

IMPLEMENTATION OF MULTICULTURAL VALUES IN ISLAMIC RELIGIOUS EDUCATION TEACHING MATERIALS AT SMA N 1 NGANJUK

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ABSTRACT

This research is a field research using a qualitative case study approach to identify multicultural values contained in Islamic Religious Education teaching materials. In addition, the purpose of this research is also to reveal how these values are implemented in classroom learning. To that end, this research leads to the documentation of Islamic religious education learning tools and the data is analysed using the interactive model of Miles and Huberman. The result of this research is that Islamic religious education textbooks in Nganjuk State High School I normatively try to accommodate multicultural values which include a) democratic attitude b) tolerance and c) non-violence. In the context of delivering multicultural values in the classroom. Islamic Religious Education learning, Islamic Religious Education teachers at Nganjuk State 1 High School try to synergise the multicultural elements that are adjusted to the material and learning objectives, so that the learning process in the classroom grows multicultural nuances.

Keywords: Implementation, Multicultural Values, Teaching Materials.

A. INTRODUCTION

SMAN 1 Nganjuk is an educational institution that really cares about the sustainability of plurality and diversity in all dimensions of life, be it ethnicity, race, language, profession, culture, and religion . This school is trusted by the community to manage the trust of parents from 9 89 students with 57 students in language class, 634 students in Science class and 289 students in Social Sciences class. where there are 906 Muslim students and 52 Protestants, while 21 Catholics and finally 10 Hindu students The hard work of 69 teachers consisting of 52 civil servants and 18 non-PNS and 18 employees has placed Nganjuk 1 Public High School on an equal footing with top schools in East Java both in terms of academic and non-academic achievements.

The main reason the researchers chose Nganjuk 1 High School as the object of this study was based on the fact that in the learning process, the teachers had incorporated the multicultural dimension into the teaching materials they selected and used. this terrimin from election themes in the learning process PAI subject In determining the theme or material for PAI learning, the existence of PAI textbooks is one of the determining sources.

In principle, teachers are not fixated on one book as a reference. In this case the teacher provides BSE recommendations (electronic school books published by the Ministry of Education and Culture in the form of soft copy files. The book is a reference book used by students. In addition to these books, the teacher also suggests accessing the internet related to learning material. Based on this, it can be said that PAI teachers in this case give freedom to students to find learning resources related to learning materials. This reflects an attitude of democracy and respect for the freedom

to choose learning resources that are relevant to the perspective of multiculturalism.

This research has similarities related to the place and focus with research conducted by Arifin Et.al¹ related to multiculturalism in Islamic religious learning. The difference between this research and Arifin lies in the object of study which is more directed to teaching materials without discussing the learning process in Arifin's research. In addition, there are also studies conducted by Hamdan², Atho³, Ramdhan⁴, all of which focus more on the learning process and sometimes also mention the curriculum and planning. There is no one who focuses more on identifying multicultural values in Islamic religious education teaching materials.

Based on grand tour , preliminary conclusions can be drawn that Nganjuk 1 Public High School seeks to instill multicultural values in students by applying the principles of inclusive learning, respecting plurality, and tolerance. Even so, the truth of this hypothesis still needs to be further proven by means of in-depth data mining based on what the participants or data sources said, felt, and did.

¹ Zainal Arifin, Masykuri, dan Moh.Hanief, "The Internalization Model of Multicultural Values in Islamic Education Learning at SMAN 1 Nganjuk," *EDUTECH: Journal of Education And Technology* 4, no. 2 (2020): 307–14, <http://ejournal.ijshs.org/index.php/edu/article/download/153/125>.

² Hamdan Hamdan, Nashuddin Nashuddin, dan Adi Fadli, "The Implementation of Multicultural Islamic Religious Education Model at Darul Muhajirin Praya High School," *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 165–78, <https://doi.org/10.14421/jpai.2022.191-12>.

³ Saihul Atho, A Huda, dan Nor Aini Safitri, "Multicultural Values in Learning Islamic Religious Education in Schools (Study of Efforts to Build Student Character at SMAN II Jombang)," 2021.

⁴ Tri Wahyudi Ramdhan, "MODEL PENGEMBANGAN KURIKULUM MULTIKULTURAL (Studi Kasus Perencanaan Kurikulum SMA Negeri 1 Kediri)," *al-Insyirah: Jurnal Studi Keislaman* 5, no. 2 (2019): 15, <https://doi.org/https://doi.org/10.35309/alinsyiroh.v5i2.3516>; Tri Wahyudi Ramdhan, "Kurikulum Pendidikan Islam Multikultural (Analisis Tujuan Taksonomi dan Kompetensi Peserta Didik)," *JURNAL PIWULANG*, vol. I, 2019, <https://doi.org/10.32478>.

