

**IMPLEMENTATION AND EFFORTS OF TEACHERS OF ISLAMIC
EDUCATION IN EMBEDDING MULTICULTURAL VALUES IN
PEMATANGSIANTAR CITY PUBLIC HIGH SCHOOL.**

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Abstract

The objectives of this study are: (1) to find out the implementation and efforts of Islamic religious education teachers in instilling multicultural values in Pematangsiantar City Public High School, (2) to find out what are the multicultural values in Pematangsiantar City Public High School, and (3) to find out what are the supporting and inhibiting factors in instilling multicultural values in Pematangsiantar City High School. The study was conducted at Pematang City State High School, with the method used was a qualitative research method. Research findings show multicultural values in Pematangsiantar City Public High School by Islamic religious education teachers through daily teaching and learning activities, by integrating them into existing subject matter, which has been arranged in the curriculum of Islamic religious education learning learning, syllabus and programs learning programs from government and schools.

Keywords: Efforts Of Teachers, Embedding Multicultural

INTRODUCTION

Multicultural education is expected to be able to overcome various shocks that occur in the community environment. The planting of multicultural values can be carried out at all levels of education, starting from early childhood education to tertiary institutions as an alternative planting of quite powerful and proportional values. Then how will the cultivation of multicultural values be carried out of course with regard to moral education and the values of goodness. The subjects in which are closely related to moral education and values of goodness are religious education (Islam). Therefore Islamic religious education teachers become one of the people who have a role in instilling multicultural values. Multicultural values are values that cannot be separated from religious

values, which teach social life in society. Religious education is education that builds morals, morals and character in accordance with the teachings of religion which is the goal of national education. Therefore, in examining the implementation of multicultural education in educational institutions, religion is closely related and inseparable. And the role of Islamic religious education teachers becomes very important in instilling these multicultural values to students in schools.

Multicultural education can be included in the curriculum in schools according to the level of education but not as a subject but as a concept of value inclusion that is adjusted to the material in a particular subject and its implementation can be applied in extracurricular activities as an addition to the existing learning hours . Multicultural education in Islamic religious education subjects is in accordance with the basic framework of Islamic religious education in the curriculum of Islamic religious education.

THEORITICAL REVIEW

Multicultural from linguistic aspects contains two very complex notions, namely "multi" which means plural "culture" contains the notion of culture or culture. Whereas judging from the origins of its origin, multiculturalism has synergy with the word culture. The term "culture" originally came from the discipline of social anthropology. The term culture can be interpreted as the totality of patterns of behavior, artistry, beliefs, institutions, and all other products of human works and thought that characterize a community or population that is jointly transmitted (Sulalah, 2011).

The word multicultural means cultural diversity, various politeness, and / or a lot of care "(Dawam, 2003: 100). "Multiculturalism is a cultural foundation related to the achievement of civility, which is essential for the realization of civilized democracy and democratic civilization" (Azra, 2004). Educational experts such as Gollnick mention the seven elements that underlie multicultural principles, namely "class, ethnicity, gender, religion, language, age, and education" (Sulalah, 2011).

Suseno (2000), for example defines pluralism education as an education that presupposes us to open our vision to a broader horizon and be able to cross the boundaries of our ethnic groups or cultural and religious traditions, so that we are able to see "humanity" as a family that has differences or the similarity of ideals. Dawam explained that

education "multiculturalism is the process of developing all human potentials that value their plurality and heterogeneity as a consequence of cultural, ethnic, ethnic, and religious (religious) diversity" (Naim, 2008).

According to Baker (2004: 1) multicultural education is "a reform movement designed to change the educational environment as a whole so that students from diverse racial and ethnic groups have the same opportunity to obtain education in schools, higher education, and universities". Hidalgo (2001: 1) states that multicultural education is "learning that is free from racism, sexism, and other forms of social domination and intolerance".

According to Okado (2005: 1) multicultural education is "education that helps students to develop the ability to recognize, accept, appreciate, and celebrate cultural diversity". Similar understanding was expressed by Wilson in Aly (2005: 1) that multicultural education is "education that is designed based on building consensus, appreciation, and strengthening cultural pluralism into racial societies".

