
Integration of Multicultural Values in Islamic Boarding Schools

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ABSTRACT

Objectives: The research purpose to knowing how manager understanding, implementation, and supporting factors inhibit the integration of multicultural values.

Methodology: The study apply of qualitative methods of an exploratory nature focusing on holistic places, actors, and activities. The aggregation of data technique using obtained via debriefing, sighting, and documentation. Data sources of all elements of personnel involved in boarding school activities.

Results: The study results include the first management's understanding of the integration of multicultural values theoretically partially understood to have been practically implemented since the establishment of pesantren. It is based on the educational program used in the TegalrejoMagelang API boarding school, which uses three learning curricula: a. Kemendikbud curriculum, b. Pesantren curriculum / created by pesantren, c. Hidden Curriculum / unplanned curriculum. Both implementations of multicultural value integration have not been maximized. It is proven that santri better understands the value of multiculturalism between religious communities than understanding the internal multicultural religion. Third, in the implementation of the integration of multicultural values the, re are supporting factors such as a. close relationship between Kiai, Santri, alumni, alumni families, and the surrounding community b. the emergence of harmonious relationships in the pesantren environment, c. student motivation to seek knowledge about religious orders earnestly. While the inhibitory factor a. in the learning process b. in the integration of multicultural values in inadequate infrastructure.

Keywords: Integration, Values, Multiculturalism, Learning, Pondok-pesantren

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Indonesia has been a country with multi-ethnic, cultures, and religio. Multiculturalism and multicultural education are pervasive throughout the world. Ethnic solidarity education has been applied to many as in China. For deal with the dare of faith multiculturalism be required for transform the design of faith edification on the inside, with and without buttress [1]. Multicultural edification constituent as well as integration of subject matter by syncretism Islam, lore design aim at inclusive lore, subtraction of preconception by mysticism, similarity edification with boarding school (pesantren) and practice empowering experienced with reinforcement public civil [2].

Boarding school is an Islamic edification foundation that is old enough; at addition to being synonymous with Islamic meaning, boarding school also contains the meaning of Authenticity of Indonesia [3]. Because this Boarding school-like institution existed during the Hindu-Buddhist rule when there was an Islamization process, the education system continues and Islamizes it. (Dhofier, 1995) Boarding school is also a conventional Islamic edification institution to learning, comprehend, life, and rehearse Islamic doctrine with claiming the weightiness of spiritual character as a guideline to attitude everyday [4]. Virtual boarding school education are an catcing thought by venture for dispart Islamic edification servicing to the millennial generation, who a coincidence to be not santri[5].

According to Ronald Alan Lukens Bull, Sheikh Maulana Malik Ibrahim established a boarding school in Java in 1399 AD to spread Islam in Java [6]. Islamic boarding school has been around for 300-400 years. His long age should be reason enough to state that the boarding school has become the property of the nation's culture in the field of education and has helped enrich the life of a country. Boarding school is portion of the annals of Indonesian edification and culture, that go up as a conventional spiritual edification foundation (conventional Islamic edification), the eldest prim edification foundation to Islamic communities in Indonesia [7].

Education is an effort made consciously and be scheduled from embody the studying circumstances and learning process so that student roundly expand their potency for own the mental strength of self-mastery, selfhood, ingenuity, glorius character, and skills required himself, intercommunication, nation, and state [8]. Higher order thinking skills in students can be generated and developed during the learning process [9]. Under the law, education is just not cognize from parents but is jointly cognize between parents, society and the state, by their respective abilities and roles. This responsibility becomes the foundation in organizing education so that various educational institutions arise, both government and private. One of them is the educational institution of the boarding school tract. The goal of this edification is for strengthen the personality [10]. Educators must understand aspects of child psychology in education [11]. The studying

process shall too care to students' interest at learning in order that aim of studying could be reached [12].

Islamic boarding school strives to realize a good learning process despite the different types of diverse santri cultures so that the atmosphere of boarding school education becomes more colorful. However, such differences, in the other arm, become a great charitable force and variety as they synergize and work together for the same purpose, namely the search for knowledge. On the other hand, if the differences cannot be managed and maintained properly and adequately, it will be the source and trigger of conflict and violence between one center and another. [9]

Integration is the opposite of separation, which puts each field in different boxes. Cohesiveness, in accordance with Sanusi, constitute unity entire, not torn apart and dispersed. Cohesiveness come under necessity or comprehensiveness from the parts that form a single unit, harmonic and sexual intercourse among the unit component [13]. According to Russian, the word integration means unification to become a unified whole. In the context of social sciences, the unity of living together from various units of socio-cultural systems, ethnic and social groups, to interact and cooperate, based on shared basic values and norms to realize advanced socio-cultural functions, without compromising the characteristics of society. This diversity exists [14].

