

IMPLEMENTATION OF MULTICULTURAL VALUES IN THE SOCIAL INTERACTIONS OF SANTRI WHO HAVE DIFFERENT ETHNIC CRITERIA

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ABSTRACT

Education gives color to people's lives and has various functions, not only present to educate the nation's life but also specifically functions as an effort to educate themselves, socially, nation states, and the world. Culture is a way of life that develops and becomes a common habit by a group of people and is passed down to generations. With the application of the value of multiculturalism, Queen Al-Falah Islamic Boarding School Ploso Mojo Kediri instills a person who upholds the value of unity and unity against the differences that exist in the Islamic Boarding School. This study employs a qualitative methodology using descriptive analysis as the field research approach. methods for gathering data that include observation, documentation, and interviews. A flow model that incorporates data reduction, data display, and conclusion drawing is used in the data analysis process. The results of the study, namely, the implementation of the value of multiculturalism in the social interaction of students in different tribal criteria at the Queen Al-Falah Islamic Boarding School Ploso Mojo Kediri, was carried out by the management and all students of the Islamic Boarding School with humanist and tolerance values towards fellow students who have cultural and language differences and uphold a sense of nationalism.

INTRODUCTION

Indonesia is known as a complex country because it has almost all major religions, including Islam, Christianity (Protestant and Catholic), Hinduism, Buddhism, and Confucianism. In addition to religious diversity, Indonesia also has a diverse civilization consisting of various tribes, races, languages, and cultures. To accommodate these cultural differences, education must meet the demands and provide learning; if this complexity is not managed properly, it will cause conflict. This implies that the diversity of Indonesian society requires awareness of the possibility of conflict, as well as the application of multiculturalism as one of the solutions. In this case, education is the most effective means to achieve it (Winata, 2020).

Knowledge of diversity is one way to change a culture that distinguishes ethnicity, skin color, religion, and language, which leads to violence and even demeans others, into a culture that prioritizes the goals of peace, love for others, and mutual respect for others. As a result, there is a strong demand for education that teaches about foreign cultures and fosters an accepting outlook. The foundation of multiculturalism is the understanding of diversity in a varied society. Cultural diversity, customs, ways of life, beliefs, and other differences can be understood as this heterogeneity (Nugraha, 2020).

Because of Indonesia's rich cultural diversity, multicultural education is considered important to be obtained and applied in the lives of every human being. so that the diversity of history and socio-culture in Indonesia has a significant influence on the attitudes, behaviors, and characters of the community which become ingrained habits in society. Naturally, every place has different customs. Imagine the conflicts that can arise if people in different locations cannot appreciate and understand each other.

In the article by Siti Nurhaliza, Multiculturalism is a culture or perspective and lifestyle in society. There are differences in culture, race, religion, gender, ethnicity, language, and others. This research is supported by students who have multicultural studies. In it, there are tribes, tribes, and cultures. Therefore, multicultural education at the Ulumul Qur'an Langkdlat Islamic boarding school can provide and implement multicultural education that is not by one another. To build peace with each other. And to get to know each other's various cultures from each individual, also creating good communication between one another. This research is a study using historical research methods and research through one of the alumni of the Ulumul Qur'an Islamic boarding school. The results or findings of the research are that the Ulumul Qur'an Islamic boarding school has carried out a multicultural education process. This multicultural education is included in the Islamic boarding school curriculum implicitly (Nurhaliza and Siregar, 2020). Which does not differentiate at all between one student and another with the various cultures they have.

In the article written by Siti Nurhaliza, it has similarities with this study, namely both apply multicultural values regardless of the region, tribe and culture. With the object of research in Islamic Boarding Schools too. Islamic boarding schools themselves are Islamic educational institutions that not only teach spiritual religious knowledge, but also become a means of developing social values, including multicultural values. In the context of Islamic boarding schools inhabited by students who have several ethnic, religious, and cultural backgrounds, the implementation of multicultural values is crucial in building social harmony and unity among fellow students. One of the Islamic boarding schools that shows the ethnic diversity of students is the Queen Al-Falah Islamic Boarding School Ploso Mojo Kediri, there are students from various tribes in Indonesia interacting and learning from each other. This study uses a type of field research (field research) which is descriptive analysis of the phenomenological approach with experience in a particular phenomenon, as well as data collection techniques in the form of interviews, observations and documentation.

