


Axiological problematics implementation of multicultural Islamic education in public schools

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Article Info	ABSTRACT
Keywords: Axiology, Multicultural Education, Public Schools	In general educational institutions, normative-conceptual Islamic religious education is intended as an effort to build and foster diversity in the form of an attitude of accepting differences, tolerance towards ethnic, cultural and religious differences. This research attempts to describe and describe the phenomena that occur in accordance with the circumstances. actually in the field which aims to identify and formulate solutions to the axiological problems of implementing multicultural Islamic education in public schools. based on existing literature using qualitative descriptive methods with a library research approach. Data was found that the implementation problem in this problem is that Islamic education has not been able to prepare a generation that is in line with the progress of the times, the fading of the initial doctrine of education among educators and educational staff and its erosion the values of ihsan, mercy and trust.
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INTRODUCTION

Refers to existing reality , though almost all cultured society now Already acknowledge and accept exists pluralism social , cultural and religious. However in In fact , it's a problem intolerance Still often appear in Society. Lots judging circle _ not enough optimally Islamic religious education in build and grow attitude tolerance and awareness accept real difference nature humane (humanist), like difference culture , ethnicity and religion have bring up attitude providing criticism _ discourse and ideas about necessity enter values multiculturalism in Islamic education .

Islamic Religious Education is expected capable produce always human endeavor perfect faith , piety , and morals noble , moral glorious covers ethics , Budi character , or morals as embodiment from Educational causes religious education is means transformation knowledge Good in aspect religious (aspect cognitive), as means norm transformation as well moral values for form attitude (aspect affective), which plays a role in control behavior (aspect psychomotor) so created personality man completely . Human like That expected tough in face emerging challenges , obstacles and changes _ in association public Good in scope local , national , regional and global.

In reality , school as institution education Not yet Of course use system education multicultural although participant his education multicultural . But on the contrary Can So

Because in learning in schools the teachers try direct and improve awareness his students with see reality diversity in society , participating schools his education No diverse / not multicultural has been implement reflective education values multicultural . So that multicultural Islamic education in schools becomes very important done because in Islamic religious teachings there is the values created as guidelines in accept diversity

In institutions General education , Islamic religious education normatively conceptually intended as effort For build and grow diversity form attitude accept differences , tolerance to difference ethnicity , culture and religion among participant educate . religious education is valued own significant role in build and invest attitude tolerance as well as awareness accept difference ethnicity , culture and religion among participant educate although Actually matter This No just not quite enough answer Islamic education . Study This aim For identify and formulate solutions to problems axiology implementation of multicultural Islamic education in schools general .

METHODS

Study This endeavor For depict and describe phenomenon that occurs in accordance with actual situation on the ground based on existing literature with use method descriptive qualitative with approach References or research library . According to Bogdan and Taylor in book Moleong that study qualitative is procedure research that produces descriptive data in the form of written words or oral of the people and behavior that can be observed (Maleong; 2014). Data collection techniques were carried out with observation , interviews and documentation . As for the steps data analysis was carried out with method data reduction , data display and conclusion drawing. For get data validity do with use four method that is participation , persistence observation , adequacy reference . and triangulation (Semiawan; 2010). In research This , primary data, is sourced from literature Journal Book as well as the data taken in the field as amplifier information related studies with Multicultural Islamic education . As for Secondary data obtained through articles , books as well as related research with ongoing discussion studied

RESULTS AND DISCUSSION

Problematic Axiology of Islamic Education

By historical , term axios (value) and logos (theory) more familiar used in philosophical dialogue , the term is more general used is ethics or morals. So, axiology Can called as the theory of value or theory mark . Part of philosophy that puts attention about good and bad (good and bad), right and wrong (right and wrong), as well as about ways and objectives (means and ends). By etymological , term axiology originate from Ancient Greek, composed from the word " aksios " which means value and the word "logos" which means theory . So axiology is branch studying philosophy value . (Sadulloh; 2007).

