

Multicultural education values in islamic cultural history: An analysis of the grade XI madrasah aliyah textbook

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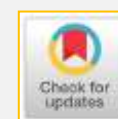
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ABSTRACT

This research aims to look at multicultural values in SKI learning books for class XI Madrasah Aliyah. This research method uses a qualitative approach with methods library research. The results of the research show that in the SKI Madrasah Aliyah learning book, there are multicultural educational values, consisting of tolerance values, democratic values, equality values and justice values. It needs to be instilled in the younger generation so that they are able to internalize and apply multicultural values in everyday life so as to avoid division, forming a character that accepts the diversity around them. The multicultural education curriculum in the Islamic cultural history book at Madrasah Aliyah class The values of multicultural education (tolerance, democracy, equality and justice) have been integrated into the History of Islamic Culture learning curriculum for class a larger multicultural and multireligious community that is consistent with the environment and serves as a role model for students.

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Introduction

Indonesia is one of the countries that, from socio-cultural and geographical aspects, is extremely diverse and vast (Kurniawan et al., 2019a). This is evident from Indonesia's population, which ranks fourth in the world after China, India, and the United States, combined with the large number of islands stretching from Sabang to Merauke, comprising approximately 13,000 islands, both large and small (Nurhuda & Setyaningtyas, 2021). Indonesia is rich in various ethnic groups, religions, races, and cultures. These differences in ethnicity, religion, race, and culture eventually create a multicultural society. The primary factors supporting the formation of multiculturalism are historical background, geographical conditions, and openness to external cultures (Nurhayati & Agustina, 2020).

This cultural diversity influences human thinking, attitudes, and behaviors, leading to different customs, moral rules, and traditions from one group to another (Haslami, 2020). If society cannot accept differences in ethnicity, religion, race, and culture wisely, it will lead to conflict and discord. On one hand, diversity becomes a valuable national asset that supports development and national prosperity. However, on the other hand, this diversity is often seen as a threat to the nation's unity (Mandasari et al., 2023), especially among

different ethnic, religious, racial, and social groups (SARA). A lack of understanding of multiculturalism can lead to the moral degradation of the younger generation. The attitudes that emerge often do not align with the noble values and culture of their ancestors. Values such as mutual help, togetherness, and respect for the elderly are beginning to fade. These issues even occur within the education sector, such as violence in schools. The forms of violence that occur in schools are quite diverse, including physical, sexual, verbal, psychological, and cyberbullying (Richard Oliver & Zeithaml, 2021). These issues arise due to the influence of external cultures and the inability to accept the surrounding diversity.

This issue poses a challenge for the education system. One effort to overcome divisions within society is by teaching and instilling multicultural values through the education curriculum, particularly through Islamic education for the younger generation in Indonesia (Shabilla & Suryarini, 2023). Multicultural education is a highly strategic and important topic to discuss because a nation is born from multiculturalism. Therefore, the management of multicultural education is a driving force for the success of education, development, and national prosperity (Firtikasari & Andiana, 2023).

In the context of this research, the author specifically focuses on the subject of Islamic Cultural History. The reason for selecting Islamic Cultural History as a medium for conveying multicultural Islamic education values is that using this theme to deliver multicultural Islamic education through historical and cultural perspectives will create a unique structure of Islamic culture. Students will develop multicultural characteristics aligned with the history and culture of Islam itself.

Multicultural education is considered successful when the educational process produces human resources with multicultural character. A society is considered multicultural when it can recognize, appreciate, and celebrate the reality of cultural diversity. If people who know, respect, and appreciate each other's cultures can live together, ideally a harmonious and peaceful life will emerge (Finamore et al., 2021).

This idea aligns with Paulo Freire's thinking. Education must be able to create an educated and knowledgeable society, not just a society that glorifies social prestige (Masruri, 2019). One of the efforts to achieve the goal of education is through the implementation of multicultural values education in shaping religious character in students, as stated in the National Education System Law No. 20 of 2003, Chapter II, Article 3 (Baroroh, 2019).

The discussion of multicultural values education is important to prevent division and foster a character that accepts the diversity around us. Through a systematic qualitative approach, the author attempts to explore the multicultural values in Islamic Cultural History textbooks based on an analysis of SKI textbooks for grade XI at Madrasah Aliyah.