There are still many violent conflicts that almost every day there is a dispute between students among students. Because the institution is a non-formal and social educational institution, which is an educational institution that accommodates students from various elements of society and cultural elements, the students in the educational institution have very different backgrounds. Cultural differences are called multicultural. Multicultural means a diverse culture. Multiculturalism is not only concerned with Sara (tribe, religion, race, and between groups), but the wider diversity such as physical and nonphysical abilities, age, social status, and so on. Multicultural community life needs to be fostered to raise awareness of the importance of the spirit of multiculturalism in the lives of each individual and society in seeing and interpreting all differences.

Multicultural edification is legal action of edification that provides same chance for an entire generation of nations without discrimination due to ethnic, cultural, or religious differences. Furthermore, multicultural education can reward diversity and appreciate equal rights to ethnic minorities for reinforce and entity, national identity, and the image of the country on the word scene [15]. In the manner of multicultural edification, it is hoped that the suppleness and spiritual flexibility of the nation faces the clash of nation conflicts [16]

In a different perspective, Conny R Semiawan (2004) argues that multicultural education gives the same rights to all ethnic groups and cultures of the people in Indonesia to get a quality education

and get the same right to achieve the best achievements in the Indonesian community. Multicultural Islamic education is a process of education principled about democracy, similarity, and fairness, humanity oriented, compactness, and conciliation, and developing acknowledgment, receive, and appreciating variety build upon the Qur'an and Hadith [17]. Education in boarding schools is not aware of the understanding of multiculturalism. However, this change is the source of Islamic teachings, the Qur'an and Sunnah, which have existed since their descent. Because understanding multiculturalism is a phenomenon of pros and cons that will always happen because such things have become commonplace when new things are introduced or suddenly appear. It will finally be accepted if it becomes an unavoidable reality.

Islamic boarding school API TegalrejoMagelang is one boarding school that still exists in carrying out Islamic education. It was founded on September 15, 1944, by KH. Chudlori, one of the scholars, came from Tegalrejo village. In 1947, the name of the boarding school was established as the Islamic College Dormitory. The aim was that the students were able and willing to become teachers who teach and develop Islamicsharia in the community. Islamic boarding school API Tegalrejo is located in Tegalrejo Village, Tegalrejo Subdistrict of Magelang Regency.

The 2019/2020 School Year data recorded 5,509 students studying at API huts. From preliminary research obtained data that students of Islamic boarding school API TegalrejoMagelang come from various regions in Indonesia with diverse economic conditions. The tradition of association between centers describes a harmonious and peaceful atmosphere, with mutual respect and respect. There is no barrier between rich and poor, between the children of officials or ordinary people. All students perform daily activities in the same place with the same facilities. So that there is no friction between students and will have implications for the concept of humanist character, the learning process through multicultural values in boarding school.

Research and methods

The study used qualitative methods of an exploratory nature to understand the meaning of individual and group behaviors that describe social and humanitarian problems. The focus of holistic or comprehensive research includes places, actors, and activities(activities). All three interact synergistically.

Data aggregation is conducted via observations, debriefing, and documentation. sighting is the second step in aggregation data since the writer held a study of literature. Observation is the aggregation of data with observing the conditions in the area. By observing, the writer get more comprehend about subject and object curently be learned.Observation is a method of collecting data, where the researcher records the results of the information as they witnessed during the study.

Observation involves two components: the observer and the object being observed. Researchers will use non-participant observation; that is, researchers only observe the object's state directly, but researchers are not active and are directly involved. Interviews, Interviews, or interviews is a collection technique data using vis-a-vis contact among interviewer and informant. Interviews are conducted if the data is obtained through observation less depth. This is by what was stated [18] that "interviews are used as a collection technique" data if the researcher wants to know things from more informed informants deep." Documentation, documentation according to [19] is the way that is worn for have the data and information within format of books, files, literature, black-and-white nominal, and image in report form and description wich could espose study. Documentation be purpose for gather data and afterward re-review.

Data sources by purposive sampling are all personnel directly involved in boarding school activities, namely the Head (caregiver) of boarding school, Lurah, ustadz representative, student representative. Data analysis techniques, by qualitative methods carried out before research, in the research process, and after completion of the research. Conclusions are obtained by the process of data reduction, data display, and conclusion making [20]. So this research has contributed information to the next researcher who focuses on boarding school education institutions.

Output and criticism

Integration derive the English "integration" that is to say whole. The term integration means the intermingling or unification of different elements so that it becomes a whole or whole unity (KBBI, 2007). It is the opposite of integration with separation, an attitude that puts each field in different[21]. Cohesiveness in accordance with Sanusi is a round, ble nor divisible, and divided union. Cohesiveness belong necessity or members comprehensiveness that form a tightly unite, harmonic and friendly relation among that guild member [22] .