Axiology is knowledge investigative knowledge essence mark . Epistemology concerned with problem truth , ethics concerned with problem kindness , and aesthetics concerned with problem beauty . (Soemargono; 1996).

Islamic teachings are device system mark that is guidelines life Islamically , appropriate with guidance of Allah SWT. Axiology of Islamic Education is related with values , goals , and targets to be achieved in Islamic education . Whereas objective Islamic education according to Abuddin Nata is For realize pious , obedient human being worship and love charity For objective hereafter (Nata; 2008). Values that must be loaded in curriculum Islamic education is :

- a. Contain instruction Morals , good to God , self themselves , other creatures and nature around .
- b. Contain effort increase well-being life man on earth and happiness in the afterlife .
- c. Contain business hard For reach good life .
- d. Contain possible value _ combine between interest worldly life and the hereafter .

When linked with dimensions axiological , Of five components in Islamic education (goal education , educators and personnel education , participants education , tools Islamic education , and the environment or context education) then there are problems (Zaprulkhan ; 2014). among others:

- a. Islamic education yet capable prepare appropriate generation with progress of the times, because objective Islamic education is lacking values oriented future life come . Because of sacralization to products classical Ulama thought shared part Muslim scientists , results work those that cover codification of Tafsir, Fiqh , Kalam Science and others considered sacred and final.
- b. Starting to fade doctrine beginning Islamic education about draft the value of worship and da'wah spread of Islam in circles Educator and energy education , because educator start busy with things technical like honoraria , allowances functional and certification .
- c. Trend rule out values ihsan , mercy and trust in hope please Allah. Often found among Participant educate in demand Islamic Religious Education . Islam teaches a lot his people become intelligent and educated , however sadly most Muslims do not Can makes the spirit deep look for Knowledge as great ideals . Namely with hook enthusiasm and spirit of Science knowledge with orientation ideological . (Rahman; 2006).

Multicultural Islamic Education

The term multicultural or multicultural initially referred from term multiculturalism , which is deep Canadian country context (which was first introduced term this) is used as synonym from the words pluralism Pluralism and diversity are two terms This aligned with term multicultural (diverse cultures) . (Lasijan; 2014).

Multiculturalism in education emphasize planting draft method life respectful , sincere and tolerant to diversity culture that lives in the middle _ plural society . Multiculturalism is something understanding will reception exists plurality and difference in the middle public so that can avoid from horizontal conflict . (Lasijan; 2014).

Multicultural education is aimed at can produce generation people who are knowledgeable and skilled who can life together in public compound as well as can accept difference as inevitability in reality life .

In the 1960s and 1970s in the world of education in Indonesia, multiculturalism appeared as A discipline knowledge . Furthermore based education multiculturalism or Multicultural Based Education in various perspective has defined in Lots method . (Lundeto; 2018).

James Banks, a pioneer who has grounding draft education multicultural define that (as education for freedom) “ substance education multicultural is education For freedom ” all at once (as inclusive and cementing movement) “ as dissemination movement inclusive in frame strengthen connection between each other" (Lasijan; 2014). James Banks. In (Halimatussa'diyah; 2020) . More Far explain about mutual dimensions related in Multicultural Education namely : First , Content integration that is integrate draft basics , generalizations and theories in eye lessons (discipline knowledge). Second , the knowledge construction process , namely bring student For understand implications culture to in eye lesson . Third , An equity pedagogy , namely adapt method teaching with method Study diverse students _ Good from facet race , culture nor social . Fourth , Prejudice reeducation that is identify characteristics circumstances diverse and determined students method teaching them , train student participate do activity together interact with staff different students ethnicity , culture , language and ethnicity in effort create culture inclusive and tolerant academics .

Hilda Hernandez defines education multiculturalism is a view (perspective) that acknowledges reality social , economic experiences experienced by each individual in complex and diverse encounters culturally and reflectively importance culture , race , social , economic and educational entities and status (Halimatussa'diyah; 2020) . Whereas According to Kendall. Multicultural education have Function : First , teaching to participant educate For value other people's values and culture besides its values and culture Alone . Second , help all participant educate For become man in the middle diverse society race culture . Third , Encourage participant educate For participate in activity social within it there is different adherents , Fourth , Help participant educate develop all over potency they Alone including potency diversity so that they can control life they Alone . (Kadir; 2019) .

