

## **ABSTRAK**

*The Islamic Religion Education expected to realize the human being who is devoutly religious and piety is a man who diligently worship, intelligent, responsibility, honest, fair, ethical, disciplined, tolerate (tasamuh), maintain the harmony personally and socially and develop a religious culture in the school community and science and technology in religion as preparation for social life. Multiculturalism is an ideology that recognizes and glorifies differences in equality both individually and culturally. The understanding and the meaningful multiculturalism of the learning process of Religious Education, required textbooks as a means in the learning process. Critical discourse analysis does not understand discourse or text only as the object of language study, but the text is understood in its context. Discourses are always tied to context. Discourse is also a tool to achieve certain goals including the practice of multicultural ideology. This article examines the critical discourse of multiculturalism contained in Islamic Religious Education textbooks. The presence of Islamic religious textbooks is covered by the applicable curriculum. The curriculum 2013 comes when the Indonesian people are in an atmosphere of frequent vertical and horizontal conflicts. Textbooks are organized on the basis of graduate competency standards and content standards. The competency standards of graduates and the content standards contain multiculturalism and attitudes that must be developed in multicultural life. Books that have been evaluated by the government already contain elements of multiculturalism.*

*Keywords: Multiculturalism, Critical Discourse Analysis, curriculum, Islamic Education, Textbook lesson.*