Method

In line with the research topic, this study employs qualitative research, which seeks to gain a deep understanding of a phenomenon, fact, or reality. Facts, realities, problems, phenomena, and events can only be comprehended when researchers explore them in depth, rather than relying solely on external perspectives (Yusanto, 2020: 3). In this case, the data generated consists of multicultural education values in Islamic Cultural History textbooks for Grade XI at Madrasah Aliyah, which are aligned with the 2013 Curriculum and reflect the accuracy in developing multicultural education values (tolerance, democracy/solidarity, equality, and justice).

This study adopts a qualitative approach with a library research method, utilizing literature such as books, journals, other scholarly works, and previous research reports (Kurniawan, Asari, & Nahar, 2019: 239). The data collection technique is carried out through three stages: data collection (data reduction), data presentation (data display), and data

verification (conclusion drawing).

Results and Discussion

Definition of Multicultural Education

Education is a conscious and planned effort to create a conducive learning environment and learning process so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and skills that need to be nurtured both within themselves and in society (A. Rahman et al., 2022: 2). Multiculturalism refers to education concerning cultural diversity. Culture becomes something to be studied, meaning that cultural diversity is a subject matter that must be considered by those who develop learning processes (Firtikasari & Andiana, 2024: 103). Thus, multicultural education is a conscious and planned effort to understand cultural diversity. It is an approach in the teaching-learning process based on democratic values and recognition of society as one composed of multiple cultures. Its goal is to optimize intellectual, social, and personal development for all students, regardless of their background (Wasitohadi & Theresia Sri Rahayu, 2023: 5).

According to M. Ainul Yaqin, "Multicultural education is an educational strategy applied to all types of subjects by utilizing the cultural differences among students, such as differences in ethnicity, religion, language, gender, social class, race, ability, and age, to facilitate the learning process" (Yaqin, 2021: 23).

In the SKI book, multicultural education is the process of developing an individual by studying the history of Islamic culture, using cultural differences in life. Multicultural education aims to ensure equal education for members of different races, ethnicities, cultures, and socioeconomic groups, facilitating their development as critical and responsive citizens in a comprehensive national culture (Purwasih, 2019: 136).

The objectives of multicultural-based education can be identified as follows: a) To make schools function by acknowledging student diversity, b) To help students develop positive attitudes towards cultural, racial, ethnic, and religious differences, c) To equip students with decision-making and social skills, d) To help students build cross-cultural interdependence and provide them with a positive understanding of group differences (Fauziah & Nalva, 2019: 215).

Values of Multicultural Education

The values of multicultural education encompass four key principles: tolerance, democracy, equality, and justice.

a. Tolerance

Tolerance, also known as *at-tasamuh*, is a fundamental attitude and character in Islamic teachings, which makes Islam known as a religion of compassion. In multicultural societies, tolerance refers to religious tolerance and understanding, particularly involving the belief systems of individuals related to their faith or divinity. Individuals are free to choose and embrace their religion and are given respect for practicing their beliefs.

Tolerance in multicultural societies is shaped by the close social interactions between people of different religions who may be part of the same family or have familial ties. These values are manifested through openness and the freedom to practice religious worship (Abidin, 2022).

b. Democracy

According to the Kamus Besar Bahasa Indonesia (KBBI), democracy is a worldview that emphasizes equality of rights and obligations, as well as equal treatment for all citizens. In education, democracy is shown by focusing attention and efforts on every student in their respective situations (Kurniawan et al., 2019: 237).

The values of democracy in education include: 1. Equality, 2. Respect for human rights,

3. Protection, 4. Diversity, 5. Justice, 6. Tolerance, 7. Humanity, 8. Orderliness, 9. Respect for others, 10. Freedom, 11. Respect for ownership, 12. Responsibility, 13. Togetherness, and 14. Prosperity. Given its diverse values, democracy occupies a strategic position in balancing these values. Education plays a crucial role in teaching these values and acting as a mediator to resolve value conflicts in human life (Rahman, 2017: 20).

c. Equality

Equality is a multicultural value that adheres to the principle that every individual has equal rights in society. Each individual or group has the same opportunity to interact within the social environment. This value fosters harmony in national, religious, and social life, particularly within Islam. Equality, or proportionality, reflects a level playing field without one group being superior or inferior to another (Pratama & Sahri Ramadhan, 2022).

