

**Research Article**

# Implementation of Multicultural Education in Islamic Education Subjects through Collaboration of Online Applications as Character Building

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**Abstract.**

This research was motivated by multiculturalism, namely people who have a background of differences in ethnicity, religion, ethnicity, culture and between groups. On the one hand, this diversity is the potential strength of a large and united nation state in building great peace and civilization, but on the other hand, the potential for conflicts to disrupt the stability of the nation and can hinder development and the existence of diversity on one side of this diversity is the starting point for disputes, vertical conflicts. and horizontally, a multidimensional crisis. The study of this paper focuses on multicultural education as learning material through a process of instructional activities in building multicultural awareness to develop the religious and social character of students at the Junior High School level in Palu City. The data collection techniques were carried out by observation, interview and documentation. The data was collected by triangulation to check the validity of the data in finding the validity of the data. Data were analyzed using data reduction, data display, and data verification. Research Results Description The application of students' culture of tolerance has four factors that influence the occurrence of conflict in society, namely the influence of globalization from Western culture, economic factors, the existence of rich and poor groups, democratic behavior carried out freely without limits and the destruction of individual dignity, and will developed through animated games for students.

**Keywords:** Character building; Islamic education; multicultural education

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## 1. Introduction

Indonesia is a country that is synonymous with multiculturalism, this is due to the diversity of religions, ethnicities, cultures as the glue in maintaining kinship, brotherhood and unity relations for the Indonesian nation. This becomes like a sharp double-edged knife which can lead to vertical and horizontal conflicts that result in a loss of solidarity as the people who inhabit Indonesia [1] [3]. In responding to the diversity of religions, ethnicities, languages as the strength of the nation, multicultural education is needed through an educational process that is full of idealistic values that understand the

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meaning of differences and are able to take advantage of a significant role in forming multicultural awareness.

Studying multicultural education is a series that cannot be separated from the problem of plurality of cultural differences that can lead to conflict [4] [6] [5] [7] the real conditions in the field show that the people of Palu City, located in Central Sulawesi Province, are people. multiculturalism consists of the Kaili ethnic group as the original community, as well as ethnic groups who come from various regions in Indonesia such as, Bugis, Makassar, Mandar, Toraja, Padang, Javanese, Sundanese, and others [8] [10]. Thus schools become one of the educational institutions that reflect the cultural values of society, namely students who always have a religious, ethnic background, pluralistic classrooms and can lead to cultural conflicts. Various different cultural systems meet in pluralistic schools and classrooms. can not be separated from the culture that influences each other. To implement multicultural education in developing the character of students in schools, the position of the teacher plays an important role in realizing inclusive and moderate multicultural values in schools. The personality of a teacher who has an inclusive and moderate multicultural insight will have implications for the development of the character of students who are humanist, dialogic-persuasive, contextual, substantive in building the personality and social interaction system of students according to religious and social values in Junior High Schools in Palu City. which is located in the province of Central Sulawesi.

Observing the sociological and cultural conditions of the people in Palu City which are multicultural, on the one hand it has the potential to become a peaceful, peaceful and prosperous society, but also has the potential for clashes and conflicts to occur, due to differences in religious, social and religious backgrounds. community culture. In this context, research is carried out as an effort to provide a tolerant and moderate religious understanding to generate awareness of implementing religious and social values of students in building social relations in creating an atmosphere of harmony among fellow students in the school environment and in a multicultural community environment that is packaged in the learning process of Islamic religious education during the Covid-19 pandemic through an online learning application. Online-based learning design using applications during the pandemic is a breakthrough innovation made by teachers in designing learning [11] [14].

## 2. Methods

Research method uses qualitative methods with a phenomenological paradigm, namely the study of phenomena conceptually, data and facts speak what they are. appears on objects, events, or conditions in individual perception [15]. This approach is used to determine the role of teachers in implementing multicultural education as learning material for Islamic religious education through online learning applications and its implications for the formation of religious and social character of students at SMP Negeri 1 Palu. Data collection techniques were carried out by observation, interview and documentation. The data was collected by triangulation to check the validity of the data in finding the validity of the data. Data were analyzed using data reduction, data display, and data verification. These steps are carried out in accordance with qualitative research procedures to produce research findings on multicultural education in Islamic religious education learning as an effort to build the religious and social character of students in the Palu City Junior High School.

## 3. Results and Discussion

Realizing learning that integrates innovative, creative knowledge to improve the quality of learning in the classroom to improve competence studentin subject matter, increase in cognition, affection and psychomotor learners will be designed for learning in Islamic religious education subjects by developing learning media through the application of a multicultural culture of tolerance in state junior high school (SMP) 1, Palu City which has implications for the development of the values of togetherness, brotherhood in multicultural differences for students.

