

Developing Religious-Tolerance Culture based on Multiculturalism in Islamic Education Learning

Saihul Atho' A'laul Huda^{1*}, Tri Siswatiningsih²

^{1,2}Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: saihulatho@gmail.com

ABSTRACT

This study raises the issue of developing a multicultural-based culture of religious tolerance in PAI learning at SDN 1 Jombang. This study aims to describe the development of a multicultural-based culture of religious tolerance in PAI learning at SDN 1 Jombang. This type of research is a qualitative descriptive research approach that contains explanations regarding the data obtained from the field. The research subjects were principals and teachers. The key instrument is the researcher himself, and data collection techniques and data collection techniques used are observation, interviews and documentation. Data is analyzed by processing from data from sources, presenting data and drawing conclusions. Students at SDN 1 Jombang come from different religious backgrounds, but in socializing they still uphold the attitude of religious tolerance. The development of a culture of religious tolerance carried out by school principals and teachers is carried out in the classroom and outside the classroom by 1) Providing opportunities for all students to take part in religious learning according to their religion 2) Creating a tolerant climate through religious holiday celebrations, prayers before and after learning, integration in religious learning, exemplary activities, habituation activities, routine activities include: flag ceremony, prayer together, spontaneity activities and conditioning activities.

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

INTRODUCTION

One of the diversity of this nation is in the diversity of beliefs and religions recognized by the Indonesian state such as Islam, Catholicism, Hinduism, Buddhism and Confucianism (As' ari & Zulfah, 2020). So social peace in the nation and state from the aspect of religion in Indonesia has a very serious role (Aeni, 2018). Education based on compassion will make students see humans in the framework of humanity (Hidayah & Khotimah, 2021). Compassion will be a strength in education and provide a spectrum of mutual respect, tolerance, mutual love and make interpersonal relationships like material that should be maintained and developed. Without a foundation of compassion, education can produce humans who may be rich in knowledge and skills, but they do not respect human values (Naim & Sauqi, 2017). By looking at the discussion above, we can understand that differences can be overcome, one of which is with the right education. And students at State Elementary School I Jombang have different religious backgrounds, but in their association they still uphold the attitude of religious tolerance. This can be seen from several attitudes of tolerance, mutual respect and respect for other students of different religions.

METHOD

According to Bogdan and Taylor define "qualitative methodology" as a research procedure that produces descriptive data in the form of written or spoken words from people or observable behavior. In other words, this study does not use calculations (Moelong, 2014). This research is intended to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, motivation, action, etc., holistically and by way of description in the form of words and language, in a special natural context and by utilizing various scientific methods. . This research is descriptive, where the data collected is in the form of words, pictures and not numbers. The purpose of this descriptive research is to create a structured, objective and accurate description or writing about the symptoms, characters and the

relationship between the phenomena being proven. In accordance with the focus and objectives of the study, this type of research is very appropriate because the researcher will describe the data not to measure the data obtained.

In accordance with the research that has been described, the researchers will look for descriptive data about the development of a multicultural-based culture of religious tolerance in Islamic religious education learning at SDN 1 Jombang which requires a research approach to describe (description) data or research results in the form of words or language, and requires observation (observation) in the process of implementing the existing learning activities in the school is appropriate or not, effective or not. In this study, the researcher will describe the findings which are shared data and the uniqueness found in the field (Aeni, 2018).

RESULT AND DISCUSSION

- How to inculcate multicultural values of Islamic Religious Education in Jombang State Elementary School I? The forms of instilling PAI multicultural values at SDN 1 Jombang are as follows:

SDN 1 Jombang is a school whose students and teachers have a diversity of religions, cultures and customs. Therefore, every time the lesson starts, a prayer will usually be held according to the beliefs of each student. In this case, the researcher conducted interviews with Diniyah educators. This is a snippet of the interview that has been done "... when praying there will be a leader to pray according to their respective religious beliefs."

From the results of the research obtained by the researchers, it is also supported by the results of previous studies that according to Muhammad Rizik Hasan in his thesis entitled *Implementation of Multicultural-Based Islamic Education Learning (PAI) in Instilling a Culture of Tolerance in Students at SMP Negeri 2 Salatiga for the 2020/2021 Academic Year*. ...forms of multicultural-based PAI learning through classroom activities are as follows: 1) Morning prayer with SMP Negeri 2 Salatiga is a school where students and teachers have a diversity of religions, cultures and customs. Therefore, every time they start the lesson, a prayer is usually done according to the beliefs of each student, guided by the lesson teacher who teaches in the morning. In addition, after the collective prayer was over, Muslim students read Asmaul Husna guided from the center. Meanwhile, non-Muslims are given the freedom to do anything as long as they do not interfere with Muslim students reading Asmaul Husna in class. In this regard, the researcher conducted interviews with the waka of the curriculum. The following is a snippet of the interview: "At SMP N 2 there are activities every morning for Muslims, namely reading Asmaul Khusna, and Christians and Catholics or Buddhists who used to be given the freedom to carry out their respective activities without disturbing Muslim students." (Hasan, 2021).

