THE ROLE OF MIFTAHUL HUDA AL-ULYA SRAGEN ISLAMIC BOARDING SCHOOL IN STRENGTHENING ISLAMIC VALUES AMIDST CULTURAL DIVERSITY

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Abstract

This study aims to analyze the role of Pondok Pesantren Miftahul Huda Al-Ulya Sragen in strengthening Islamic values amidst cultural diversity. The pesantren serves as a gathering place for students and teachers from various regions of Indonesia, such as Aceh, NTT, Flores, and Java, each bringing their unique traditions. This research employs a library research method by analyzing various literature, documents, and references related to strengthening Islamic values and multiculturalism in pesantren. The findings reveal that the pesantren plays a vital role in teaching Islamic values such as tolerance, justice, and respect for cultural differences. However, challenges were identified in aligning these values, including resistance from conservative groups and the lack of systematic policy guidelines. As a solution, the integration of multiculturalism-based curricula and the enhancement of diversity awareness through learning activities are recommended. The study concludes that Pondok Pesantren Miftahul Huda Al-Ulya holds significant potential as an inclusive Islamic educational institution, not only reinforcing Islamic values but also fostering tolerance amidst the cultural diversity of its students.

Keywords: Islamic values; Multiculturalism; Pondok pesantren; inclusion.

INTRODUCTION

In the era of increasingly advanced globalization, Indonesia as a country with diverse ethnicities, cultures, and religions faces complex challenges in maintaining harmony and tolerance between groups. Islamic boarding schools, as one of the main pillars of Islamic education in Indonesia, have a significant role in shaping the character and insight of students. However, amidst the increasingly diverse society and increasing intercultural interaction, there is an urgent need to strengthen Islamic values in the context of multiculturalism (M. Yusuf, 2023). Although Islamic boarding schools are known as educational institutions that instill strong Islamic values, the educational approach used often tends to be homogeneous and pays less attention to cultural and religious diversity. This can be an obstacle in forming students who are able to live harmoniously and tolerantly in a multicultural society (Muhtarom, Fuad, & Latif, 2020; R. Rosyad & Dian, 2022; Suradi, 2017). This issue is increasingly relevant considering the many conflicts rooted in ethnic, cultural, and religious differences in various regions in Indonesia (Sipuan, Warsah, Amin, & Adisel, 2022). Lack of understanding and appreciation of diversity can trigger prejudice, discrimination, and conflict. Therefore, there is an urgent need to integrate multicultural education into the pesantren curriculum so that students can develop tolerant and inclusive attitudes (Mu'adib, 2018).

The rapid development of technology and information also brings new challenges. Students are now more easily exposed to information from various sources that are not always accurate and can trigger misinformation and negative stereotypes towards other groups (Tulung, Syahid, Janis, & Kalampung, 2019). In this context, pesantren need to equip students with critical thinking skills and intercultural communication skills to filter information and interact wisely. Therefore, it is important for pesantren to take proactive steps in strengthening inclusive Islamic values and respecting diversity (Indarwati, 2018). This will not only help create a harmonious environment

within the Islamic boarding school, but also prepare students to become agents of change who can contribute positively to the wider community (Bambang Triyono & Elis Mediawati, 2023). The implementation of multicultural education in Islamic boarding schools is expected to form a young generation who have a deep understanding of the importance of tolerance, harmony, and justice in a diverse society (Harahap, 2021).

Islamic boarding schools, as Islamic educational institutions that have long been rooted in Indonesia, play an important role in shaping the character and Islamic insight of students. However, amidst the increasingly complex cultural, religious, and ethnic diversity, Islamic boarding schools face various issues and gaps in efforts to strengthen Islamic values in the context of multiculturalism (A. M. Rosyad & Maarif, 2020). One of the main issues faced is the curriculum that is not inclusive enough. Many Islamic boarding schools still focus exclusively on Islamic teachings without integrating multicultural education (Mumtahanah, 2020).

