



The Role of Interreligious Theology in the Development of Christian Religious Education in the Era of Pluralism

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ABSTRACT

The era of religious pluralism presents challenges for Christian Religious Education to remain relevant. This article discusses the role of interreligious theology in the development of Christian Religious Education, identifying issues of interreligious tension due to exclusivity and internal resistance within the Christian community. The aim of this research is to explore the integration of interreligious theology to enhance understanding and tolerance among religions. Using a descriptive qualitative method with a literature study approach, the findings indicate that this integration can reduce prejudice and negative stereotypes, as well as facilitate inclusive dialogue. Interreligious theology has the potential to enrich Christian Religious Education by fostering an inclusive attitude. Its implementation requires a commitment from educators and policymakers to build peaceful education within a diverse society.

INTRODUCTION

The Role of Interreligious Theology in the Development of Christian Religious Education in the Era of Pluralism has become an increasingly relevant topic in the context of a more pluralistic global landscape. Worldwide, the rising diversity of religions and cultures has posed new challenges for religious education systems, including Christian Religious Education. Religious pluralism often raises challenging questions about identity, tolerance, and inclusion. Therefore, how Christian Religious Education can evolve and adapt while considering interreligious theology is a pressing issue. The inability to accommodate religious pluralism in education can lead to isolation, conflict, and a lack of understanding between religious groups (Race, 1983).

One major issue in the global context is the increasing interreligious tension. Despite numerous efforts to promote interfaith dialogue, conflicts based on religion still frequently occur in various parts of the world. Exclusive Christian Religious Education that fails to create space for understanding other religions can exacerbate this situation. Education that does not recognize and appreciate religious diversity has the potential to foster prejudice and negative stereotypes, which in turn can deepen the divides between religious groups. This highlights the importance of integrating interreligious theology into Christian Religious Education to build bridges of understanding and tolerance (Khosravi, 2018).

In Indonesia, a country with a Muslim majority but also home to various other religions including Christianity, Hinduism, Buddhism, and others, the challenges of religious pluralism are particularly evident. On one hand, Indonesia is known for its motto "Bhinneka Tunggal Ika," meaning "Unity in Diversity." However, religious intolerance still often manifests in various forms. Christian Religious Education in Indonesia needs to address this issue carefully, ensuring that its curriculum reflects appreciation for religious diversity. Interreligious theology can play a crucial role in providing a framework that enables Christian students to understand and respect the beliefs of others without feeling threatened (Nurhayati, 2020).

Another challenge that arises is the resistance from within the Christian community itself. Some groups may feel that incorporating interreligious

theology into Christian Religious Education could dilute the purity of their faith or obscure the fundamental teachings of Christianity. There are concerns that opening up space to study other religions could be seen as an effort to undermine Christian beliefs. This underscores the need for a wise and sensitive approach in developing a curriculum that not only respects Christian beliefs but also encourages a broader understanding of religious diversity (Thompson, 2017).

The opportunity to enrich Christian Religious Education by integrating interreligious theology is significant. This approach can help address negative stereotypes and enhance interreligious understanding, which is essential for a peaceful and harmonious society. To achieve this, a commitment from educators, theologians, and policymakers is necessary to build an inclusive curriculum that is relevant to current needs. Facing internal and external resistance, as well as promoting interfaith dialogue, are crucial steps towards developing a Christian Religious Education that responds effectively to the challenges of religious pluralism in the modern era (Lumban Tobing, 2020).

METHODS

The method used in this research is a descriptive qualitative method with a literature study approach. This method focuses on the collection and analysis of information from various relevant literary sources to provide a detailed description of the phenomenon of integrating interreligious theology into Christian education in the era of pluralism. Through this approach, the researcher can identify key themes and understand the social and cultural contexts influencing religious education. This study also relies on academic sources and theological books that highlight the interactions between different religious traditions and their impacts on education, allowing for a more comprehensive and systematic data processing. As stated by Moleong (2018), the descriptive qualitative approach provides a deeper understanding of an issue by exploring information from various references, while also facilitating the development of strong arguments within the research narrative.

