

The Centrality of the Role of PAI Teachers in Multicultural Education Practices in Wonosobo Regency Public Schools

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Abstract

Indonesian society has various cultures, ethnicities, religions and different economic levels. Multicultural education and religious tolerance are very important amidst increasing religious intolerance in the educational environment. The role of PAI teachers is absolutely necessary to realize multicultural education in state schools. The research aims to reveal the centrality of the role of PAI teachers in the practice of multicultural education in Wonosobo Regency public schools. To achieve this goal, this research applies a qualitative approach to state schools in Wonosobo district. The findings of this research identify that PAI teachers have a central role in the practice of multicultural education within the scope of their school. These practices include: role modeling, habituation, and taking action against bullying and intolerant behavior at school. This research contributes to the promotion and practice of multicultural education in educational environments nationally and internationally. This study provides recommendations for a more in-depth investigation into how educators view and apply multicultural values in the scope of education to achieve a peaceful and harmonious life.

Keywords: Role, PAI teacher, Multicultural education, Public schools

Abstrak

Masyarakat Indonesia mempunyai beragam budaya, suku, agama dan tingkat ekonomi yang berbeda-beda. Pendidikan multikultural dan toleransi beragama menjadi sangat penting di tengah meningkatnya intoleransi beragama di lingkungan pendidikan. Peran guru PAI mutlak diperlukan untuk mewujudkan pendidikan multikultural di sekolah negeri. Penelitian bertujuan untuk mengungkap sentralitas peran guru PAI dalam praktik pendidikan multikultural di sekolah negeri Kabupaten Wonosobo. Untuk mencapai tujuan tersebut, penelitian ini menerapkan pendekatan kualitatif pada sekolah negeri di kabupaten Wonosobo. Temuan penelitian ini mengidentifikasi bahwa guru PAI mempunyai peran sentral dalam praktik pendidikan multikultural di lingkup sekolahnya. Praktik-praktik tersebut antara lain: keteladanan, pembiasaan, dan penindakan terhadap perilaku perundungan dan intoleransi di sekolah. Penelitian ini memberikan kontribusi terhadap promosi dan praktik pendidikan multikultural di lingkungan pendidikan secara nasional dan internasional. Kajian ini memberikan rekomendasi untuk mengkaji lebih mendalam tentang bagaimana pendidik memandang dan menerapkan nilai-nilai multikultural dalam lingkup pendidikan untuk mencapai kehidupan yang damai dan harmonis.

Kata Kunci: Peran, Guru PAI, Pendidikan multikultural, Sekolah umum

INTRODUCTION

Multicultural education has actually been embedded in the basic constitution, laws and social regulations in the Indonesian context (Jayadi et al., 2022). This is of course very relevant considering that Indonesian society has various cultures, ethnicities, religions and different economic levels (Maulidiah et al., 2023). Multicultural education and religious tolerance are very important amidst increasing religious intolerance in the educational environment (Wahyono et al., 2022). This is reinforced by the opinion of Sahlan, et al. which states that the concept of Multicultural Islamic education is an offer that absolutely needs to be implemented in Indonesia (Sahlan & Zulfa, 2018).

Multicultural education has been practiced in state schools in Wonosobo, but there are no specific multicultural education subjects. However, multicultural education is found in PKN and Islamic Religious Education subjects. Multicultural delivery at this level is not conveyed explicitly like at the tertiary level, but only implicitly. An extension of PKN education that concerns multiculturalism in schools is Islamic Religious Education, which teaches students morals to deal with existing differences (Jumadi, 2023).

Problems experienced by state schools in Wonosobo district, as described Tutiyati (2023), Mainly dominated by the attitudes of individual students who have different characters. In relation to character, as a teacher you can only direct it in a better direction but cannot change it, because this is innate to each student. For example, at SMA N 1 Mojotengah, there is a child whose attitude likes to be sarcastic towards other people who are different from him in any way. Or the attitude of feeling the most right and considering those who are different from it to be wrong.