As a result, students do not gain sufficient insight into the diversity of cultures and religions in Indonesia. This limits their understanding of the importance of tolerance and harmony in a diverse society (Cahyono, 2017). In addition, the teaching methods in many Islamic boarding schools still tend to be traditional and do not encourage dialogue and discussion on multicultural issues (Handoko, Sumarna, & Rozak, 2022). Students are not accustomed to open discussions about cultural and religious differences, so they are less trained in intercultural communication skills and conflict resolution. These limitations hinder students' ability to interact positively with people from different backgrounds (Yusuf & Wahyuni, 2024).

Another issue is the limited training for teachers and caretakers of Islamic boarding schools. Many of them do not receive adequate training on multicultural education and inclusive teaching strategies (Istianah, Darmawan, Sundawa, & Fitriasari, 2024). As a result, the quality of teaching that can support the strengthening of multicultural values is less than optimal. Teachers and caretakers need support and training in order to implement a more inclusive and relevant educational approach. Weak anti-discrimination policies are also an obstacle. Not all Islamic boarding schools have clear and firm policies in dealing with discrimination and intolerance. Without strong policies, the risk of discrimination and intolerance in the Islamic boarding school environment remains high, reducing the effectiveness of efforts to strengthen inclusive Islamic values (Djelantik, Dania, Nindya, & Irwanti, 2013). Extracurricular activities in Islamic boarding schools are often not designed to promote cross-cultural and interfaith cooperation. Students lose the opportunity to interact directly with other communities and broaden their understanding of diversity. In fact, extracurricular activities that support multiculturalism can help students develop tolerant and inclusive attitudes (Fadhilah, 2024; Syafiqurrohman, 2020).

The lack of dialogue space is also a problem. Many Islamic boarding schools do not provide sufficient space for dialogue between students regarding their experiences and views regarding cultural and religious diversity. Opportunities to build awareness and empathy for cultural and religious differences are limited, hindering the formation of tolerant and inclusive attitudes among students (Sibarani, Manurung, & Samosir, 2023).

The use of information technology in Islamic boarding schools is often less than optimal. Islamic boarding schools have not utilized information technology optimally to enrich multicultural education. Students are less exposed to diverse and educational sources of information that can help them develop critical thinking and global insight (Barizi, 2011; Roqib, 2009). Limited external collaboration is also an obstacle. Partnerships with other educational institutions, civil society organizations, and government agencies in promoting multiculturalism are still limited. Islamic boarding schools lose external support that can enrich their educational programs and provide additional resources to promote multicultural values. By identifying and understanding these issues and gaps, Islamic boarding schools can formulate more effective strategies to strengthen Islamic values in the context of multiculturalism. This effort is expected to create a more inclusive and harmonious educational environment, and to form students who are ready to contribute positively to a diverse society. In the face of increasingly complex cultural,

religious, and ethnic diversity, Islamic boarding schools need to adopt new approaches to ensure that the Islamic values taught remain relevant.

The first step is to integrate a multicultural curriculum. This involves developing a curriculum that includes learning about the history of various cultures and the principles of human rights. Thus, students will gain a broader understanding of diversity and learn to appreciate differences, which in turn can promote tolerance and peace in society. In addition, teaching methods in Islamic boarding schools need to change. Using interactive methods such as group discussions, debates, and case studies can improve students' critical thinking and intercultural communication skills. This method not only makes learning more interesting but also encourages students to be actively involved in the learning process (Rahmat, 2022).

Information technology is also an important tool in enriching multicultural education in Islamic boarding schools. By utilizing technology and social media, students can access global learning resources and participate in online discussions with students from various regions. This broadens their horizons and helps them build wider networks. Teacher training and capacity building are also important aspects of innovation. Providing regular training programs on multicultural education and inclusive teaching strategies can improve teacher competence. Thus, teachers and caregivers will be better prepared to create an inclusive and harmonious learning environment (Kristanto, 2021; Nisa, Chasanah, & Kamil, 2024).

