

The Concept and Role of Multiculturalist Teacher's Islamic Education Action

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ABSTRAK

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This article is a literature study with the title of the concept and role of the action of multiculturalist Islamic education teachers which illustrates the importance of the teacher's action having the ideas and competencies of multiculturalist Islamic education in providing education to students. Multicultural education is defined as the process of developing all human potentials that respect plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity. The concept of multiculturalism emphasizes the importance of seeing the world from different cultural frames of reference, language, gender, social status, and recognizing and appreciating the richness of cultural diversity within the country and in the global community. The results of the discussion show that the multiculturalist Islamic education provided by the teacher will make students know each other's culture and increase understanding that Indonesia has various kinds of diversity values. These values must be maintained properly by increasing tolerance, mutual respect and acceptance of differences.

1. Introduction

Indonesia is one of the archipelagic countries that is rich in diversity, this is due to the geographical location, ethnicity, religion and different customs. Based on population data from the Central Statistics Agency (BPS) in 2010, Indonesia has 1,340 ethnic groups. Central Sulawesi itself is an example of a region in Indonesia which has the fourth largest order with 208 types of ethnic groups. This diversity, on the one hand, can be a great potential for the progress of the nation, but on the other hand, it can also cause setbacks for the nation due to communal conflicts, such as the conflict that occurred in Poso district.

Poso Regency is one of eight regencies in Central Sulawesi Province which has a Muslim majority population in the villages, while the majority is Protestant in the highlands. turned into religious riots. From this incident, it was detailed that there were 577 dead, 384 injured, 7,932 houses destroyed, and 510 public facilities burned, this riot then ended on December 20, 2001 with the signing of the Malino Declaration between the two parties.

In fact, the potential for diversity so far has not been maximized in the nation-building process, the communal conflict that occurred in Poso Regency, Central Sulawesi is part of a cultural and ethnic problem due to the cultural and religious diversity

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that exists in society, which should not be conflict and suspicion but become a potential in the community. building unity, but building togetherness is needed by collective awareness through multicultural education and it must start from school education institutions.

In the context of social interaction both horizontally and vertically in the reality of this plurality, an educational instrument with an open, inclusive, tolerant and pluralist character is needed. The language of education as a socio-cultural medium becomes a bridge between social reality and attitudes that must be shown by the community, in this case the school community such as teachers and students.

It is clear that the main element in multicultural education is the placement of the student's position as a subjective subject parallel, there is no superiority of one component of one student's culture over another. So this multicultural education can train and build the character of students capable of being democratic, humanist and pluralist in their environment. Multicultural education has a strategic position in contributing to peacemaking and conflict resolution efforts. Because the basic values of this education are the cultivation and grounding of the values of tolerance, empathy, and solidarity.

The implementation of integrated multicultural Islamic religious education learning in the context of the Indonesian nation is reflected in the integration between all learning components; starting from the objectives, material content, methods, media, learning resources and evaluation which are contextualized with the reality of the social diversity of the school community and the community that surrounds it. Within this framework, multicultural PAI learning does not only examine the normativity of Islamic teachings, but also sows values, philosophy, local wisdom and themes about the noble culture of the Indonesian people who love unity and peace in their philosophy of diversity.

The abilities of students that need to be developed are the ability to serve Allah SWT who created them, the ability to be themselves, the ability to live in harmony with humans and other creatures, and the ability to make this world a vehicle for mutual prosperity and welfare. This multicultural diversity has an impact on teachers by learning lessons as a vehicle for the nation's character. Therefore, it is necessary to launch the concept of multiculturalist teacher Islamic education.

The purpose of multicultural education is to instill sympathy, respect, appreciation, and empathy for adherents of different religions and cultures.

2. Literature review

2.1 Concept Definition

Concept according to the big Indonesian dictionary, means understanding, mental picture of objects, processes, opinions (understanding), designs that have been thought about. In order for all activities to run systematically and smoothly, a plan that is easy to understand and understand is needed. Careful planning adds to the quality of these activities. In the careful activity planning there is an idea or idea that will be implemented or carried out by certain groups or individuals, the planning can be shaped into a concept map

2.2 Definition of Multicultural Education

Multicultural education consists of two words, namely education and multicultural. Education means a conscious and planned effort given to students so that they can develop their potential so that they become useful individuals for their religion, nation and country. Multicultural means cultural diversity. Multicultural education means the process of developing all human potentials that respect plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity. This understanding has very broad implications in education, because education is understood as an endless or lifelong process.

Multicultural education is an educational strategy that is applied to all types of subjects by using the cultural differences that exist in students such as differences in ethnicity, religion, language, gender, social characteristics, race, ability, and age so that the learning process becomes effective and easy.

