



## **STRATEGY FOR DEVELOPING MULTICULTURAL VALUE-BASED MORAL CREED LEARNING MATERIALS IN MI / SD**

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### **Abstract**

*The ideology of multiculturalism in education is an alternative value learning strategy that is thick with the values of diversity needed by the Indonesian people. Multicultural learning seems to be the answer to the various problems of diversity that have occurred so far.*

*The development of multicultural values-based learning strategies has begun to be widely applied in education in schools. Multicultural-based learning methods are also widely applied by teachers when teaching materials to students. Learning media is designed by the teacher with the principle of the accuracy of media selection that is able to accommodate the diversity of student learning modalities so that it is easier for students to understand the material presented by the teacher. These three things do not adequately represent the implementation of learning based on multicultural values. However, the delivery of learning materials that are loaded with multicultural values also needs to be done by the teacher. This is because real learning is when there is a "communication" process between educators and students and learning messages in the form of material.*

*Religious learning materials, especially morals in schools, are often taught dogmatically and exclusively. On the other hand, Islam has never taught its people to be exclusive. On the other hand, inclusiveness, tolerance, and humanism are values that are upheld in Islam. Therefore, it is necessary to change the normative-based learning into a more multiculturalist learning. So to realize these expectations, among others, through the delivery of multicultural learning materials. On this basis, this paper will discuss the strategy of developing akidah akhlak learning materials that are targeted at multicultural values at elementary school.*

**Keywords:** material development strategy, akidah akhlak, multicultural values.

### **INTRODUCTION**

Religious subjects are compulsory subjects given to students starting from the basic education level to college. In Madrasah Ibtidaiyah religious subjects consist of Qur'anic Hadith, Akidah Akhlak, Fiqh and Islamic Cultural History (SKI). On the other hand, as a plural country, Indonesia is required to be able to manage diversity well in order to strengthen and strengthen the spirit of nationality within the framework of "Bhinneka Stay Ika". It is intended to uphold the unity and unity of the nation and the

cultivation of diversity character values with a multicultural approach (recognition and appreciation of diversity). On this basis, to uphold a sense of unity and unity of the nation and be able to foster awareness of diversity, it is necessary to instill multicultural values through education.

Akidah Akhlak as part of the Islamic Religious Education Education Subject group at Madrasah Ibtidaiyah has an emphasis on aspects of faith and how students can form good relationship patterns in everyday life. Be it a relationship with Allah (*hablunmin-allah*) and a relationship with fellow humans (*hablun-min-annas*).and habituation to apply and adorn oneself with praiseworthy morals (*mahmudah*) and avoid and avoid oneself from despicable morals (*madzmumah*) in everyday life. This illustrates the importance of Akidah Akhlak subjects in instilling multicultural educational values for students.

Based on documentation data related to the scope of subject matter contained in the curriculum described in the Core Competencies (IC) and Basic Competencies (KD) of the Madrasah Curriculum in 2013, it shows that the Akidah Akhlak Subjects in Madrasah Ibtidaiyah have contained the values of Multicultural Education. Such as democratic values, help, tolerance, fairness, and togetherness (Mustafida, 2020).

With the content of these values, Akidah Akhlak in Madrasah Ibtidaiyah has a strategic position in realizing multicultural awareness for students. Moreover, Akidah Akhlak Subjects as part of the Islamic Religious Subjects family are compulsory to be taught from grade I to grade VI at the Madrasah Ibtidaiyah level. With this position, at least it can be used as an *inclusive method* for educators to instill multicultural values in learning activities.

Based on the analysis of the above thoughts, it is important to discuss the strategy of developing Akidah Akhlak learning materials that are oriented towards multicultural educational values. It is hoped that through material oriented to multicultural values, it can foster multicultural awareness of students, so that it can form the multiculturalist character needed in stemming conflicts caused by intolerance as described in this study.

## RESULT AND DISCUSSION

### 1. *Multicultural education and religious learning in Madrasah Ibtidaiyah*

Multicultural education is education that prioritizes the principles of respect for diversity. According to (Banks 2004) Multicultural education is a set of beliefs and explanations that recognize and assess the importance of cultural and ethnic diversity in the form of lifestyles, social experiences, personal identity, educational opportunities of individuals, groups and countries. Through multicultural education, the values of diversity can be taught and instilled in learners.

On the other hand, multicultural education is a mandate and also an educational principle that is relevant to the social conditions of society and the ideals of the nation's founder. The plurality of nations is one of the logical consequences of the importance of multicultural education. Schools as formal educational institutions, are tasked with providing services, guiding, educating and teaching students to have better traits / behaviors according to educational objectives. This further clarifies its role in implementing education based on multicultural values. At school children gather and interact with students and teachers from different backgrounds. This is where schools need to build a system oriented towards multicultural values in order to form an attitude of tolerance and build an atmosphere full of harmony not to hate each other (Hamimah 2019).