Multiculturalism in understanding traditional , HAR Tilaar , categorizes it into two characteristics main ; First , needs to recognition (the need for recognition). Second , legitimacy diversity culture or pluralism culture (Lasijan; 2014).

According to Azzumardi Azra, education multicultural is education about diversity culture in respond change demographics and environmental culture public certain or even in a way overall (Lasijan ; 2014). Due multiculturalism according to Azzumardi Azra basically is later worldview _ can translated in various policy a culture that emphasizes acceptance to reality religion , plurality and multiculturalism in public (Halimatussa'diyah ; 2020) .

For participants educated at the institution school general , planting understanding will importance attitude multiculturalism become internal capital build life tolerant and inclusive society in difference and diversity in life .

By general objective multicultural education in line with education in a way general , that is create a generation that doesn't only just own knowledge (cognitive) adequate , attitude (affective) good and skills life (life skills) are appropriate with the needs of the times , but education Multicultural works too as planting understanding to participant educate them capable life inevitability difference in a more plural and universal atmosphere

With thereby can understood that education multiculturalism is an education that recognizes and accepts will diversity culture (culture), race , language , religion and differences other in reality life .

Multicultural education No intended For create uniformity method look . But business For build awareness self to inevitability plurality as A reality destiny God , admit it lack beside the advantages it has Good self Alone nor anyone else. With thereby objective from education multicultural is push creation peace and effort prevent as well as cope conflict ethnicity , religion, attitudes radical , separatist , and disintegration nation . So that grow attitude For synergize potency self with potential in others life will _ realize a humanist and peaceful life .

Multicultural Islamic Education in Public Schools

Based National Education Standards , Islamic Religious Education learning aims For realize obedient Indonesian people religious and moral glorious that is knowledgeable , diligent man worship , intelligent , productive , honest , fair , ethical , disciplined , tolerant (tasamuh) , caring harmony personally and socially fiber develop deep religious culture community school (Kadir; 2019).

Multicultural Islamic education in schools in the implementation process recommended with use Approach identification responsive education culture , which is more firm can show difference ethnic and socio-cultural in class , community and national . And use nature methods anthropological For identify group socio-cultural , practice as well as its values .

Learning materials insightful Islamic religious education multicultural must notice balance between aspect vertical divine with nature aspect horizontal human Because multicultural Islamic education try carry universal values contained within diversity . this material intended For give enrichment understanding participant educate so own awareness divine at a time human as well as own sensitivity high social _ become and become problem solving towards existing problems . _Materials that emphasize cultivation and effort For increase piety participant educate become important ingredients based on religious texts , meanwhile nature of material experience or events around you participant educate need studied and contextualized through principal discussion in learning .

Muhammad Tholhah Hasan with formulation draft education Islam multicultural put multicultural as one of the vision education , with character main inclusive , egalitarian , democratic and humanist , however still firm in spiritual values and beliefs based on the Qur'an and al- hadith . This matter give understanding that characteristic typical multicultural Islamic education is put multiculturalism as vision education . With dig values multicultural from doctrine , fact history and dynamics intellectual Muslims as embodiment from existing Islamic teachings in the Qur'an and al - hadith . More far away , Muhammad

Tholhah Hasan argued that multicultural Islamic education No means We organize participant 's education his education from diverse ethnicity , language , and religion , but what is necessary done is give direction and awareness , knowledge that as our pluralistic society must can life together , mutually appreciate , respect , please help , mutual cooperation atmosphere live in harmony and peace . For reach matter the so done internalisation values inclusive in the world of education (Futaqi; 2019).