B. METHOD

Research This is study field (field research) with use approach qualitative . Whereas type study This using a case study because characteristic inclined case studies No need time such old research as needed by ethnography⁵. Whereas type method studies use case _ in study This is observation participation Because type method This possible researcher Can net characteristic information _ empirical And the events that happened on community social or segment social in detail and where the actual researcher life And get along with they in a manner direct .

Next , in collect data used interview technique deep, observation participant And documentation . After the data is collected , then the data is processed using the Miles and Huberman interactive data processing model⁶ Finally, after Data processing is also carried out to check the validity of the data with use technique triangulation sources, techniques And time⁷ .

C. THE SECOND ASPECT OF THE DISCUSSION, THE STYLE OF OTHER REFERENCES

Before speak about mark embedded multiculturalism _ in material nuku teach more formerly researcher will explain book text eye PAI lessons used in Nganjuk 1 Public High School . SMA N 1 Nganjuk on in principle No fixated on One book as reference . In matter this the teacher gives 3 book recommendations namely the published PAI SMA by Earth Character ,

⁵ Ahmad Tanzeh Suyitno, *Dasar Dasar Penelitian, Journal Equilibrium*, vol. 5 No. 9, 2018.

⁶ Michael Huberman dan Matthew B Miles, *The qualitative researcher's companion* (sage, 2002); Matthew B Miles dan A Michael Huberman, *Qualitative data analysis: An expanded sourcebook* (sage, 1994).

⁷ Herdayati dan Syahrial, "DESAIN PENELITIAN DAN TEKNIK PENGUMPULAN DATA DALAM PENELITIAN," *Paper Knowledge . Toward a Media History of Documents*, 2019.

Three Series , and Book PAE Electronics Third book the as book reference used by student .

Besides book that , the teacher too recommend For access the internet associated with material learning. Based on matter the can said that the PAI teacher in matter This give freedom to student For look for source Study related material learning . this _ reflect attitude democracy And respect on freedom choose source relevant learning _ with perspective multiculturalism .

Freedom given _ by teachers at SMA N 1 for look for reference in accordance theme eye student give Spirit among student For look for interesting theme _ from varied sources _ Good print nor electronics . Obtained materials _ by later students _ become material presentation by student in class discussion Good in form power point shows or movies as portfolio .

According to the opinion of Mark K. Smith quoted by Abdullah Aly, the themes and concepts included in textbooks are racism, sexism, prejudice, discrimination, oppression, powerlessness, injustice of power, justice and stereotypes . this _ done Because There is possibility that book And circulating material _ contain various kind of bias. The book used educator in the learning process should emphasize discussion on cultures majority And culture minority often ignored this is what it means with bias.

The book teaching resources created at SMA N 1 Nganjuk demonstrate that there are just a few aspects of diversity. In class X, for instance, there is only one distinct direct development feature of multiculturalism, which is the theme "behavior control, good prejudice, and brotherhood," when seen from the standpoint of multiculturalism.

Whereas theme other Not yet fully lead on development dimensions multiculturalism . Whereas on class XI only there is two loaded theme _ in textbook . Second theme the is tolerance and anti- violence

On the other hand, teaching materials about the development of the multiculturalism dimension in PAI subjects as contained in the PAI subject books that are taught in completing each KD are as follows:

Table I
 PAI materials at SMA 1 Nganjuk

| Semester I | Semester II |
|---|---|
| Chapter 1 behavior control, good prejudice and fraternity | Chapter 7 S is passionate about studying |
| Chapter 2 promiscuity and adultery as well as Drugs | Chapter 8 Resources Islamic law |
| Chapter 3 Faith to Allah SWT | Chapter 9 Hajj , zakat and waqf |
| Chapter 4 Faith to Angel | Chapter 10 Imitate Struggle Rasulullah SAW in Mecca |
| Chapter 5 Get dressed in accordance Islamic Shari'ah | Chapter 11 Imitate Struggle Rasulullah SAW in Medina |
| Chapter 6 Behavior Honest | |
| Semester III | Semester IV |
| Chapter 12 <i>QS al Maidah</i> 48; <i>QS an-Nisa</i> : 59; and <i>QS at Tawbah</i> 105. | Chapter 18 Execution procedures maintenance corpse |
| Chapter 13 Verses of the Quran About tolerance | Chapter 19 Dodging Self from Behavior follow Violence |
| Chapter 14 Faith to The books of Allah SWT | |
| Chapter 15 Faith to The Messengers of Allah SWT | Chapter 20 Principles And practice economy in Islam |
| Chapter 16 <i>Syaja'ah</i> (brave defend truth) | Chapter 21 Development heyday of Islamic civilization |
| Chapter 17 Sincerely And obey to parents _ and teacher | Chapter 22 Development of Islam in modern times |
| Semester V | Semester VI |
| Chapter 23 Thinking democratic | Chapter 29 Terms inheritance in Islam. |
| Chapter 24 Worship And give thanks to God | Chapter 30 Strategy Islamic da'wah in Indonesia |