RESULTS AND DISCUSSION

The Role of Interreligious Theology in the Development of Christian Religious Education in the Era of Pluralism: Understanding and Significance

The religious experiences of humanity over centuries have led to an understanding of the reality of religious and cultural pluralism, where people become aware of the hidden strengths of divine reality. The existence of pluralism presents opportunities and challenges in a society consisting of diverse groups with various backgrounds, beliefs, and traditions living together and interacting. According to Wendy Sepmady Hutahaeon, the rise of pluralism can create tensions between traditional religious institutions and the diverse modern social landscape (Hutahaeon, 2021). This potential can also lead to internal conflict, as some members may reject changes seen as a threat to their tradition's purity or integrity, while others advocate for openness and engagement with a broader and more diverse environment (Sukamto, 2019). On one hand, many religious groups have historically functioned within relatively homogenous communities, where shared beliefs and practices foster unity and identity. However, as societies become more diverse, religious institutions face pressure to adapt to the presence of various religions, secularism, and diverse worldviews. This tension challenges religious groups to find ways to remain relevant and cohesive while navigating the complex realities of religious diversity and shifting societal values.

Religious pluralism is a major issue where various communities striving to create harmonious interfaith relationships urgently need to maintain societal stability. Sukamto, quoting Sumartana, explains that the existence of pluralism requires the emancipation of religion so that differences are not only tolerated but also appreciated as essential components of a healthy and dynamic community (Sukamto, 2019). The understanding arising from this acknowledges that each religion has its own uniqueness and does not feel dominant or recognized as the most powerful. Thus, beliefs that coexist and influence one another need a framework to define an accepted understanding in a plural community. The presence of interreligious theology, or *Theologi Religionum*, is simply a

branch of knowledge that studies how knowledge about a religion can be accepted by other religions.

Interreligious theology shifts from debates about which beliefs are true or false and increasingly focuses on the future of the coexistence of religions in the era of pluralism. As the complexity of theological pluralism becomes more evident, various critical questions arise (Thoha, 2005). How should Christianity conceptualize progress in theology when plurality is not only synchronic but also potentially diachronic, allowing future theologies to differ significantly from previous theologies? Rather than determining doctrinal superiority, the emphasis is on how religions can constructively engage with one another in a world where diverse beliefs and traditions intersect (Halim, 2015). Interreligious theology is characterized by a growing awareness that, although faith may be singular, its theological expressions are highly diverse. This perspective acknowledges that no single religion, including Christianity, possesses complete and absolute knowledge of God. In agreement with Enggar, each religious tradition has a unique truth that contributes to a broader understanding of the divine (Objantoro, 2014).

Interreligious theology fundamentally explores how adherents of different faiths perceive ultimate reality, truth, and salvation, as well as how these perspectives interact and coexist in a diverse world (Hutahaeon, 2021). Understanding interreligious theology is essential for effectively engaging with the intricate and multifaceted landscape of contemporary faith traditions. This academic field examines the theological relationships among different religions, specifically focusing on key concepts such as salvation, truth, and the nature of God. Rather than merely concentrating on one's tradition, interreligious theology encourages a reflective examination of how various belief systems not only intersect but also diverge and contrast (Thoha, 2005). It acknowledges that in our increasingly interconnected world, religious exclusivism faces significant challenges posed by the reality of religious pluralism, in which distinct religions coexist and interact within the same social and cultural spaces. This exploration paves the way for deeper understanding and dialogue, promoting a more nuanced appreciation of the richness that diverse religious expressions bring to the global

tapestry of belief. By engaging with the theological tenets of various traditions, interreligious theology fosters an environment where mutual understanding can flourish, ultimately encouraging collaborative efforts to address shared ethical and moral issues that transcend individual faith narratives.