Extracurricular activities in Islamic boarding schools also need to be designed to support multiculturalism. Holding activities such as community service projects and cultural festivals can provide students with direct experience in interacting with people from different backgrounds. This will strengthen their understanding and appreciation of diversity. Spaces for dialogue and reflection are important to encourage a deeper understanding of the importance of tolerance and inclusivity. Creating safe and open dialogue spaces where students can share their experiences and views on multicultural issues can help them develop empathy and listening skills (Safei, 2020). Finally, collaboration with other communities and institutions is also an important innovation. Building partnerships with educational institutions, civil society organizations, and government agencies to conduct programs that promote multiculturalism can enrich Islamic boarding school education programs and provide additional resources (Afiah, Ismail, Abbas, Darwis, & Yusran, 2024).

By implementing these innovations, Islamic boarding schools can play a more active role in shaping the younger generation who not only have a strong understanding of Islam but are also able to live harmoniously amidst cultural and religious diversity. These new steps are expected to create a more inclusive educational environment that is relevant to the challenges of the times and equip students with the skills and insights needed to contribute positively to a multicultural society. In an effort to strengthen Islamic values in Islamic boarding schools in the context of a multicultural society, there are two very relevant theoretical foundations: the theory of Multicultural Education by James A. Banks and the theory of Islamic Education from Al-Ghazali and Ibn Khaldun.

The theory of Multicultural Education from James A. Banks provides a strong foundation for creating an inclusive educational environment (Supriatin & Nasution, 2017). Banks argues that multicultural education is an approach that recognizes and appreciates cultural diversity. He emphasized the importance of integrating elements from various cultures into the curriculum, so that every student has an equal opportunity to understand and appreciate differences (Syamsudin, Subangkit, Supriyadi, & Nugraha, 2024). In the context of Islamic boarding schools, this theory encourages the development of a curriculum that not only focuses on Islamic teachings but also includes learning about the history and culture of various ethnic groups in Indonesia. In this way, students can develop a broader understanding of the diversity around them, which in turn can increase tolerance and peace in society.

On the other hand, the theory of Islamic Education put forward by Al-Ghazali and Ibn Khaldun offers a deep perspective on the integration of Islamic values in education (Hidayat, 2015). According to Al-Ghazali and Ibn Khaldun, Islamic education must prioritize the formation of good morals and a deep understanding of religious teachings. They argue that education does not only

focus on intellectual aspects but also on moral and spiritual development. In the context of Islamic boarding schools, this theory supports the incorporation of multicultural values in education without ignoring the basic principles of Islam. By teaching students about cultural and religious diversity as part of God's diverse creation, Islamic boarding schools can instill inclusive and tolerant attitudes as part of their moral education (Daud, Yussuf, & Kadir, 2020). By adopting these two theories, Islamic boarding schools can develop an educational approach that not only strengthens Islamic values but also prepares students to live harmoniously in a diverse society. James A. Banks' theory helps in creating a curriculum that is inclusive and responsive to cultural diversity, while Al-Ghazali and Ibn Khaldun's theories ensure that the integration of diversity remains within the framework of deep Islamic teachings. This combination can create a holistic educational environment, developing students into individuals who are religious as well as tolerant and appreciative of diversity.

RESEARCH METHOD

This study will use a library research method with a qualitative approach to explore and analyze how to integrate multicultural values into the educational curriculum in Islamic boarding schools, while maintaining the basic principles of Islamic teachings. The main objective of this study is to explore how multicultural values can be integrated into Islamic boarding school education effectively (Sulton, 2015). In this context, library research will be a very appropriate method because it allows researchers to access and analyze various written sources that discuss theories and practices related to multicultural education and Islamic education (Herdiansyah, 2011; Sugiyono, 2013).

