejudices against people of other religions due to a lack of understanding or previous bad experiences. These prejudices can prevent open and honest dialogue and can even lead to interfaith tensions. In the PAI context, prejudice against other religions can be a serious obstacle to creating space for meaningful dialogue. There may be negative beliefs or stereotypes that need to be overcome before dialogue participants can interact well. To avoid this, we must provide space for others, or, in other words, not absolutize our own religion (Noorsena, 2021).

The way to overcome the obstacles of prejudice and stereotypes is through education and awareness. PAI programmes can provide accurate information about other religions, help students understand differences, and identify false stereotypes. In addition, direct experience with people of other religions through dialogue activities can help overcome prejudice. Political and social tensions between religious groups can become serious obstacles to interfaith dialogue. In many parts of the world, religious and political conflicts have created deep tensions between different religious groups. This can complicate efforts to have a productive dialogue.

In the context of PAI, political and social tensions can create insecurity and distrust among dialogue participants. They may feel that dialogue is a means to manipulate or achieve certain political goals rather than to promote understanding and peace. The way to overcome this obstacle is to strive to maintain dialogue as a neutral forum free from political agendas or special interests. In dialogue, participants must focus on creating

understanding and mutual understanding, not on seeking political advantage. Additionally, a neutral mediator can help manage tensions that arise during dialogue. Limited resources can be an obstacle to implementing interfaith dialogue in PAI. Effective dialogue programmes require sufficient time, energy, and funding to achieve meaningful results. Often, educational institutions or organisations administering PAI programmes may not have sufficient resources to properly support this dialogue. Resource limitations may include budget limitations for training dialogue participants, facilities for meetings, and staff support. Additionally, it may be difficult to find a high-quality mediator or facilitator who can guide the dialogue well.

The way to overcome this obstacle is to seek support from various sources, including the government, non-governmental organisations, and charitable foundations. The government can provide funding for dialogue programmes that support the goals of interfaith peace and tolerance. In addition, educational institutions can look for partners who have experience managing dialogue programmes to obtain technical assistance. Theological disagreements are obstacles that may arise in interfaith dialogue, the main one being religious issues, which can lead to debate, conflict, war, and hostility. (Harahap, 2011) Different religions have beliefs and doctrines that may conflict with each other. This can be an obstacle to achieving deep understanding in dialogue. In PAI, dialogue participants may be faced with fundamental differences in views about God, holy books, and other beliefs. This can create disagreements that are difficult to overcome.

The way to overcome this obstacle is to focus on similarities and shared values. In dialogue, participants can look for points of commonality in their beliefs and practices and use these as a basis for building deeper understanding. Additionally, they can acknowledge that theological differences may remain, but they do not have to be a barrier to communicating and working together on important matters.

5. Dialogue Ethics

Islamic religious education has a very important role in promoting understanding, tolerance, and interfaith dialogue. As in the Muhammadiyah Trident, the third point is dialogue between religions and civilizations to implement a world order based on independence, eternal peace, and social justice. One of the key aspects of achieving this goal is dialogue ethics. In the context of Islamic religious education, the ethic of dialogue not only reflects Islamic values but also plays a key role in building a deeper understanding of Islam and other religions, as well as in promoting interfaith peace and cooperation. The ethics of dialogue in Islamic religious education can be understood through the concept of ethics in Islamic teachings themselves. Islam has strong moral and ethical principles, which also apply in the context of interreligious dialogue. One of the main ethical principles in Islam is "Akhlak," which refers to good behaviour, morality, and good ethics.

Morals include values such as honesty, justice, compassion, respect for fellow humans, and many more. In the context of interreligious dialogue, morality becomes a strong foundation for interacting with respect, honesty, and compassion towards participants

from other religions. Every participant in inter-religious dialogue must follow the dialogue with true honesty *and sincerity*. (Pomalingo, 2016). One important aspect of dialogue ethics in interfaith dialogue is mutual respect. In Islam, the concept of respecting others, especially those with different religious beliefs, is a fundamental principle. The Qur'an, Islam's holy book, emphasises the importance of respect and kindness towards others, regardless of their religion.

