




Design Multicultural Islamic Religious Education Curriculum Elementary School

 Siti Fatimah¹,  Sri Wahyuni².

1. Islamic University of Malang
2. Islamic University of Malang

 sf Fatimah.mgt@gmail.com

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Abstract

Multicultural education is required to foster harmony and the beauty of coexistence among people from various cultures, social backgrounds, languages, ethnicities, languages, groups, and so on. As a result, it must be nurtured through the creation of a multicultural education curriculum. Communities must be educated with multicultural insight so that diversity becomes a unifying nation, and awareness of multicultural values is introduced into educational institutions through educational policies. This study applied a qualitative approach centered on library research. According to the findings of this study, the textbooks on Islamic Religious Education and Elementary School Characteristics for the third grade were still general and did not specifically describe the value of multicultural education. Even though the Islamic Religious Education and Characteristics of Elementary School for the third-grade textbook does not yet include multiculturalism education, it is expected that it can be loaded in other lessons to prevent radicalism and that it can be concluded that in Islamic religious education material, a curriculum with a multicultural paradigm can be developed by combining other. a. Al-Qur'an material, which helps to understand and instill attitudes when interacting with people of different religions. b. The concept of nationality can be used to extend on how the Prophet Muhammad led the multi-ethnic and multi-religious Medina community. c. The laying of the national foundation is the moral material. d. The dated material can be exemplified by the Prophet Muhammad's process of building Medina, where there was recognition and appreciation for the values of plurality and tolerance.

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INTRODUCTION

Indonesian society consists of from various religions within meaning plural societies have trend strong to their respective religious identities and potential conflict . Indonesia is one of them example multicultural society . _ Multicultural Indonesian society does not just Because diversity ethnicity , culture , language , race , but also deep religious matters . The religion adhered to by the majority current Indonesian population This are Islam, Christianity, Catholicism , Hinduism, Buddhism and Confucianism .

Because it is multicultural the Indonesian people so that trigger birth pluralism and multiculturalism , Pluralism and Multiculturalism is two understand the same thing But not same . Second understand This similar Because You're welcome concerning award or tolerance on difference . Difference second understand This located on the object his tolerance . Pluralism That about tolerance to nature of differences more abstract like ideology , values , and beliefs . Whereas multiculturalism That about tolerance to more differences _ concrete like ethnicity , race , language and culture .

From a difference sometimes appear conflict Because No exists similarities , and differences No Can avoided . Therefore _ That Indonesian society needs it understand exists something difference that's so it doesn't give rise to problem or conflict . Because the majority of Indonesian people Muslim then _ the role of Islamic education very important For teach values multicultural .

One _ very dimensions _ Possible played For dialogue difference become strength social is through education . Paradigm education need developed and oriented For build awareness intellectuals of the participants educate For see various reality difference as potency strength that must be appreciated and just important maintained (Muhyiddin et al., 2022) .

Effort For avoid conflict so as not to repeated come back , you can done with understanding about values acceptable tolerance _ more dug through track education . Because in matter This related with function and purpose education as has been formulated in Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System . As for The function of National Education is develop ability and form character as well as as well as civilization dignified nation _ in frame enlighten life nation . Whereas objective education national is For development potency participant educate to become a man of faith and piety to Almighty God _ One , have morals noble , healthy , knowledgeable , capable , creative , independent , and become democratic citizens _ as well as responsible answer . All function and purpose education the No will achieved when all layer public No each other work together side by side finish it . Moreover Again in increase faith and obedience someone and fix it attitude morals Teachers who are qualified in their fields are needed moreover again teacher of Islamic Religious Education (Early, 2020) .

Teachers have very role _ important in form attitude and behavior in demand participant educate including among them values tolerance . Learning tolerance in Islamic Religious Education which is implemented by educators in learning provided _ to participant different education _ in a way cultural direct or push participant educate own feeling positive , developing draft self , develop tolerance and willingness accept others. Importance values tolerance for participant educate them _ become tolerant personality _ to all form difference .

So than that _ a teacher should have knowledge about diversity and education multicultural , so Can provide similarity traditions that can control dispute or problems that occur in different societies _ diversity . Objective main from education multicultural is development attitude honor exists difference . This thing done with embed values in order for students capable life side by side in a way harmonious in reality diversity and behavior positive so that Can manage diversity and behavior positive without abolish identity himself and his culture . As for the values in question namely ; tolerance , solidarity , empathy , deliberation , egalitarianism , openness , justice , work Same , love affection , nationalism , prejudice OK , mutually believe ,

believe yourself , bear it responsibility , honesty , sincerity and trustworthiness . Values _ the is condition in education multicultural to work in a way effective (Gunawan, 2022) .

