

# Cultivating Character Strength: Multicultural Perspectives in Islamic Education

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## Abstract:

*This study aims to describe efforts to strengthening the character of nationality through multicultural Islam education. As well as to describe the strengthening of the character of nationality through the multicultural Islamic education based on the application of the Sila on Pancasila in Mambaul Hikam Junior High School Situbondo. This study focuses on strengthening the character of nationality through Multicultural Islamic Education base of sila on pancasila. Data collection techniques used are interviews, participant observation (Participant Observation) and documentation techniques. The data that have been obtained from the informant are then analyzed. The results of this study indicate that the strengthening of the character of nationality through the education of Multicultural Islam is by implementing the character of nationality base of sila pancasila; First, dedicating the Islamic culture on the santri based on the first sila pancasila, second, instilling the Islamic-owned humanitarian character based on the second sila Pancasila, third, instilling the attitude of Gotong Royong according to the third Sila Pancasila, fourth, instilling the character of Islamic suspected leaders based on the fourth Pancasila, fifth, instilling social-character social-based and religious slabs. The application of Pancasila's sila to strengthen the character of nationality through Islamic education is also to keep harmony, creating a high tolerance, and keeps diversity differences so as not to be easily split among others.*

**Key Words:** National Character, Multicultural, Islamic Education

## INTRODUCTION

In this rapid globalization and internationalization, it is very common for people to meet a variety of cultures in work, social life, even schools (Werven et al., 2021). Characters are a combination of some elements that make up a person superior in mental and moral quality, self-quality and the foundation of thought that makes someone different from others. Education-based and nation-based education is an education that applies principles and methodologies to the formation of the character of the nation's child (Hakim & Darojat, 2023). Characters need to be established early and to strengthen the formation of good characters need for character education. Character education is one of the right access in building a character-based character for your own berries, knowledgeable generation with equivalent and ferocious to Allah *Subhanahu Wa Ta'ala*, noise, creative, self-made and become a democratic and responsible citizen. Character education is a proper answer to the problems that occur to

students and schools as educational organizers are expected to be a place that is able to realize the mission of the character of the character (Hartati, 2021). To strengthen the nation's character through Islamic education, Islamic religion education should be reformed through its development strategies and methods. In particular, the mission of Islamic education should be associated with the formation of the character or the nation of the nation. The strategy in question is to strategy in fostering and forming the IMTAQ or faith and Taqwa with the character of Karimah student at school (Daheri, 2022), so that Islamic education is in every education institution should always adjust the development and challenges of the time because the purpose of Islamic education is not only focusing on the issues of theoretical violation, especially to balance the objectives by transforming the science of Islam to become more meaningful and able to be applied in everyday life (Nurhidin, 2021).

As educators need to be aware of the complexity of globalization that develops in multicultural education skills. All teachers must learn multicultural education to be able to provide effective teaching for students. Multicultural Islamic religious education is very important, and has a very large influence on the formation of the character of nationality for students and the people of Indonesia. The country of Indonesia has a variety of diverse and certainly triggering the emergence of differences. This role of multicultural education is indispensable. In addition, each diversity also has different characteristics. Thus, it can be interpreted that Indonesia with its diversity that is characteristic of whom it is unavailable with other countries. It was fought for the whole of the Indonesian people by Allah *Subhanahu wa Ta'ala* (Destriani, 2022). Through the education of Islamic Multicultural religions, we will develop ideas to provide a good understanding of students about the character of nationality based on religious concepts through learning in schools. The education of the Multicultural Islamic Religion teaching to learners is essential to realize because learners are part of the community and the generation of the nation's succession that will continue to maintain the culture of this country (Arifin & Kartiko, 2022). Therefore, there is a new concept of multicultural values that are integrated in the learning of Islamic religious education (PAI) in schools, such as peace value, integration value, wisdom value, harmony value, tolerance, integration value, humanism, freedom value and other values. However, there is also a clear concept of multicultural values to be integrated in the teaching of Islamic education in school to realize pluralism and multiculturalism in Indonesia (Mumtahanah, 2020).

