

## THE CONCEPT OF MULTICULTURAL EDUCATION IN ISLAMIC EDUCATION AT SYAFI'YAH PULO AIR HIGH SCHOOL SUKABUMI, WEST JAVA, INDONESIA

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### Abstract

*This research highlights the challenges in implementing multicultural education at SMA As Syafi'iyah Sukabumi, West Java. Students and teachers are faced with differences in language, culture, and technological capabilities, such as computers, LCDs, and English and Arabic. Even though not all students have memorized the Koran, the school prioritizes this program. The aim of the research is to understand the basic concepts of multicultural education. The research methodology used is qualitative, with data collection through interviews, observation and documentation. The results of the research show that the concept of multicultural education at As Syafi'iyah High School has been implemented in accordance with the 1945 Constitution and the 2013 Curriculum. Habituation and suritel methods are used to teach students to respect other people, respect each other, and prepare for the future by mastering science and technology. English and Arabic language skills are the focus, while multiculturalism is applied to respect differences in language, ethnicity, culture and background.*

**Keywords:** Basic concept; Multicultural

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### A. Introduction

Multicultural education offers an alternative through application the concept of education based on the use of diversity that exists in society, especially those in students such as the diversity of ethnicity, culture, language, religion and race. Most importantly, the concept of multicultural education is not only aimed at making it easy for students to understand the lessons they are learning, but also to improve them their awareness to always behave in a humanist, pluralist, and democratic manner (Najmina, 2018; Rahman, 2019; Sipuan et al., 2022). The plurality of the Indonesian nation which is not owned by other nations, becomes social capital with construction based on local wisdom. The heterogeneity of the Indonesian nation As a civilized nation, of course, it must be maintained and preserved national cultural heritage. In the context of social relations (social interaction) both horizontally or vertically in the reality of this plurality, instruments are needed education with an open, inclusive, tolerant and pluralist character. Educational language as a socio-cultural media to be a bridge between social reality and

the attitude that must be shown by the community, in this case are school members such as teachers and students (Prasetiawati, 2017). The terminology of multicultural education is a relevant term for developed in the realm of education in Indonesia as a plural nation.

It is clear that the main element in multicultural education is placement the position of students as equal subjects, there is no superiority of one component culture of a student against other students. Then this multicultural education can train and build the character of students capable of being democratic, humanist and pluralist in their environment. Academically, Islamic Religious Education is defined as a field of study that focuses its study on all dimensions of religion that emphasizes not discriminating between races. group, the most perfect human before Allah is pious human beings, high school students study the social culture of individual citizenship, using political science, education science as the basis or discovery. In essence, the basic concept of multicultural education is enriched by other relevant disciplines, and has useful implications for the implementation and practice of education for every citizen in the context of the national education system (Sholeh, 2019).

SMA As Safi'iyah Sukabumi West Java has dreams and aspirations to make the nation's children carry out multicultural education well in accordance with the mandate of the 1945 constitution, with the hope that the nation's children as the next generation have the ability to shape the character of a good national civilization. dignified. This is to develop the potential of the nation's children to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens with qualified skills.

## **B. Method**

According to (Margono, 2006) the research method using qualitative is a research method based on research in the field. Researchers conducted observations, interviews and obtained documentation at As Syafi'iyah Suka Bumi High School, West Java. Research is used to examine the condition of natural objects, where researchers make instruments. This type of research is presented narratively, not statistically (Sugiono, 2018). Data is obtained by using observation, the data sources are notebooks, cameras, recording devices. When using documentation, documentation or records are the source of the data. Researchers interviewed the chairman of the Foundation, Principal, teacher. students and Administration (Leni, 2015). To obtain information about the basic concepts of multicultural education. To the deputy head of school in the field of curriculum, the researcher asked the curriculum, basic concepts of education, student data, school profiles, multicultural education activities. Interviews are a question and answer process in research that takes place orally between the researcher and the object, face to face. listen directly to information or statements and the respondents' answers are recorded or recorded. Data analysis techniques, after the data is obtained by interviewing in the field if the answers interviewed after being analyzed are not satisfactory, then the researcher will continue the question again, to a certain stage, data is obtained that is considered credible (Nusa Putra, 2013). The next step is the researcher makes research instruments, which are

tools used to measure observed natural and social phenomena. and asked the respondents to answer the instrument that the researcher made. Those who answered the research questions were the Chair of the Foundation, the school principal, the deputy principal for curriculum, the deputy principal for student affairs, and the religion teacher. students and Administration. The next stage is reducing the data means summarizing, choosing the main things, focusing on the things that are important, looking for the theme of the pattern and removing those that are not need (Arikunto, 2002). Presentation of data (Data Display) in the form of descriptions. Presentation of data in qualitative research is with narrative text. multicultural education at SMA As Syafi'iyah Sukabumi, West Java.