In Islamic religious education, students are taught to understand that every individual is a creation of Allah who must be respected. When they engage in interfaith dialogue, they will respect the beliefs of other religions, even if they have differences in their own beliefs. This can create a conducive environment for understanding religious differences and building better relationships with fellow humans. In Islamic dialogue ethics, sincere and active listening is very important. The Qur'an emphasizes the importance of listening and understanding carefully. In the context of interreligious dialogue, this means respecting what participants from other religions say without interruption or preconceived notions.

Genuine listening also includes empathy. In Islamic religious education, students are taught to try to understand the views and feelings of other people. This is a particularly relevant principle in interreligious dialogue, where students should try to understand the perspectives and experiences of participants from other religions. In interreligious dialogue, it is important to understand the context and history of the religions involved. Islam teaches the importance of understanding the history and culture of others to achieve better understanding. Islamic religious education, in which students are taught about the history of other religions and their cultures. This helps them better understand the context of other religious beliefs and practices. This is important for promoting interfaith tolerance and cooperation. When students are taught dialogue ethics in Islamic religious education, they are taught to speak with openness and honesty. The Qur'an teaches the importance of speaking truthfully and honestly.

In interfaith dialogue, students should speak honestly about Islamic beliefs and practices without attempting to hide or obscure differences with other religions. This creates transparent dialogue and promotes better understanding between participants of different religions. Islamic religious education encourages students to ask questions and reflect on religious aspects. In interreligious dialogue, this principle is applied by encouraging participants to ask questions and reflect on aspects of other religions. Sincere questions and deep reflection can help deepen understanding of other religions and promote more meaningful dialogue.

It is important to avoid insults and provocations in interreligious dialogue. Islam teaches the importance of avoiding unnecessary conflict and confrontation. In Islamic religious education, students are taught to avoid rhetoric that can offend or hurt other people's feelings. When students are taught the ethics of dialogue in Islamic religious education, they are also taught to be self-aware and open to change. In interreligious dialogue, this means being willing to reflect on the views and beliefs of other religions and, if necessary, change their own views.

Education is the key to understanding other religions. In Islamic religious education, students must be given adequate knowledge about other religions. They must understand the beliefs, practices, and history of other religions. With a good understanding of other religions, students will be better prepared to engage in meaningful interreligious dialogue and develop a deeper understanding of other religions. One of the principles of interreligious dialogue in Islam is to seek similarities and agreements between the religions involved. This can be a good starting point for building deeper understanding and interfaith cooperation.

Dialogue ethics in interfaith dialogue in Islamic religious education are very important in promoting a better understanding of other religions, building tolerance and peace between religions, and creating an environment of mutual respect. Although the specific ways in which each group of society behaves morally and ethically differs, there is a core of moral and ethical principles that all groups of society share. (Toenlio, 2014).

This dialogue ethic is based on strong Islamic values such as morality, respect, honesty, and compassion. In Islamic religious education, the ethic of dialogue is a strong tool for forming a generation that will be able to respect religious differences and live side by side peacefully in a multicultural society. In an era of globalisation and increasing cultural diversity, interfaith dialogue based on Islamic ethics is one of the most effective means of promoting understanding, peace, and tolerance throughout the world. This dialogue ethic reflects the values firmly held by Islam, and by implementing it in Islamic religious education, we can achieve the greater goal of building a harmonious and inclusive society. The Indonesian people make an effort to live in a pluralistic society by fostering harmony in daily life (Harahap, 2011).

6. Fastabiqu Al Khoirat

Fastabiqu Khairat is an important concept in Islam that teaches the values of virtue, kindness, and competition to do good. This concept has significant application in the context of interfaith dialogue in Islamic religious education. In this essay, we will explain the meaning and significance of Fastabiqu Khairat, as well as how this concept can be applied in interreligious dialogue in Islamic religious education. The concept of fastabiqu khairat can be seen in the Qur'an, in Surah Al-Baqarah (2:148):

"And every person has a Qibla direction to which they are heading; so compete to do good deeds. Wherever you are, Allah will certainly gather you all. Indeed, Allah is Almighty over all things." This verse encourages Muslims to compete in doing good deeds, regardless of ethnicity, race, religion, or other background. This message creates a positive spirit to compete in doing good and creating goodness throughout society.