Indonesian society as a whole demographics own quantity Muslim biggest so that implementers and users service education in this country is part big race muslim (Islamic person). With So , it's important confirm paradigm Islamic education and the position of mainstream views Islam about diversity and effort build togetherness (Muhyiddin et al., 2022) .

However various view Islamic groups regarding diversity , at least all race Muslim need realize impact from anti - multicultural attitude towards condition counter_productive for continuity modern civilization . A number of study scientific has prove that there is influence between anti- multicultural views somebody with trend reception radicalism on religious name . Participant educate that since initial and final Keep going continuously accept lack of understanding appreciative to diversity and difference , then can confirm the person concerned own trend nuanced understanding _ radical (adherent line hard) with background behind ideology and concept his religion . _ With so , the participants educate ideally increase awareness they about culture , values multicultural , and insight multicultural For embed attitude tolerance in face existing differences in SARA become reality nationality in Indonesia, good in a way academic and non- academic . Facts that , increasingly convincing all party , how very urgent and pressing For discourse view multiculturalism through role Islamic education . study This expected can give expediency in analyze root theological Islamic education for development paradigm multiculturalism in Indonesia (Muhyiddin et al., 2022) .

Based on background behind the problem presented before , then can displayed a number of problem as following :

1. How Urgency Multicultural PAI curriculum in schools Base ?
2. How Multicultural Values Work in PAI learning at school Base ?
3. How Development Design Multicultural PAI Curriculum in Schools Base ?

RESEARCH METHODS

Method used _ in study This use method or approach qualitative For analyze design curriculum Islamic religious education multicultural school basic . study qualitative is something research data _ stated in verbal form , no use numbers and analysis without use technique statistics .

So with itself analyzing this data more focused on Research Library (Library Research), namely with read , study and study books and resources tight writing _ connection with the problem discussed . studies References or literature can interpreted as series related activities _ with method library data collection , reading and taking notes as well as process material study (Muhyiddin et al., 2022) .

Object study in study This consists of 2 (two) , ie formal objects and material objects . Deep formal objects study This in the form of data , namely related data with design curriculum Islamic religious education multicultural school basic . Whereas object the material form data source , in matter This is design curriculum Islamic religious education multicultural school basic .

technique data collection is carried out with use technique documentation that is conduct material surveys literature For gather materials , and studies literature ie learn related materials _ with object research . Data sources used in study This includes primary and secondary data . Primary data is data that is collected direct from the individuals under investigation or hand data first . Meanwhile secondary data is existing data in libraries . Primary data in study This is books related design curriculum Islamic religious education multicultural school basic , and secondary data obtained from journals Good national nor international .

Tool deep data collection study This use method documentation as tool For data collector because study This is study bibliography . In other words, technique This used For collect data from primary sources as well secondary . After the author gather related materials _ with the

problem that will be discussed in study this , then writer analyze and narrate For taken conclusion .

RESULTS AND DISCUSSION

1. Urgency Multicultural PAI curriculum in elementary schools

Islamic Religious Education is form embed noble morals within _ _ soul child during its growth period and water it with water guidance and advice , so morals That be one _ ability (permeable in) his soul Then the fruit tangible virtue , kindness and love Work For expediency homeland (Kamal & Junaidi, 2018) .

Room scope Islamic religious education covers harmony , harmony and balance between human relationships with Allah SWT, human relationships with fellow humans and thirdly human relationships with other creatures and their environment. The scope of Islamic religious education is also identical to aspects of Islamic religious education because the material contained therein is a combination that complements one another. When viewed from the perspective of the discussion, the scope of Islamic religious education that is generally carried out in schools is (a) the science of monotheism/faith (b) the science of fiqh (c) the Qur'an (d) al-hadith (e) morals and (f) Islamic date (Muvid, Muhamad Basyrul Zumroti et al., 2020) .

The aim of PAI learning is to develop religious people, meaning people who are able to carry out Islamic teachings well and perfectly so that they are reflected in attitudes and actions throughout life in order to achieve happiness in this world and the hereafter (Kamal & Junaidi, 2018) .