Pioneers in this field strive to answer theological questions and tensions arising from this pluralistic context, seeking ways to understand and interpret religious diversity within their doctrinal frameworks. The idea of pluralism, although not fully articulated in its modern form, has roots traceable to the early Church Fathers (Viktorahadi, 2021). While the Church Fathers primarily upheld the exclusivity of Christianity concerning salvation, figures like Justin Martyr and Clement of Alexandria exhibit inclusive thinking. Justin Martyr, for example, speaks of "logos spermatikos," or "the seed of the Word," suggesting that elements of truth and wisdom can be found in Greek philosophy and other non-Christian traditions (Objantoro, 2014). Clement of Alexandria asserts that Christ is the full revelation of God, acknowledging that the pursuit of truth in other religious philosophies is part of the divine plan preparing humanity for the coming of Christ (Viktorahadi, 2021). However, the prevailing view remains that Christianity is the only complete and sufficient path to salvation, with other religions viewed as incomplete or even erroneous pathways. Ultimately, English theologian Alan Race attempts to categorize these approaches into three main categories: exclusivism, inclusivism, and pluralism, each offering different answers to these questions (Race, 1983). Exclusivists argue that salvation is only through Christ, inclusivists believe that Christ is the ultimate revelation but allow for the possibility of salvation outside explicit faith in Christ, and pluralists contend that all religions provide valid paths to God (Lubis, 2015). These theological approaches provide a framework for Christians to engage with religious diversity while remaining rooted in their faith.

The primary approach in interreligious theology begins with fostering one's own faith while simultaneously nurturing an understanding and appreciation for other worldviews. In Christian theology, this method helps clarify the relationship between Christianity and other religions, providing a framework for understanding religious diversity in

light of biblical teachings. The theological approach to religion seeks to understand the nature, purpose, and significance of religion from the perspective of faith and revelation. Ridwan explains that one key theological approach is comparative, historical, and empirical theology, which strives to understand and interpret religious traditions in light of one's commitment to faith (Lubis, 2015). This method allows for an in-depth study of other religions, not only to affirm or refute them but to seek meaningful insights that can enrich one's theological understanding. This approach is characterized by a willingness to engage with the distinctiveness of other religions, entering into a respectful dialogue that acknowledges both similarities and differences. Through this approach, a theologian can explore how concepts such as grace, salvation, or divinity are understood in other religions and what these insights reveal about the Christian understanding of these ideas.

The efforts of interreligious theology aim to cultivate mutual respect, deeper understanding, and constructive dialogue among various religious communities. This essence manifests in the attempt to understand and interpret the nature, validity, and relationships among different religious traditions. It requires an effort to think theologically about what it means for Christians to live alongside people of other faiths and about the relationships between Christianity and other religions. Substantially, this role is carried out to clarify the specific ways in which one understands another faith in relation to one's own faith. Thus, the relationships among various religious traditions in an increasingly plural world can foster peace within the social sphere.

Christian Religious Education in the Era of Pluralism

In a world characterized by religious pluralism and cultural diversity, many faith-based communities face challenges in maintaining their distinct religious identities while engaging with the broader society. For Christian Religious Education, this is particularly relevant in the field of education, which concerns the essence and objectives of education itself. Talizaro argues that Christian Religious Education emphasizes holistic individual development through the integration of faith and learning, which is not just about instilling religious knowledge but about forming a complete individual

intellectually, morally, and spiritually within the framework of Christian values (Tafonao, 2019). Nancy explains that this educational model seeks to create an environment in which faith and learning are interconnected, aiming to shape students' intellectual, moral, and spiritual dimensions (Lumban Tobing, 2020). Thus, the essence of Christian Religious Education lies in its commitment to nurturing a deep personal relationship with God while maintaining a Christ-centered perspective in all areas of life.

