



## IMPLEMENTATION OF MULTICULTURAL ISLAMIC RELIGIOUS EDUCATION AT MADRASAH ALIYAH NEGERI SELUMA, BENGKULU

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**Abstract:** This study discusses the implementation of multicultural Islamic religious education in PAI learning at MAN Seluma Bengkulu Province. Multicultural as a perspective can be a solution to mutual acceptance of differences, open to each other and maintain inter-religious harmony. This research aimed to reveal how implementation multicultural values at MAN Seluma Bengkulu Province. In this study, the type of research used is descriptive qualitative research. Processed data obtained through observation techniques, interviews and documentation. Based on the results of the research, it shows that the implementation of multicultural values at MAN Seluma, Bengkulu Province is carried out in various stages, both the planning stage, the implementation stage and the evaluation stage.

**Keywords:** Islamic Religious Education, Multicultural, MAN Seluma

**Abstrak:** Penelitian ini membahas implementasi pendidikan agama Islam multikultural dalam pembelajaran PAI di MAN Seluma Provinsi Bengkulu. Multikultural sebagai perspektif dapat menjadi solusi untuk saling menerima perbedaan, saling terbuka dan menjaga kerukunan antar umat beragama. Penelitian ini bertujuan untuk mengungkap bagaimana penerapan nilai-nilai multikultural di MAN Seluma Provinsi Bengkulu. Dalam penelitian ini, jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif. Pengolahan data diperoleh melalui teknik observasi, wawancara dan dokumentasi. Berdasarkan hasil penelitian menunjukkan bahwa penerapan nilai-nilai multikultural di MAN Seluma Provinsi Bengkulu dilakukan dalam berbagai tahapan, baik tahap perencanaan, tahap pelaksanaan maupun tahap evaluasi.

**Kata kunci:** Pendidikan Agama Islam, Multikultural, MAN Seluma



## **.Introduction**

Indonesia is a country compound. This can be seen from various socio-cultural and geographical conditions. The existence of this diversity can be one of the great potentials for the progress of the nation. Indonesian people also adhere to various religions and beliefs such as Islam, Catholicism, Christianity, Hinduism, Buddhism, Confucianism and various other religious sects. Therefore, Indonesia is one of the largest multicultural countries in the world (Ilmi Siti Fatimah, 2019).

Country that has multiethnicity and multicultural uniqueness like Indonesia is faced with its own dilemma, on the one hand bringing Indonesia to become a great nation as a multicultural nation-state, but on the other hand it is a threat. So it is not an exaggeration to say that multicultural conditions are like coals in husks which are easily ignited and heat up at any time. (Baihaqi, 2022) This condition is normal insofar as differences are realized and their existence is internalized as something that must be addressed with tolerance. However, when these differences surface and become a threat to harmony in life, this can become a problem that must be resolved in an attitude of tolerance. Questioning the proneness of conflict to occur in a multicultural society like Indonesia, has a great potential for conflict between groups, ethnicities, religions, and ethnic groups. (Zasrianita et al., 2022) One of the indications is that various social, professional, religious, and organizations or groups have started to thrive and are struggling and acting on behalf of group interests which lead to SARA (ethnic, religious, racial and inter-group) conflicts. (Abdurrashid, 2019)

One way to instill multicultural values is through the educational process, Chairul Mahfud said that education is the most appropriate vehicle for building multiculturalism awareness. (Jaya & Susanto, 2022) Because, at an ideal level, education should be able to act as a 'spokesperson' for the creation of a foundation life liberated multiculturalism from State co-optation. (Kasdi & Farida, 2019)

On context that, participants students at the SMP/MTs and SMA/MAN levels. This early age mass is a short period of child development but a very important period for their life, therefore all the potential that children have needs to be encouraged so that the child's potential will develop optimally. Multicultural education carried out from an early age, it is hoped that at later stages of development children will be able to accept differences, especially related to self-identity, the environment and the people around them, so that they can apply and accept these differences in everyday life. This will affect whether or not children are easily accepted by the surrounding community in terms of socializing. (Bukhori, 2018)

