

پیمائش مکتبہ اسلامیہ

نظر

**Religious Education among Minority Muslim Schools in Israel:
The Condition and Overview**

Nohad 'Ali

Islamic Education at Multicultural Schools

Irham

**The Model of Learning Design based on Islamic Multicultural Education
to Prevent Conflicts of Behavior**

Zaitun Syahbudin, Muhammad Hanafi

**THE FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) SUNAN GUNUNG DJATI BANDUNG**

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Editorial:

Implementing Multicultural Education through Islamic Religion Education

Multiculturalism has its own history and it occurs in many countries depending on perspectives with the context where it exists. Despite its various perspectives in several countries, there is a common denominator shared among them. The term has come into existence because the diversity existed in the group and there is a necessity to receive equal human rights in all walks of life. It has emerged in America, Australia, Canada and Indonesia with its typical feature in each country but it shared similar reason to strive and respect the human rights of individuals in each respective country.

In Indonesia, multiculturalism discourse was introduced by Mukti Ali when he was formulating the program aimed at fostering harmony of religious life in Indonesia. The program was developed in the format of the Trilogy of Harmony: namely (1) harmony within religious community; (2) harmony among different religious communities; and (3) harmony between religious communities with the government. It emphasized a dialogical effort between the people of religion and the government. Trilogy of harmony was designed as a response to the cases that occurred concerning the three models of relationship.

The problems which triggered trilogy harmony formulation included threat of disputes among different groups and religious thought in one religion, the development of modern thought in Islam, the emergence of splinter schools of thought, the phenomenon of heresy, the occurrence of person declaring as new prophets, blasphemy and so on. Other issue concerned the relationship between traditional Islam and modernist Islam along with its various organizations that experienced ups and downs. In addition Inter-religious relations experienced problem which was triggered by missionary whose goal is to spread its religion to other religion follower at the time.

Multiculturalism concept was introduced to promote that communities within a national context should uphold diversities, differences and cultural pluralism featuring race, ethnicity, and religion. It provides an understanding that a pluralistic nation consists of diverse culture (multicultural). In a pluralistic society, different existing ethnics and cultural groups can coexist peacefully and it is marked by a willingness to respect other cultures.

Multicultural concepts can be socialized through educational institutions. One of the pioneers of multicultural education, James Banks, emphasized and paid attention to education. He believes that some of the essential part of education is teaching students how to think rather than teaching them what they think. He explained that in the educational process students should be taught both to understand all kinds of knowledge and to actively discuss knowledge construction and different interpretations.

Furthermore, Banks argues that multicultural education is a set of beliefs and explanations that recognize and value the importance of cultural diversity and ethic in the form of lifestyle, social experience, personal identity, educational opportunities of individuals, groups and countries. He defines multicultural education as an idea and a movement for educational reform in an educational process. Its primary purpose is to change the structure of educational institutions so that male and female learners, learners with special need, learners who are members of various races, ethnicities and cultures will have equal opportunity to achieve academic achievement in school.

Implementing multicultural education prepares children to be able to accept and understand cultural differences including different usage, folkways, and custom. It can prepare learners to be able to accept differences, criticism, and have a sense of empathy, tolerance of others regardless of class, status, gender, and academic ability. If it is neglected, they will

undoubtedly dwell on a definition of mere science with a stodgy attitude and no knowledge in addressing a problem that occurs with open- mind and positive attitude.

Multicultural education has opened opportunities for new breakthroughs in educational institutions. One of the subjects that can be integrated with the concept of multicultural education is PAI (pendidikan agama Islam/ Islamic religion Education). In the perspective of Islam, multicultural society is the reality of life so that PAI, as inspired by Qs. Al-Hujurat ; XIII, is expected to have a role in instilling the values of humanity, culture of tolerance and mutual respect.

Islamic Religious Education, in Irham's research, plays a role as a driver of pluralistic moral to learners. This pluralistic morality drive seeks to encourage and create attitudes and develop multicultural minded ideas to learners through the learning process.

To implement multicultural education through PAI, Zaitun says that there is a need to have strong commitment on the part of the school with the emphasis on its PAI teacher pedagogical competence. In the same vein, the implementation of teacher competency policy determines teacher professionalism. This was studied by Hakim and Hermawan et al. It was found in Irham's study that the implementation of multicultural education through PAI was done by choosing inclusive teacher types and designing multicultural curriculum.

Multicultural learning process also requires a model that can create effective learning so as to boost self-esteem and motivation to achieve. Arifin has successfully developed a model of MPPHM (Model Pembelajaran Peningkatan Harga diri dan Motivasi/ Self-Improved Learning and Motivation Learning Model). This model is able to create an interesting, fun and challenging learning atmosphere to be followed by learners.

Ade Yeti Nuryantini