In the world, Indonesia is also known as an exotic country with its multifaceted values and its diversity. In addition, the Indonesian public has a very high tolerance, which is why relations between peoples, tribes, customs, religions and cultures are maintained. Therefore, it is necessary to achieve harmony and integration among people of different cultures and backgrounds (Eun-Ju & Kyung-Hwa, 2021; Mandarani & Munir, 2021). When it comes to

building high tolerance, multicultural education is necessary. Multicultural education also affects the strengthening of national character. As a multicultural nation, as its people embrace a variety of religions of Islam, Catholicism, Protestant, Hindu, Buddhist, and Konghuchu, and various religious denominations, it is important to have an education of character, especially strengthening the national character for Indonesian students. A multicultural perspective may simply be the observation and learning of cultural artifacts and cultural practices as different in the liberal multicultural approach. This concept is the basis of multicultural teaching, with the purpose that every learner has the same opportunity to learn without regard for language, gender, race, or social class (Ong, 2022; Żammit, 2021), also stresses the differences in cultures upon which a multicultural phenomenon is based (Yöntem, Jencius, & Kandemir, 2022). However, the rupiah's exchange rate was still under pressure, he said. It is often the topic of emerging extremist beliefs and radicalism that have the potential to eliminate diversity in Indonesia. A diversity dimension that becomes the essence of multicultural concepts and then expands into a movement called multiculturalism (Hifza et al., 2020; Khafiyya et al., 2022).

As happened Mambaul Hikam junior high school Situbondo, found some students who have minimal knowledge of the character of nationality as well as the multicultural Islamic education. This happens due to lack of appeal and planting in students to get to know more deeply about the nationality and education of multicultural Islam. Reviewing the case, researchers incited strengthening the character of nationality through Multicultural Islamic Education in order to be a solution to the problems that exist in Mambaul Hikam junior high school Situbondo by maximizing the relationship between students with students and students with teachers, preparing some activities in schools by involving all school citizens to form an activity that contains planting characteristics of national and cultural education of multicultural Islamic.

Researchers are interested in researching the way of strengthening the character of nationality through the education of Multicultural Islam. Before, some research has been done about the formation of national character through Islamic education, one of which is revealed by (Aladdin & PS, 2019) in the study said that the existence of Islamic education is very influential on the formation and strengthening of character of nationality. Other research conducted by (Atoillah & Ferianto, 2023) said that multicultural education has the impact of the characteristic of the nationality of students who uphold democracy value, equality, togetherness or gutong royong and tolerance. In addition (H et al., 2022) has also done similar studies. In his research, he said that the state of Indonesia, as a multicultural state, of course, requires understanding and awareness of respecting any difference and the will to interact with anyone fairly without any distinction because of something. To deal with different confidence, it is necessary to have a religious moderate attitude.

The difference between previous researchers and this research is located in strategies or activities that fit the application of the Sila on Pancasila. And also the uniqueness of this study. Seeing the background of the problem in the Mambaul Hikam junior high school Situbondo, which is lack of planting of the behavior of the students in the daily students, and less in-depth educators in investing the multicultural Islamic education in students in particular daily activities in schools that cause students to know about nationality and how to establish relationships with other students who have differences. So, it causes some problems in the school environment. Among them is, the minimal students know about the character of nationality, and lack of students know tolerance with fellow students, and so causing students to help each other with their friends who have differences. The purpose of this study is to describe efforts to strengthen the character of nationality through the education of Multicultural Islam. As well as to describe the strengthening of the character of nationality through Multicultural Islamic Education based on the application of the Sila on Pancasila. Researchers direct the teachers and students to better know and invest in the cultivation of national character, as well as the multicultural Islamic education on students based on the application of Pancasila's slabs at school.

## **RESEARCH METHODS**

This research uses a qualitative approach with case studies. Researchers are trying to describe and instill characteristics through the education of Multicultural Islamic religion on the daily activities students of Mambaul Hikam junior high school Situbondo. Researchers in this case monitor directly and collect information related to planting of national character and education of Multicultural Islam.