The fundamental nature of Christian Religious Education is relational and transformative. According to Sidjabat, this education is designed to be more than mere academic teaching; it is also a formative process involving the hearts and minds of students in the pursuit of spiritual growth and moral development (Sidjabat, 2015). The relational aspect of CRE is crucial as it encourages guidance, community, and the development of a supportive environment where students can grow both spiritually and academically. This focus aims to instill a deep understanding of Christian teachings and to foster a strong sense of identity and moral purpose rooted in faith. However, amidst a pluralistic society, Christian Religious Education also faces the challenge of engaging respectfully with various cultural and religious perspectives. Hans Kung emphasizes that this engagement requires openness to dialogue and acknowledgment of the validity of diverse viewpoints while still maintaining a commitment to one's own beliefs (Kung, 2010). In an era marked by increasing cultural and religious diversity, the importance of Christian Religious Education cannot be overstated. As society becomes more pluralistic, the need for an educational framework that upholds and communicates Christian values while engaging various perspectives becomes paramount.

In practice, Christian Religious Education that embraces pluralism seeks to balance its religious mission with a respectful and inclusive approach to students from diverse backgrounds. According to James, such institutions often encourage critical thinking and interfaith dialogue, prompting students to explore and understand different beliefs while asserting their own faith (Lola, 2019). By incorporating diverse perspectives into discussions and classroom activities, Christian Religious Education promotes a sense of mutual respect and

understanding, ensuring that all students feel heard and valued (Lasut et al., 2021). This effort can be achieved by creating a curriculum that reflects Christian values and incorporates perspectives from other traditions and worldviews. In this way, they prepare students not only to stand firm in their religious identity but also to navigate and contribute to a diverse and interconnected world with empathy and understanding.

Christian Religious Education in the era of pluralism aims to establish an educational environment where values are taught with integrity and clarity, while also recognizing and respecting the presence of other religious and secular perspectives, thereby fostering a culture of mutual respect and understanding. In today's diverse society, where students are likely to encounter a wide array of worldviews, Christian Religious Education plays a critical role in preparing them to engage thoughtfully and empathetically with beliefs that differ from their own. Khoiril highlights the significance of interfaith dialogue as essential to this educational framework, suggesting that it enables students to learn from and engage with various belief systems, ultimately cultivating curiosity and empathy (Anwar, 2018). This dialogic approach not only enriches students' understanding of the world but also encourages them to articulate and maintain their beliefs in a reasoned and respectful manner, empowering them to explore and reflect on their faith alongside others. As students engage with differing perspectives, they develop the ability to think critically about their own beliefs, reinforcing their identity as Christians while also promoting social responsibility rooted in core values such as love, justice, and peace, principles that resonate across many religious traditions. Furthermore, by incorporating diverse pedagogical methods that emphasize collaborative learning and critical thinking, CRE enables students to nurture essential skills, such as empathy and cooperation, which are crucial for addressing societal challenges in a pluralistic context. Thus, CRE not only prepares students to navigate the complexities of a pluralistic society but also strives to fulfill its primary mission of transmitting Christian values, doctrinal teachings, and a deep commitment to Christ as the ultimate source of truth, ultimately serving as a beacon of hope and harmony in an interconnected world.

Integrating Interreligious Theology into Christian Religious Education

Christian religious education in the era of pluralism requires a more inclusive and responsive approach to the diversity of religions present in society. In an increasingly connected world, where intercultural and intergenerational interactions frequently occur, it is essential for religious education to accommodate and appreciate these differences. The integration of interreligious theology into the Christian education curriculum not only enables students to understand their own faith but also facilitates the development of important social and emotional skills. By studying the teachings of other religions, students are encouraged not only to think critically about their own beliefs but also to foster attitudes of respect and tolerance. According to Nursyamsi (2018), the integration of interreligious theology provides a platform for students to interact and learn from diverse perspectives, which is a necessary step in today's educational landscape filled with diversity.