### **C. Finding and Discussion**

#### **1. Finding**

The basic concept and background of multicultural education in Islamic education at SMA As Syafi'iyah Air Polo Sukabumi West Java is a vehicle for increasing faith, piety and noble character in the context of educating the nation's life, which is regulated by law. The advantage of this high school is that it is based on a pesantren, making it easier for students to get Islamic and multicultural education. The basic concept of Islamic Religious Education is carried out through the habit of praying in congregation, fasting on Mondays and Thursdays, Duha Prayers and obligatory prayers in congregation. Read the Koran, explore. The basis of Islamic Religious Education is carried out through the habit of praying in congregation, fasting on Mondays and Thursdays, Duha Prayers and obligatory prayers in congregation. Reading the Koran, studying Tafsir, Hadith and Aqidah Morals, Fiqh, Arabic is carried out with the method of habituation and example from the teacher.

Multicultural Education has been implemented because students come from all provinces in Indonesia. Different languages because they come from different tribes and cultural backgrounds. The use of two languages, namely Arabic and English, motivates students to prepare for international studies. Because there are graduates from high school who continue on to Al Azhar Egypt. Sudan. Mecca and Medina or other countries. Preparation using everyday Arabic and English, actively and passively. Educating students to become Hafidz/oh memorizers of Al Quran 30 Juz is a flagship program. Learning using technology such as Wifi, computers, computer laboratories and language laboratories. LCD, Exam using CBT and surveillance using CCTV.

The basic concept is an initial thought which will be used as a guide and developed in the formation of existing scientific knowledge. The basic concept is needed because it is used as an initial thought to be developed into an innovation in various scientific fields or in life in general. The basic concepts used are the three basic concepts of Islamic education, namely (Ta'dib, Tarbiyah and Ta'lim), namely; Ta'dib, is the masdar form of the word addaba, which means the recognition and acknowledgment gradually instilled in man about the proper places of all things in the order of creation in such a way as to lead to the recognition and acknowledgment of God's Power and Majesty. Al-Tarbiyah is the process of nurturing, fostering, developing, maintaining and becoming a maturity for an object. Ta'lim means teaching. It is rooted in the form 'allama-yu'allimu-ta'liman. As for

terminology, ta'lim refers to teaching that conveys understanding, knowledge, and/or skills. In the context of Islamic education, the word taklim is often used. (<https://google.com>)

The background of multicultural education is the existence of a society with individuals who have diverse backgrounds in language and nationality, race or ethnicity, religion, gender, and social class. Nationality material in high school is studied in the national perspective. Materials on nationalism are the perspective of the Indonesian nation in managing the life of the nation and state based on national identity and awareness of the national system originating from Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia. taught through subjects (Pancasila Education and Citizenship) and (NKRI). The Unitary State of the Republic of Indonesia.

Tribal material (race or ethnicity), in high school, is the same as in Indonesia, such as the Aceh Tribe. Batak tribe, Minangkabau tribe. The Minangkabau tribe occupies the province of West Sumatra and is often called the Padang ethnic group. Betawi culture. Sundanese. Javanese ethnic. The Javanese tribe inhabits the areas of Central Java, Yogyakarta and East Java. There are still many tribes in Indonesia. Described in the Subjects of History and Cultural Arts and Skills (SBK) describes the culture of each province in Indonesia, various foods, dance, music, culture and customs.