### 3.1. The Culture of Tolerance of Students in SMP Negeri 1 Palu City

The cultural form of tolerance in students is manifested in activities, namely understanding each other's personal backgrounds based on social behavior, namely helping each other, nurturing, having a sense of brotherhood and kinship if someone experiences pain or disaster in school environment, this attitude is in accordance with tolerant social behavior in accordance with the principles of Islamic teachings implemented by the Prophet Muhammad SAW as a leader in Medina, namely followers of Islam, Jews and Christians can coexist peacefully and is supported by a charter of agreement to live tolerably in charter Madinah [16].

Practice of cultural tolerance is practiced by students in grade 1 SMPN 1 Palu City, namely through a process of interaction through habits, namely by greeting each other between students, in addition to this attitude students are also given religious subjects according to predetermined hours by party school [17]. The implementation of a culture of tolerance in students at SMPN 1 Palu City is a form of tolerance that results in social activities caring for others and prioritizing humanistic social values that are able to create family relationships without seeing the differences that are very visible in the environment of students.

Building diversity in the school environment is a pluralist-inclusive religious paradigm, which means accepting other opinions and understandings that have a divine and human basis. Multicultural understanding of diversity means accepting the diversity of cultural expressions that contain human values and beauty. Humanist understanding is recognizing the importance of human values in religion, meaning that a person who is religious must be able to implement human values respecting the human rights of others, caring for others and trying to build peace for all mankind, students must also get education and the same educational material then received the same attention from the teachers at SMP Negeri 1 Palu [18] [19]. The dialogic-persuasive paradigm prioritizes dialogue and peaceful ways of viewing religious differences and differences rather than committing physical acts such as terror, war and other forms of violence. Contextual paradigm means applying critical thinking in understanding religious texts. A substantive religious paradigm means that it is more concerned with and applying religious values than just seeing and glorifying religious symbols. Meanwhile, the paradigm of socially active religious understanding means that religion is not only a means of meeting personal spiritual needs. However, the most important thing is to build togetherness and solidarity for all human beings through real social actions that can improve human welfare.

By building a more humanist, pluralist, and contextual paradigm of religious understanding, it is hoped that universal values that exist in religion such as truth, justice, humanity, peace and human welfare can be upheld. More specifically, so that harmony and peace between religious communities can be developed properly.

### 3.2. The Application of Multicultural Education in Forming the Character of Students in Junior High School (SMP) Negeri 1 Palu

Talking about the formation of personality cannot be separated from the discussion about the character building of Human Resources. Human resource character building is vital and there is no choice to create a new Indonesia, namely Indonesia which can face regional and global challenges. Putting the regional and global challenges in question is how the younger generation does not only have cognitive abilities, but affective and morality aspects, as well as an understanding of diversity, both ethnicity, ethnicity, culture, and nation. For this reason, multicultural education is needed to reach humans who have the integrity of moral values so that children become respectful among others, are honest and care about the environment so that in the framework of diversity, it is not just a discourse but a real application [20]. Multicultural education implemented in learning in the subject of Islamic religious education is a learning activity implemented by teachers in the form of integrating multicultural-based learning material respecting differences in religious, cultural, ethnic values as a form of maintaining solidarity, harmonization to shape the character of students and to create classes. peace, harmony and mutual respect between each other [21].

The learning process in subjects that integrate multicultural values carried out at SMP Negeri 1 Palu, namely in Islamic religious education subjects which results in the formation of the character of students that are designed and integrated through multicultural based learning tools, materials, and learning media. Multicultural-based character education in schools requires appropriate, effective, and participatory strategies involving all components of education. The accuracy of choosing the strategy will provide optimal results in shaping students with character. Thus, efforts to develop character education models as a strategy for implementing multicultural-based character education are very important. The learning process carried out at SMPN 1 Palu which was implemented in 2020 had an impact on the learning process due to the Covid -19 pandemic as a virus that had an impact on all human life and also had an impact on the educational environment [22]. The integration of multicultural values in Islamic religious subjects during the current pandemic provides changes that have an impact on the learning process, thus to clarify how the process of integrating learning can be described as follows:

### 3.2.1. Cycle 1

In cycle 1 in Islamic religious education subjects the material being studied on the topic Praiseworthy behavior, in the learning process in this material, the teacher applies online learning using Whatsapp by sending material topics discussed at this cycle 1 meeting by uploading material by uploading material topics and providing questions to be worked on by students, namely grade 1 semester, namely helping behavior material. On this topic students are given student worksheets (LKPD) which are done individually by students. The teacher provides a brief explanation regarding the material topics discussed and students work on the assignments that have been listed on the student worksheets. The next process, the teacher evaluates the results of the learning process and the results obtained are that of the 20 students who answered the student worksheets, only 4 students could describe opinions according to the students' abilities, and the tone of 16 students did not complete and got an average score. an average of 60 on the percentage of students working on student worksheets. Based on these data, learning has not been completed and we will continue to learn in the next cycle.