Another important aspect of this integration is the introduction of various religious theologies that can be included in Christian religious education lessons. For example, introducing universal values such as love, justice, tolerance, and peace that are prevalent in both Christian teachings and other religions worldwide can help students recognize the shared commonalities that exist. As Smith (2020) points out, incorporating positive elements and ethical principles from other religions into Christian education is more than just an academic lesson; it serves as a bridge towards understanding and unity within society. In this way, students learn that despite theological differences, many values converge towards a common goal of building a better world. Through open dialogue, students are expected to understand that the basic tenets of religions do not always conflict but can complement each other when viewed through a lens that embraces various perspectives.

In the teaching and learning process, the use of interactive and discussion-based methods becomes crucial. Students are given the opportunity to discuss their views, as well as listen to and understand the beliefs of others. This not only helps them become more proactive in their learning but also stimulates critical thinking. This more eclectic

educational approach creates a safe environment for students to share their views and experiences while addressing preconceived prejudices. Rahman (2019) states that dialogic learning not only enhances the quality of education but also paves the way for students to face contemporary complex multicultural challenges in a constructive manner.

Furthermore, the integration of interreligious theology impacts not only individual student development but also the community as a whole. By actively engaging students in interfaith activities, Christian education can function as a powerful tool to build bridges between diverse faith communities, fostering an atmosphere of understanding and cooperation. Such social initiatives, including community service or collaborative projects that unite churches, mosques, and temples, provide practical opportunities for students to deepen their empathy and solidarity with one another, especially against the backdrop of today's societal challenges, which often highlight divisions and misunderstandings. As noted by Hasan (2021), participation in interfaith activities transcends mere agenda-setting; it becomes an essential learning process that cultivates a heightened sense of unity and mutual respect among community members, thereby reinforcing social cohesion within a pluralistic society. These activities not only contribute to a comprehensive sense of community but also emphasize the significance of shared human values—like compassion, justice, and love—within a broader spiritual context, encouraging students to recognize the common threads that bind different religious traditions and highlighting the role of faith in promoting social harmony and collective well-being. In this way, the integration of interreligious theology in Christian education inspires students to become active proponents of peace and understanding in their communities, ultimately contributing to a more inclusive and compassionate society for all.

From a spiritual standpoint, the integration of interreligious theology also contributes to the strengthening of students' faith. When students learn about the beliefs and spiritual practices of other religions, they often find new inspiration in their own faith journey. In a recent study, Jakubowski (2022) showed that students taught to appreciate the spiritual components of various traditions tend to have a deeper understanding of their faith and better

integrate religious values into their daily lives. This process helps students to appreciate the richness of diverse spiritualities, making them more tolerant while also instilling a sense of pride in their own religious identity.

Ultimately, it is essential for educational policies within schools and religious educational institutions to reflect a steadfast commitment to inclusive and integrative approaches. By formulating curricula that encompass a variety of theological perspectives, religious education can continuously adapt and remain relevant, especially as societies become increasingly diverse and heterogeneous. This endeavor necessitates active collaboration among various stakeholders, including educators, clergy, and the broader community, to ensure that these integrative values are woven into the fabric of the educational vision for students. Windham (2023) emphasizes that to create a genuinely inclusive learning environment, educational policies must facilitate the development of inter-theological dialogue, equipping students with the skills to embrace diversity while maintaining a strong foundation in their own beliefs. Such an understanding fosters an educational space where learners can engage with differing viewpoints constructively and respectfully, thereby shaping a new generation that is not only well-informed about their own faith but also empowered to contribute to meaningful dialogue and collaboration in a pluralistic society. This approach cultivates a sense of global citizenship among students, preparing them to navigate the complexities of modern life, where respect and understanding across cultural and religious lines are paramount to fostering peace and cooperation in increasingly interconnected communities. Through these initiatives, religious education can transform into a vital force for social cohesion, encouraging students to view their diverse environments not as challenges but as opportunities to grow, learn, and work together towards a more peaceful and harmonious society.