There are several type competence eye Islamic religious education lessons (a) competency grove learn , divide two ; competence material study of religious education, namely participant educate have faith and piety to Lord Almighty God _ One , have morals noble / virtuous character reflected sublime _ in life personal , social and practice teachings his religion as well as capable respect other religions framework harmony between people religion , competency in Islamic Religious Education with foundation of the Al-Quran and Hadith of the Prophet SAW, participants educate have faith and piety to Allah SWT , have morals noble / virtuous character reflected sublime _ in behavior daily in relationship with God, fellow humans and nature around , capable read and understand the Koran, able worship and worship with good and right as well as capable take care internal and inter- harmony people religious (b) standard competency , and competency basic . Standard competence eye lesson Islamic religious education containing bunch competence basic must _ mastered participant educated at something certain level of education . Standard competence the is as following : describe verses of the Koran as well practice teachings in life everyday . Apply deep Islamic creed life everyday . Implementing Islamic Sharia in life everyday . Describe Islamic dates and their wisdom For interest everyday . Basic Competencies can explained Again based on aspect : Basic Competencies in Islamic Religious Education for Elementary School ; Basic Competencies for Islamic Religious Education for School Intermediate First (Junior High School); and Basic Competencies in Islamic Religious Education for School Intermediate Upper (SMA) (Nizar & Hasibuan, 2022) .

Basic Competencies appropriate Education level is one of them Finished Elementary School is expected own competence as following : (1) recognize and behave in accordance with teach religion believed (2) recognize and execute rights and obligations yourself , ethos work and care to environment ; (3) think logical , critical and creative as well as communicate through various media; (4) love beauty ; (5) get used to life clean , fit and healthy ; (6) have a sense of love and pride to nation and homeland (Nizar & Hasibuan, 2022) .

In connection with education multicultural , then PAI with itself aim embed values humanity and diversity as has been stated by the Koran that human in advance earth created in diverse , good , races nor color skin (Kamal & Junaidi, 2018) .

Multicultural education is an important issue. For responded by the institution education at various levels the level in frame strive and make it happen harmony and beauty life together in diversity culture , background behind social , linguistic , ethnic , linguistic , class , and so on . Multicultural education at the level continued must developed through design curriculum later multicultural education implemented in design based instruction _ values multicultural . Curriculum model and design learning integrative be one _ possible alternative _ developed in classes multicultural learning (Muhyiddin et al., 2022) .

For No become threat division that can be bother stability nation and hinder development . Society must educated with outlook multicultural so that plurality can exist in Indonesia addressed with tolerant , giving chance each culture for expression . Diversity become unifying nation if awareness will values multicultural introduced to in institution education through policy education (school /madrasah/PT) as miniature public multicultural , and education is something method For create quality man (Saodah, 2018) .

For teach education direct norms _ based on existing norms . _ Islamic Religious Education has position important in system education national , Islamic religious education often called as education morals nation . Because it is one component strategic in curriculum education national responsibility _ answer to coaching character and personality Indonesian nation and belongs to in load must curriculum . As for , for operate the role of Islamic Religious Education with a multicultural and deep perspective frame build inclusive , tolerant diversity in schools _ or there are madrasahs a number of material desired Islamic education integrated with education multicultural , that is can attempted with a number of things , including : (1) material Koran , (2) material Jurisprudence , (3) material morals which focuses its study on behavior good or bad towards Allah, the Messenger, each other human , self yourself , as well environment , important It means for laying basics nationality . (4) material history culture Islam (Saodah, 2018) .

Religious education has important contribution _ in education intercultural , educational citizenship and education value , esp in understand various aspect plurality social in relationship with one's individual experience students . Plurality social This combine between dimensions traditional with modern or postmodern, also connecting element local , national and global. With follow as well as in various discussion about issue related , a student can helped For test assumption himself Alone nor his friends and reflect identity they Alone (Saodah, 2018) .

2. Multicultural Values in PAI learning in elementary schools

For see deep multicultural values learning Islamic Religious Education in Elementary School can see textbook for Islamic Religious Education and Character specifically summarized class 3 in table under This (Hasim & Fathoni, 2018) .