As a country with a multi-religious background. Indonesia needs to maintain the preservation of multi-religious culture through education for the community. This is done because this is the culture of our country which from birth already has a unique diversity of both religions, ethnic groups that have maintained harmony for hundreds of years. Realizing this, multicultural education will provide a new approach in education in maintaining cultural diversity for the sake of national unity. Therefore, the role of religious education is central because every religion must teach universal values that respect religion and are tolerant. (Ummah 2012).

Religious education in Madrasah Ibtidaiyah is taught in the form of subjects and habituation of noble morals to form both spiritual and social attitudes. The religious subjects are divided into four subjects, namely Qur'an Hadith, Akidah Akhlak, SKI, and Fiqh. The Qur'an Hadith, emphasizes the ability to read and write well and correctly, understand the meaning textually and contextually and practice its

content in everyday life. No less important is cultivating a sense of love and high appreciation for the Qur'an and Hadith as a guide to life (Madrasah 2019).

Akidah is the root or principal of religion. Akidah is related to a sense of faith that will encourage someone to do shaleh charity, charity, and obey the law. While morality is the fruit of knowledge and faith. Akhlak emphasizes how to cleanse oneself of reprehensible behavior (*madzmumah*) and humiliate oneself with noble behavior (*mahmudah*) in daily life through psychological training (*riyadlah*) and earnest efforts to control oneself (*mujahadah*). The main target of moral education is the conscience, because good and bad behavior depends on the good and functioning of the conscience.

Fiqh emphasizes a correct understanding of the provisions of law in Islam and their implementation in worship and muamalah in the Indonesian context, so that all daily behavior is in accordance with the rules and has the value of worship. And SKI emphasizes the ability to take lessons from past history to respond to and solve present problems and future trends. Good examples and past worship inspire the nation's next generation to respond and solve social, cultural, political, economic, scientific, artistic and other phenomena in order to build civilization in their time (Madrasah 2019).

These subjects contain many multicultural values such as tolerance, togetherness, affection and also kinship. These values are relevant to the characteristics of multicultural values as stated (Rahmat, Rahmat, Maknuun 2020), among others; 1) Accept differences, 2) Trust each other (mutual trust), 3) Maintain mutual understanding, 4) *Respect each other* (mutual respect), 5) *Open thinking*, 6) *Appreciation and interdepreciation*, 7) *Recover nonviolent disputes* (Mustafida 2020b).

This is also emphasized (Baidhaw 2005) regarding the importance of implementing multicultural religious education. So he also added the implementation of multicultural religious education through steps to cultivate sympathy, empathy, and tolerance, interfaith communication, emotional maturity in religious partnerships, and recognize the presence of other religions and religious rights in equality, and live in harmony. Through religious subjects, it is hoped that

multicultural values can be easily integrated. So that the purpose of education in caring for the nation's cultural heritage can be realized.

## **2. *Strategi pengembangan materi Akidah Akhlak berorientasi pada nilai Multicultural***

As mentioned in the previous review, the subjects of creed are thick with multicultural values. Among them are tolerance, please help, compassion, cooperation and live in harmony (Jalwis and Habibi 2019). Multicultural values are obtained through analysis of core competencies and basic competencies of subjects. This is in accordance with the purpose of developing an Islamic religious education curriculum to prepare Indonesian people to have a moderate, inclusive, cultured, religious mindset and religious attitudes and have the ability to live as individuals and citizens who believe, are devout, have noble character, are productive, creative, innovative, and collaborative and are able to be part of the solution to various problems in community life, nation, state and world civilization (Madrasah 2019).

The development of Akidah Akhlak material oriented to multicultural values can be done through several stages; 1) Analyze multicultural values contained in basic competencies 2) Integrate multicultural values in learning materials, 3) Develop materials according to the level of development, potential of students, and their relevance to regional characteristics (Mustafida 2020b). Each of these stages is described as follows.

### ***a. Analyze the multicultural values embodied in the basic competencies***

Multicultural value in the material can be found through the process of analyzing the basic competencies in the curriculum. As in the 2013 curriculum contained in the Decree of the Minister of Religious Affairs number 183 of 2019 concerning the curriculum of Islamic religious education and Arabic in madrassas is thick with multicultural values. This statement can be proven through the description of the basic competencies of each subject. In the subject of Akidah Akhlak we can find multicultural values as exemplified in the following basic competence quotes.

Basic Competencies	Multicultural Values	Description
Class 1 3.7 Mahami meaning ar-Rahmaan, and ar-Rahiim	Compassion	Compassion is a multicultural value. Through ar-rahman and ar-rahim (Allah is merciful and merciful) teaches children that Allah has compassion for all human beings regardless of background, whether they believe or not, both men and women, rich and poor and others
Class 1 3.10 Practice respect, affection, and courtesy towards parents and teachers	Affection, and courtesy	Affection and courtesy are multicultural values because through these values one can appreciate and cherish and respect elders both at home and at school
Class 2 3.9 Understand the courtesy of respecting friends both at home and at school	Respect for others	Through understanding politeness and respect for others, children can respect friends anywhere regardless of ethnic, religious, linguistic, or cultural backgrounds

**Table 1. Examples of multicultural value analysis in basic competencies Moral Faith Subjects**

Based on the review of the results of the analysis above, as a teacher who wants to develop multicultural learning materials can be done through the identification of multicultural values as in the example above. After multicultural values are found, the next stage is an effort to integrate these values in learning materials. Furthermore, teachers can deliver material to students.