Two things are emphasised in the verse above, namely the importance of respecting diversity as an objective fact and the importance of making serious efforts towards goodness as an important element in a pluralistic society. (Zuhri, 2018). The importance of respecting diversity as an objective fact emphasises the need to recognise and respect diverse backgrounds, views, and cultures in society. And highlighting the importance of serious efforts to create goodness in a pluralistic society. This emphasises the need for serious efforts to promote harmony, tolerance, and cooperation between different

individuals and groups. In practice, Fastabiqul Khairat teaches Muslims to compete in good deeds, such as providing assistance to those in need, spreading knowledge, supporting justice, and carrying out other good actions. This concept emphasises that competition in doing good must be the main focus of Muslims.

Fastabiqul Khairat has significant implications in the context of interfaith dialogue in Islamic religious education. Interfaith dialogue is a form of dialogue between adherents of various religions that aims to understand each other, promote tolerance, and build interfaith cooperation. In this context, Fastabiqul Khairat has several important implications. In interfaith dialogue, Fastabiqul Khairat teaches Muslims to compete in goodness with followers of other religions. This means competing to provide humanitarian aid, promoting moral values, and playing a role in collective efforts to address global challenges such as poverty, inequality, and climate change.

Sarif (2019) conducted a study by interviewing five key SME (small and medium-sized enterprises) owners representing various geographic locations (Southeast Asia, South Asia, Middle East Asia, North America, and Europe). The informants said that in fact, the norm of spiritual reciprocity in strategic ta'awun occurs through cooperation and partnership between SMEs for good (fastabiqul khairat) in terms of sharing expertise, contacts, and commercial projects. This situation allows them to strengthen their competitiveness. The norms of spiritual reciprocity in joint efforts for good, such as knowledge sharing, networking, and business projects, strengthen the competitiveness of their businesses, thereby providing significant benefits and strengthening their position in the global market.

The Fastabiqul Khairat concept also creates a positive dialogue environment in interfaith dialogue. The message about competing for good motivates participants to speak respectfully, listen carefully, and seek common ground and agreement. A spirit of healthy competition in doing good will encourage participants to contribute positively to the dialogue. Fastabiqul Khairat encourages Muslims to understand the perspectives of other religions and respect other religious beliefs. This creates a strong basis for meaningful dialogue, where participants can exchange ideas, respect each other, and seek a deeper understanding of each other's religious beliefs.

The concept of Fastabiqul Khairat also helps in overcoming stereotypes and prejudices against followers of other religions. Dialogue participants will be more likely to see positive qualities in other religions rather than focusing only on differences. This will help reduce conflict and promote interfaith tolerance and peace.

In the context of interfaith dialogue, Fastabiqul Khairat encourages Muslims to collaborate with followers of other religions in carrying out acts of kindness. Together, they can address larger social, economic, and environmental problems and create positive change in society.

Fastabiqul Khairat is also related to reaching agreement and cooperation in interreligious dialogue. This concept teaches that competing for good is not only about competition but also about reaching mutually beneficial agreements and cooperation. This creates a strong foundation for solving problems together and achieving common

goals. The Fastabiqul Khairat concept has great potential for promoting interfaith dialogue in Islamic religious education, but there are several challenges that may be faced in applying it: There is a chance that people or groups with particular agendas will misuse or misunderstand the Fastabiqul Khairat concept. Therefore, a wise and supervisory approach is very important in applying this concept in interfaith dialogue.

The concept of Fastabiqul Khairat emphasises healthy competition for doing good, not competitive competition or chasing praise. It is important to ensure that dialogue participants understand these differences and strive to achieve positive competition. In interfaith dialogue, it is important to have a good understanding of other religions. The challenge is how to ensure that participants from the Islamic faith have sufficient knowledge about other religions so that they can contribute positively to the dialogue. Fastabiqul Khairat creates a spirit of competition in doing good. However, it is important to have a long-term commitment to carrying out positive actions and participating in interfaith dialogue on an ongoing basis.

