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Implementation of Multicultural-Based Religious Education Teaching Hamlan Andi Baso Malla, Sagaf S. Pettalongi Institut Agama Islam Negeri Palu Palu, Indonesia dr.hamlan@yahoo.co.id, sagaf@iainpalu.ac.id
Abstract — The aims of this research is to analyze the implementation of Islamic education teaching based on multicultural in high school. The research method used in this research is a descriptive qualitative research. The participants in this study were 32 students of year 10 at one of public high schools in Poso. Data were obtained through students through observation, students questionnaires and interviews. The data was analyzed using descriptive qualitative method.

The results of this research show that the implementation of Islamic religious education based on multicultural education is has potential to: a) foter leraab) mosntstonce ttit Bes mongsntstonce ttit, hi trn also potential in developing values as: responsibility, good prejudice, confidence, justice, solidarity, honesty, mutual trust, nationalism, cooperation, and commonality. Keywords — multicultural; tolerance attitude; islamic education

I. INTRODUCTION Indonesia is an archipelago consist of thousands of islands in large territory is very large terrority and has variety of ethnic, cultures, religions and languages.

There are six religions that have been officially registered by Indonesian government which make Indonesia as a big multicultural country. The majority of Indonesian people embrace Muslim. The pluralism is a valuable social capital for the development of the Indonesian nation, but if it is not managed properly it can cause various social problems. The social problems faced by Indonesia include the occurrence of violence, inter-tribal conflicts and inter-religious conflicts.

Various conflicts that occurred in Indonesia included conflict and violence that occurred in Poso, Central Sulawesi from 1998 to 2001. This incident involved Muslim groups and Christian groups. The conflict between Madura tribe and Dayak trube in Sampit in 1999. On May 13 2018 Surabaya was rocked by a bomb carried out by a Muslim family. They bombed three churches in almost the same time. The number of conflicts and riots that occurred in Indonesia shows that this nation has not understood the meaning of diversity and difference [1]. Not a few of the people who want to negate diversity and replace it with unity and uniformity.

Some people try to eliminate diversity and will replace it with unity and uniformity. The number of conflicts and violence in the name of Islam has placed Muslims as the party to blame. Actually, in Islamic it is very appreciative of pluralism and multiculturalism. Some verses in the Qur'an instruct Muslims to appreciate diversity. The issue of pluralism, ethnicity, religion, race and nation has existed for centuries in Islam. Islam is a religion that is very friendly and appreciates diversity and peace. Islam has an instrument that puts education at the forefront, because education is directly dealing with humanity [2]. Various conflicts and violence that occur in society can divide the unity of the nation.

The emergence of conflict is caused by injustice, mutual distrust and cultural differences [3]. This conflict occurs because of the lack of tolerance between religious communities that are very diverse. As a big multicultural country, Indonesia really needs peace, justice and equality. National unity is the responsibility of all parties of the community and government. To reduce the various conflicts and violence that occur, the values of solidarity, tolerance and a culture of peace must be develop in school [4].

In the KTSP curriculum and K-13 actually have included the values of tolerance in religious learning, but the teacher has not implemented it in school. The role of Islamic religious education teachers as educators is expected to build good communication with students in implementing tolerance values. Tolerance values can be implemented through multicultural-based religious education. Teachers with a multicultural perspective will respect the similarities and differences of social reality based on religion and ethnicity [5]. Education must include pluralism and multiculturalism [6].

Multicultural education is a process of cultivating a way of respect, sincerity and tolerance for cultural diversity that lives in a pluralistic society. Through multicultural education it is hoped that students can strengthen solidarity, tolerance and peace in the face of various social conflicts. The learning themes about tolerance, ethno cultural differences, plurality and urgent religion to reduce social tensions [7]. Islamic religion education play role as a systematic guidance for the students to embrace Islamic value as a way of life [8].

Islamic religion education is very important to form tough individuals who are guided by Islam. In the process of Islamic religious education there is a transfer of values and knowledge, so students have faith and devotion and knowledge. The concept needs to be understood, especially in the era of religious plurality as what happened today, which shows Islam is not an exclusive religion- discriminatory against humans [9]. Therefore, it is necessary to implement multicultural based religious education that prioritizes peace, justice, equality and brotherhood.

Islamic religious education is based on the assumption that humans were born in a holy state, namely by carrying innate abilities such as faith, trustworthiness and responsibility, intelligence potential and perfect physical potential. With these potentials, humans are able to develop actively and interactively with their environment. In order for a person to be able to develop and interact with fellow human beings in their environment, it is necessary to accept the differences and diversity around them.

They not only recognize and acknowledge procedures based on Islamic way, but they are expected to understand that there is various procedure that were conduct in different ways. These differences should be considered as a gift and must be appreciated. Multicultural- based learning is needed in order to create such an attitude of life. Therefore, multicultural-based religious education is expected to be one of the alternatives in solving problems related to pluralism. Multicultural-based religious learning can foster a spirit of appreciation for differences. Difference is God's way, not a disgrace or a sin because Allah created man and nature full of diversity.

Thus, it is necessary to view multicultural education as a practical dimension of multiculturalism, where not only understanding the concept, but implementing it through other actions both at school and in society. The values included in multicultural education can lead each student to be tolerant, respect human values, and love peace. Multicultural education is a complex and multidimensional concept [10]. Which provide education about cultural diversity in responding to demographic and cultural changes in a particular community environment and even the world as a whole.