| | |
|---|---|
| Chapter 25 Faith To the Last Days | Chapter 31 History development of Islam in Indonesia |
| Chapter 26 Faith to Qadha And Qadar | |
| Chapter 27 Work hard And responsible answer | Chapter 32 Progress Islamic civilization in the world |
| Chapter 28 Marriage in Islam | Chapter 33 The decline of Islam in the world |

Data Source: Nganjuk SMA 1 PAI Material Book

Kindly substantive, relevant teaching material with development dimensions multiculturalism on eye PAI lessons as poured on book eye very PAI lessons a little. On PAI books published by Sinar Dunia And Grafindo Media Primary specifically on class X first semester (odd) there are 6 (six) themes which are elaboration of 6 competencies basic must _ mastered by student .

Sixth theme covered tapabila seen from perspective multiculturalism only there is only 1 (one) that is clear direct on development dimensions multiculturalism, that is themes, behavior control, good prejudice and fraternity. Fifth theme other Not yet fully lead on development dimensions multiculturalism.

On theme about 'organization krama' discussed about adab dress, visit, and traveling. kindly general discussion in book published PAI text by Grafindo done with approach theological (fiqih) with identify the text of the Qur'an and the Sunnah of the Prophet. Same thing there is in discussion on book published text by Three Series And Earth Script. With a discussion model like This not enough give appreciation to development dimensions multiculturalism. give appreciation to development dimensions multiculturalism.

On theme about " characteristics". despicable" discussion in book published text by Earth Script done with identify related verses of the Qur'an

with theme this, by special Also when discuss theme, “ discrimination ‘ on standard competencies ,” traits disgraceful ” done only with serve a number of relevant verses of the Qur'an with prohibition behavior discrimination . Behavior discrimination more relevant if associated with reality life like example exemplary practice Prophet Muhammad SAW when lift the dignity of Bilal ibn Rabah at the time slavery, And Also policy apartheid politics in discriminatory South Africa.

On the other side inside theme about "Preaching the Medina period ” as well impressed stop on aspect historical. Though if seen the social context of the Medina community at that time it's a heterogeneous, dimensional one multiculturalism become important For become issue main on standard competence this . kindly general discussion theme on standard competency the in book text eye PAI lessons put forward approach doctrine, fiqh, and history as well as not enough give gap on development dimensions multiculturalism. With thereby in a manner substantive , there is a gap between discussion on book text eye PAI lessons with need will development dimensions multiculturalism.

As for values multicultural found researcher in PAI textbooks and favor the character of SMA Negeri I Nganjuk on class XI only There is two that is as following :

1. Importance Behavior Tolerance

In matter This is tolerance means honor And Study from others, appreciate difference, bridging the gap in between We so that achieved similarity attitude. Tolerance is beginning from attitude accept that difference no something wrong thing, actually difference must valued And understandable as wealth. For example , difference race, ethnicity, religion, custom customs, ways point of view, behavior, and opinion. With difference

it is expected man Can have attitude tolerance to all the differences that exist, and try life get along, fine individual And individual, individual And group society, as well group public And group public other.

On chapter 13 part A, class XI high school PAI textbook teaches to student For behave tolerant And No apply discriminatory to ethnicity certain . Each other value exists difference faith. No can impose will for others to follow belief us. Not even people of other faiths can impose belief to us. In this domain, Rasulullah SAW gave example that is with always have character glorious to anybody including on his enemies. In class XI high school PAI textbook , best friend of Ali bin Abi Talib Also exemplify when That He want go to the mosque with in a hurry For fulfill pray dawn together, in the middle journey He meet a walking grandfather slowly in front of him , for the glory And honor grandpa old that , Ali bin Abi Talib No Want to preceded it, though Already sound iqomah . When get to the front grandpa's mosque door old That walk keep going, it turns out grandpa That religious christian. In story This is Ali bin Abi Talib give example respect parents even parents the No Muslim.