In an increasingly advanced and competitive world, equality binds diversity, enhancing the quality of society by fostering moral integrity. In Islamic cultural history, all individuals and communities originate from the same ancestors – Adam and Eve – demonstrating that individuals are fundamentally equal, despite their differences (Syahrman & Mulyana, 2021).

The Prophet Muhammad also emphasized equality by saying, "An Arab is not superior to a non-Arab, a Westerner is not superior to an Asian, a black person is not inferior to a white person, and a white person is not superior to a black person," over 1,300 years ago, a principle only acknowledged by the United Nations in the aftermath of World War II. This highlights that the concept of human equality was embedded in Islamic teachings long before modern understandings emerged.

d. Justice

Justice means treating others equally and fairly, recognizing and respecting privileges and commitments. It is mentioned in Surah An-Nisa: 58: "When you judge between people, judge with fairness." Individuals in society must act justly, as justice fosters peace and is a key multicultural value that must be instilled in social life (Noor, 2021).

Justice implies impartiality and the ability to make appropriate decisions and place things in their proper context. In multicultural education, justice is often violated when rules are ignored without appropriate sanctions. Islam teaches that individuals and communities must uphold justice to create social harmony (Siska et al., 2021).

Description of the SKI Textbook

The Islamic Cultural History textbook: "Sejarah Kebudayaan Islam" (Student Book), published by the Ministry of Religious Affairs of Indonesia, was authored by Moh. Salim, edited by H. M. Arif Faizin. It carries ISBN 978-623-6687-55-0 (complete edition) and ISBN 978-623-6687-57-4 (volume 2).

The book begins with a foreword, an Arabic-Indonesia translation guide, Core Competencies (KI), competencies to be achieved, and the Standard Competencies (KD) of each chapter. Each chapter features 1) Basic Competence (KD), including attitudes, skills, and knowledge based on Core Competence that students must master, 2) Learning Objectives, 3) Concept Maps, 4) Preliminary Activities, and a scientific approach with tasks, summaries, evaluations, and reflections.

Multicultural Education Values in the Grade XI SKI Textbook

The content of multicultural education values in the Grade XI Sejarah Kebudayaan Islam student textbook consists of tolerance, democracy/cooperation, equality/similarity, and justice. In chapters 6 and 7, on Islamic reform movements and their impact on Indonesia, the goal of reform is narrated as the need for Muslims to achieve progress and equality with other nations. This aligns with the principles of democracy and equality.

Chapter 5 on the decline of the Muslim ummah addresses the values of tolerance and justice, emphasizing mutual respect and balance to create peace within the Muslim

community. Chapters 1 to 4, discussing Islamic civilizations during the Abbasid, Ottoman, Mughal, and Safavid periods, feature the value of equality, highlighting the advancements, developments, and declines of these civilizations.

The Importance of Multicultural Education Values in SKI Learning Material

Understanding the meaning of respect for differences must be instilled in the younger generation, as they are the nation's future. Through education, this goal can be realized. According to the Development Team of Multicultural Islamic Education for High Schools/Vocational Schools, multiculturalism is an inseparable part of developing the values that live within society. Multiculturalism is considered the main adhesive in maintaining the unity of a plural society (Rusydi, 2021: 225).

Relevance of Multicultural Education Values in Building Inclusive Religious Education in a Multicultural Society

Multicultural education promotes respect, sincerity, and tolerance towards cultural diversity within a pluralistic society (Alfindo, 2023). The goal of multicultural education is to develop a strong, independent, prosperous, and cohesive nation without regard to differences in ethnicity, religion, or culture. It fosters high self-esteem while respecting other nations, creating strength across all sectors to achieve mutual prosperity.

The relevance of multicultural education in building inclusive religious education in multicultural societies is significant, as it portrays an educational approach that understands and positions societal diversity as a positive and productive asset. Inclusive education fosters awareness of democracy, tolerance, human rights, and equality, promoting social cohesion, unity, and cooperation for a more progressive Indonesia (Kurniawan et al., 2019).

Conclusion

The multicultural education curriculum in the Grade XI Islamic Cultural History textbook is proportional, meaning that the curriculum, exercises, and learning materials have been adapted for individual students. The values of multicultural education – tolerance, democracy, equality, and justice – have been integrated into the curriculum to create positive outcomes in harmony with the environment and serve as a model for students to build social relationships in a larger multicultural and multi-religious community.

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