Most teachers perceive multicultural education as education presented to individuals with different ethnic identities. Teachers' perceptions of multicultural education were identified as similar in terms of gender, seniority, and educational status. Teachers mostly carry out student-centered activities related to multicultural education, using drama and case studies in their classes. While practicing

multicultural education, most teachers face problems related to students. The majority of people recommend that parents be trained on relevant subjects (Aslan, 2019).

Teachers' understanding of multicultural education is generally essentialist, but some are constructivist or anti-essentialist (Wahyono et al., 2022). Teachers' participation in cultural exchange programs, formal education, courses may be useful for increasing their awareness and competence towards multicultural education (Karacabey et al., 2019). Therefore, it is important to know the role of PAI teachers in practicing multicultural education in state schools.

There have been many similar studies, for example : Haswani et al. (2023), multicultural education in English language teaching, photographing the role of the teacher. Research Pratama et al. (2023), the role of teachers in implementing multicultural education at Taruna Nusantara High School. Teacher self-efficacy towards inclusive practices and attitudes towards multicultural education (Buzzai et al., 2023). Research Ulfa et al. (2021), the role of teachers in fostering religious multiculturalism. Multicultural attitudes of prospective teachers (Mlinar & Krammer, 2021).

All of the research above has presented the results of its analysis regarding the role of teachers in multicultural educational practices with their respective styles and specifications. However, researcher have not found anyone who focuses on PAI teachers, especially when it comes to its implementation in state schools. Therefore, this research shows aspects of its novelty, analysis and strategy in filling research gaps. Therefore, the research aims to reveal the centrality of the role of PAI teachers in the practice of multicultural education in Wonosobo Regency public schools. The aim of this research is to show the problem of multiculturalism in education in Wonosobo and to ensure that The Centrality of the Role of PAI Teachers in Multicultural Education Practices is very important.

METHOD

This research adopts a qualitative approach with a focus on understanding social phenomena from the participant's perspective (Cheron et al., 2022). This type of research is field research, where researchers go directly into the field and are involved with local communities, including participants who provide data through interviews, observations and documentation (Crump, 2020).

The research was conducted at state schools in Wonosobo Regency, taking 4 school samples, namely SMPN 1 Wonosobo, SMPN 2 Wonosobo, MTs N 1 Wonosobo, and SMAN 1 Mojotengah. The research schedule was carried out for 2 weeks from 20 to 29 November 2023, involving direct observation, interviews and documentation regarding the perception of the PAI teacher's role. Research subjects included PAI teachers from the four state schools. Qualitative data analysis uses steps: data reduction, data presentation, and drawing conclusions (Pratt et al., 2022).

RESULT AND DISCUSSION

PAI Learning Problems and Multiculturalism of Students

There are quite a lot of differences in race, ethnicity, language and religion in state schools under the education department. For example, this happened at SMP N 1 Wonosobo where the students came from outside the district and even outside Java. From Javanese to Chinese there are at SMP N 1 Wonosobo. Regarding religious differences, there are five religions that coexist with each other in percentages: Islam amounting to 90%, Christianity-Catholicism amounting to 5%, and the remaining Hindu-Buddhist religion amounting to 5% (Syafangat, 2023).

The cultural diversity at Madrasah is slightly different from other schools. because one of the conditions for entering the country's MTs is that you must be Muslim. Meanwhile, problems that are more Unilever or in general, such as in state junior high schools, are certainly no different. The program carried out by the government and schools is to carry out socialization about diversity tolerance. Strengthening the formation of good character and morals is the main focus as a foundation in social life (Jumadi, 2023).

Multicultural education in state schools in Wonosobo district is running well, but because of this the level of education always has different variations because it is influenced by students who always change every year. This means that the implementation of existing multiculturalism must always be updated with the presence of new students. So in curriculum language it is called lifelong education. This period is a period of character building process and this is one of the government programs.

Students build tolerance with other students if they have different beliefs or organizations. In general, the level of tolerance is good, but because of this educational process there are always different cultures and perspectives according to the socio-cultural background of the students. But in principle it is very good (Jumadi, 2023).