Multicultural education is as an educational process or strategy that involves more than one culture, which is demonstrated through nationality, language, ethnicity or racial criteria ". Multicultural education can be directly set in formal or informal education, directly or indirectly. Education is directed to realize awareness, tolerance, understanding, knowledge of cultural differences and also differences and similarities between cultures and their relation to worldviews, concepts of values, beliefs and attitudes (Sapendi: 2015).

Zamroni (2011) explains that "the building of multicultural education consists of: multicultural education is the heart to create equality of education for all citizens, multicultural education is not just a curriculum or a change in learning methods, multicultural education transforms awareness that gives direction to educational practices must lead to, experience shows that efforts to narrow the education gap are misdirected, which creates even greater inequality, and multicultural education to do something that is building bridges between the curriculum and character of teachers, pedagogics, class climate and school culture builds a school vision that upholds equality".

According to Gorski in Arifin (2012) proposed a number of functions that show the importance of the existence of multicultural education. These functions are: provide a clear self-concept, help understand the experience of ethnic groups and cultures in terms of its

history, help understand that the conflict between the ideal and reality exists in every community, help develop decision making (decision making) social participation and skills, citizenship (citizenship skill), and recognize diversity in language use.

Banks (2001) explains the main purpose of multicultural education is to change the structure of educational institutions so that both male and female students, students with special needs, and students who are members of different racial, ethnic and cultural groups have the same opportunity to achieve academic achievement at school ".

According to Parekh (1997) the goals of multicultural education include three things. First, multiculturalism is related to culture; second, referring to the diversity that exists; third, with regard to specific actions on responses to diversity (Hanafy: 2015). In addition, Hanafy (2015) said multicultural education aims to improve in its entirety, not just improve scores. Educational equality, as well as freedom and justice are ideas that must be achieved through hard struggle. According to Nasikun (2005) "the goals of multicultural education can be identified in three namely; "attitudinal" goals, "cognitive" goals, and "instructional" goals.

Moore (2001: 113) states among the methods that can be used in planting multicultural values namely; (1) Communicative Method (2) Dialogue Method (3) Collaborative learning method (4) Exposition teaching method (5) Socratic teaching method (6) Teacher Centered teaching method.

Islamic education, can be viewed from the narrow and broad are: Narrow understanding is the effort made to transfer knowledge (values) and values (skills) based on the teachings of Islam from educators to educated in order to form a complete Muslim person. This is more on the nature of activities and learning processes in formal schools, where there are several elements in the process activities such as, teachers, students, materials, facilities and supporting tools of the learning activities. While Islamic education in a broad sense is not only limited to the transfer of three domains, but it deals with broad Islamic education that includes history, thought and institutions (Daulay et al, 2012: 3).

Nahlawi (1989: 183) that "religious education or Islamic education is given to children aims (1) the child really becomes a Muslim all aspects: physical, social, spiritual, behavioral, and intellectual, (2) realizing ubudiyah to God SWT with all the mechanisms contained in the above objectives so that the mind, mind and faith develop optimally. The aim of

Islamic education is the formation of a complete Muslim personality. "A main personality who has Islamic religious values, chooses and decides and acts based on Islamic values" (Marimba, 1981: 24).

Suparlan (2002: 103) outlines some of the efforts that can be used as a reference to instill a multicultural education nationally by the government such as: making ethical guidelines and standardizing them as acts of action, filling in the organizational structures or social institutions included in Indonesian society, making revisions to the order government from highest to lowest, and the Government through the education office adopts multicultural education to be implemented through a curriculum that is applied in schools nationally.

Efforts that can be made by Islamic religious education teachers according to Hasan (2000) are "(1) paying attention to the position of students as subjects in learning, (2) ways of learning and cultural backgrounds of students, (3) paying attention to the cultural environment of the majority of students, (4) cultural and personal environment.

Teachers can also make efforts to instill multicultural values by doing several other things, as explained by Atribudiningsi (2008) including; designing interesting learning in developing moral learning strategies, through practice to take the viewpoint of others, learning methods such as discussion, role playing and others that display material related to multiculturalism, and participating in social community activities, such as mutual cooperation, helping natural disasters, or social institutions.