Positive Impacts of Integrating Interreligious Theology

The positive impacts of integrating interreligious theology into Christian religious education can be observed from various aspects, ranging from the development of tolerance to

enhancing students' social competencies. First, this integration significantly promotes tolerance and mutual respect among students from diverse religious backgrounds. In an increasingly global context, where children are likely to interact with peers from various backgrounds, the introduction to other religious teachings becomes essential. By involving students in inclusive learning environments, they can learn that despite differences in religious practices, core values such as love, justice, and peace are present in nearly every religion. As Luthfi (2021) notes, such dynamic lessons help reduce underlying prejudices, thereby fostering a more harmonious atmosphere both in the classroom and in social settings.

Second, the integration of interreligious theology significantly aids in reducing the potential for interreligious conflict by fostering an environment of understanding and respect among diverse beliefs. A profound comprehension of the teachings of other religions equips students with the necessary tools to engage positively in various social contexts, promoting a culture of coexistence rather than contention. When students come to recognize that their beliefs are not threatened by those of others, they are more inclined to cultivate meaningful relationships across religious lines, enriching their interpersonal experiences. Research conducted by Santosa (2022) demonstrates that in educational environments where such theological integration is actively practiced, there is a noticeable increase in students' participation in social activities and interfaith dialogues. These interactions not only facilitate a deeper appreciation for diversity but also contribute to the development of essential social skills, including empathy, active listening, and effective communication. As students learn to navigate conversations about differing beliefs and experiences, they become more adept at engaging with the complexities of human relationships. Furthermore, this skill set encourages students to develop a sense of responsibility as citizens who are not only thoughtful about their own beliefs but also respectful and open to the diverse perspectives around them. In this way, interreligious theological integration not only enhances individual growth but also strengthens community bonds by nurturing tolerant, informed, and engaged members of society. By embracing the richness of various faith traditions, students emerge from these

educational experiences well-prepared to contribute to a society that values dialogue, understanding, and respect among all its members.

Third, integrating interreligious theology significantly strengthens students' critical and analytical thinking skills, equipping them to navigate a complex and interconnected world. By actively participating in discussions surrounding various beliefs and traditions, students are encouraged to construct sound arguments and develop thoughtful perspectives, which are crucial for shaping their understanding of the diverse cultural and spiritual landscape they inhabit. This learning process aligns well with modern educational approaches that challenge students to think beyond established boundaries and delve into meaningful inquiries about their own beliefs and those of others. Such engagement not only fosters a deeper understanding of the nuances and intricacies of different faiths but also cultivates an environment where questioning is welcomed and critical thinking is prioritized. According to Wibowo (2023), these formative experiences empower students to articulate their views constructively and respectfully, honing their communication skills while also encouraging them to consider alternative viewpoints. This process is instrumental in the development of leadership and collaboration skills, which are essential in today's increasingly diverse and global workforce. In essence, the integration of interreligious theology in educational contexts not only prepares students to participate in respectful discourse but also equips them with the necessary tools to become effective leaders who can navigate and positively influence a multifaceted society.

Fourth, this integration contributes significantly to the development of individual identity. Understanding and appreciating other religions can help students clarify and fortify their own beliefs. In this process, students not only learn to respect others' faiths but also gain insights into the strengths and limitations of their own convictions. A study by Alimuddin (2024) shows that students exposed to other religious teachings tend to have a more positive relationship with their own faith and experience a strengthening of their spiritual commitments. Through this learning journey, they find deeper meaning in their religious practices and teachings, which serves as a cornerstone in developing a robust character.

Moreover integration of interreligious theology in Christian education plays a crucial role in character-building among students, offering a holistic approach to personal development. When students are exposed to universal values that resonate across different religions—such as compassion, integrity, justice, and respect—they are empowered to internalize these positive concepts and apply them to their everyday lives. This inclusive approach allows Christian education to transcend its traditional role of simply imparting sacred texts; it becomes a dynamic tool for facilitating moral and ethical development, shaping students into well-rounded individuals who understand the significance of their beliefs in a broader societal context.