Understand from Muhammad Tholhah Hasan's view , can concluded that , First : learning multicultural Islamic education in schools have characteristic system guiding learning participant educate For own awareness , knowledge and skills multicultural No characterized with participant originating students from various diverse ethnicities , languages and religions . Second : Although in One institution education consists from participant originating students from diverse ethnicities , languages and religions , yes so the learning system No reflect multicultural values . And can So participant diverse education the formed and built , indoctrination with enthusiastic multicultural (Futaqi; 2019).

Whereas Azyumardi Azra. Islamic Religious Education Perspective Multicultural l intended For give understanding importance recognition and respect on no difference Can avoided by anyone and any religion . Statement Azzumardi Azra actually want to put reality multicultural in the process of Islamic religious education . Perspective multiculturalism in Islamic education This intended For give attention Serious to issues diversity Good race , ethnicity , ethnicity , religion, language and culture so that No give birth to attitude monocultural in participants educate . As the consequence is Islamic religious education must formulated in a way Confrehensip , multiple interpretations, and multiple perspectives or diverse corner view (Futaqi; 2019).

Conflict social often amplified by its presence legitimacy religion taught in religious education in schools moreover schools in vulnerable areas conflict , if Nor is religious education provided in schools in general turn on education good multicultural Because violence or brush exclusive understood as part from his religion , This will caused the more strengthen it root religious fundamentalism so conflict social or violence the more difficult looking for solution .

As Consequently , Islamic religious education multicultural must implemented with strengthen source teacher 's power and knowledge understanding related issues multiculturalism , good from side understanding himself as a religious person nor understanding in carrying out the learning process with perspective multiculturalism as well as must emphasized and oriented to the domain affective .

In practice or the reality is , violence in the name of religion, from fundamentalism , radicalism , up to terrorism , lately This the more widespread in the country . Multicultural Islamic education in schools can also be achieved become an alternative in build attitude diversity participant educated at school , because of the Islamic religion own values base as reference in realize a pluralistic society is framed with harmony and peace . Which is what it should be religious education can deliver to the vehicle For develop existing universal morality in religion at once develop theology inclusive and pluralist Because No there are

religions in the world this is what teaches evil towards its adherents . Related with Reality the so important for institution education in multicultural society For teach peace and resolution conflict as it is in education multicultural . So that religion does not understood good among majority nor minority as if only his religion alone is true and has right live with deny right other religions live , while other religions are wrong, lost and threatened right his life .

Therefore that 's education multicultural in learning Islamic religious education , especially at school general so that the output is produced from school or the university doesn't only competent with discipline the knowledge he pursues , but is also capable apply values religiousness in understand and appreciate the presence of adherents of other religions and beliefs other . a teacher or Lecturers must too capable embed core values of multicultural education such as democracy , humanism , and pluralism or embed values inclusive diversity in students , no only sued For mastered and capable in a way professional teach eye lesson or eye lectures taught , esp eye Islamic Religious Education lessons .

Integrated Islamic Religious Education with the spirit of education multicultural need quick displays tolerant Islamic teachings with drip emphasize understanding and effort For Can life in context religious and cultural differences , fine individually or in a way group . idea multicultural in learning Islamic religious education No something new and difficult , because at least There is three reason namely : First , that Islam teaches respect and acknowledge the existence of others. Second , concept Islamic Brotherhood does not limited . Third , according to Islam, a noble person is the most devout person to Allah, so Curriculum and materials Islamic religious education no matter what can regardless from dimensions development and values education multicultural . (Lasijan; 2014).

In an attempt development curriculum Islamic religious education for students will have awareness and sensitivity For appreciate and respect others. must noticed dimensions following This . First , learning fiqh and interpretation of the Qur'an are not must is linear, however use approach muq ā ran (comparison). Of course , it's not just knowing different , but also given knowledge (arguments) about Why Can different This becomes very important , because student No only equipped knowledge or understanding about provision law in fiqh or meaning single verse , but also given Different view . ; Second , students must too given education interfaith , for develop intelligence social This can done with holding interfaith dialogue . Third , organize an interfaith road show program with objective For embed concern and solidarity to other religious communities for understand reality difference in religious . ; Fourth , for embed spiritual awareness , Islamic education is necessary organizing programs such as spiritual work camps, namely with method send student For stay in A family during a number of day , incl possibility living in a family of a different religion (Lasijan; 2014).