Materials for Islamic Religious Education in SMA include Islamic Religious Education Learning (PAI) in madrasas which are divided into several subjects, namely Fiqh, Aqidah Akhlak, Al-Qur'an Hadith. Educational material with a gender perspective is education that uses the concept of gender justice. Gender material teaches the characteristics and differences between women and men. Both when praying or other worship. The obligations of men and women after marriage are very different. Gender education emphasizes mutual respect and respect for gender differences. Get to know the reproductive organs and maintain health. Partnership is a harmonious alignment between women and men, paying attention practical or strategic gender needs and interests of women and men. Broadly speaking, the Sociology material discussed in high school classes includes Sociological functions, values and norms, social interaction, socialization, personality formation, deviant behavior, application of Sociological knowledge, and social rules in life.

SMA As Syafi'iyah has 58 students in class X IPA, 83 students in class XI d and 27 students in class XII with a total of 167 students. The number of teachers is 22 people. Vision: "Becoming a pious generation with character and excellence in achievement. "Mission" Optimizing the implementation of religious and social activities based on Islamic boarding schools. carrying out religious values and behaving akhlaqul karimah in everyday life, optimizing the fulfillment of the eight National Education Standards implementing participatory school-based management by involving all school community Increasing awareness of all school members to maintain a conducive environment. Growing a spirit of achievement for all school members. Guiding and improving student competence in academic and non-academic fields. Improving the competence of educators and education personnel.

School Goals: To become a leading school in Sukabumi, West Java and at the national level. Improving the quality of education services. Improving the quality of graduates who are superior in achievement to prepare students who are skilled, highly disciplined, have noble character based on solid IMTAQ and science and technology, prepare students to continue their education to a higher level. The basic concept of multicultural education carried out at SMA As Syafi'iyah Sukabumi, West Java, is to increase faith and piety as well as noble character in order to educate the nation's life, which is regulated by law. This is stated in Article 31 Paragraph (3) of the 1945 Constitution which states that the Government seeks and organizes a national education system, which increases faith and piety and noble character in the context of educating the life of the nation, which is regulated by law. Article 31 Paragraph (5) of the 1945 Constitution mandates that the government advance science and technology by supporting high religious values and national unity. The description of the 1945 Constitution on education is contained in Law no. 20, 2003 Article 3 (National Education Constitution) states, National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. , have a noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

Based on the function of the basic concept of national education, it needs to be supported by an appropriate curriculum. The 2013 curriculum is a curriculum that is able to support the function of national education because the 2013 curriculum aspires to be able to give birth to future generations who are comprehensively intelligent, namely not only intellectually intelligent, but also emotionally, socially, and spiritually intelligent. This can be seen in the basic concept of multicultural education in the learning process carried out by the teacher as curriculum implementer. The teacher gives flexibility to students to construct knowledge and experience gained in everyday life through strategies and approaches to learning. The basic concept of multicultural education according to (Djamarah, 2011) is to teach students to use educational principles and learning theories, which are the main determinants of educational success. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students or students.

While (Uno, Hamzah, 2011) explains "the concept of multicultural education is an activity that seeks to teach students in an integrated manner by taking into account the factors of the learning environment, student characteristics, characteristics of the field of study and various learning strategies both delivery, management and organization of learning". Siti Kursini (2005: 128) emphasized that the basic concept of multicultural education is an effort to develop human resources that must be carried out continuously as long as humans live. The content and learning process need to be continuously updated according to the progress of science and culture of society. The implication is that if the people of Indonesia and the world want the availability of human resources with national

and international standard competencies, then the content and learning process must be directed at achieving these competencies.

In this sense it can be said that the basic concept of multicultural education is an effort to teach students to learn. This activity will result in students learning something in a more effective and efficient way. The basic concept of multicultural education is a complex undertaking. That is, learning activities involve many component factors that need to be considered. For this reason, the planning and implementation of its activities requires wise and prudent considerations. A teacher is required to be able to adjust the characteristics of students, the current curriculum, cultural conditions, available facilities with learning strategies that will be conveyed to students so that goals can be achieved. Learning strategies are very important for teachers because they are closely related to the effectiveness and efficiency of the learning process.

The objective of the basic concepts of multicultural education both formal, informal and non-formal is expected to provide experience for students through "learning to know, learning to do, learning to be and learning to live together" according to the recommendations proclaimed by UNESCO. The purpose of the basic concept of education is one of the aspects that need to be considered in planning learning. Because all learning activities lead to the achievement of these goals (Poedjadi, 2010).

