

## Planting Multicultural Education Values in Islamic Boarding School Al-Ghozaliyyah

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### **ABSTRACT**

*Multicultural education is an approach to teaching and learning based on democratic values and beliefs and sees the world's wide range of social diversity and interdependence as part of cultural plurality. Indonesia is a very rich country. The wealth has many kinds, ranging from the wealth of natural resources, human resources, tourism, and so forth. Various differences exist in Indonesia to be a force that can unite and enrich the Nation of Indonesia itself. On the contrary, these differences can also potentially be a danger that can disturb the peace of society if it can not be managed properly. This research aims to find out how the efforts made islamic boarding school Al ghozaliyhh jogoroto jombang in instilling the values contained in multicultural education in the boarding school. This study uses descriptive qualitative method by collecting the necessary data using observation, interview, and documentation. The results of this study showed that the efforts of boarding schools towards the planting of multicultural educational values islamic boarding school Al ghozaliyyah jogoroto jombang has been applied or taught by ustadz / ustadzah in the pesantren dipondok to the students. Based on the findings, the recommendations submitted by the researchers for islamic boarding school Al ghozaliyyah jogoroto jombang are to always provide learning, education, and direction to their students in order to always have a tolerant attitude, mutual respect, and accept the differences that exist.*

**Keywords:** *Tolerance; Multicultural; Islamic Religious Education.*

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### **INTRODUCTION**

Indonesia is one of the countries with the largest pluralist and multicultural potential in the world. This fact can be seen from the dynamics of people's lives, both in religious, ethnic, language and cultural aspects. The diversity that exists, can actually be one of the great potentials for the progress of the nation. But on the other hand, it also has the potential to cause a variety of problems when not managed and built properly. Muslims as adherents of the majority religion, must play an active role in managing the diversity dimension of this nation. Islamic education as one of the important instruments of civilization of the people, needs to be optimized as best as possible to organize the dynamics of diversity in order to be a potential for progress (Roziqin, & Nurmawati, 2019). Multicultural education is an education that teaches humanity, tolerance, and inclusive attitudes in the life of a nation, state, or religion. Thus, racial, religious, and cultural differences are not addressed by the exclusive attitudes and fanatical groups. In multicultural education, diversity and difference become positive values to develop the potential that each individual or group has (Rohman, 2016).

Islamic Boarding School as one of the educational institutions and teaching centers of Islam has a very urgent role in maintaining and creating the unity and unity of the nation, pesantren as one of the educational institutions that emphasize the understanding of religion as the spirit of human life, promising tremendous potential. According to the official records of the ministry of religion, there are currently about 27 thousand pesantren more scattered throughout Indonesia. The characteristics of Islam displayed by the scholars of pesantren as the Prophet taught it are the planting and development of infitah (inclusive), alum} (moderate), musāwah (equality), and tawāzun (balanced) values. Therefore, pesantren

also appear as agents of culture of values, norms, as well as religious messages loaded with harmony, harmony, unity and peace, even experts consider pesantren to have a significant role in preserving local culture, including maintaining values and harmonious social order around it (Muchasan, 2018).

## **METHOD**

This research uses qualitative research type, qualitative research is research that does not use data in the form of numbers or statistics but in the form of descriptive exposure, but this is sometimes uncertain, because sometimes there is qualitative research that uses a type of data in the form of numbers or calculations. The data collection methods we use are interviews as well as observations. Which are the two types of data collection methods included in the type of data collection qualitatively, which the results of the data obtained will be premier data, in addition secondary data will also use, this type of data will provide and complete and support information related to research objects both in the form of books, papers, and writings and articles related to research objects

This research is categorized as field research, which is research conducted directly in the field to obtain the necessary qualitative data. It is said qualitative, because because this research emphasizes more on the processes of social activities that occur in Pondok Pesantren Al Ghozaliyyah jogoroto jombang, especially the process related to curriculum planning activities, curriculum implementation, and curriculum evaluation. The model of this study is a case study. The reason for using the case study, because this study was conducted on case studies related to the curriculum of Pondok Pesantren Al Ghozaliyyah jogoroto jombang which contains a unified system in the form of programs, activities, events, or groups of individuals bound by a certain place, time, or bond Curriculum (Sulton, 2015).

This research was conducted in Ponpes Al Ghozaliyyah sumbermulyo jogoroto Jombang, which is addressed in Dsn. Sidowaras ds. Sumbermulyo kec. Jogoroto kab. Jombang. researchers are interested to carry out the research dipondok with the consideration that, in this cottage in the assessment of the community is one of the huts in jombang district that has a large number of students and has a very strong multicultural value with the local community, In addition in the cottage also print graduates - qualified graduates in terms of pesantren science, and the hafidz-hafidzah. The source of the data obtained comes from observations and observations made in Ponpes Al Ghozaliyyah Jombang by taking information obtained through interview techniques on predetermined subjects, namely Caregivers and administrators, then in this study using observation methods, interviews and documentation.