Implementation solutions Problematic Axiology of Multicultural Islamic Education

Axiology that discusses about essence value , which is in it covers good and bad (*good and bad*), right and wrong (*right and wrong*), as well as about ways and objectives (*means and ends*). How to look at it from corner good and not OK , ethics is philosophy

about behavior man . Islamic education is oriented towards effort create something steady and dynamic personality , independent and creative . Not only students but throughout components involved in maintenance Islamic education .

Made it happen mental-moral and spiritual conditions religious become the target direction development system multicultural Islamic education . Because of That based on approach moral ethics of Islamic education must in the form of a briefing process development life and religion among participants educate to direction ideality Islamic life , with still pay attention and treat participant educate in accordance with potency basics you have as well as background behind social each culture . (Munir; 1994).

Apart from context ethics prophetic , axiological in Islamic education includes aesthetics Which is related values with related creations with art . With art that's it , later Can made as a medium and tool pleasure , as true expression about experience moreover in context multicultural life .

However , more Far from that , then in the world of education let mark aesthetics become benchmark important in the development process education ie with use approach aesthetic moral, where every problem Islamic education is seen from perspective that follows include The interests of each party are good That students , teachers, government , educators as well as public wide . It means Islamic education is oriented towards effort create something creative , artistic personality (appropriate with Islam) so permanent Islamic education own Power constant interest and study sustainable as well as relevant until end of time.

There are some mark ethics prophetic in frame development and implementation multicultural Islamic education , (Muhaimin; 2012). That is:

- a. The value of worship, namely for practitioners and observers Islamic education , in all the processes and thoughts always recorded as worship. as QS. Ali Imran : 191.
- b. Ihsan value , namely maintenance Islamic education should be developed with on base do Good to fellow . As QS. Al- Qashash : 77.
- c. The value of the future , Islamic education should be Islamic education _ Alone addressed For anticipating a greater future OK , because educate means prepare living generation _ with a long way to go different with period previously . Prepare Human Resources who are capable , skilled and professional . As base Islamic normative , QS Al- Hasyr : 18.
- d. The value of mercy , that is knowledge Islamic education should be addressed for interests and benefits all over people humans and nature universe . As QS.AL-Anbiya':107
- e. The value of preaching , namely implementation and development knowledge Islamic education is form spread Islamic broadcasting . As QS. Fushilat : 33.

So if then , runway This always become handle life and foundation in scope Islamic education , then element axiological permanent Islamic education timeless and appropriate with hopes and needs public .

Islamic education Multiculturalism in its implementation requires appropriate methods to deliver educational activities towards the desired goals. No matter how good

and perfect a curriculum or Islamic educational material is, it will not mean anything if there is no appropriate method or method for transforming it to students. Methods are a requirement for efficient Islamic educational activities .

CONCLUSIONS

Multicultural Islamic education effort oriented create something steady and dynamic personality , independent and creative . Made it happen mental-moral and spiritual conditions religious become the target direction development system education national . Because of That based on approach moral ethics of Islamic education must in the form of a briefing process development life and religion among participants educate to direction ideality Islamic life , with still pay attention and treat participant educate in accordance with potency basics you have as well as background behind social each culture . There is problematic axiology in implementation of multicultural Islamic education in educational institutions , including : Islamic education yet capable prepare appropriate generation with progress over time. Because of classical Ulama thinking considered sacred and final. Starting to fade doctrine beginning education circles Educator and energy His education , because start busy with things technical . Trend rule out values ihsan , mercy and trust in hope please Allah. And a solution was found For overcome problematic This is development curriculum, materials , energy based educators multiculturalism and application mark ethics prophetic in teaching knowledge Islamic education . Namely : the value of worship, values ihsan , future value , value grace and value preaching .

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