The purpose of multicultural teaching in Islamic boarding schools is to reduce the potential for conflict that occurs, especially in Islamic boarding schools. Because the nature of Islamic boarding schools is diverse, such as race, ethnicity, and tribe. This diversity can be overcome, one of which is through education about multicultural education, which is one of the methods needed for the sustainability of all. The advantages of multicultural education that consistently prioritizes beliefs and social harmony must be understood by all parties (Anam and Marlina, 2022). Instilling multicultural values from an early age will help ensure that all problems can be addressed immediately. Respecting each other among tribes to support efforts to change the meaning of nationalism (Afifah et al., 2021)

The importance of this study is based on the need to understand how multicultural values are implemented in the social interactions of students. As an institution that prepares students to play a role in a pluralistic society, Islamic boarding schools are the right place to research multicultural dynamics, with the focus of the research being How the implementation of multicultural values in the social interactions of students who have differences in several ethnic criteria. This study aims to examine how multiculturalism values are applied in the daily lives of students, as well as how differences in ethnic criteria can be integrated into their social interactions.

METHODS

Qualitative descriptive methods are used in this study to collect natural data in the form of verbal descriptions of the research objects, as well as descriptive data, written or oral from the people and behaviors observed (Herdiansyah, 2010, p. 9). In essence, qualitative research involves interacting with individuals and groups of people as they are observed in their natural habitat to understand their attitudes, beliefs, feelings, and behaviors. Methods such as observation, interviews, and documentation are used to collect data for this study. The analytical approach used in this study is the Miles and Huberman model, which consists of triangulation, data reduction, data presentation, and conclusion. (Supart, 2006) In the context of this study, the researcher uses Horace Kallen's theory in its implementation with his understanding that appreciates the various levels of differences that are bound by national unity, according to him various ethnicities will give rise to cultures with their uniqueness in adding to the wealth (Liliweri, 2005, pp. 71–80). In the context of this method, the administrators of the Islamic Boarding School have their ways of uniting students in respecting each other but with different cultures and languages, such as making them within the scope of the room, madrasah, and daily activities in the Islamic Boarding School.

RESULTS AND DISCUSSION

The concept of multicultural values is the existence of an attitude or way of life that respects, is sincere, and is tolerant of the diversity of cultures that live in Islamic Boarding Schools. As expressed by Mr. Mu'arif, as the head of the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School, the boarding school administrators implement a system of cultural and linguistic diversity, students do not have special groups related to their culture and region of origin so that they can adjust to other friends who are to unite students who have different cultures and languages so that they have a strong sense of kinship and brotherhood in creating harmony in the Islamic Boarding School.

The implementation of multiculturalism values in Islamic Boarding Schools seeks to empower students to develop a sense of tolerance for people of different cultures and languages and provide opportunities to carry out activities together with people of different cultures and languages directly. The application of multiculturalism values is very necessary so that students can better understand the importance of maintaining harmony among fellow students. As expressed by Mr. Mu'arif, as the head of the Islamic Boarding School, students in the Islamic Boarding School are always given guidance on family values in maintaining harmony with others of different cultures and languages and instilling a sense of nationalism towards each other to create harmony in the boarding school.

Teaching and learning activities at the Islamic Boarding School, students are also required to participate in activities in the Islamic Boarding School to have experience with others of different cultures and languages. As expressed by one of the students from Madura, Enggi, mennabi Ampon ghedhuen experience of socializing with other cultures or languages, then jiah shekel helping personal or adapting with other areng laen. A similar thing was expressed by a student from Bandung, when the value of multiculturalism was applied to the Islamic Boarding School according to him, Nya, in the Islamic Boarding School there was no unity without considering cultural and linguistic backgrounds.

One of the important objectives of the concept of multiculturalism values is to help students gain knowledge and respect others who are different in ethnicity, culture, language, and personality values through the instillation of the spirit of multiculturalism applied in Islamic Boarding Schools will be a medium of training and awareness for the younger generation to accept cultural and linguistic differences. The needs of students among each other in creating harmony in Islamic Boarding Schools. Based on the explanation above, the results of research on the implementation of

multiculturalism education at the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School. As follows:

Table 1.1: Research Results on Multicultural Education

1	The management of the Queen Al-Falah Mojo Kediri Islamic Boarding School implements multiculturalism education in the social interactions of students who have different ethnicities by making all students one in their rooms, Madrasah, Formal School and Boarding School.
2	The management of the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School does not prioritize culture and language and students are given freedom of opinion and activities and uphold harmony between each other.
3	At the Queen Al-Falah Ploso Islamic Boarding School, students prioritize solidarity towards others and always prioritize a sense of brotherhood.

