

IMPLEMENTING MULTICULTURAL EDUCATIONAL VALUES IN OVERCOMING GROUP FANATISM

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Abstract

Humans were created by God with differences in religion and equality. The reality in life is that humans are not yet aware of their essence as creatures that have been created differently by God. More and more conflicts are emerging and resulting in bloodshed between people whose motives are not understood. This qualitative research aims to explain the results of instilling multicultural education values that have been carried out by Islamic religious education teachers at Semarang Regency Vocational Schools. This research uses data collection techniques in the form of observation and interviews. Responding to issues regarding conflicts that occur and are often carried out by young people, PAI teachers prove that multicultural education in Semarang Regency can get good results and change the way students think, thereby creating students who understand and can adapt to the school environment. and multicultural society. With these findings, basically education plays an important role in creating change for students, because teachers are able to become role models that their students will definitely follow.

Keywords: Education, Multiculturalism, Fanaticism

Introduction

God created humans in diversity and equality. By looking at the realities of life, it turns out that humans are not yet aware of their essence as different creatures (Wahab, 2021). Many conflicts and bloodshed between humans are motivated by misunderstanding (Arsyad & Rama, 2019). The cause of increasing social problems in society is the shallow understanding of religion in each group, and there are often unilateral claims about the truth (Faridi, 2012).

Many efforts have been made to anticipate divisions resulting from diversity (Apriani & Aryani, 2022). Diversity is a necessity in life. Diversity is *sunatullah*, its existence cannot be eliminated. To face a pluralistic society, to prevent clashes between groups or radicalism, namely by creating inclusive and moderate Islamic education (Fahri & Zainur, 2022).

Education has a very important role related to social change, in the form of development, individual dynamics and broad social processes (Sauqi, 2011). The central element of knowledge to shape personality is religious education (Rusdiana, 2015). Parents play an important role in

cultivating their children's religious knowledge. Life will be more focused so that it has a strong grip in the hope that physical and mental development can develop (Hilmy Ahmad Nurul, Safi'i Imam, 2022).

Schools play an important role in educating about individuality and inclusiveness. Teaching and instilling the values of religious moderation in the presence of differences, respect for every opinion in every educational process. Teaching about respecting differences in beliefs and not feeling self-righteous and rejecting the beliefs of others (Majid, 2012). The lack of a comprehensive understanding of multiculturalism means that the quality of students is not a quality that generally corresponds to the facts. In this era, the function and role of education is very necessary in respecting the diversity of multicultural society.

Multicultural has the meaning of cultural diversity as a form of diverse background behind a person (Abdullah, 2011). Indonesia is a multicultural country with diverse religions, languages, cultures, races and ethnicities from various regions. Indonesia has different characteristics from other countries (Destriani, 2022). Indonesia's situation is like this, it is necessary to maintain and preserve (Akhmadi, 2019). The diversity of Indonesian culture can be seen from the culture of each region, which is a characteristic of the culture of several tribes with the prevailing traditions of the surrounding community (Abdullah, 2003).

Multicultural education has recently given hope in overcoming the current societal turmoil, considering that multicultural education is education that upholds the values of belief, heterogeneity, plurality and any diversity in aspects of society (Mania, 2010). At every level of education, multicultural values must be instilled in forming character, especially understanding and mutual respect between various ethnic groups, must involve various levels of society, so that efforts to transform local cultural values and character with a nationalist perspective become a contribution (Alpansori, 2013).

It is hoped that through instilling multicultural values we will be able to build a more accurate, complex and broad understanding of cross-cultural, spatial and temporal contexts in accordance with the conditions of human civilization (Hilmy et al, 2022). The presence and encouragement of oneself and others makes humans live with mutual security needs, the need for love and affection, the need to be appreciated and known by many people, the need for education, knowledge and understanding, the need for self-actualization and beauty (Sulalah, 2012). Instilling

these values is through the world of education. Education is an effort to form people who are physically and mentally complete, have character and intelligence (Isnaini, 2016).