METHODS

The research method used was qualitative research conducted at the State Senior High School in Pematangsiantar City. The research informants consisted of: Principals of high schools, teachers and state high school students in the city of Pematangsiantar. Data collection instruments used were observation, interviews and documentation. The procedure of conducting research is carried out by reducing data, presenting data and making conclusions. The technique of guaranteeing the validity of data is carried out with credibility, transferability, dependability and confirmability.

RESEARCH RESULTS AND DISCUSSION

The implementation of the cultivation and application of multicultural values has so far been underway, although more efforts are still needed to be made by Islamic religious education teachers in particular and all teachers and school members in general. Besides planting multicultural values in schools in teaching and learning activities, also carried out when there are other activities that become daily, week, month and annual school programs. Such as classroom cleaning activities on a daily basis, mutual assistance on a clean Friday, student organization activities (OSIS), and religious activities for each of the existing religions namely Islam, Protestant Christianity and Catholic Christianity and other extracurricular activities.

The inculcation of multicultural values is strongly emphasized in the schools they lead because diversity and all the differences that schools have must be maintained and well maintained. So there needs to be efforts that must be done by schools, especially religious teachers whose incidental aim of learning is to instill the values of goodness taught by each of the existing religions.

Instilling a sense of justice for every religion, because religious differences are quite sensitive and can trigger disputes and divisions. With this sense of justice there will be no gap. Solid togetherness and brotherhood in the school environment, a sense of belonging and respect continues to be instilled. They also support all positive activities carried out by teachers, such as Islamic religious activities which consist of Islamic holidays such as Maulid of the Prophet Muhammad SAW, Isra 'Mi'raj, Muharram or the Hijriyah new year and lightning messages during Ramadan. Both these activities are school activities and activities carried out by the Pematangsiantar city government. As well as other religious activities, the school principal supports without differentiating minorities from the majority.

Islamic religious education teachers instill multicultural values, with various programs carried out in learning activities and activities outside of learning hours. Among them are the learning program plans that have been carried out and have been examined and I have signed a number of learning materials that are highly related to the establishment of moral values, which are certainly related to multicultural values.

Multicultural values cannot be separated from religious values. Implementation of multicultural values planting outside of teaching and

learning activities of Islamic religious education teachers carry out student organization activities (Rohis) every week which are held on Saturdays. The implementation of these routine Rohis activities is monitored directly by Islamic religious education teachers. The headmaster also said that: "Islamic religious education teachers have implemented the cultivation of multicultural values in accordance with the program planned at the beginning of the new school year. Implementation of the cultivation of multicultural values becomes very important, because of the diversity and cultural conditions of the school community that are very complex. So the implementation of planting multicultural values such as tolerance, togetherness, price-valuing.

Based on the findings of the interviews, observations and documentation, the following research findings can be presented: Pematangsiantar City is a city that is rapidly developing, has a diversity of religions, ethnicities, cultures, languages and customs, the economy of Pematangsiantar city is quite advanced rapidly, Kota Pematangsiantar is the second largest city in the province of North Sumatra, education is growing and continues to increase every year, seen by the number of schools and educational facilities available, the strategic area of Pematangsiantar city makes Pematangsiantar city crowded for visitors from outside the city. Pematangsiantar.

Implementation and efforts of Islamic religious education teachers in instilling multicultural values in Pematangsiantar City Public High School in various ways including:

1. Implementation of planting multicultural values becomes an important task that must be carried out by Islamic religious education teachers in Pematangsiantar City High School, pluralism or multicultural environment found in the school environment such as differences in religion, ethnicity, language, culture and customs of the citizens school.
2. The implementation of instilling multicultural values is carried out through extracurricular activities in student organizations, implementation is carried out outside of teaching and learning activities by Islamic religious education teachers who act as coaches of the organization and the organization's administrators.
3. Extracurricular activities which become the implementation and efforts to instill multicultural values, among others, religious lectures, Islamic holiday activities, mentoring, prayer in

congregation, learning to read Al-Quran and so on, both those that have been programmed in the design of learning activities and those that are not yet planned.

4. Efforts to instill multicultural values are carried out in various ways starting from the beginning of the learning year until the students complete their education at Pematangsiantar City Public High School.
5. Efforts to instill multicultural values in Pematangsiantar City High School by Islamic religious education teachers through daily teaching and learning activities, by integrating them into existing subject matter, which has been arranged in the curriculum of Islamic religious education learning learning, syllabus and learning programs from government and schools.