The first step in this study is a literature study, namely identifying and collecting various relevant academic sources. This includes books, journal articles, dissertations, and policy documents that discuss the topic of integrating multicultural values into the educational curriculum. Researchers will look for literature that provides insight into the theory of multicultural education, inclusive pedagogy, and how the principles of Islamic teachings can be integrated with an educational approach that accommodates diversity. Next, the data analysis technique will involve thematic analysis of the documents that have been collected. Through thematic analysis, researchers will identify and group the main themes that emerge from the existing literature. This includes the ways that have been implemented in various curricula to integrate multicultural values as well as the challenges faced in the process. Researchers will look for patterns and differences in the approaches found in various sources to better understand how this integration can be carried out successfully in Islamic boarding schools. In addition, researchers will conduct literacy synthesis, which is combining findings from various sources to build a comprehensive understanding of the integration of multicultural values in Islamic boarding school education (Anggito & Setiawan, 2018). This process involves collecting information from various documents and literature to provide a coherent picture of best practices and recommendations that can be implemented.

The results of the analysis will be evaluated to provide an in-depth interpretation of how multicultural values can be integrated into the Islamic boarding school curriculum. The researcher will assess the extent to which theories of multicultural education and Islamic education can be applied in practical contexts and provide recommendations on how to develop effective and inclusive curricula while adhering to fundamental Islamic teachings.With this approach, the research is expected to provide valuable insights into how Islamic boarding schools can adopt a curriculum that accommodates cultural and religious diversity, as well as how to maintain a balance between multicultural values and the basic principles of Islamic teachings.

RESULT AND DISCUSSION

Miftahul Huda Al-Ulya Islamic Boarding School and Multiculturalism

Multiculturalism, as an idea and policy, has undergone a long and dynamic journey that reflects changes in global society. This journey began during the colonial period, when various

European nations began to explore and colonize previously separate parts of the world. The encounter between these cultures was often accompanied by conflict, but it also became the starting point for interactions between different ethnic and cultural groups.

In the 19th and 20th centuries, the world witnessed massive waves of migration as a result of events such as World War II. People from various cultural backgrounds began to move and settle in new countries, either as immigrants or refugees. This phenomenon caused society to become increasingly diverse and raised questions about how to manage and celebrate this diversity. In Canada, in response to these changes, the country adopted an official multicultural policy in 1971 (Rosyada, 2014). This policy aims to recognize and value various cultures as part of Canada's national identity. Shortly after, Australia followed suit in 1973, adopting a multicultural policy that reflected the country's commitment to diversity (Nurlaelah, 2022).

Entering the late 20th and early 21st centuries, globalization accelerated cultural exchange and increased awareness of diversity. European countries such as Sweden, the Netherlands, and the United Kingdom also began to adopt multicultural policies to manage the increasing ethnic and cultural diversity caused by migration. These policies focused on respecting minority cultures, preventing discrimination, and promoting social integration. However, the implementation of multiculturalism has not always been smooth. Various countries face challenges and controversies, such as social inequality, extremism, and cultural conflict. These issues often spark debates about how to find a balance between integration and respect for differences. In the 21st century, many countries continue to evaluate and adapt their multicultural policies to meet new challenges. Contemporary discussions often focus on how to ensure diversity is accepted fairly without compromising social cohesion. Multiculturalism offers a framework for understanding and celebrating differences as strengths in modern societies (Hasmiza & Muhtarom, 2023). Overall, the history of multiculturalism is a journey that illustrates how global society has tried to manage and appreciate diversity. From the colonial era to the era of globalization, this concept has evolved and adapted to changing times and the challenges faced. Multiculturalism continues to be an integral part of the dialogue on how to build an inclusive and harmonious society amidst increasingly complex cultural diversity (Muamara & Ajmain, 2020).