According to Russia the word integration has the understanding of unification to become a whole or round unity. In the context of social science, the unity of living together from various units of socio-cultural systems, ethnic and community groups, for interaction and cooperation, based on shared basic values and norms to realize advanced socio-cultural functions, without sacrificing the characteristics of diversity. Integration is the compatibility of the units contained in a system, and not uniformity, but are individuals who are such as not harming each individual. The good ones support each other and still have their own identity and mutual benefit.

Etymologically the term "multicultural" is a noun that at The English language derive two term, videlicet "multi" and "culture." In most cases, the term "multi" matter many, variation, and miscellaneous. At the same time, the term "culture"at English own multiple significance, videlicet

civilization, civility, and or preservation. Upon this basis, the term multicultural means cultural diversity, miscellaneousness, and/or much maintenance. Muhammad Yusri FM (2008), disclose that three mention are frequently worn for depict people composed of distinct faith, offspring, parlances, and civilization, videlicet complexity (plurality), multiteity, and multicultural (multicultural). These three deputize the similar matter, which is more than one or plural. Multiculturalism and multicultural edification appeared in the beginning as a method to overcome racism politics [23].

Cognizance from recent settler teacher educationalist while preaching subject associated with variety and multiculturalism in Canada [24]. Control of class and training in the multicultural and variegated class of today's Israel, describr years of immense immigration [25]. Via multicultural investigate of students' names, educationalist could explain learner cultures and identity, and use this as a resources to support learning and development from early childhood through adolescence [26]. Appreciating diversity, multiculturalism, and tolerance are values generally developed by the schools [27]. Multicultural edification has many connotations surpass the multi-ethnic class and pristine cultural problem [28]. Learners, along their edification, study to respect other religions, tribes and cultures, along their possess [29].

Banks defines multicultural understanding In his book titled *Race, Culture and Edification*: "The varied names used for depict the renewal motion reflect the many target and strategies that have been used towich are already respond to the ethnic motion both inside and across diverse country". Multiculturalism is a term used to describe renewal efforts reflecting the various purposes and strategies which already used for respond to ethnic motion both within and between countries. Cases of intolerance, such as the disbandment of spiritual activities and intimidation of ethnic minority category, have intimidate the integrity of people and the future of multiculturalism in Indonesia [30]. Learner's need a wider comprehension of earth and edification embedded in multiculturalism [31]. Pesantren have their individual comprehension about multicultural edification that human creatures created on basic distinction, therefore human mutual respect each other [32]. The tight of appreciation and penalty used up pesantren for train the learner's consciousness start for well act in a multiculturalism people [33].

Multiculturalism does not contradict the teachings of Islam. This opinion is based on HeruSuparman's research that shows the Qur'an's views or reviews of multiculturalism do not contradict the teachings of Islam. At least it is in the Qur'an as a resource of Islamic jus. The variety that exists has be pundit wealth to be learned, as the Qur'an illustrate. Via multiculturalism, it is anticipated that each person and/or each cluster can accept and cherish the distinction between them, the world lives harmoniously to build a peaceful and viable country [34]. Edification in Indonesia shall assist establish charitable and multicultural nationality via the explanation of

wisdom and training [35]. Serious multicultural edification re-directs investigations of strength as it appertain with culture design and care, science invention and culture instability [36].

Multiculturalism among scholars is regarded as the wisdom for create people in which nationally who come from other faith, ethnicities, consuetude, or civilization shall coexistence and mingle in everyday life with conciliation and affluence sans victimize their characteristics. Azra stated that multiculturalism is the cultural foundation associated with the attainment of civility, which is essential to the realization of civilized democracy, and democratic civility[37]so that both can walk in a state of life.

While indicators of multicultural values according to [38] explain some indicators of existing multicultural values, as follows: studying to existence in diversity, build up reciprocity each other, take care of reciprocity comprehend, idolize reciprocity honor, comport oneself overt in reasoning, tribute, and interdependence, contravention resolve and nonviolent pacification. As for understanding multicultural grade in most cases there are four essence grade, among others: First, tribute of the fact from civilization complexity in public. Second, the confession of human rights and human rights. Third, global public onus growth. Fourth, the growth of human onus going to planet Earth.

Education is an effort made consciously and planned for create the studying environment and studying way so that student roundly expand their potency take possession of mental strength of self-mastery, selfhood, brilliance, glorious character, and ingeniousness be required for themselves, people, nation, and state [39]. While multicultural education or in other terms intercultural edification, inter-ethnic edification, transcultural edification, multiethnicedufication, and cross-cultural eduficationis the way of implantation a living respect, honest, and lenient of cultural variety that lives in compound people [16]. Classroom teachers are extremely espouse of cultural variety, multicultural edufication and strategies to fight racism and distinction, and these outlook almost not varies in the distinct geographic zones of the city, not like the manner in the common public [40].