The role of PAI teachers in developing multicultural education in Wonosobo district public schools is very urgent, because the materials in it relate directly to multicultural values. Here, the development of multicultural education by PAI teachers is carried out by encouraging students to always get used to living a tolerant life so that they can understand, accept, respect other people and different values. Examples include: equalizing the rights and obligations of all students at school regardless of the differences between each student, instilling an attitude of mutual care and tolerance among students at school, respecting the celebration of holidays of other religions (Tutiyati, 2023).

The teacher's role is to teach uploads or manners. This is an effort by teacher participation to create a good social life. Another thing that the teacher also does is provide a good example, such as teaching how to do Salim properly and correctly. Always welcome students when leaving for school at the front gate so that it can increase the warmth between teachers and students. Because at this level students are in the period of imitating what they see (Syafangat, 2023).

For PAI subject matter as a whole there is no difference regarding streams, such as NU and others. Study material is divided into Al-Qur'an, Hadith, Aqidah,

Fiqh, and History. For differences of opinion, especially during Fiqh material, the teacher gives freedom to students according to their individual beliefs. This also happens in Aqidah material, for example in class 7 material, namely the obligatory nature of Allah SWT. If students believe that there are 13 mandatory attributes of Allah, the teacher does not force them, because students have a basis and are in accordance with their beliefs.

The PAI teacher had never been visited by the parents of the students regarding the religious lessons their children studied at school. There was one student's parent who came to the PAI teacher at the school regarding wudu. The teacher taught thaharah material but the students took the material too far and were very careful, so that when they saw something black it was considered unclean. Parents of students are starting to notice this when they are in the bathroom or ablution place for a long time, and at school they are often late for class after prayer time (Muslih, 2023).

The approach used by PAI teachers in developing multicultural education emphasizes that differences are grace. Diversity is a beauty, in accordance with this nation's guidelines, namely "Bhinneka Tunggal Ika" even though we are different we are still one (Tutiyati, 2023). Another way is to develop moderation in the school environment. Moderation can be said to be the middle way, so it does not favor any race, any culture, any religion, and so on so that good differences are guaranteed and established without disturbing or being disturbed.

The entire school community, from teachers to students, implement the concepts of tasamuh, tawazun and i'tidal so that the learning content delivered by teachers runs smoothly and teachers do not differentiate between students. To deal with multiculturalism, teachers must also demonstrate this directly. Differences in ethnicity, race, religion and culture should not cause teachers to 'favorite' towards their students (Syafangat, 2023).

Discuss about The Centrality of the Role of PAI Teachers in Multicultural Education Practices is Very Important.

From the facts that emerge above, it is clear the centrality of the role of PAI teachers in the actualization and development of multicultural education in state schools. This centrality is because PAI materials contain the essence of multicultural education values. Apart from that, PAI teachers at schools play an active role in student habituation activities, through which students are disciplined to live tolerantly with each other and understand differences (Tutiyati, 2023).

This fact is in accordance with the research results of Nur'aeni et al (2022), PAI teachers play a role in implementing multicultural education, namely by building diversity paradigms, learning processes, providing role models outside class hours, respecting language diversity, building social care attitudes, building anti-discrimination attitudes towards differences. According to Dina & Mustafida (2021), there is a need to develop teacher professionalism in learning that is based on multicultural values, because increasing teacher professionalism will have an impact on improving the quality of learning, both process and results. Learning Islamic religious education by integrating multicultural values is very necessary. The presence of multicultural education has an important role in improving and providing solutions to various religious problems.

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Lack of practical teaching of multicultural education in schools can lead to increased levels of bullying, bullying, prejudice, assault, victimization, and discrimination in schools, which always lead to major disasters in academic institutions such as shootings, sexual harassment, etc. Multicultural educational practices can be a pedagogical tool to teach students about the dangers of victimization and oppression of fellow students (Okagbue et al., 2022).

As a pluralistic country with diversity, a high sense of tolerance is very necessary in Indonesia. The Islamic education paradigm should be implemented through multicultural inclusive education and prophetic education. In this case, Islamic religious education teachers have an important role in instilling a sense of religious harmony. Inclusive multicultural education is expected to be able to foster a sense of belonging and togetherness, regardless of primordial barriers by prioritizing plurality-based religious education (Misbah & Jubaedah, 2021).