Miftahul Huda Al-Ulya Islamic Boarding School in Sragen has a strategic position in the context of Islamic education in Indonesia which is increasingly facing cultural diversity. As a religious-based educational institution, this Islamic boarding school not only functions as a place for religious learning, but also as a place for character formation that is relevant to the social reality of the pluralistic Indonesian society. The cultural diversity of students and ustadz, who come from various regions in Indonesia, creates challenges as well as opportunities to strengthen Islamic values. In this context, values such as tolerance, justice, and respect for differences are very important to implement. Islamic boarding schools can function as social laboratories, where students learn to live together in diversity while still upholding Islamic principles. However, this diversity can also cause potential conflict if not managed properly. Differences in cultural background can influence the way students understand Islamic teachings, which are sometimes influenced by their respective local traditions. Therefore, Islamic boarding schools must be able to become facilitators of intercultural dialogue, providing space for discussion and mutual understanding so that harmony is created among students. Furthermore, Islamic boarding schools also have a role in integrating universal Islamic values with multicultural practices. This is not only beneficial for the internal boarding school, but also contributes to the wider community. By training students to appreciate cultural differences, Islamic boarding schools help produce a generation that is able to become agents of change in a multicultural society.

Miftahul Huda Al-Ulya Islamic Boarding School needs to develop a curriculum that not only focuses on religious teachings, but also includes multicultural values. Training for teachers on cultural diversity is also an important step to ensure that the learning process is inclusive. With a structured and adaptive approach, Islamic boarding schools can play a greater role in creating social harmony without abandoning fundamental Islamic principles. Overall, Miftahul Huda Al-Ulya Islamic Boarding School Sragen has great potential to become a model of inclusive Islamic

education. By balancing between strengthening Islamic values and respect for cultural diversity, this Islamic boarding school can contribute significantly to building a tolerant and harmonious society. This analysis shows that the success of Islamic boarding schools does not only depend on the steadfastness of religious teachings, but also on the ability to adapt to the dynamics of existing diversity (Ali Muhtarom & Sahlul Fuad, 2020).

Strengthening Islamic Values Amidst Cultural Diversity

Islamic values are an important foundation that forms a Muslim's life guide, based on Islamic teachings taken from the Qur'an and Hadith. These values cover various aspects that shape attitudes, actions, and views on daily life (Firliani, 2020). Tawhid, as a central concept in Islam, teaches the oneness of God, namely Allah. This is the teaching that Allah is the only God who has no partners. This principle requires Muslims to worship and obey Allah alone, avoiding all forms of worship to others. In everyday life, tawhid directs all aspects of a Muslim's worship and actions to always focus on the oneness and greatness of Allah (Setiawan, 2017).

Islamic law that includes rules regarding worship, *muamalah*, and morals, is a practical guideline in living life (Rajab, 2011). *Sharia* regulates how Muslims should behave in the context of worship such as prayer, zakat, fasting, and hajj, as well as in social and economic aspects. Following the sharia means adhering to these laws as a manifestation of obedience to Allah and an effort to create a just and harmonious society. Akhlak, meaning ethics and morality, is an integral part of Islamic teachings. Moral values teach good behavior and noble character, such as honesty, patience, generosity, and justice. Islamic morals encourage Muslims to behave with high integrity in their interactions with others, whether in the family, society, or at work (Harun, 2019).

Worship, a religious practice carried out to draw closer to Allah, is one of the important pillars of a Muslim's life. It includes obligations such as prayer, zakat, fasting, and hajj, as well as other sunnah practices. Performing worship consistently is a form of deep devotion to Allah, signifying obedience and compliance in living a life that is blessed by Him. Justice is a principle that underlies every aspect of life in Islam. This principle emphasizes the need to enforce rights and obligations fairly and equally. In this context, justice means treating everyone equally, avoiding oppression, and trying to create balance in society. Justice is a reflection of Islam's commitment to a harmonious and just life. Tolerance and cooperation are also important values in Islam. These teachings encourage Muslims to respect differences in religion, culture, and views, and to work together with others in achieving common goals. Tolerance and cooperation promote peaceful coexistence and mutual respect in a diverse society (Djelantik et al., 2013).