Multicultural learning is a policy in the practice of education in recognizing, accepting and affirming human differences and similarities associated with gender, race and social status [11]. Multicultural learning is learning based on differences and diversity that exist in Indonesian society. II. METHOD The research method used in this research is qualitative descriptive. Data collection is done by interviews, observations, documents, and student tolerance questionnaires. This research was conducted at one of public high schools in Poso. Participants in this study were 32 students of Year X.

The research instrument used in this study consisted of: teaching materials that contained Islamic religious learning material with the implementation of multicultural learning, student tolerance attitude questionnaires and observation sheets and interview guidelines. Questionnaire is given as a material for qualitative evaluation of learning. This questionnaire was given twice, before and after the implementation of multicultural-based religious learning. Observation sheets consist of teacher and student activity sheets during a multicultural based learning process carried out in the classroom.

The teacher activity sheet is used to observe the extent of the teacher's ability to implement multicultural based learning, while student activity sheet is used to obtain an overview of student activities during the implementation process of multicultural based learning. Interviews are conducted at the end of learning. This interview is useful not only to evaluate the end of the research but also to reflect on the implementation of multicultural-based learning that has been carried out mainly in relation to students' tolerance attitudes. III.

RESULTS AND DISCUSSION Classes are divided into several small groups consisting of 4 to 6 people, so that every student has greater opportunity to learn while at the same time fostering collective awareness among students. Furthermore, fostering collective awareness of multicultural education, both within the school and outside the school environment. This collective awareness can increase awareness about competence in several cultures and religions. Student awareness like this can keep away from the concept of a single culture or equation.

This awareness implies that multicultural education has the potential to avoid dichotomy and develop a better appreciation through the cultural competencies that exist in students. Qualitative data is obtained from the results of the student tolerance attitude questionnaire. Questionnaire of students' tolerance attitude is given twice, before and after the implementation of multicultural-based religious learning. The following are the results of the students' tolerance questionnaire data presented in table 1. TABLE I.

DESCRIPTION OF SCORE OF STUDENTS ' ATTITUDES Class N Minimum Score Maximum Score Mean Before implementation education based on multicultural 63 45 70 56.30 After implementation education based on multicultural 63 43 76 60.38 Based on the analysis of data processing students ' tolerance attitudes obtained that the average score of students' tolerance attitudes after the implementation of multicultural learning based on Islamic religious education was higher than before the implementation of

multicultural based Islamic religious education learning. TABLE II.

ACHIEVEMENT OF INDICATORS OF MULTICULTURAL EDUCATION BEFORE IMPLEMENTATION OF RELIGIOUS EDUCATION BASED MULTICULTURAL Indicator Evidence Category Students can explain many the kinds of conflicts. In the information record of each group and the interview of each individual, students can generally understand the various conflicts and causes of conflict. good Students understand the causes of conflict. good Students can explain the impact of the conflict. After conducting discussion activities, students can explain the impact right conflict. less Students can analyze the basic concepts of collective awareness of multicultural education.

Students understand enough about the basic concept of collective awareness of multicultural education, but only some students can analyze it less Students can reflect the relationship between multicultural education and various conflicts. From the reflection notes that have been made indicate that students can link multicultural with various conflicts that occur less Students can apply tolerance and solidarity among friends Tolerance and solidarity between friends is still lacking less Before the implementation of multicultural-based religious learning it can be concluded that students' understanding of multicultural education is still low, the nature of tolerance and solidarity of students is still low. TABLE III.

ACHIEVEMENT OF INDICATORS OF MULTICULTURAL EDUCATION AFTER IMPLEMENTATION OF RELIGIOUS EDUCATION BASED MULTICULTURAL Indicator Evidence Category Students can explain many the kinds of conflicts. In the information record of each group and the interview of each individual, students can generally understand the various conflicts and causes of conflict. good Students understand the causes of conflict. good Students can explain the impact of the conflict. After conducting discussion activities, students can explain the impact right conflict. good Students can analyze the basic concepts of collective awareness of multicultural education.

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and solidarity are also improved.

The better tolerance behavior of students after the implementation of multicultural based learning because students are trained to be able to learn cooperatively and collaborate with friends a group to discuss various problems and activities related to the learning topic. Then, students are given concrete examples of everyday life related to the importance of tolerance in a pluralistic nation's life. IV. CONCLUSION A Multicultural-based religious education is the process of cultivating values and ways of life respecting and tolerating the diversity of cultures, tribes and religions that live in a pluralistic society.

Thus multicultural-based religious education is very necessary to foster an attitude of tolerance. The implementation of multicultural-based religious education in the form of actions, both in the school and outside the school, so that every student can interact with others in their environment. With multicultural-based learning they are able to accept differences, and are not anti-differences.

Therefore, education in schools, both public and religiously based is essential to provide multicultural education and implement it through various ways in the education process. The tolerance attitude of students after the implementation of Islamic learning based on multiculturalism is better than before the implementation of multicultural based Islamic religion learning. REFERENCES [1] A.W. Muqoyyidin, " Membangun kesadaran inklusif-multikultural untuk deradikalisasi pendidikan Islam ," Jurnal Pendidikan Islam, vol. 2, no. 1, 2012. [2] A. Nata, Metodologi Studi Islam. Jakarta: Raja Grafindo Persada, 2003. [3] K.

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