James Banks defines multicultural education as an idea that explains that all students regardless of which group they belong to, such as those related to gender, ethnicity, race, culture, social class, religion without exception, should experience equal education in schools. The concept of multiculturalism emphasizes the importance of seeing the world from different cultural

reference frames, and recognizing and appreciating the richness of cultural diversity within the country and in the global community.

3. Results and Discussion

3.1 The Concept of Multiculturalist Teacher Education

In the process of learning and teaching in schools, teachers must have the concept of multicultural Islamic education so that teachers can understand and behave in the realities of life based on the cross-cultural basis of the students and the materials presented by the way of teaching and the personality of the teacher can affect the teaching and learning process in schools. It is assumed that students have various religious, ethnic, linguistic and cultural backgrounds.

Teaching in schools teachers need to have basic concepts in the form of ideas, competencies, the role of teacher action and learning strategies that are in accordance with their objectives:

The idea, The education process in multicultural-based schools is based on philosophical ideas about freedom, justice, equality and the protection of human rights. The nature of multicultural education prepares students to learn actively towards a common structure within the school organization. The multicultural-based educational process seeks to empower students to develop respect for people of different cultures, provide opportunities to work directly with other people of different ethnicities, recognize the correctness of diverse cultural views, assist students in developing pride in their cultural heritage, making students aware that conflicting values of life are often the cause of conflict between community groups.

Competence, In general, the competence of multicultural teachers requires a positive attitude towards cultural diversity and understands the importance of the school reform movement towards multicultural culture and has a desire to increase global and multicultural insight in their actions. Teachers are expected to be able to understand ethnic, national and global values issues; diversity and culture; different preferences and learning of students caused by culture, religion and environment; the pedagogical traditions of people from various cultural groups that are reflected in the classroom, school and community. In developing multicultural values, an educator must have sufficient pedagogical skills such as how to increase the capacity of students to have local and global values; teach students to be tolerant and appreciate differences.

3.2 The Role of Action of Multiculturalist Islamic Education Teachers in various aspects:

Religious Differences, in state-based schools, there are students who have different beliefs. So, that's where the role of schools, especially teachers, is to maintain tolerance so that there are no clashes between students of different religions. The role of the teacher is important to directly implement several actions to build student diversity, the teacher is an important factor in implementing the values of diversity in schools, including:

- A teacher must be able to be democratic, meaning that in every behavior, both his attitude and his words are not discriminatory (be fair and do not offend) students of different religions with him. For example, when the teacher's history lesson explains about the material of the crusade involving Islamic and Christian groups, then he must be impartial to the religious groups involved in it. If the teacher sided with one of the religions involved in the war, then the analysis and explanation would be subjective, as a result, it would hurt the hearts of students who adhere to different religions, besides that, it could also lead to hostility among their students.
- In the integration of multicultural values in learning Islamic religious education in the form of social action, teachers encourage Muslim students to unite with Christian students in various academic activities and social life regardless of who is the majority and minority in school. They are able to integrate synergistically with each other in learning general subjects in class, religious social activities and humanitarian charities.

Differences in Language, Language is a human tool to communicate and interact with one another. However, in its development, language does not only function as a tool for communication, but language is also able to enter wider areas, namely politics, social and culture :

- Teachers must have sufficient insight on how to respect language diversity. This insight is the basis of a teacher so that his attitudes and behavior show the same attitude and always respect the differences in language.
- Teachers must have a high sensitivity to problems involving language discrimination that occurs inside and outside the classroom. For example, when there is an incident that the majority of students laugh at one of the dialects and the language accent of a student who is expressing his opinion in class, the teacher must immediately take action such as stopping the

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actions of students who are laughing and giving an explanation that laughing at other people's accents and dialects is an act which is not commendable and in the academic world is not justified because it should be full of nuances of mutual respect for each other.

Gender differences, gender is the role, nature and behavior of humans in everyday life (for women or men). In practice, these roles, traits and behaviors are strongly influenced by assumptions about what women and men deserve to play or do. Or vice versa, what should not be played or done by women and men in everyday life. Even though currently the rights and obligations of men and women are considered the same. However, in reality we still see the marginalization of women's rights. For example, it is easier for women to be labeled negatively if they finish working late at night or work at night. Women are also more likely to be the object of violence and crime.

Differences in treatment also often occur in schools, for example a teacher is more gentle when talking to female students than boys. In order to realize such an attitude, the teacher has a role:

- Teachers have sufficient knowledge about gender equality. This insight is important because the teacher is the main figure who becomes the center of attention of students in the class, so they must be able to be fair and not discriminate against female and male students.
- Sensitive to gender issues, a teacher must be sensitive to gender issues that occur inside and outside the classroom, a teacher must be able to prevent and provide understanding to students that their actions are discriminatory actions that are not justified.

Differences in Social Status, in a country that is being hit by a social crisis such as Indonesia, the emergence of social inequality between the poor and the rich is difficult to avoid. This gives rise to various social groups in society. For example, the upper class community who have more sources of income. The middle class community group, namely those who have a fixed income that is used to meet their daily basic needs. And the lower class community, namely the people who do not have a fixed income but cannot meet their needs.