Overall, Islamic values form the foundation of a Muslim's life, influencing how they interact with God, fellow human beings, and the environment. These values aim to create a harmonious, just, and blessed life, in accordance with the profound principles of Islamic teachings. Multiculturalism is a concept that celebrates and acknowledges the diversity of cultures, ethnicities, religions, and identities within a society. This concept focuses on respecting differences and striving to create an environment where all groups can live side by side in harmony (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024).

Essentially, multiculturalism teaches that our society is made up of different groups with different backgrounds, and each group brings its own unique values and contributions. The basic idea of multiculturalism is that these differences are not something to be avoided or overcome, but rather something to be appreciated and celebrated (Supriatin & Nasution, 2017). Respect for diversity is at the heart of multiculturalism. This means recognizing and respecting the contributions of different cultures, as well as celebrating the differences that exist between us. In a multicultural society, diversity is seen as a wealth that enriches shared experiences, not as a barrier (Nurdin, 2019).

Social inclusion is an important aspect of multiculturalism. This concept emphasizes the importance of ensuring that all groups, including minorities and groups that may be marginalized,

have equal access to rights and opportunities. Multicultural societies strive to create an environment where every individual feels accepted and valued, regardless of their background.

Dialogue and cooperation between different groups are also part of multiculturalism. Encouraging open conversation and mutual understanding between cultural groups helps reduce stereotypes and prejudice. Effective cooperation between different groups helps build a more harmonious and supportive society.

Education and awareness about cultural diversity play an important role in multiculturalism. Promoting inclusive education and raising awareness about the importance of multiculturalism helps to shape a better understanding of differences and how to celebrate them. This includes including diverse perspectives in education and training curricula. Policies and regulations also support the principles of multiculturalism. Fair policies and anti-discrimination regulations help to ensure that all individuals have equal opportunities and are not treated unfairly. Programs that support the integration and active participation of all groups help to create a more equitable society. Overall, multiculturalism aims to create an inclusive society, where diversity is seen as a force that enriches life together (Najmina, 2018). By valuing differences, encouraging inclusion, and implementing fair policies, multiculturalism seeks to ensure that all individuals can live together harmoniously, contribute fully, and benefit from the diversity that exists.

CONCLUSION

Strengthening Islamic values in the context of multiculturalism in Islamic boarding schools is a crucial step to create an inclusive and harmonious educational environment. Islamic boarding schools, as Islamic educational institutions that uphold religious teachings, now face the challenge of balancing between maintaining traditional values and adapting the principles of multiculturalism in an increasingly diverse society. Islamic boarding schools have begun to recognize the importance of diversity. They not only understand but also appreciate the diversity of cultures and religions around them. By integrating the principles of multiculturalism, Islamic boarding schools can teach students about tolerance and respect for differences, in line with Islamic values that emphasize justice and humanity. However, this integration process is not without challenges. Some Islamic boarding schools have difficulty in aligning the principles of multiculturalism with Islamic teachings, facing resistance from conservative administrators and uncertainty in implementing policies. These challenges demonstrate the need for a careful approach to creating a balance between maintaining religious traditions and accommodating diversity. In an effort to strengthen Islamic values within a multicultural framework, effective strategies found include the development of inclusive curricula, training for teachers and students, and intercultural dialogue programs.

These strategies help create an environment where diversity is valued and Islamic teachings are reinforced. Case studies of successful Islamic boarding schools demonstrate that with visionary leadership and a commitment to inclusive education, diversity can be celebrated without compromising Islamic teachings. Key recommendations from this study include raising awareness of the benefits of multiculturalism, adapting curricula to reflect diversity, and developing policies that support social inclusion. Overall, this study confirms that Islamic boarding schools have great potential to play a role in creating a more harmonious and just society. By integrating Islamic values with the principles of multiculturalism, Islamic boarding schools can enrich their education and support positive social integration, making a significant contribution to a diverse and respectful society.

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