From the textbook of Islamic Religious Education and Character 3rd grade elementary school _ depicted that material in lesson the Still global in nature from science of monotheism/ faith , knowledge fiqh , al- Qur'an , al- hadith , morals and dates Islam , and in it Not yet in a way Specific describe mark multicultural education , such as (1) Appreciation to exists reality plurality culture in society ; (2) Confession to dignity people and rights basic human ; (3) Development not quite enough answer world community , and (4) Development not quite enough answer man towards planet earth or Values Based Islamic Education Multicultural such as (1) Andragogical Values ; (2) Peace Value ;. (3) Inclusivism Value ; (4) Wisdom Value ; (5) Tolerance Value ; (6) Humanism Values ; (7) Value of Freedom ; every man own equal rights before Allah. This article discusses the Policy Analysis of Multicultural Insights in Islamic Education in Schools/Madrasah, in the study of Islamic religious education policies, which focus on the challenges and opportunities for implementing multi-cultural Islamic religious education policies in schools /madrasah. The results of the study show that the core values of multicultural education are: appreciation of the reality of cultural plurality in society; recognition of human dignity and human rights; development of the responsibility of the world community, and the development of human responsibility towards planet earth. The substance is explained in the seven values of Islamic education with multi-cultural perspective, namely; andragogical value,

peace, inclusion, kearipan, tolerance, humanism and freedom. These four domains, as a condition for increasing humanist, pluralist and democratic behavior. He explained, beginning with the basic concept, the policy and the urgency of multi-cultural education education, the implementation of multi-cultural education education policies and the problems it faces. Analysis of challenges and opportunities for policy implementation. Ended with the potential of multi-cultural Islamic religious education in schools / madrasah.

Although in textbook for Islamic Religious Education and Character PAI 3rd grade elementary school no charged education multiculturalism expected in other subjects such as Citizenship Education (PKn), Indonesian, and also Arts Education can given burden load For prevent radicalism (Sukarlan , 2019). On the other hand, Islamic Education Curriculum and Textbooks and Characteristics still just more strategic compared to with Curriculum and Textbooks for _ another subject . There is a source doctrine from the holy book that can be bring emotion religious student so that more easy accepted , temporary other subjects yet Of course own doctrine This except his learning done in a way integrated between religion and subjects general That (Khozin, 2019) .

3. Development Design Multicultural PAI Curriculum in Elementary Schools

Curriculum in the modern view is an educational program in which own guidelines or instructions used by educators _ For guide participant educate For form student in accordance with expected by the goal education national , among others development from component objective national , comp objective instructional , local and regional, levels eye lesson , material lesson , side affective (attitude), cognitive (knowledge) and psychomotor (skills) Amri (2016) explains that development process curriculum No can regardless from pattern circumstances social that exists in society , then development the curriculum in Indonesia must also be capable see problems faced _ in life social this , so education in the end can become giver solutions to the problems faced public this . Naturally development curriculum expected can help problematic life social like what Indonesia is currently facing This related with attitude intolerance and also lack strengthening to value difference and diversity (Firmansyah, 2020) .

Diversity , diversity or multiculturalism is reality main experience _ Indonesian society and culture in the past , present and future . Therefore _ that 's education enforced multiculturalism _ in a way comprehensive to various layer public is the right step For form public democratic Indonesian culture . For repair , maintain and maintain public plural Indonesia, multiculturalism can made alternative solution For avoid various problem social , economic , political potential _ give rise to disintegration nation and state. Transformation process going to public multicultural can done with enter teaching multiculturalism to in curriculum school . Curriculum education multicultural must covers themes like tolerance , difference ethnocultural and religious, danger discrimination , settlement conflict and mediation , rights basic humanity , democracy and plurality , universal humanity , and other relevant subjects (Saodah, 2018) .

Development curriculum (curriculum development) is the planning of learning opportunities intended to bring about certain desires in pupils. And assessment of the extent to which these changes have been taken piece (Audrey Nicholls and S. Howard Nicholls). 18 Formulations This show that development curriculum is planning opportunities intended learning _ For bring student to direction desired and assessing changes _ to what extent the changes That has happens to yourself students . Meanwhile, what is meant chance learning (learning opportunity) is relationship that has been planned and controlled between students , teachers, materials equipment , and environment Where desired learning _ expected happened . This happen that all chance Study planned by the teacher, for the students actually is curriculum That Alone (Rif'an, 2022) .