From the existing reality, usually the upper class groups tend to be more powerful. For example, students who are children of officials or rich people are treated differently from students who belong to the lower class of society. Here the teacher has a key role in developing students' attitudes that are caring and critical of all forms of social, economic and political injustice around them. Teachers have an important role in fostering students' social care attitudes, among others;

- A teacher should have sufficient insight about various kinds of social phenomena that exist in the environment of his students. Especially those related to social, political, and economic injustice such as poverty, unemployment, corruption.
- Teachers should be sensitive to discrimination and social, economic and political injustices that are happening.
- Teachers must directly apply anti-discriminatory, social, political and economic attitudes in the classroom. The teacher does not discriminate between the students of the official's children and the children of the pedicab drivers, all are treated the same.

Ethnic differences, the existence of different ethnic and racial diversity in Indonesia should not make society divided and hostile to each other. In history, there are many stories that tell of conflicts between ethnic groups in Indonesia, such as what happened in West Kalimantan since 1933 and in Sampit, Central Kalimantan, in late 2000, riots occurred between the Madurese and Dayak ethnic groups which caused many victims in vain.

Discriminatory treatment also often occurs in schools, for example, children with certain ethnicities are often bullied because they are considered different from their friends. The teacher's role is very important to avoid this, including:

- Every teacher should have sufficient understanding and insight about anti-ethnic discrimination attitudes.
- Teachers should have a strong sensitivity to the symptoms of ethnic discrimination. No matter how small it takes place inside and outside the classroom.
- The teacher must give an example directly through his attitude and behavior that is impartial or discriminatory towards students who have a certain ethnic or racial background.

Differences in ability, humans are born with different abilities, some are born physically different such as disabled, blind and others. And there are also non-physical differences such as mental disorders and low levels of intelligence.

Differences in these abilities, can lead to discrimination and reduction of individual rights against someone who has different abilities. This will provide obstacles for them to carry out their activities and participate in the community.

In this regard, multicultural education needs to provide efforts to foster student understanding and attitudes so that they always respect, appreciate and protect the rights of others who have different abilities:

- Teachers must have good insight and understanding about the importance of an anti-discrimination attitude towards people who have different abilities.
- The teacher as the main driver of student awareness to always avoid discriminatory attitudes, is able to practice anti-discrimination discourse directly inside and outside the classroom.
- Teachers must be aware of discrimination related to this ability and provide an understanding to students that all humans have weaknesses depending on how they can manage these deficiencies into strengths.

Age difference, Misunderstanding in understanding and interpreting what is said by the other person, sometimes often occurs in everyday life. This often happens due to age differences causing differences in knowledge between individuals. For example, the ability to speak, understand and analyze a first grader at the age of 6 is different from the ability of a fourth grader at the age of 10. If this age difference is not understood by students, there will be misunderstandings when interacting with students.

In addition to misunderstandings, age differences can also cause discrimination against minors and elderly people. There are various forms of discrimination. Such as neglecting children's rights to develop, to get legal protection, to get love from both parents and to get a proper education. Furthermore, this discrimination can also take the form of violence against minors, sexual harassment of children and coercion of minors to work.

Schools must implement rules or laws stating that all forms of discrimination against a certain age are prohibited. And the teacher provides an understanding to respect each other and understand the age differences that exist around them. As well as providing examples of non-discriminatory attitudes towards other people of different ages and how to behave with people of different ages.

4. Conclusion

Multiculturalist teacher education needs to have basic concepts in the form of ideas, competencies, the role of teacher action and learning strategies that are in accordance with the objectives. Multicultural education taught and developed in schools has relevance in the Indonesian context which has the motto "Bhinneka Tunggal Ika". This motto can accommodate proportionally, normatively and democratically for the Indonesian people. This can show that Indonesia is one of the nations in the world which consists of various ethnicities and races having different local cultures, languages and religions but within the framework of Indonesian unity. Plurality is an inherent reality in people's daily lives. Plurality is born without engineering, as the will of Allah SWT that cannot be rejected. In this diversity there is wealth that makes life more meaningful, but in diversity there are also opportunities for contact and conflict.

The role of the teacher is important to directly implement several actions to build student diversity, the teacher is an important factor in implementing the values of diversity in schools, including:

A teacher must be able to be democratic, a teacher must have sufficient insight about how to respect language diversity, a teacher must have sufficient insight about gender equality, a teacher must have sufficient understanding and insight about anti-ethnic discrimination attitudes, teachers should have sufficient insight about various kinds of social phenomena that exist in the environment of their students, especially those related to social, political, and economic injustice such as poverty, unemployment, corruption, and teachers must have good insight and understanding about the importance of anti-discrimination attitudes towards people who have different abilities.

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