Fastabiqul Khairat is an important concept in Islam that emphasises positive competition in doing good. This concept has significant implications for interfaith dialogue in Islamic religious education. In this context, Fastabiqul Khairat encourages Muslims to compete in goodness, contribute to positive dialogue, and create an environment of mutual respect, collaboration, and reaching agreements. By understanding and applying the concept of Fastabiqul Khairat, Islamic religious education can play a role in promoting tolerance, peace, and interfaith cooperation, as well as creating a generation that is ready to live in a harmonious multicultural society.

CONCLUSION

From the results of the study above, it can be concluded that the importance of interreligious dialogue in the context of Islamic religious education cannot be ignored. This is key to promoting understanding, tolerance, and harmony among individuals with diverse religious backgrounds. However, as interfaith dialogue continues, several obstacles arise, such as distrust, prejudice, and a lack of understanding. Overcoming these barriers is critical to successful dialogue, as they hinder the formation of harmonious relationships among individuals with diverse religious backgrounds. To overcome these challenges, it is important to give priority to ethical behaviour in dialogue. Ethics in interreligious dialogue include listening sincerely, speaking respectfully, and avoiding insults or confrontation. This is the basis on which productive, respectful, and mutually beneficial interfaith dialogue is built.

Fastabiqu al-Khoirat, which translates as “race in goodness,” is a very relevant concept in interreligious dialogue. Draft This teaches Muslims to compete in doing good deeds without looking at the background behind religion. In the context of interreligious dialogue, Fastabiqu al-Khoirat pushes participants to compete, give help to humanity, promote moral values, and collaborate in action. This matter creates a positive, encouraging dialogue environment, fosters healthy competition in doing kindness, and facilitates cooperation interfaithly in facing global challenges. With the integration of

principles of ethics and the draft Fastabiqu al-Khoirat in Islamic religious education, we can raise more generations that are OK and ready for a harmonious life in a multicultural society. Individually, this will honour religious diversity and work the same way to reach more goodness. Interfaith dialogue is a powerful tool to reach objective this, build a more harmonious and inclusive world. Through this dialogue, we can cultivate respect, cooperation, and understanding between individuals with different religious backgrounds. Interreligious dialogue can only be carried out with accurate knowledge of one another. (Mukaddar, 2018) This, in turn, paves the way for a brighter future, where diversity is celebrated and differences are accepted with open arms.

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INTERFAITH DIALOGUE IN ISLAMIC RELIGIOUS EDUCATION

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Abstract
The aim of this research is to examine interfaith dialogue in Islamic religious education. The method employed in this study is a qualitative approach with literature analysis. The results of the analysis conclude that obstacles to interfaith dialogue include distrust, prejudice, and a lack of understanding. These factors can impede the formation of harmonious relationships among individuals with diverse religious backgrounds. To address these challenges, ethical behavior in dialogue is crucial. Ethical conduct in interfaith dialogue involves sincere listening, respectful communication, and the avoidance of insults or confrontations. This forms the foundation upon which productive, mutually respectful, and mutually beneficial interfaith dialogue is built.

Keywords: Interfaith, dialogue, Islamic religious education

Abstrak
Tujuan penelitian ini adalah mengkaji tentang interfaith dialogue dalam pendidikan agama Islam Metode yang di pakai dalam penelitian adalah metode kualitatif dengan analisa literatur. Hasil analisa menyimpulkan bahwa Hambatan dialog antar agama, ketidakpercayaan, prasangka, dan karangnya pemahaman. Hal tersebut dapat menghambat terbentuknya hubungan harmonis di antara individu dengan latar belakang agama yang beragam. Dalam mengatasi tantangan yakni perilaku etis dalam dialog. Etika dalam dialog antaragama mencakup mendengarkan dengan telus, berbicara dengan hormat, dan menghindari penghinaan atau konfrontasi. Ini adalah dasar di mana dialog antaragama yang produktif, saling menghormati, dan saling menguntungkan dibangun.

Kata kunci: Interfaith, dialogue, pendidikan agama Islam

INTRODUCTION
Interfaith dialogue, or interfaith dialogue, is the concept put forward in world Islamic religious education with the increasing religious diversity in society. Interfaith dialogue is possible for individuals from various backgrounds behind religion to exchange views, understand confidence in one another, and work together to reach deeper understanding. Religious dialogue is broadly related to issues of theology and religion (Kusnadi.,

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