2. Avoid Self from Behavior follow Violence

Man awarded by Allah swt form lust . With lust that , man can feel hate And love . With him humans too Can do friendship And enmity . With him humans too Can reach perfection or misery. Lust only Can domesticated by sense, because sense yes capable deliver man to perfection. However otherwise, if lust outside control sense, I'm sure will plunge man to in canyon misery And humiliation .

Hostility originate from hatred by every human. as love, hate also originated from must lust rests on Foundation sense. Hostility between man sometimes Because malice on things worldly like case Qabil And Abel or

on story Prophet Yusuf as and his brothers. Sometimes there is hostility because ideological basis and belief.

Islam forbids behavior violence to anyone . God swt said on letter Al- Maidah /5: 32 which means ;

" Therefore We have ordained for the Children of Israel, that whoever kills a human being, not because he killed another, or because he caused mischief in the earth, it shall be as if he had killed all the people.."(QS. Al-Maidah / 5: 32)

Allah swt explain in paragraph this , that after incident murder Qabil And Abel, Allah swt determines something lawthat kill a human , same with kill whole human . Paragraph This touch on A where social principles public like A body , meanwhile individuals public is member body the . If A member body sick , then member other bodies too feel sick.

So Also if somebody brave pollute his hands reluctantly blood of people who do not sinful, then on in fact he has kill humans others not sinful . In terms of the creation system man , killed Abel has cause the destruction generation big something society , which will come on stage And born in the world this . The Qur'an provides attention full to protection soul man And consider kill a human , same with kill A society.

Courts in the states certain drop punishment qisas, that is kill people who have kill. In Indonesia too Once done punishment dead for killers. Task We together is guard peace life with method love neighbors, people who are around us. That is, us forbidden do possible behaviors harm others, incl hurt him And do action violence to him. In Indonesia there is law arrange prohibition do follow violence , incl violence to child And member family, for example Law no. 23 of 2002 and No. 23 of 2004.

See lack of development dimensions multiculturalism on book text eye PAI lessons at SMA N 1 Nganjuk in develop dimensions multicultural with integrate and add values multicultural on indicator achievement competence basic. that way as approach additive and approach transformation offered by James A. Banks . The two emphasis above above done For integrate material multicultural to in curriculum And can combined in situation actual teaching in all eye lesson.

So that dimensions developed multiculturalism on eye PAI lessons at SMAN 1 on class X if seen from development achievement indicarot achievement of KD can depicted as following :

Table II
 Dimensions Multiculturalism in PAI ⁸learning

| No | Theme | Dimensions Developed Multicultural . _ |
|----|--------------------------|--|
| 1 | Manners _ Personal | polite polite , flexible , tolerant , kinship , patient , neat , and friendly suave . |
| 2 | properties despicable | Avoid properties despicable like hasad , riya , persecution And discrimination give birth to values love love , togetherness , and tolerance for _ fellow . |
| 3 | Zakat | empathy, willing sacrifice , please help , appreciate difference, togetherness , humility , brotherhood, tolerance , and sincere . |
| 4 | waqf | love Darling empathy , willing sacrifice , please help , appreciate difference , togetherness , low heart , brotherhood , tolerance , and sincere . |
| 5 | Hajj | appreciate togetherness, please help , love dear, willing sacrifice, be patient , sincere , work hard , low heart , fair , discipline , good thought , tolerance, and polite . |

⁸ Mark the developed And obtained based on results observation activity discussion class on maple PAI class X

| | | |
|---|----------------------|---|
| 6 | Da'wah period Mecca | appreciate difference , tolerance , love love , togetherness , tolerance , please helpful , patient , and willing sacrifice . |
| 7 | Da'wah Medina period | Patience , broad chest, togetherness , please help , love dear , willing sacrifice , be patient , sincere , work hard , low heart , fair , discipline , good thought , tolerance , and polite . |

D. CONCLUSION

Results data analysis about deep multicultural values delivery high school PAI textbooks from the process of observation, interviews, and collection documents, concluded that: Load contained multicultural education in material High school PAI textbook at SMA Negeri I Nganjuk includes a) Attitude democracy b) Tolerance and c) Anti- violence. However besides three theme the PAI teachers as well develop dimensions multicultural to other themes on indicator KD achievement so in the delivery process in the classroom very thick nuansa multicultural.

PAI textbook at SMA Negeri I Nganjuk normatively trying accommodate values multicultural education. In context delivery mark Multicultural in class . PAI learning, Islamic religious education teachers at SMA 1 try to synergize these multicultural elements that are adapted to the material and learning objectives, so that in the learning process in the classroom a multicultural nuance grows.

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