## **Literature Review**

Multicultural way etymological consists from two words namely multi culture with thereby multiculturalism is understand acknowledge many culture man in something society. Multicultural Islamic religious education is an underlying learning process by principles maintenance culture And each other have mutual feelings honor between whole group culture in public as well as carries a dialogue approach to foster awareness of living together in diversity. Islamic religious education taught in schools and madrasas when viewed from empirical social facts has not been one hundred percent successful in educating their students to be tolerant of other communities outside of themselves. (Baihaqi, 2022) This is evident from the fact that there are still many school and madrasah graduates who have been taught Islamic religious education, but are still involved in religious conflicts. (Samsurrijal, 2022) So to overcome this problem, multicultural-based Islamic education as an alternative solution needs to be implemented in schools, both public and private schools, and to reduce the occurrence of discrimination in the life of a pluralistic society, it is also very necessary for students to be taught religious tolerance, their understanding of fellow human life must be developed so that there is no conflict in society, especially in a multicultural society. (Jihan, 2014)

In implementing multicultural values, school education institutions are the most appropriate vehicle. (Angraheni, 2022) This is because, in the school environment students have very diverse backgrounds, both from socio-economic backgrounds, parents' educational backgrounds, regions including customs and culture. Within this diversity, of course, there will be many differences in the attitudes and behavior of students. According to Banks, Islamic Religious Education is Multicultural is education oriented democracy on development knowledge knowledge, attitude And Skills participate in society. Contained substance is education For freedom at a time disseminate A effortful movement create connection tight between fellow. (Ziaulhaq, 2022) By because Therefore, multicultural Islamic Religious Education is contained anti racist and culture, basic For known by the teacher and students, as well become indifference from pedagogy critical.

In context descriptive, Multicultural Islamic Religious Education should containing about themes about tolerance, difference, ethno-cultural and religion, danger discrimination, settlement conflict And mediation, rights basic human, democratization, pluralist, universal humanity, and other relevant subjects. In line with that, Musa Asy'arie put forward that Multicultural Islamic Religious Education is a growing process flower attitude tolerance between public to A diversity existing culture. There is since a long time on societys.

## Principles of Multicultural Islamic Religious Education

Madrasas as educational institutions that accommodate general and religious education certainly uphold the attitude of tolerance without questioning the origin of ethnicity, ethnicity and race. Madrasas that have implemented the K13 curriculum, not only teach science but must be able to teach students who are skilled and have strong character in dealing with the times. The teaching aims so that they can live together and side by side with various groups of people who are heterogeneous and able to spread grace to the environment. (Faoziah et al., 2016)

Conceptually, Multicultural-based Islamic religious education has principles in the implementation of learning, including namely:

1. The selection of teaching materials must be culturally open. This openness should unite opposing opinions
2. The contents of the learning materials that have been selected must contain differences and similarities across groups.
3. Teaching materials must be relevant according to the context of time and place
4. In the implementation of learning, all learning must describe and build on the experience and knowledge that students bring to class. Education should make interactive learning models so that students can easily understand them.

## Method

This research is a qualitative research (Zainuddin & Syafi'i, 2023), because it is more focused on understanding the phenomenon of what is experienced by research subjects which include behavior, perceptions, motivations, actions and other social processes that occur in an educational institution. The focus of this research lies in the implementation of multicultural values in the school and community environment. Because this research is a study of a unified system in the form of activities, events of a group of individuals, this research uses the case study method. Material or content in PAI learning is part of an attitude of tolerance that is diverse, and it also includes part of Islamic religious education that has a multicultural perspective. Observation techniques carried out by researchers include interacting directly with students, looking at student activity routines, observing student behavior patterns and seeing what phenomena occur in the classroom and school environment.

As an object of research, the researcher chose the MAN Seluma school in Tumbuan, Lubuk Sandi District, Seluma Regency Bengkulu province. In this study, the primary sources were school principals, PAI teachers, and students and schools that had something to do with this research. As for the secondary sources in this study in the form of documents on school administration. For data collection techniques, qualitative research can be done with observation or observations, interviews (interviews) (Riskia, 2022), questionnaires (questions) (Eficandra, 2022) and documentation (Suwarjin, 2023).