## **RESULT AND DISCUSSION**

The data presented in this section are observation data, data from interviews with caregivers, and data from interviews with administrators. Based on data obtained from research activities conducted while in the boarding school al ghozaliyyah sumbermulyo jogoroto jombang, based on the observations that have been made in the learning process in the cottage, that at this time the learning process in the boarding school al ghozaliyyah jogoroto jombang runs face-to-face, making it very easy for researchers in carrying out this study. And the students were in the cottage. So that in this case researchers can focus on the approach to caregivers and caregivers who really understand and understand about what and how to plant multicultural values in Pondok Pesantren Al Ghozaliyyah Sumbermulyo Jogoroto Jombang,

Multicultural value value is also important to be applied in the boarding school environment, Caregivers emphasize to the students, because we do not live alone and will also mingle with the community, In this boarding school is a place of learning process of the students in applying multicultural values, so that they realize not to feel great themselves, especially in the dizaman now different schools have made the debate , but here we must still respect their opinions, because there is also a sentence that reads Kullu Ro'sun Ro'yun (Every leader must have their own opinion)

Related to the cultivation of multicultural values, in this case pondok al ghozaliyyah jogoroto jombang, the results of research show that the main value emphasized in pesantren al ghozaliyyah jogoroto jombang is an attitude that views a life as a whole series is the work of worship. This planting has been introduced since the students entered the world of pesantren. It is not just mahdlah worship such as prayer, fasting, reading the Qur'an. When there is an intention to seek knowledge, especially religious science, it has been assessed as an act of worship. Including what is done in pesantren during support for the success of finding knowledge such as students who cook themselves, wash clothes, clean pesantren pages, help friends, provide money loans for students, carry out the duties of pesantren is believed to be a manifestation of worship that will have an impact on bringing good to his life in the future. On the other

hand, attitudes and views of life to realistically view life as the fulfillment of worldly needs should take precedence as a procedure that must be done as a social being (Suheri & Nurrahmawati, 2018).

The implementation of Multicultural education ideally begins simultaneously on the learning of all subjects, all activities of impressionist coaching, and management of all areas of Pesantren affairs. However, it is realized that starting the implementation simultaneously is not something light. This fact is used as a reference by the nanny Pondok Pesantren Al Ghozaliyyah sumbermulyo jogoroto jombang. By looking at the condition of human resources and other resources in the institution he leads, he made the stage of implementation of multicultural education. The integrated implementation phase of Multicultural education begins by providing several subjects at each level that can be synchronized with multicultural values, then carrying out a number of impressionist activities such as tadribul Khitobah, Teamwork Game, and the management of several areas of Pesantren affairs. On the implementation of Multicultural education in Pondok Pesantren (Astuti et al., 2021). Al Ghozaliyyah sumbermulyo jogoroto jombang., Asatidz/asatidzah conveys multicultural values with various activities. Starting from learning activities that refer to multicultural values, habituation and behavior. Therefore, in order for the Learning plan to instruct Asatidz / asatidzah in creating learning that is insightful on multicultural development.

The main role and responsibility of Asatidz/asatidzah/homeroom teacher in the development of Multicultural education in Pondok Pesantren Pesantren Al Ghozaliyyah sumbermulyo jogoroto jombang appears in an effort to provide guidance to children in order to have multicultural values of eight loves, with wise advice, good examples, and intensive mentoring. This guidance description is practiced by Asatidz / asatidzah / homeroom teacher in various activities in pesantren, such as guidance wudhu and prayer hours"ah intensively, giving advice that does not offend the child, doing activities with cooperation between students with the division of job description that supports each other and give a good example through real deeds, not just empty speech only (Malik, 2020).

## CONCLUSION

Based on the results of research conducted using interview methods, observations, and documentation on the values of multicultural education in boarding school Al Ghozaliyyah jogoroto jombang, then researchers can be concluded as follows: Nature fosters multicultural values in Pondok Pesantren Al Ghozaliyyah jogoroto jombang takes place through intracurricular and extracurricular activities, from these activities have a positive impact on the students because it can foster an attitude of tolerance, justice, togetherness, democracy that includes freedom to think, freedom to determine desired activities, and freedom to create. The atmosphere can make peace and harmony despite living in diversity.

The form of multicultural values in the boarding school Al Ghozaliyyah jogoroto jombang can be proven by various activities such as congregational prayer, madrasah diniyyah, debate / discussion forum, extracurricular, tartilan, watching together, roan every Friday, which is done once a month. All of these activities depict togetherness, equality, brotherhood, and beautiful cooperation and are framed with feelings of mutual help and respect without discriminating against background, ethnicity, culture, and language.

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