- What are the methods used in inculcating multicultural values and the impact of inculcating multicultural values on students at State Elementary School I Jombang?

There are many methods that can be used to instill multicultural values into students at SDN I Jombang, but the method used to instill multicultural values and the impact of planting multicultural values on students at SDN 1 Jombang, is to provide repeated directions. repeated so that students can get used to it, in other words the cultivation of multicultural values using the habituation method given every day so that it always becomes a habit that will have a good impact when they have mingled with a society that has a lot of diversity and also so that there is no mutual action. ridicule between religions, races, cultures in society later. This was explained by the teacher diniyah. Here's a snippet of the interview:

"... when non-Muslim children are just normal and still help with the activity by preparing mats to sit on, arranging for their classmates and friends." From the results of the research obtained by the researcher, it is also supported by the results of previous studies that according to Aziza Elma Kumala in her thesis entitled *"Instilling Multicultural Values in Islamic Religious Education Learning in SMP Negeri 1 Mertoyudan, Magelang Regency*, in her writing she stated that if "This habituation method is applied so that students get used to the action. In terms of inculcating multicultural values, teachers always emphasize to students the nature of differences. The difference is God's destiny that we cannot avoid, with the difference not to divide but to complement each other and live side by side because in this life we also need the existence of other people. "Ee, what are the forms of respect at school for different people. We plant differences, it's God's destiny, not outside our family, there are people in our family who are different, even if they don't have different religions, they have different mindsets What else is outside of us but because we still need other people so that we can live we have to be good with other people too. I often give an example of you, kowe nggo klambi, kuwi klambimu, yo ora gaweane wong Islam, kowe nggowo pit motorbike, yo kae gaweane, Japanese people, sing agamane shinta, nek ono wong, are shinta,

it's okay, if you can, it's interesting, if it's not interesting, so that he comes with us in some way. good deeds." One of the efforts to apply this habituation method is that students are accustomed to reminding each other when religious lessons have started, reminding each other when tadarus Al-Qur'an, and not infrequently non-Islamic religions remind when prayer time has arrived. As well as other tolerance habits that are widely applied in the classroom and also the school environment" (Kumala, 2018).

Discussion

Education based on compassion will make students see humans in the framework of humanity. Compassion will be a strength in education and provide a spectrum of mutual respect, tolerance, mutual love and make interpersonal relationships like material that should be maintained and developed. Without a foundation of love, education can produce humans who may be rich in knowledge and skills, but they do not respect human values. Then how to inculcate the multicultural values of Islamic Religious Education in Jombang State Elementary School I? The forms of instilling PAI multicultural values at SDN 1 Jombang are as follows:

- **Activities in Class**

SDN 1 Jombang is a school whose students and teachers have a diversity of religions, cultures and customs. Therefore, every time the lesson starts, a prayer will usually be held according to the beliefs of each student.

In addition to the habit of praying together before doing the lesson. The school also gives freedom to all students, especially non-Muslims when on a predetermined day to carry out religious activities carried out by joining non-Muslim students from other schools.

- **Activities outside the classroom**

With the diversity that exists at SDN 1 Jombang, it does not create a sense of solidarity in carrying out religious or social activities even when the school holds istighosah which is only intended for Muslim students. They, non-Muslim students voluntarily help prepare these activities without any coercion or make non-Muslim students feel distinguished. And when there are social activities they will gladly help each other. This shows that differences do not create divisions, in fact they become something beautiful if we can see and deal with everything well.

Thus, differences are not an excuse to be solid in doing all the activities carried out.

And what are the methods used in inculcating multicultural values and the impact of planting multicultural values on students at State Elementary School I Jombang? The method used to instill multicultural values and the impact of inculcating multicultural values on students at SDN I Jombang, is to provide directions that are carried out repeatedly so that students can get used to it and so that there is no mutual mockery between religions or races.

CONCLUSION

Based on the results of the research that the author has done regarding the Development of a Multicultural-Based Religious Tolerance Culture in Islamic Religious Education Learning at State Elementary School I Jombang. As has been done data collection so that the results of the study with the following conclusions: SDN I Jombang is a school that has students and school residents with different background conditions both in terms of religion, ethnicity, race and culture. In addition, the existence of different backgrounds that occur does not become an excuse not to coexist and mingle with each other:

The planting of multicultural values of Islamic Religious Education in Jombang State Elementary School I, includes activities in the classroom and outside the classroom. Where all the activities carried out are intended so that students can better understand the multicultural values and tolerance that exist in the SDN 1 Jombang school environment. With the activities of planting multicultural values that are carried out continuously, mutual respect will increase and be able to accept differences in terms of religion, race and even very complex culture. And the method used in instilling multicultural values and the impact of planting multicultural values on students at the State Elementary School I Jombang, namely by providing understanding to students about human nature, bringing harmony among human beings is one of the most effective attitudes.

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