By fostering good habits and cultivating positive attitudes, students are equipped to navigate the complexities of modern society with confidence and responsibility. They learn that their actions have consequences not only for themselves but also for others around them, promoting a sense of accountability. As Risky (2023) asserts, education that effectively integrates teachings from various religious traditions has a profound impact on the formation of character, enabling students to develop a deeper understanding of moral principles and ethical behavior. This educational framework encourages students not merely to comply with rules and regulations but to actively engage with the underlying values that shape those rules, leading to a richer comprehension of their responsibilities as community members.

Furthermore, the exposure to diverse perspectives nurtures empathy and critical thinking, allowing students to appreciate and respect the distinct beliefs of others. This character development is vital in preparing them to be proactive and compassionate members of society, capable of fostering dialogue and collaboration in a pluralistic world. Ultimately, by integrating interreligious theology within Christian education, educators lay the foundation for students to grow into conscientious leaders who can contribute positively to their communities, promote social harmony, and uphold the shared values that unite humanity across religious boundaries.

Additionally, the integration of interreligious theology has the potential to open new opportunities for community service, enriching students'

educational experiences while promoting social responsibility. Through collaborative efforts among various religious groups, students can learn the critical importance of working together to address pressing social issues, such as poverty, injustice, and environmental degradation. Engaging in interfaith projects encourages students to pool their resources, knowledge, and diverse perspectives, fostering a sense of shared purpose and community solidarity. By participating in these initiatives, students not only gain valuable firsthand experience in service learning but also have the chance to forge strong social networks with peers from different cultural and religious backgrounds, which ultimately enhances intercultural understanding and respect. Research by Suhardi (2024) highlights that students who are actively involved in interfaith activities exhibit significant progress in teamwork and leadership skills, invaluable assets that extend beyond the classroom. These experiences prepare them for future professional environments, where collaboration across diverse teams is increasingly essential. Moreover, by recognizing the strengths and contributions of various faith traditions, students develop a more nuanced and empathetic worldview, empowering them to become informed and engaged citizens committed to fostering a more inclusive and compassionate society. Ultimately, integrating interreligious theology not only enhances the educational journey of students but also plays a pivotal role in building communities that are resilient, interconnected, and responsive to the needs of all individuals.

Finally, interreligious theology promotes project-based education, where students collaborate on projects that embrace the values of multiple religions. This approach allows each student to contribute uniquely, providing opportunities for creativity to flourish. Project-based learning encourages innovation and the development of new ideas, enabling students to learn while simultaneously creating tangible solutions to the challenges they face. Such learning experiences are not only more engaging for students but also relevant to the real issues confronting their communities.

With all the positive impacts generated by the integration of interreligious theology into Christian religious education, it is clear that this approach benefits not only individual students but also

society as a whole. In a world where diversity increasingly becomes a reality, it is crucial for education not only to teach tolerance but also to promote understanding and collaboration among religious groups. By taking these integrative steps, Christian education can effectively serve as an agent of change, fostering a peaceful and harmonious society.

CONCLUSION

The integration of interreligious theology in Christian religious education has a significant impact in addressing the challenges of pluralism in modern society. This approach not only strengthens the attitude of tolerance and mutual respect among students from different religious backgrounds but also provides a space for constructive dialogue and the critical thinking development needed in an increasingly complex world. Through inclusive and participatory learning, students are invited to understand the universal values found across various religious traditions while also solidifying their own faith identity. This will enrich students' character and facilitate a deeper spirituality, enabling them to become active change agents with a positive impact in a diverse society. Thus, Christian education functions not only as an instrument for disseminating Christian teachings but also as a bridge to building a peaceful and harmonious community.

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