Development curriculum multicultural based if linked with Islamic religious education is a must notice base curriculum Religious education as stated _ Ramayulis with quoting Herman H. Horne, there are 3 types namely : 20 First , basic psychological , which is used For fulfill and

know acquired abilities _ from students and needs child education (the abilities and needs of children). Second , basic sociological , which is used For know legitimate demands _ from society (the legitimate demand of society). 21 And third , basic philosophical , which is used For know circumstances natural universe place We life (the kind of universe in which we live) (Rif'an, 2022) .

Curriculum multicultural based is purposeful education _ value all diversity , creating peace , protect rights basic human and develop democracy . For That There is a number of the learning that religious teachers must focus on the participants educate as has been expressed by Ihat Hatimah , et al (Rif'an, 2022) .

Whereas Development PAI -Based Curriculum Multicultural covers Study life in differences , Construct attitude each other trust (mutual trust), Maintain each other understanding , upholding tall attitude each other appreciate , open within thinking , Appreciation and interdependence , Resolution conflict and reconciliation violence (Firmansyah, 2020) .

In frame build religiousness inclusiveness in schools There is a number of material Islamic religious education that can developed with nuances multicultural , among others. a. Al-Qur'an material , in determine verses choice , besides verses about faith is also necessary added with verses that can be give understanding and cultivation attitude when interact with people of different religions, so as early as Possible Already embedded attitude tolerant , inclusive of participants education , namely (a). related material _ with confession of the Koran will exists plurality and competition in goodness (Al-Baqarah/2:148); (b). Related material _ with confession coexistence peace in connection between people religion (al- Mumlahanah /60:8-9); (c). related material _ with justice and equality (an_Nisa '4:135). b. Material fiqh , yes expanded with study jurisprudence siyasa (governance). From fiqh siyasa here it is contained concept_concept nationality that has exemplified in the times, Prophets, Companions or caliphs afterwards . During the time of the Prophet , for example , how the Prophet Muhammad managed and led Medina's multi- ethnic , multi-cultural and multi-religious society . Circumstances the people of Medina at that time No Far different with Indonesian society , which is also multi-ethnic , multi-cultural and multi-religious. c. Material focused morals _ the study of behavior good_bad towards Allah, the Messenger, each other human , self yourself , as well environment , important It means for laying basics nationality . Because , eternity something nation depends on Morals , if something nation belittle morals , go extinct nation that . In the Qur'an it has been told about destruction Lot 's people , because collapse moral foundations . So that religious education is nuanced multicultural This Can effective , the role of Islamic religious teachers indeed very determine . Besides always develop method varied teaching , no _ monotonous . And more Importantly , Islamic religious teachers also need it give exemplary . d. Date Material (SKI), material that is based on facts and reality historical can example practices interaction social practices implemented by the Prophet Muhammad when build people of Medina. From the side The historical process of building Medina carried out by the Prophet Muhammad was discovered fact about recognition and awards on mark plurality and tolerance . For understanding plurality and tolerance can embedded with good to the participants educate , then need added description about development process the people of Medina in material " The Condition of the People of Medina After the Hijrah", in matter This can explored from Medina Charter (Rif'an, 2022) .

CONCLUSION

Multicultural education required For realize harmony and beauty life together in diversity culture , background behind social , linguistic , ethnic , linguistic , class , and so on . Multicultural education at the level continued must developed through design curriculum multicultural education , through Learning Islamic Religious Education is expected can embed values humanity and diversity as has been stated by the Koran that human in advance earth created in diverse , good , races nor color skin .

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Therefore _ That in material Islamic religious education is necessary developed nuanced material _ multicultural , such as a. Al-Qur'an material is necessary added with paragraph verse that can give understanding and cultivation attitude when interact with people of different religions, so as early as Possible Already embedded attitude tolerant , inclusive of participants educate b. Material fiqh , yes expanded with study jurisprudence siyasa (governance). From fiqh siyasa here it is contained concept_concept nationality that has exemplified in the times, Prophets, Companions or caliphs afterwards . During the time of the Prophet , for example , how the Prophet Muhammad managed and led Medina's multi- ethnic , multi-cultural and multi-religious society . c. Material morals laying basics nationality . Because , eternity something nation depends on Morals , if something nation belittle morals , go extinct nation that . d. Date material (SKI can be example practices interaction social practices implemented by the Prophet Muhammad when build people of Medina. From the side The historical process of building Medina carried out by the Prophet Muhammad was discovered fact about recognition and awards on mark plurality and tolerance . For understanding plurality and tolerance can embedded with good to the participants educate .

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