James Banks stated the multicultural edufication is the education of person of color [41]. Main goal of the multicultural education movement is to eliminate discrimination, not only in civic life but also legally institutionally included in the Act [42]. According to Banks, there are four goals of the multicultural education movement. First (and foremost), it helps individuals understand themselves deeply by randomly faking themselves from the lens of other cultures("for assist individuals obtain bigger self-comprehension by seeing themselves of the perspectives of other cultures"). Second, equip learners with knowledge about other ethnicities and cultures, their own culture in the "majority," and cross-cultural cultures ("to supply learner with cultural and tribal backup"), because during this time they have only been "strangled" history and culture "dominant,"

namely Anglo-American history and culture. Third, reduce the suffering and discrimination of race, color, and culture ("for decrease the soreness and distinction that denizen of some tribal culture impressionas of their unique rase, physical, and cultural characteristics"). Fourth, assist learners dominate basic skills of recite, writing, and numeracy. Multicultural education in the Islamic education system does not aim to follow and act like other cultures but has an understanding of the existence of other cultures, so that santri has a respectful and tolerant attitude towards the existing culture.

Ali Maksum said to form a tolerant students boarding school taught it through the curriculum of education and the example of daily life [43]. Kyai and the manager set a direct example to santri in everyday life. Similarly, Fakhriyah's research shows that boarding school becomes an agent that can form students to maintain harmony in the diversity of Indonesian society with values, systems, and rules that make it ideal to become a multicultural, multi-lingual, and multi-ethnic educational institution.

1. Understanding of managers and teachers about the integration of multicultural values in boarding school API TegalrejoMagelang.

Build upon the outcome of the study it can be sum up that the understanding of the integration of multicultural worth within boarding school API TegalrejoMagelang is broadly divided into two, namely theoretically and practically:

a. Theoretically the understanding of ustadz and managers of multicultural values can be said to be an understanding. This is reflected in the multicultural values that are integrated as basic educational values that have been applied in boarding school API TegalrejoMagelang. So that this understanding can strengthen the value of humanistic character santri that is always updated in everyday life both in the pesantren environment and upon his return from boarding school.

b. In practice the understanding of ustadz and managers of multicultural values has applied it although in part. Here exemplified in the pesantren environment in common life, respecting differences of opinion, differences in ability, age differences, and differences in social status, which is included in multicultural values, thus managers and administrators can be said to already understand multicultural values.

2. Integration implementation multicultural values at the studying process at boarding school API TegalrejoMagelang as a form of strengthening humanist character.

The implementation of multicultural worth within learning process is conducted in; a. curriculum design made by adjusting geographical conditions, social community santri and the development of the times by involving caregivers, managers/managers and ustadz, b. teaching-learning of critical

and creative knowledge, c. integration of activities oriented to the development of multicultural values in cultural aspects, santri activities, and hidden curriculum.

3. Supporting factors and inhibiting the integration of multicultural values in the learning process in boarding school API TegalrejoMagelang as a form of strengthening humanist character.

In the application of the integration of multicultural values in the way of studying in boarding school 'API' Tegalrejo, there are supporting factors and obstacles. Supporting factors include; a. the close relationship between Kiai, students, alumni, alumni families, and the surrounding community, so that the pesantren scientific network is awakened by several elements that are interrelated and mutually reinforcing in the education process, b. the occurrence of harmonious relationships in the boarding school environment, between santri and students, ustadz with students, managers with students, caregivers with santri, thus causing minimal conflict in the pesantren environment, c. students' motivation to be earnest in seeking knowledge according to religious orders, so that in the learning process can facilitate understanding the science taught.

The factors inhibiting the integration of multicultural worth within way studying at Tegalrejo's 'API' boarding school include; a. in the learning process ustadz also tends to use monotonous learning methods so that students become passive and feel uninterested in attending the way of studying, b. in integrating the multicultural values of inadequate infrastructure facilities in boarding school API TegalrejoMagelang.

Inference

Build upon the outcome of study and research data could sum up that theoretically the understanding of ustadz and managers of the integration of multicultural values can be said not to understand, but practically has been implemented integration of multicultural values in boarding school API TegalrejoMagelang.

The implementation of the integration of multicultural values uses three ways, namely first the design of the curriculum that is tailored to the needs, second the learning process is oriented towards the development of knowledge and critical thinking power, thirdly integrates various aspects of culture and santri activities in the form of hidden curriculum/ curriculum that is not planned.

In the implementation of the integration of multicultural values there are supporting factors including; a. close relationship between Kiai, students, alumni, alumni family, and the surrounding community b. the occurrence of harmonious relationships in the pesantren environment, c. santri motivation to earnestly seek knowledge according to religious orders. While the inhibitory factor a. Within the way of studying b. in integrating the multicultural worth of inadequate infrastructure.

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