#### **b. Integrate multicultural *values* in learning materials**

After understanding and discovering the multicultural values contained in the basic competencies, the next stage is to integrate multicultural values in the moral creed learning material. The integration of this material is in accordance with the concept of implementing multicultural education in schools as stated (Sleeter n.d. 2010) as *a content integration*, namely integrating multicultural values in learning materials. Value integration can be done both in the form of material content presented by the teacher in classroom teaching materials (text form) and through teacher explanations (oral).

Efforts to integrate multicultural values in the material can be done by internalizing multicultural values through themes that are relevant to students, as

a theoretical basis (Mustafida 2020a). This development effort is carried out to build an understanding of various universal-multicultural values to learners. Through these values, the material is delivered in the form of Islamic Religious Education textbooks that contain multicultural values.

Among the forms of development that teachers can do are. teaches material on Compassion, Saying Good, Respectful and Obedient, Honest, and Forgiving taught in grade 1. In grade 2 also taught about cooperation, please help, and care for the environment. Through these materials, teachers can instill multicultural values in students. Multicultural values in the learning materials presented by teachers can also be seen starting from material reviews in the Learning Implementation Plan (RPP), learning materials and reference books used.

According to (Zakiyuddin Baidhawiy 2005) by incorporating multicultural values to enrich teaching materials can broaden the horizon of understanding and openness, with the content that has been standardized in the curriculum that is approached and taught through various perspectives can also see something other or new to things that have been ordinary to extraordinary. Such an approach is an additive approach, namely a multicultural educational approach that takes the form of adding content, concepts, themes, and perspectives to learning activities (Samuel 2010).

**c. Develop material according to the level of development, potential of students, and its relevance to regional characteristics**

The next stage in an effort to develop moral creed learning materials based on multicultural values needs to pay attention to the needs of students. Among them are the needs of the task and its development. So that conformity with the level of development of multak learners is carried out because each child has a different stage of development that needs to be facilitated appropriately.

The development in question is in accordance with the stage of child development starting from the ability (*intelligence*), social development, and morals of children. In Piaget's theory of development (stages of individual cognitive development) there are four developments ranging in children aged 0-2

(sensory-motor), 2-7 (pre-operational), 7-11 (concrete operational), and 11 years and older (formal operational).

Of the four stages of development stated above, each has a different character. The child's cognitive sensory stage still uses memory, imitation, and thinking, pre-operational children's language development begins so that they are able to think in symbolic form, the concrete operational stage of children is able to solve concrete problems logically, understand classification and sorting, while the formal operational stage of children is able to solve abstract and logical problems, be more scientific in thinking, and begin to think about social and identity problems. Seeing this reality, the material given to students must be adjusted to their level of development. (Fita Mustafida 2020b).

However, not all children are at the stage that corresponds to the four stages, some develop faster, or vice versa lower than their age. So that teachers must also pay attention to the development of one by one of their students, so that when it is found that there is a delay in their development, teachers can provide more intensive services and guidance. Likewise with children's potential, each child has a different and unique potential. If this potential is not accommodated properly, it is feared that it can inhibit its development and maturity. (Rachmahana 2008)

This is where the urgency of compiling and developing learning materials that are in accordance with the needs of students in achieving learning objectives. This means that teaching materials are prepared by taking into account the needs of students such as language development by designing material that is in accordance with children's language development to easily understand the content or content of the material, the description is also made as simple as possible so that it is easy for children to understand and given interesting toys or layouts so that children enjoy reading. Likewise with regional character, the 2013 Curriculum is principled on cultural development and raises the values of wisdom and diversity. Including regional characters in the material is also a priority in introducing multicultural values to children. Therefore, regional characteristics



must be included in the content of learning materials, including moral creed learning.

Introduction to regional characteristics will provide an understanding to the nakan of the peculiarities of the region and also get to know the peculiarities of other regions. With relevance to the characteristics of the area, children can also learn a lot about the values and social norms that correspond to their area. Therefore, it is necessary to develop material in accordance with regional characteristics. Because learning is a cultural process that occurs in a social context. So in order for learning to be equally accessible to students, it must automatically be understood its culture (Mustafida 2020b).

## CONCLUSION

Based on the discussion above, multicultural-based religious learning needs to be carried out in an effort to instill diversity values in students. Among the things that teachers can do is to develop Akidah Akhlak learning materials. The steps for developing the material can be done through several stages. Among others, by analyzing multicultural values contained in basic competencies, integrating multicultural values in learning materials, and developing materials according to the level of development, potential of students, and their relevance to regional characteristics. Through these stages, it is hoped that learning materials will no longer be taught dogmatically but more inclusive and multicultural.

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