The data collection techniques used by researchers consist of three techniques: interviews, participant observation and documentation techniques. The data that have been obtained from the informant are then analyzed. At this stage, researchers examine all data that have been collected from observations and interviews to complete the data in this study.

This research was conducted in Mambaul Hikam junior high school, Kecamatan Panji, Kabupaten Situbondo. Researchers live directly to the field to make observations and interact with research topics effectively through interviews in collecting the data in need by researchers. Informants in this study were one of Master's Mambaul Hikam junior high school and Deputy Head of Madrasah and one of the students of Mambaul Hikam junior high school.

## **RESULTS AND DISCUSSION**

### **Planting of National Characters**

The development of the nation's character has actually been long ago, Dedation of Life to the sportsmen and the Society, in order to implement the misuse of the suffering of the people according to the framework of the nation's

nation that is included in the Nation and Character Building Indonesia. This phrase left a debated former and turned on great expectations. Bung Karno also said this nation should be built by prioritizing the character building (character), because this character classroom will make Indonesia become a great, forward, and jaya nation and dignity. If this is not done, then this nation will become the nation of the cooler (Kosim, 2012; Ansori et al., 2021; Wahyuni et al., 2023).

In the world of education, lecturers or teachers play a very important role in participating in overcoming the deviant behavior of students. In this case, the education person is considered important because it must establish additional competencies to instill the values of the nation's character (Eko et al., 2020). In addition, the character of the nation is one of the nine elements of the inequality of the nation of a nation. As one of the national strengths, national characters should be maintained and always revitalized to always be inspiration, growing spirit and able to function as human capital of a nation because the national character determines the national resilience of the nation concerned (Hubbi et al., 2020; Nurgiansah, 2022). Learning is carried out based on extracurricular, curricular, and extracurricular activities. The growth and development of attitudes are made through the learning process, habituation, convention, and cuddling to further develop the character of learners (saihu et al., 2022).

### **Multicultural Islamic Education**

Multicultural islamic based interests needs to be embedded in Indonesian countries. In addition to most Indonesian people who are Muslim, the presence of Multicultural Islamic Education also edits the Indonesian community to have a high tolerance. Multicultural education should include good teaching and good education. In addition, to face the multi-cultural life of life needs to start from the change of education paradigm in Islamic education. Islamic religion is not only using paradigm to learn to think, to do, and to be, but also to live together (Karimah, 2020; Handoko et al., 2022).

According to Watini et al. (2020) and Zaimmuddin et al. (2021) said the world's spectrum education system has many forms that began some system educating students of various ages, and suffer about the value of the character. It is believed that any of the children became the future to be done with the character of the character proposed in him, or he, through education. The purpose of education is basically to free human beings from oppression. This is one of the reasons why we should be educated human beings. Multicultural Islamic religious education plays a very important role in the lives of multicultural Indonesian society. The dynamics of society in various aspects of social, political, economic, cultural, and religious life of the post-1997 reform movement in Indonesia has been delivering this nation to a new understanding of the importance of universal value that can bind all the differences (Yani et al., 2020). As appropriate by the 2016 Prasisko, the 1998 reform movement produced a variety of cultural and valuable values as a union of the nation. The 21st century



turnover has brought more immigrants along with a larger diversity and a larger challenge for the education system (Robertson & Bayetova, 2021). It has become a must to emphasize diversity through multicultural education. To support diversity through multicultural education, some significant changes are in the teacher education curriculum. Holding cultural, linguistic, diversity, gender, race, equality, and power education in the teacher education curriculum to empower new teachers to work against social and structural settings in schools and communities that promote inequality.