Multicultural values that are strongly emphasized by Islamic religious teachers include: (1) mutual respect for each of the differences, (2) respecting differences within the school environment, (3) collaborating among school members, (4) mutual please help in social affairs, (5) mutual cooperation and mutual support between each school member despite having differences, and (6) togetherness and kinship.

The support obtained and the obstacles and obstacles faced by Islamic religious education teachers in the implementation and efforts to instill multicultural values in Pematangsiantar City High School include:

1. The principal as the leader, supports all efforts made by Islamic religious education teachers both materially and morally.
2. Material support including any implementation of activities to be carried out by Islamic religious education teachers and Muslim religious organizations, principals will provide funds as a form of support. In addition to school funding, there is also a special room for Islamic religious education teachers in carrying out these activities.
3. Materially support principals always give all activities carried out by religious teachers in the moral education of students, principals provide advice, guidance, direction to Islamic religious education teachers and Islamic religious organizations every time they will carry out activities.
4. Attention of the principal is quite large in the activities carried out, this is indicated by his presence in the implementation of these activities.

5. Obstacles and obstacles felt in the implementation and Islamic religious education teachers in instilling multicultural values in Pematangsiantar City High School are not too big, there are only a few schools.

These obstacles and obstacles are the time, place of implementation, and the condition of students in Pematangsiantar City Public High School. The role of the principal is very large in supporting Islamic religious education teachers in the implementation and efforts to instill multicultural values in Pematangsiantar City High School. Support provided includes:

1. Giving advice, guidance and direction to Islamic religious teachers who are friends as well as their subordinates in educational institutions.
2. Provide input, ideas and supervision on all activities carried out by Islamic education teachers in the school environment.
3. Directing and giving attention to students in carrying out religious activities and outside religious organizations.
4. Providing moral and material assistance in the implementation of activities carried out by Islamic religious education teachers and students to facilitate the activities carried out in order to achieve the expected goals.

Multicultural values that are prioritized according to school principals such as justice, togetherness, respect, respect, respect and tolerance that need to be embedded in the environment of Pematangsiantar City High School so as to create comfort and peace without friction and From the description above, it can be seen that The support, constraints and obstacles faced by Islamic religious education teachers in the implementation and efforts to instill multicultural values are very encouraging. The obstacles and obstacles faced can be resolved with the cooperation, guidance and direction given by the head of Pematangsiantar City State High School, teachers of other subjects, students and all school residents.

CONCLUSIONS

The conclusions drawn from the results of this study are: (1) the multicultural values found in the Pematangsiantar City High School environment include togetherness, tolerance, mutual cooperation, tolerance, respect, cooperation, mutual respect and care between one

others, (2) the implementation of multicultural values planting carried out by Islamic religious education teachers in Pematangsiantar City High School through various activities including: school programs, extracurricular activities and learning activities of Islamic Religious Education teachers, and (3) the role of the head Pematangsiantar City State High School in the implementation and efforts of Islamic religious education teachers instilling multicultural values in Pematangsiantar City State High School are: becoming a real example of investing multicultural values by not discriminating between one teacher and another, providing direction, guidance, support both material and moral to the teacher-Islamic religious education students and students of other religions in implementing implementation and efforts to instill multicultural values in Pematangsiantar City High School, and create programs of school activities that involve all school members so that there is intimacy and togetherness in the school environment.

RECOMMENDATIONS

The recommendations given are: (1) to the head of the school which is one of the keys to the success of Islamic religious education in Pematangsiantar city state high school is expected to synergize with all components in the school environment, (2) for Islamic religious education teachers to further enhance the role, performance and enthusiasm in implementing instilling multicultural values in the school environment where we work, (3) for students should apply what has been taught by Islamic religious education teachers and should also improve morals, attitudes, behaviors that are not in accordance with religious teachings and can also apply multicultural values that have been taught by Mr and Mrs teachers of Islamic religious education in daily life while in school, home and community environment, (4) for further researchers can continue this research in more depth , including regarding approaches, strategies, methods or other experiments n in instilling multicultural values in the school environment, especially through Islamic religious education, and (4) for parents and their biological community can instill moral values that have been taught religion to children from an early age and become an example for them in responding the differences that exist in the family and community environment.

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