Instilling the values of multiculturalism is not an education system itself, but rather a process of instilling or changing values through a process of formal and non-formal education. School institutions were deliberately created for the purpose of instilling good knowledge, skills and attitudes from generation to generation (Yusuf, 2021). The lives of Indonesian people are influenced by religion, because an individual is able to appreciate his or her faith in the domestic and public realm by adhering to a religion (Harsono, 2020). The existence of fanaticism in groups and factions accompanied by intolerant and anarchic actions disturbs the spirit of *Bineka Tunggal Ika*. In Indonesia there are widespread acts of radicalism originating from certain communities, which give rise to trauma in other communities and even become victims of acts of radicalism (Setiawan, 2021).

Intolerant groups that carry out radical actions not only undermine religion, they also disrupt relations between communities in society, including between religious communities. Characters that have been formed using fundamental doctrines that lead to radical action are one of the important problems that need to be responded to as well as efforts to deal with them, especially in Indonesia's pluralistic society. Radical actions often emerge from communities whose character formation is shaped and built by radical ideology (Zinsky et al., 2022). The internet has an influence in efforts to spread radical ideas, especially to young people (Ghifari, 2017).

The radicalism movement in Indonesia emerged because it was triggered by domestic problems and international political constellations which have cornered the social life of Muslims (Karnawati, 2019). In Indonesia, radical groups do not only come from religious radical groups, not only Islamic radical groups, but also non-Islamic groups (Zega, 2020). Starting from what has been explained previously, there needs to be strengthening of character values in existing communities and one of the things that has the most impact is through education, especially religious education. As has been said previously, religion has an important role in every human's life (Sairwona, 2017).

Based on the problems explained above, the author will explain the cultivation of multicultural education values in counteracting group fanaticism as an effort to pay attention to young people, especially to be wise in receiving information so that modern radicalism can be overcome properly. It is hoped that instilling the values of multicultural education can prevent and

strengthen the young generation with character to understand the role of education that supports and encourages positive and selective communities so that they are not easily influenced.

Literature Review

a. Understanding Multicultural Education

Multiculturalism is a flow or understanding of cultural diversity (Hanum, 2010). Multicultural education is understood as a strategy or educational process that involves more than one culture, indicated by language, ethnic or racial criteria, and nationality. Multicultural education settings take place in formal and informal settings, directly and indirectly (Zuriah, 2010). Multicultural education consists of three things, plans or concepts, educational change movements, and educational processes which have the main goal of changing the structure of multicultural educational institutions so that they can have equal opportunities to achieve academic achievements in schools (Banks, 2005).

Multicultural education is education for people of color, which means that multicultural education is a form of education that aims to explore various differences and diversity. Multicultural education is a movement that reforms educational institutions so that each person has equal opportunities, regardless of origin, culture, ethnicity, gender, to equally acquire knowledge, skills and attitudes that function effectively in the nation, state and society. diverse society. (Amirin, 2012)

With multicultural education, it will be able to provide a response in the development of rights for every human being. The importance of multicultural education for Indonesian society is because it is a way to deepen one's beliefs, not only that, multicultural education is also useful in solidarity among the diversity that exists within us. Multicultural education also encourages the spirit of national educational institutions to instill attitudes in students to respect each other, religion, culture and beliefs. Instilling multicultural education helps students understand, appreciate and accept the differences of other people. By cultivating a multicultural spirit in school institutions, it is used as a training and awareness medium for the younger generation in accepting differences and living side by side peacefully.

Multicultural education also teaches to respect the values and culture of other people that are different from one's own culture, helping students become useful humans in society by developing a positive self-concept. Helping students to experience and be directly involved in life as part of society in terms of differences and similarities as humans (Robiatul & Baharsn,

2017). Teachers are the main spearhead in achieving the goals of multicultural education in providing education, teaching both material and character in the school environment.