Islam in Europe is growing with a negative and creepy stigma. The view appeared in 2011 when David Cameron began to express his views on radicalism and Islamic extremism as NATO's security threat (Virgili, 2020). To be able to have understanding and understanding, it is necessary to develop multiculturalism. One of the exact facilities to develop a multimaluralural outlook in the long run is through the field of education. Multiculturalism in education is able to provide confidence, a sense of comfort, and free shows typical cultural behavior in all students (Donoso et al., 2020). The culture gives members of their respective implicit knowledge of how to behave in various contexts and how to interpret others' behavior in the situation (Young, 2023). On the other hand, multicultural education aims at that every student reaches a high success rate by designing and implementing a sensitive education program of differences between individuals, not ignoring it, and is defined as an educational approach aimed at creating a more peaceful society (Güven et al., 2022). In this way, multiculturalism moves beyond the study of the group and cultural practices to enter in-depth inspection of the history itself. As the theory framework for this research, critical multiculturalism provides lenses for pedagogical implications around the use of multicultural literature and its capacity to inform someone's teaching attitude (Chen & Browne, 2021).

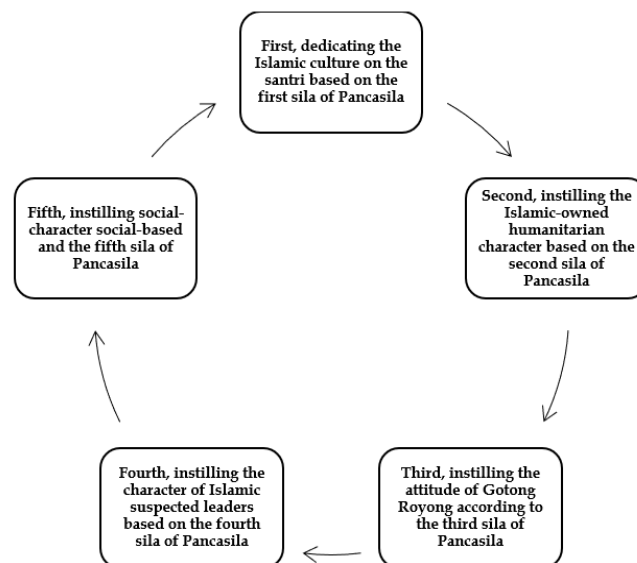
The education policy introducing modern multiculturalism was first introduced in early 1990 when the British government formed a curriculum that emphasized human equality (Elias & Mansouri, 2020). Education is selected as one of the paths to perform large transformation in educating efforts to have open insights (multicultural perspective). Multicultural education appreciates diversity and includes dimension and cultural groups regularly. The principle of multiculturalism demands the equality of educational access to the whole human. This is in line with the global purpose initiated by UNESCO (United Nations Educational, Scientific, and Cultural Organization) that education should keep attention to gender equality by encouraging more girls to enter the field of science, technology, engineering and mathematics (Shava, Chasara, & Hahlani, 2021). Teaching effectively in class, multicultural requires cultural sensitive strategies and content to provide the same opportunity for the academic success and individual growth of all students. The most effective teachers have learned to understand the culture of students and students they trust them (Seven, 2020). In a formal situation, teachers deliberately deny the fact that the presence of student

minority students caused problems. However, in informal conversations, this same teacher gives a negative and contradictory college about minority students. They complain that these students have a shortage of language to compensate for by teachers. Therefore, the teacher is well aware of their lack of preparation in multicultural education, but some of the teachers do not consider training in multicultural education as a top priority.

John W. Santrock defines multicultural education as an education that appreciates diversity and accommodates the perspective of the various cultural groups on the basis of regular bases. Therefore, it's time in the era today developed a pulse of a multicultural perspective or a pursuit of equality in equality and equity (justice) rather than the monocultural way of thinking. Multicultural-style people have the following characteristics: diversity, daily, equality, interaction through sharing, and similarity access to various resources both economic, politics, and education (Fatgehipon, 2023).

### Strengthening National Character Refraction through The Multicultural Islamic Education

Pondok Pesantren is an institution based on Islamic religion. Inside the scope of pesantren there are many learners or better known as santri with different backgrounds. Santri comes from various regions that certainly have different divine, customs, and cultural diversity. The results showed that there was a strengthening of the character of nationality through the education of Multicultural Islam. Mambaul Hikam junior high school Situbondo was able to instill characteristics of the santri. With some strategies capable of instilling and strengthening the character of nationality to the santri. Some of the strategies done are in forming the character of nationality through the education of Islam in the Pancasila.