Islamic religious education teachers in the learning process area are supported by other components such as good mastery of material, choice of methods, use of media, and class mastery (Nurdianzah et al., 2024). Even though implementing learning is the teacher's job, it still requires coordination and assistance from teachers and other school members. PAI teachers practice habituation and exemplify multicultural values based on Islamic boarding school wisdom. Habits can also be found in several extra activities and in everyday life. The PAI teacher's example which can be seen in everyday life means that students have role models who are close to them (Ratna Dewi A.A., 2022).

Public schools in Wonosobo district have a fairly high level of diversity. Therefore, the approach used by PAI teachers in developing multicultural education is based on the understanding that difference is a blessing. Apart from that, PAI teachers develop religious moderation in the school environment. Moderation can be an entry point for harmonization of the school environment where it respects diversity in terms of race, culture, religion, etc., so that good differences are guaranteed and maintained without disturbing or being disturbed.

This condition is in line with the research results of Bahrul Alam et al (2023), Islamic religious education teacher's strategy in instilling multicultural values in a school environment that is quite diverse both at home and abroad in terms of class, customs, ethnicity, race, ethnicity, language and culture and religions such as Islam, Christianity, Catholicism, Hinduism and Buddhism in schools.

The Independent Curriculum provides every teacher with the opportunity to express their creativity and ideas in curriculum development efforts, including Islamic religious education teachers (Warsiyah et al., 2023). One of them is an adequate response to the existence of multiculturalism in social life, namely sunatullah. multicultural-based curriculum development patterns can be carried out in the Independent Curriculum Islamic religious education teaching module, especially in the sections: learning objectives, Pancasila student profiles, apperception and trigger questions, learning methods. and activities, assessment instruments, reflection, and enrichment techniques. Multicultural values that can be included as content in curriculum development include tolerance, equality, justice and democracy. This development is carried out by incorporating the values of multiculturalism which include: equality, justice, democracy and tolerance (Pamuji & Mawardi, 2023).

The practical role of Islamic religious education teachers in strengthening students' understanding of religious moderation is carried out through various activities such as rejecting hate speech both outside and inside school, fostering an attitude of peace and tranquility in the school environment. social environment, building harmony and tolerance with different groups (Azizah et al., 2023). Thus, it can be interpreted that religious moderation is an attitude of peace, tolerance, politeness and moderation, which is beneficial for oneself and the people around us. Judging from the values of tolerance, there needs to be awareness and patience in responding to existing problems (Dudiyono et al., 2023).

Cases of intolerance have not been effectively reduced by religious moderation in religious and moral education in state schools. Religious moderation content in textbooks, allocation of time for learning Islamic religious education in schools, and supporting religious moderation activities in schools could be alternative solutions (Muhaemin et al., 2023). The model for developing Islamic education materials based on religious moderation is able to shape the character of students effectively and efficiently (Masturin, 2023). Here the role of Islamic religious

education teachers is very necessary in fostering an attitude of religious moderation such as taking the middle path, harmony, straight and firm, tolerance, egalitarian, discussion, peace, top priority, dynamic and innovative, and civilized (Rahmatika, 2022).

PAI learning reform in state schools needs to do three things, namely reforms in the areas of philosophical understanding, psychological approaches and cultural development. PAI teachers need to continue to encourage their students to have the character of Pancasila students. In doing so, they will believe in inclusiveness, global diversity, and the ability to work together. social and creative responsibility. Mainstreaming Islamic religious education with an insight into religious moderation in countering the growth of terrorist teachings driven by eschatological imagination can continue to be fought for through the arguments above (Rusli, 2023).

CONCLUTIONS

The findings of this research identify that PAI teachers have a central role in the practice of multicultural education within the scope of their school. These practices include: role modeling, habituation, and taking action against bullying and intolerant behavior at school. This research contributes to the promotion and practice of multicultural education in educational environments nationally and internationally. This study provides recommendations for a more in-depth investigation into how educators view and apply multicultural values in the scope of education to achieve a peaceful and harmonious life.

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