## Results and Discussion

### Profil of MAN Seluma

Seluma State Aliyah Madrasah (MAN) is a development of the South Bengkulu District Manna State Madrasah Aliyah (MA), which at that time was named Tumbuan Aliyah Madrasa (MA), which was established on June 26 1996, based on a Decree from the Head of the Regional Office of the Provincial Department of Religion Bengkulu Number: Wg/3.b/PP.00.11/425/1997. Since then Madrasah Aliyah (MA) Tumbuan has held senior secondary level education in order to participate in educating the life of a nation that is faithful and pious, has noble character and has extensive knowledge.

Along with development epoch, based on Decision Minister of Religion of the Republic of Indonesia Number 49 of 2009 dated March 6 2009 Madrasah Aliyah herbs official nationalized And set as Madrasah Aliyah Negeri (MAN) Seluma, arrived moment this which is the only Madrasah Aliyah State (MAN) in the Regency always. Seluma State Islamic Senior High School (MAN Seluma) Kab. Seluma is the only madrasa in the district. Seluma. Precisely on Jl. Bengkulu – Tais Km.44 Tumbuan Kec. Lubuk Sandi, Seluma. In leadership, there have been 5 (five) leadership changes.

### Results Study

This research is research that is focused on teachers and students at the Seluma State Madrasah Aliyah (MAN Seluma) Kab. Seluma. As material for studying data, researchers carried out data search activities through in-depth interviews and giving questionnaires to students and teachers. Observations and documentation have been carried out during the research and produced some data that can be used as data processing. In the research, informants were taken as many as 1 Madrasah Head, and 3 teachers, while there were 2 students. All of the selected informants are those who know about the application of multicultural tolerance values in education Good on stage planning, implementation And evaluation.

a. Implementation Multicultural Islamic Religious Education in planning learning at MAN Seluma Bengkulu Province .

Lesson planning must be prepared before an educator/teacher carries out learning both inside and outside the classroom. In this case the teacher is required to make learning tools such as syllabus, lesson plans and so on . As said by the Principal of MAN Seluma School, Mr. Ichwan Saputra, M.Pd, he said:

*"Related to Multicultural Education, teacher must make planning especially formerly. Form planning Which meant that is compile plan learning with integrate education multicultural in certain subjects, for example in eye lesson PKn And IPS, religion, art culture And Skills. For furthermore Teacher need set indicator What just Which relevant with education multiculturalism in learning. For example, this indicator education multicultural related with religion, ethnic group nation, And culture "*(I. Saputra, personal communication, 2023)

From the results of these interviews it can be seen that in lesson plan prepared by the teacher in particular in compiling RPP and RP must integrate multicultural values for guard values culture on various students and For avoid split . PPKn teacher must adopt deep multicultural values compile plan learning so does the eye teacher lesson other so that the learning process can run optimally according to plan.

b. Implementation Multicultural Islamic Religious Education in implementation learning at MAN Seluma Bengkulu Province .

In implementing multicultural-based Islamic education at MAN Seluma Bengkulu Province is carried out in two aspects of learning, namely learning in the classroom and learning outside the classroom. Education cannot be separated from learning activities that take place in a particular institution. Implementation of learning activities at MAN Seluma Bengkulu Province lasts from Monday to Saturday. In implementing multicultural Islamic education in this class the PAI teacher makes a variety of learning methods so that students can understand the lesson well, in this case Ms. Elda Hartati , S. Pd in an interview said the following:

*" I use various learning methods in learning according to the characteristics of students, for example my sports class uses the project method because the children like to be active so I choose this method that is appropriate. Indeed, the students here consist of various cultures, so with the varied learning methods that I use, it will foster tolerance and mutual respect among them.*(H. Hartati, personal communication, 2023)

In addition to the application of multicultural-based Islamic religious learning carried out outside the classroom, this learning is also carried out outside the classroom at MAN Seluma , as said by Mr. Hotman, SH in the following interview:

*" Besides in the classroom, I also apply learning to children outside the classroom, for example, my learning is done in the prayer room when the children are practicing prayers . Here Also child taught For each other value ability between friends who don't The same with they in matter learning to create order between them , so they Can each other value One The same other "*(Hotman, personal communication, 2023)

From the results of these interviews it is known that the implementation of Multicultural Islamic Religious Education is carried out in the classroom and outside the classroom.

c. Implementation Multicultural Islamic Religious Education in evaluation learning at MAN Seluma Bengkulu Province .