According to (Azra, 2015) simply multiculturalism can be understood as an acknowledgment that a country or society is diverse and plural. Or it can also be interpreted as "belief" in normality and acceptance of diversity. Meanwhile, according to H.A.R Tilaar the notion of multiculturalism contains at least two very complex notions, namely "multi" which means plural, "culturalism" contains the notion of culture or culture. H.A.R. Tilaar (2004: 82) The term plural contains various meanings, because pluralism does not mean merely an acknowledgment of the existence of things that types, but recognition that has political, social and economic implications. Therefore pluralism is concerned with the principles of democracy. Additionally, (H.A.R & Manifesto, 2015) also explains that multiculturalism is also related to epistemology, but the notion of scientific development in relation to social life. Multiculturalism can simply be said to be an acknowledgment of cultural pluralism.

Cultural pluralism is not something that is "given" but is a process of internalizing values within a community. In social reality, multiculturalist strategies also require a positive image but do not provide conditions for assimilation. However, ethnic groups are believed to have equal status, have the right to maintain their cultural heritage. Cris Barker in explains that multiculturalism aims to "celebrate differences". In education, for example, multi-religious teaching, ritual performances and promotion of ethnic food are aspects of educational policy (H.A.R & Manifesto, 2015).

The implementation of the basic concept of multicultural education at SMA As Syafi'iyah is in the Muhadoroh lesson. This education provides opportunities for students to dare to appear in public. students are given the freedom to choose as presenters, read the holy verses of the Koran, recite recitations and Hadroh/Marawis performances, lectures and prayers. On this occasion the teacher educates students to be self-confident,

practice unselfish TEAM, tolerate their friends, train a sense of responsibility for carrying out tasks, not to be picky about friends they like or dislike. and as speakers, students are given the opportunity to express themselves in Arabic or English. The aim is to train students' Life Skills to have a sense of love for the homeland, and be motivated to advance the homeland with achievements and abilities that can be displayed at the world level. Without discriminating against race, class, skin color, the teacher gives equal opportunity to students to dare to appear and develop their own abilities.

Another illustration of the basic concept of multicultural education at As Syafi'iyah High School is like participating in the LKS (Student Worksheet) competition at the National level. All participants came from various provinces, different religions, races and skin colors as well as religions. This provides education to students that the participants are different, but we are still the same, namely the people of Indonesia. Different religions, languages, cultures but we are still one, namely the Indonesian nation. In daily life at As Syafi'iyah High School it consists of students from all over Indonesia. Students are accustomed to hearing different language accents, different cultures, ways of daily life, this is multicultural education that is applied every day at school.

At the "General Education" event organized by the Foundation, invited speakers from Arabic and English. Students routinely at least once every three months hear public lectures using Arabic and English. The goal is for students to be fluent and active in English and Arabic. Or within a period of three months Hafidz and Hafidhoh Quran International are invited, the aim is to motivate students to memorize the Al Quran and want to memorize the Al Quran perfectly. Good continued Verse, memorize randomly. or memorize the Al Quran in its entirety from juz 1 to 30.

In daily life at SMA As Syafi'iyah the basic multicultural education has been implemented because the teachers who teach at the school come from all provinces in Indonesia. Some are of Central Javanese ethnicity. East Java. aceh. from Padang , From Bali and from East Nusa Tenggara, From Kalimantan and Sulawesi. Teachers of various nationalities and educational backgrounds for Bachelor and Master according to their expertise provide real role models for students that mutual respect, appreciation and acceptance of different cultural backgrounds are a reflection of the nation in the world.

## **E. Conclusion**

The implementation of the basic concepts of multicultural education at As Syafiiyah High School has been carried out and is in accordance with the 45 Constitution and the 2013 Curriculum. The implementation of the basic concepts of multicultural education uses the habituation and modeling methods. The goal is for students to get used to respecting others, respecting each other and preparing themselves for the future as human beings. who must master science and technology. The use of English and Arabic, as well as memorization of the Koran, is a flagship program in schools. Multiculturalism because teachers and students come from different ethnic and cultural backgrounds from each province in Indonesia provides real examples of multicultural education in everyday life.

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