**Figure 1: Strategy in forming the character of nationality throughout the education of Islam in the Pancasila.**

First, instilling the culture of Islam in Santri based on the first sila of Pancasila. Understand and instill in any santri to always be the device of Allah Subanahu wa ta'ala. Apply some of the habituation of activities related to the application of the first sila of Pancasila. Like, implementing a timely prayer, and obliging the Dhuha before the lesson hours starting, adding prayer reading before and after learning. Applying life according to Al-Qur'an and Hadits. Second, instilling Islamic-owned humanitarian character based on second sila of Pancasila. Forming a personally, personally has a new tolerance as it appears to use a polite language to fellow friends and if teachers teach all the students, it is prohibited to speak unless there is a command to speak with respectful respect and appreciate the teacher. Because science without morality is in vain. Third, instilling the attitude of Gotong Royong according to the third sila of Pancasila. Training santri to have a unity character, as well as receiving and respecting cultural and political differences, forming a hygiene group to maintain a clean environment to be available as Islamic advice because cleanliness is part of the faith. Fourth, instill the character of Islamic sediment leader based on the fourth sila of Pancasila. Forming up a Muslim who is suspected of Islam according to the fourth sila in the Mambaul Hikam junior high school as, applies to firm, wise and the trouble. Fifth, implant social character social rights and the fifth sila of Pancasila. When a person grows up with the social soul, it is certainly the thing to feel is sympathy and empathy for a fellow. By the way, please help in goodness, give material support and show his attention to a fellow. Forming a social character of such a suspect, mutual, respecting older and a younger way.

Previously, the researcher got a finding, right on Monday on July 17, 2023 that was seen from some of the activities in Mambaul Hikam junior high school Situbondo, the lack of appreciating the students to the difference against his peers. So, there is often debate between them. And researchers also conducted an interview of one of the teachers in the madrasah why there was a debate between students, then the teacher gave an explanation that they were from various regions, so that when they speak using different languages, there was a debate between the students and the other.

After researchers implemented strategies in forming the character of nationality through Islamic education with the foundation of Pancasila, the results of interviews with teachers in Mambaul Hikam junior high school Situbondo, said that it was very helpful with the strengthening of character of nationality through Multicultural Islamic Education. With the reinforcement of students, the students better understand the difference and have a higher tolerance. Through helping students in Mambaul Hikam junior high school Situbondo in investing the character of nationality through the Multicultural Islamic Education and students become more appreciative of the difference with their friends, as well as language differences, madzhab, or Nahdlatul Ulama and Muhammadiyah.



## CONCLUSION

This study explains that the strengthening of the character of nationality through the education of Multicultural Islamic Religion implemented in Mambaul Hikam junior high school Situbondo. This study aims to describe efforts to strengthen the character of nationality through the education of Multicultural Islam. As well as to describe the strengthening of the character of nationality through Multicultural Islamic Education based on the application of the Sila on Pancasila. The results of this study indicate that the strengthening of the character of nationality through the education of Multicultural Islam is by implementing the character of nationality with sila of Pancasila; First, dedicating the Islamic culture on the santri based on the first sila of Pancasila, second, instilling the Islamic-owned humanitarian character based on the second sila of Pancasila, third, instilling the attitude of Gotong Royong according to the third Sila of Pancasila, fourth, instilling the character of Islamic suspected leaders based on the fourth sila of Pancasila, fifth, instilling social-character social-based and the fifth sila of Pancasila.

Mambaul Hikam junior high school Situbondo clouds Pancasila in strengthening the character of the nationality of adults of multicultural Islamic education. This is done so that the pancasila soul is embedded well in the students of Mambaul Hikam junior high school Situbondo. Not only that, the application of Pancasila to strengthening the character of nationality through Islamic education is also to keep harmony, creating a high tolerance, and keeps diversity differences so as not to be easily split among others.

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