### 3.2.2. Cycle 2

In cycle 2 the learning process was carried out by the teacher in Islamic religious education subjects, the teacher applied online-based learning using google classroom with the material discussed, namely praiseworthy behavior with the subject of helping behavior. On the topic of this material review the teacher uses the google classroom application by integrating multicultural values that can be seen in the use of the google classroom application, namely:



Figure 1: Class Creation and Subject Matter.

Online learning design during the pandemic in Islamic religious education subjects integrating multicultural values by developing materials using development Learning media that will be described more clearly as follows.

Cycle 2, through the integration of multicultural values through this application, produces learning that can be witnessed by students through displaying learning videos in the form of learning media that can be witnessed by students so that through mutual topic material please help that is implemented by students through actions, attitudes or characters, namely students helping each other - helping each other regardless of religion, ethnicity, ethnicity, social status with the actions of students if someone is sick, they will definitely be sick. and provide assistance or assistance in the form of voluntary contributions without coercion from other parties. Through this attitude teaches students or children to care for each other and help with intimacy without discrimination because it is based on moral values and friendship. Here it appears that the role of educators and role models in schools really helps shape the character of students or children. Implementation of Character Education through multicultural education with the effort to implement character education is through a holistic approach, namely integrating character development into every aspect of school life. In carrying out multiculturalist-based education, it is very necessary to develop the principle of solidarity, namely the readiness of all elements or other parties to fight and join in resistance for the recognition of other differences and not for themselves. Solidarity demands to forget efforts to strengthen each other's identities but to fight for and with others. With this in effect, the life of a multicultural society which is based on awareness of one's existence without degrading others is expected to be realized soon. Thus, all school activities, starting from the learning process of all subjects in the classroom as well as extracurricular activities and self-development carried out outside the classroom, are always colored by the multicultural-based character education implemented at SMP Negeri I Palu.

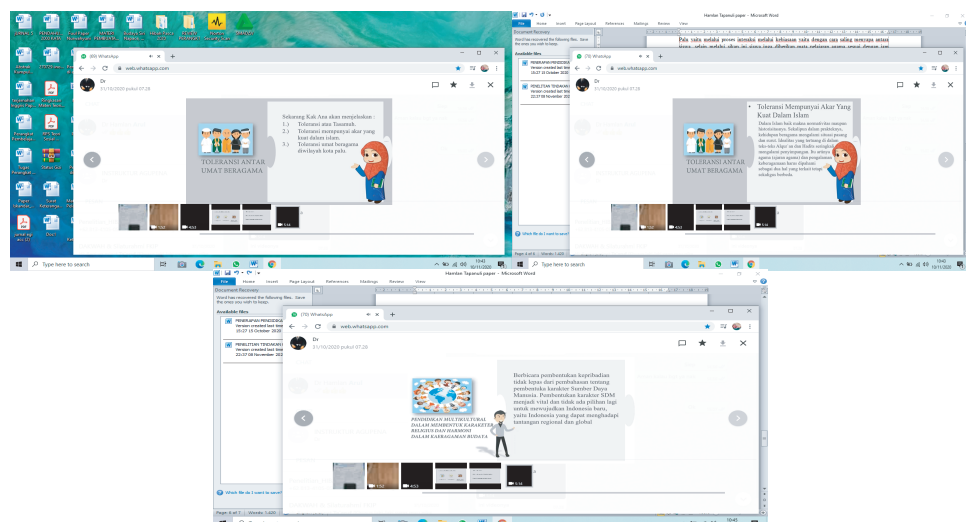


Figure 2: Subject Matter.

Based on the results of interviews in class when carrying out the teaching and learning process, it is revealed that the principles of developing a multicultural-based character education model are implemented into the exemplary behavior of figures who have a strong influence on students. One of the reference figures for students in their behavior is the teacher. Teachers should act as role models for students' academic social life, both inside and outside the classroom. Multicultural-based character education has the spirit to recognize and appreciate cultural differences and their contributions to the way of life of society. The most important effort in implementing this kind of education is through culturally responsive teaching. This is where the importance of the role of teachers in developing the character education model is teaching that recognizes and accommodates cultural diversity in the classroom.

#### 4. Conclusions

The application of multicultural values in Islamic religious education subjects in this pandemic period collaborated with online learning applications, namely the use of WhatsApp and the Google Classroom application, through the development of learning media in Islamic religious education subjects which resulted in character changes in students, namely having attitudes please help without seeing the multicultural differences in the school environment of SMPN 1 Palu City and provide a change in attitude, character, namely having a humanistic attitude, mutual respect between fellow students.

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