DISCUSSION

Multiculturalism Education in the Social Interaction of Students

Different cultural realities are addressed through multicultural education and perspectives, which is the process of realizing all potentials while respecting pluralism and heterogeneity, as a result of differences in race, tribe, ethnicity, or religion (Tarmizi, 2020). The idea behind multicultural education is that multicultural education allows people to consciously embrace and uphold the reality of national diversity. Because morality and integrity will make a country successful in facing various domestic and foreign problems, this cannot be denied (Nanggala, 2020). The application of the principles of multiculturalism is based on the belief that every society has its own culture or local wisdom and recognizes and embraces diversity in terms of equality, both in terms of individuals and groups and cultures. This can reduce the possibility of conflict in society and develop an open-minded attitude by understanding, accepting, acknowledging, and appreciating differences and encouraging the diversity of a pluralistic and heterogeneous society (Tilaar, 2004, pp. 9–10).

Planning in multicultural values must have several components such as being oriented towards the goals to be achieved, creating a vision and mission, and being oriented towards the development of students in creating harmony in society. The management of the Queen Al-Falah Ploso Islamic Boarding School implements a multicultural value system for students, there are no special groups related to their culture and region of origin so that they can adjust to other friends who are to unite students who have different cultures and languages so that they have a strong sense of family and brotherhood in creating harmony in the Islamic Boarding School.

With the implementation of daily multicultural values, students are given the freedom to express their opinions and appreciate the differences conveyed by other students in activities at the Queen Al-Falah Ploso Islamic Boarding School. Likewise, multicultural values can also help the accuracy of diverse cultural views help develop nationality towards cultural heritage, and raise awareness that value conflicts are often the cause of conflict between community groups .(Nana Najmina, 2018).

Every implementation that is carried out must have an evaluation that will be an improvement in the future, without evaluation there will be no progress in the activities of the Islamic Boarding School. So the main task of the Pondok administrators is to design, direct, implement, and evaluate. Evaluation is one of the important things that must be carried out in learning. To find out the development of each student when participating in activities at the Islamic Boarding School., the administrators conduct evaluations every 3 months for all administrators of the Islamic boarding school.

The cultural knowledge possessed by the students in various languages and cultures shows a peaceful relationship between them. Developing respect for diverse cultures leads to the emergence of a tolerant mindset - a basic prerequisite for a multicultural society. As explained in the Qur'an, Surah Al-Baqoroh verse 213 which reads:

كَانَ النَّاسُ أُمَّةً وَاحِدَةً ۖ فَبَعَثَ اللَّهُ النَّبِيَّانَ مُبَشِّرِينَ وَمُنذِرِينَ ۖ وَأَنْزَلَ مَعَهُمُ الْكِتَابَ بِالْحَقِّ لِيَحْكُمَ بَيْنَ النَّاسِ فِي مَا اخْتَلَفُوا فِيهِ ۖ وَمَا اخْتَلَفَ فِيهِ إِلَّا الَّذِينَ أُوتُوهُ مِنْ بَعْدِ مَا جَاءَتْهُمْ الْبَيِّنَاتُ بَغْيًا ۖ بَيْنَهُمْ ۖ فَهَدَى اللَّهُ الَّذِينَ آمَنُوا لِمَا اخْتَلَفُوا فِيهِ مِنَ الْحَقِّ بِإِذْنِهِ ۗ وَاللَّهُ يَهْدِي مَنْ يَشَاءُ إِلَى صِرَاطٍ مُسْتَقِيمٍ (213)

The verse quoted from Surah Al-Baqarah verse 213 can provide relevant understanding in the context of multiculturalism, especially regarding how differences can occur among humans, but Allah sent prophets and revealed books to maintain unity and provide correct guidance. This verse also provides an understanding that differences in beliefs, cultures, and traditions are something natural in human life. However, how humans respond to these differences is very important. The implementation of multicultural values, such as tolerance, respect for differences, and social justice, is very important in maintaining harmony in a pluralistic society. Islamic teachings themselves emphasize the importance of maintaining unity amidst differences, and this principle can be applied in the context of multiculturalism to build an inclusive, just, and peaceful society. The first step in implementing multicultural principles is planning. It is very important to make a plan before implementing multicultural values into practice. To achieve the desired and expected results, careful and precise planning is needed. Every activity in the Islamic boarding school is always designed based on consideration of the social multicultural values of the students. Administrators at Islamic boarding schools provide advice and guidance to students about multicultural ideals.

According to Ainul Yaqin in his article, the value of multiculturalism is defined as a form of behavioral attitude process of each individual or group in the orientation of human maturity attitudes through teaching, training, activities, and humanistic educational procedures to appreciate diversity and heterogeneity (M. Ainul Yaqin, 2019, p. 26). In addition to understanding and mastering the material studied, students must also have a strong sense of democracy, pluralism, and humanism.

The formation of the mindset and character of students in Islamic boarding schools is obtained through activities that have been implemented by the boarding school to instill a sense of family, democratic values, cooperation, harmony, and a spirit of nationalism towards different cultural and linguistic differences and prioritizing the unity of *Bhineka Tunggal Ika*, one of which is through learning activities of the *salaf* books.