Evaluation And Assessment of multicultural education can be done through change behavior, attitude moral, And mentally in understand And accept as well as carry out diversity as nation Indonesia. This behavior is seen in the way of addressing differences opinion, honor religion, skin color, and so on. Based on the results of interviews, in the evaluation of multicultural Islamic Religious Education learning at MAN Seluma it is known as follows :

*" Multicultural education improves teachers and students in intercultural understanding culture And Skills, communicationcross culture, ensure all policy school, including strategic and annual three year plans, codes of conduct, code clothes And policy discipline reflect the diverse nature of the school community "*.(Anisa, personal communication, 2023)

From the results of the interviews above it can be seen that the implementation of multicultural Islamic religious education learning makes students and teachers understand each other between different cultures and know the code of ethics including in dress and discipline.

## Discussion

The implementation of multicultural values in learning Islamic religious education at the Seluma State Madrasah Aliyah, Bengkulu Province, is the same as in other schools in general. The implementation of multicultural values is carried out at the planning, implementation and evaluation stages. In the planning stage before learning is carried out, the teachers first prepare all kinds of learning tools, such as lesson plans, syllabus, process and others. This is done so that the learning process can run effectively and can achieve the desired

goals. In preparing this learning tool, the teacher makes it according to the learning theme and adapted to the conditions of multicultural students so that students can understand the lesson optimally. RPP and arranged syllabus by teachers have to load adapted multicultural values with eye lesson each.

In the implementation of learning, the implementation of multicultural values in Islamic Education Learning at MAN Seluma Bengkulu province is not only carried out in the classroom but also outside the classroom. This is in accordance with the theme of the lesson being taught, so students don't feel bored. These multicultural values are also applied by all school members so indirectly this will make it easier in terms of setting an example to all school members, especially the students themselves. In implementation Teacher in matter This very role For develop knowledge, And attitude student about meaning multicultural Actually. Management education multicultural Which held by school aims to provide the correct understanding to students regarding cultural diversity, instilling a spirit of solidarity, motivating Study student, so that they can socialize best with society.

Meanwhile in the evaluation stage, the implementation of multicultural values at MAN Seluma Bengkulu province has been carried out through the attitude of students who always care for each other, respect and tolerance. In addition, multicultural education assessment can be done through learning patterns that expose students to interactions world real Which found in life daily, Multicultural education is characterized by the use of problems the real everyday life of the diverse environment before them student. it is not designed to help students receive as much information as possible, but developed for help student develop behavior, attitude, And moral. Besides That, Study various role person mature through engagement they in experience real or simulation, and become independent learners. Environment Study And system management on education multicultural characterized by environment open class and the active role of students, so that teachers in education multiculturalism acts as a problem presenter, questioner, stage dialog And give learning facilities. (Syarif, 2020)

## Conclusion

Multicultural education is a process of inculcating life values in respect and tolerance for cultural diversity in the midst of the social order of life . Multicultural education does not have to stand alone, but can be integrated into the educational process in the school environment through Islamic religious subjects. Therefore, multicultural education at MAN Seluma Bengkulu School includes teaching and learning activities related to respecting other people's cultures, tolerance in religion, not imposing personal opinions on others and other relevant subjects leading to the formation of a peace-loving and mutual society. honor. The contents of multicultural education that have been learned from both PAI teachers and parents must be implemented in everyday life. In order for students to have high social attitudes and be able to interact with the wider community, not only academic lessons are given, but also Islamic religious education is provided with a multicultural perspective. The implementation of multicultural values in learning Islamic religious education at MAN Seluma Bengkulu Province has been carried out both at the planning, implementation and evaluation stages. At the planning stage, it can be seen from the syllabus and lesson plans prepared by the teachers by integrating multicultural values. Furthermore, the teacher determines indicators that are relevant to multicultural values. At the implementation stage the implementation of multicultural values is carried out both inside and outside the classroom. This is done by cultivating mutual respect, appreciation, cooperation and mutual understanding, especially among students. As for the evaluation stage, the implementation of multicultural values is carried out by always observing changes in student behavior, moral and mental attitudes in understanding and accepting and implementing diversity as an Indonesian nation.

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