It can be concluded that multicultural education is education that embraces the diversity and differences of students to be able to actualize themselves based on the wisdom of their differences so as to form a harmonious order of life without distinguishing between existing differences.

b. Multicultural Values

Indicators of multicultural values are: learning to live with differences, building mutual trust, maintaining mutual understanding, upholding mutual respect, open thinking, appreciation and interdependence, conflict resolution and non-reconciliation. violence (Miftakhu, 2019) Indicators of multicultural values are as follows:

a) Inclusive Value (Open)

The truths held by one group are also shared by other groups. Inclusive values recognize the existence of pluralism in a group or social community, based on the principle of growing sensitivity to existing uniqueness

b) The Value of Prioritizing Dialogue (Active)

Different understandings within each group can be deepened without anyone being harmed. Prioritizing dialogue serves to achieve mutual respect, trust, understanding and mutual assistance.

c) Human Values

Human humanity is the recognition of human heterogeneity, plurality and diversity. Diversity can be in the form of religion, ideology, needs, paradigms, ethnicity, mindset, economic level and others.

d) Tolerance Value

Tolerance is an embodiment of recognizing and respecting human rights. Freedom of belief without coercion in religion, freedom of opinion, thought, assembly and others

e) Value Please help

Humans are social creatures, humans cannot live alone without the help of others even though they have everything.

f) Value of Justice

Justice is a comprehensive term in all forms, justice is the form that every human being gets what is his right according to what is needed, not what he wants.

g) Values of Equality and Brotherhood among Nations and Nations

Equality and brotherhood in Islam are often called ukhuwah. There are three types of ukhuwah, namely, ukhuwah Islamiyah (brotherhood of fellow believers), ukhuwah wathoniyah (brotherhood of fellow countrymen), ukhuwah bahariyyah (brotherhood of fellow human beings). Every human being is a brother and every human being has equal rights.

The core values of multiculturalism are democracy and humanism (pluralism). In multiculturalism education, the value process that is instilled is a way of life that is respectful, sincere, tolerant of cultural diversity in the midst of a plural society (Ngainun, 2011). It can be concluded that multicultural education is a forum for raising awareness about multicultural values and awareness of the existence of diversity in life as a reality that must be faced and responded to with wisdom. Instilling concepts does not reduce the purity of every religion that is believed to be true so that students get confirmation so that there are no misunderstandings.

c. Teaching Models in Instilling Multicultural Values in Schools

One of the special characteristics of Islamic religious education subjects is that they not only enable students to master various Islamic teachings, but the most important thing is how students can apply these teachings in their daily lives. As Muhaimin said, "the aim of Islamic religious education is not just directed at developing people to become believers or leaders for people who believe and are devout (*waja'alna lil muttaqina imama*) to meet this ideal standard, it is necessary to develop goal-oriented Islamic religious education. learning objects and the teaching methodology used (Muhaimun, 2003)

Several teaching models applied in instilling multicultural values:

a) Communicative Teaching Model

Dialogue for each community with different religious backgrounds can express opinions argumentatively. In a process like this, it is hoped that an attitude of mutual recognition will emerge between the traditions of the religions that each student experiences so that the form of truth claims can be minimized (Ma'arif, 2005).

b) Active Teaching Model

Apart from dialogue, learning is carried out in the form of "active learning" with teaching giving students the opportunity to actively seek, discover and evaluate other religious views (Baidhawry, 2005).

Research Methods

The method used in writing is a qualitative research method with a descriptive approach, where this research method deals with non-numerical data and the process is collecting data and analyzing narrative data (Sugiyono, 2017). A descriptive approach is used to gain a clear understanding and description of the instillation of multicultural educational values in preventing group fanaticism. The source of research data is interviews with Islamic religious education teachers at SMK in Semarang Regency. The analysis is in accordance with the research objectives and the results obtained are presented in the form of a presentation in this paper.

Discussion

Education which is in the midst of a human cultural field (culture area) weaves the process of differences between cultures and tribes which are articulated in efforts to humanize itself, also the diversity of Indonesia is an interesting thing, because of the wide cultural diversity (Choirul, 2011). The cultural richness that exists in Indonesia is one of the capital strengths as a multicultural reality in national identity that must be maintained. Multiculturalism is an important issue that needs to be implemented in Indonesian education in maintaining the authenticity of cultural identity today. Multicultural education tries to reconstruct the paradigm that is used as the basis of the National Education system. The need to be aware of the diversity of social knowledge that has broad competencies.