The learning system is carried out for students through understanding, respecting, and appreciating the differences between students who have different cultures and languages in the room, class, and activities that can understand each other and uphold the bonds of brotherhood towards each other. Implementation in the boarding school room, there is no special privilege for culture, language, and region. Therefore, all are equalized in the selection of rooms in the Islamic Boarding School so that they can understand each other who have different ethnicities. Culture and language are not formed instantly or easily, like turning a palm. Undoubtedly, the process of forming a culture is a long, repetitive process. The process of teaching religious moderation as a character value through education, practice, and extracurricular involvement. (Komalasari and Saripudin, 2017) The management of the Queen Al-Falah Ploso boarding school always pays attention to students and always directs the formation of all students to instill a spirit of nationalism.

Multiculturalism Values Activities in Islamic Boarding Schools

Implementation can be understood as a mechanism, activity, or real action of a system. Mechanism refers to the idea that implementation is an activity that begins with careful planning and

is carried out to achieve certain goals. (Marwan, 2023) Just as multiculturalism value activities need to be planned carefully, multiculturalism also needs to be realized properly, so that it can provide the expected results.

The value of multiculturalism is already in the Qur'an, as we know that harmony, harmony, and upholding a sense of brotherhood are found in the Qur'an. As written in Surah Al-Hujurat verse 11 which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّنْ نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الْإِسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَنْ لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ (11)

The above verse provides important guidance on how to maintain manners in social interactions, especially regarding respect for others (Tafsir Surat Al-Hujurat, ayat 11, 2015), and also provides clear guidance on how a Muslim should behave in social interactions. This verse teaches about the importance of maintaining the honor and dignity of fellow human beings, not to demean, insult, or ridicule others, either directly or indirectly. Islam places great emphasis on brotherhood and equality among human beings, and all forms of insult or ridicule are contrary to Islamic teachings.

In the modern context, this verse is relevant in efforts to build an inclusive society that values diversity. Respecting others, regardless of tribe, race, or social status, is a highly respected value in Islam (Tafsir Surat Al-Hujurat, ayat 11, 2015). Calling others with derogatory titles or nicknames not only violates social ethics but also violates the values of faith. Every Muslim is reminded to repent if they have committed an act that is not by this teaching, and to strive to maintain good relations with others through an attitude of respect and mutual appreciation.

Activities in the Pondok in interaction use standard Indonesian. Therefore, students who have not mastered the Javanese regional language in their daily activities both inside the Islamic Boarding School and outside the Islamic Boarding School. to get maximum results at the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School.

The main objectives of multicultural values can be identified (Skeel, 1995, p. 76):

Fulfilling the duties of the Islamic Boarding School in recognizing the existence of diverse students;

1. Assisting each student in developing a constructive attitude towards differences between each racial, ethnic, and religious group;
2. To build student resilience by providing social and decision-making skills;
3. To provide students with a good view of group diversity and help them develop cross-cultural dependence.

The main objectives in the activities of the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School are by the explanation above regarding the implementation of multicultural values in daily activities with the diversity of students and providing direction by the vision and mission of the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School.

The daily activities of students at the Queen Al-Falah Ploso Mojo Kediri Islamic Boarding School are always filled with activities that instill multicultural values such as mandatory congregation activities, sermons, deliberations, and room activities that are always observed by each respective room advisor. Thus, the activities of students in implementing multicultural values foster a sense of nationalism in students who have different cultures and languages in creating harmony and harmony in the country.

CONCLUSION

Based on the explanation above, it can be concluded that the planning of multicultural values in the social interaction of students in the differences in ethnic criteria at the Queen Al-Falah Ploso

Mojo Kediri Islamic Boarding School, is carried out by the management and all students of the Islamic Boarding School with humanism, implementing education in accordance with the vision and mission of the Islamic Boarding School with thorough Ta'lim wa Ta'lum, and instilling the value of tolerance towards fellow students who have cultural and linguistic differences in every activity in the boarding school.

The implementation of multicultural values in daily activities is carried out such as mutual cooperation activities for the cleanliness of rooms or boarding schools, using the national language, students are given the freedom to express their opinions in every activity, are always given directions room advisors at every event at the Boarding School. The advantages of this study are that students have a high sense of nationalism, strengthen tolerance and harmony, increase intercultural understanding, prepare students for the era of globalization, and better character education. It can also be a study material for further researchers with a similar title. The limitations that exist in this research during the research period, require months because it must follow the Islamic Boarding School schedule so as not to clash with Islamic Boarding School activities or even interfere.

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