In fact, among students, social conflicts often increase and occur more frequently. This is related to horizontal social conflict, namely conflict between students and allows the creation of vertical dimension conflict, namely between seniors and juniors. The lack of comprehensive multicultural understanding causes students to not have overall quality. Inconsistent goals and realities in the field give rise to the phenomenon of fanaticism in every individual. Fanaticism has different attitude problems, and leads to a negative direction that appears without any basis in a person's awareness.

In behavior, they tend to be ambitious and have full confidence without first understanding the object of the problem being faced. Education is closely related to every social change. Education in every religion basically teaches about peace, good behavior, respect for differences in the practice of religious life in Indonesia. Therefore, it is important to instill multicultural values in students from the moment they enter educational institutions.

Based on interviews and observations that have been made regarding the results of instilling multiculturalism values in Semarang Regency Vocational Schools. In this research, the author obtained the first results from the Islamic Education Teacher at the Ungaran Pioneer Vocational School, conveying the results that the instillation of multicultural values obtained good results and according to the following statement, "The instillation of multicultural values in students in preventing group fanaticism is maintained well, the students understand the meaning of life in society, nation and state. In accordance with Islamic law and does not violate the rules of the nation and state." From the results of interviews, the author sees that instilling the values of multicultural education has a good influence so that students are able to understand the meaning of social life according to the rules and in accordance with applicable sharia, and their knowledge also forms a mindset for being moderate (Alburaidi, 2019)

The following is from the PAI teacher at SMK N Bawen, the results of instilling multicultural values in preventing group fanaticism: "There is a conducive, safe, orderly atmosphere, during learning, as well as what happens in the school environment and in the community where each student lives as well as an attitude of respect and tolerance that is visible from every student." From this interview, almost the same results were obtained that students were able to behave respectfully and tolerantly in every school and community environment.

Opinion of the PAI Teacher at SMK Islam Sudirman 2 Ambarawa who stated that "The value of unity and oneness, the value of justice, the value of tolerance, and conformity based on trust, and friendship between students, who have different backgrounds, can work together to produce positive and healthy relationships". Emphasizing the first and second opinions, planting multicultural values to counter group radicalism has been successful because students already understand the values contained in multicultural education so they can implement them in everyday life in the school environment. The concept of educational ecosystem emphasizes the importance of working together and collaborating with all elements in the education system to achieve better education (Hasanah, 2021).

From the opinions above, it can be concluded that vocational school students in Semarang Regency have instilled the values of multicultural education as evidenced by attitudes that have clearly instilled the values of multicultural education, and are able to implement them in the school and community environment. In the interview the author also found the opinion of the PAI SMK N Bancak teacher regarding the teacher's way of instilling the values of multiculturalism education in two ways, namely: "one, eliminating group fanaticism so that divisions do not occur between each other. Two, provide an understanding of national and state status, that in fact every citizen has the same position in the 1945 state law, differences do not mean hostility, but differences are the grace of Allah SWT that we need to be grateful for, it is the culture of the Indonesian nation that we need to uphold. and to maintain it, we must prioritize group interests rather than personal interests."

So that the instillation of multicultural educational values can run as expected, there needs to be modeling from various parties. Good character can trigger goodness. Modeling whose role is very influential is from teachers and parents, then big figures such as the Prophet Muhammad SAW. Facilitate students and children to train students in solving problems. Providing facilities has a positive impact on the development of a child's personality, because facilitating activities can clarify understanding, accept a value, increase intellectual understanding and commitment to action, think critically and further about values, be insightful, realize the goodness of things that have been achieved. taught, understanding feelings and thoughts, motivating students to be able to connect life issues, beliefs and their own feelings.

Conclusion

Multicultural education is a conscious and planned effort to actualize multicultural values in daily life in the school environment and society. The results of instilling multicultural values make students able to understand the meaning of national and state life in accordance with Islamic law. Creating an atmosphere in the school and community environment that is safe, conducive and orderly. Students also show a good attitude of respect and tolerance. The emergence of values of unity, values of justice, appropriate values of tolerance based on trust and friendship between students from different backgrounds, can work together to produce positive attitudes and healthy relationships.

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