

ISLAMIC EDUCATION CURRICULUM FRAMEWORK DEVELOPMENT BASED ON MULTICULTURAL VALUES

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Abstract- As a country with large diversity in the aspects of ethnics and culture, it is considered essential to develop the curriculum for Islamic Education to be designed based on the values of the multicultural society as a new discourse in education system in Indonesia especially to apply education has the sensitivity to respond to and deal with the symptoms and the social issues that originate on the differences and the interpretation on the teaching of Islam. This research explores essential components of curriculum of Islamic education subjects accommodating multicultural students. Using literature based qualitative method, this research frames 5 components to construct, i.e : component of purpose, component of contents, components of process, components of curriculum organizing, components of evaluation in which all are based on multicultural values.

Keywords- Islamic education curriculum, multicultural values.

I. INTRODUCTION

Indonesia is a country rich in diversity, from both sides of the ethnic, religious and cultural. It can be seen from socio-cultural condition geographically diverse and wide (M. Ainul Yaqin, 2005:4). The internal condition of Islam is growing with the emergence of the variant. The variant diversity occurred due to the impact of the interpretation of the text or normative elements in Islam.

Historically, Prophet Mohammad stated that his people will be divided into various factions. In the context of Indonesia, at least some of the base with the social and religious organization Nahdlatul Ulama', Muhammadiyah, PERSIS, Ahmadiyah, Jama'ah Tableegh, Majelis Tafsir al-Qur'an (the Council of the Qur'an Interpretation) and so on. The emergence of some of the social and religious organization based on different history. Some were born based on the background of the interpretation of the religion of Islam. While others were established on the basis of the social awareness that religion values should be beneficially applied practically among Muslims.

According to al Hujurah verse 13, it is believed that diversity is Sunnatullah (part of the natural systems). God created the diversity from the side of the human organism between men and women and social institutions in the form of these groups with the purpose to know each other. The command to know each other indicates that each of these individuals or groups have different characteristics. To know each other, it is expected that people have mutual dialog, fill the shortage, give good advice, and interact with full of peace. But these days, phenomena that happens is on the contrary. Social conflicts often occur in everywhere. In internal Muslims, friction between the still often happens, for example the phenomenon of the existence of a group of people who blame others to be kafir and forbidden acts of

worship rituals of the other. On the events happened because of truth claims on the results of their interpretations against the teachings of the normative Islam religion, without learn the results of the interpretation of the other groups.

One of the proper media to provide a positive stimulus over the reality of diversity is through education. In some cases the conflict between the people of Islam provides a signal for education institution to pack Islamic Education is able to provide enlightenment and a clear view of the differences in interpretation of the teaching of the religion of Islam. Islamic Education curriculum as the guidelines implementation of education must be designed with the multi-frame mainstream. Purpose is the creation of the academic atmosphere and out-put a rich education and discourse modeled on multi-perspective.

Through the curriculum based on the values of the multicultural society, it is expected to be able to facilitate the implementation of Islamic Education curricula with multi-perspectives approach.

II. THEORITICAL FRAMEWORK

Basic Concept of Multicultural Values

The design of the Islamic education with multicultural values based curriculum development is important because of the curriculum can be understood in a narrow sense and wide. In a narrow sense the curriculum is taught to learners, while the wider curriculum and all good learning experience in school/campus or outside the school/campus that has been programmed (Olivia, 1992: 6). The curriculum based on the values of the multicultural society aimed to appreciate all the diversity, creating peace, protect human rights and develop democracy. In the context of Islamic Education. curriculum content must be able to accommodate perspectives of many classes. At least, it is to introduce to learners that Islam

consists of many perspectives that expected there is no element of truth is thus blame or consider another is not part of Islam.

Curriculum for Islamic Education with multicultural basis should pay attention to the basic principles of the Islamic education curriculum reference, including: First, oriented on Islam, including the teachings and values. Then each related to the curriculum, including the philosophy, goals, the contents, teaching methods, ways of treatment and the relationships occurred in the educational institutions that based on the teachings and values Islam. Second, universal principles contained in the components of the curriculum. Third, the principle of relative balance between the goals and of the contents of the curriculum. Fourth, the principle of relevance between the needs of the individual and the need for social, the suitability of the education in the environment, relevance to the life of the present and will come, relevance to the demands of the work. Fifth, principle of justice with attention to individual differences among learners, difference from personalities side and the difference from social factor. Sixth, principle of flexible through how to adjust themselves with the development of science and technology and the gift of a kind of movement that provide little freedom in the act, good-oriented flexibility on the election of the education program and in developing teaching programs. Seventh, the principle of integration between subjects, the experiences and activities that are contained in the curriculum as well as with the integration between curriculum content with the needs of the students and the needs of the community. Eighth, principle of effective and efficient in the use of supporting resources that can provide a positive impact on the development of the learners.

III. RESEARCH METHOD

Focusing of the problem and the purpose of the research and researchers using qualitative research approach with type of descriptive research analytically literature. The type of research that used the author is library research or research library and then continued by doing research in the field about how this research become interesting to discuss. In analyzing data, the author uses the technique of content analysis is a research technique to produce objective description, systematic and were quantitative. The Author discusses about how Islamic education curricula accommodate multicultural society like Indonesia. It is essential to read, discuss and analyze some literature to frame and make a framework of curricula which can address multicultural people. .

IV. RESULTS AND DISCUSSIONS

Practically, curriculum developed using the basis of

the multicultural values should be accompanied by the seriousness and oriented on the development of the character of the students and aims to internalize it into students beneficial in religion and their world. Thus, the development of educational curriculum must be derived from the Qur'an and the Sunnah Apostles, the traditions of the earlier scholars. The values of the multicultural society will be a frame or a theoretical guide in the development of its curricula. Therefore, from various foundations and principles above, it can be concluded that to develop the curriculum based on the values of the multicultural society in the Islamic Religious Education is very flexible and dynamic. In this case that the consideration of the context of the present and the future important consideration in the implementation and development of the curriculum. Then the elasticity, integrity and effectiveness is very important for poured into the contents of the curriculum such as:

1. Components the Purpose

Hummel as quoted by Uyoh Sadulloh (1994) stated that the purpose of universal education will reach the three types of main value: (1) Will; giving individuals and groups the maximum awareness, knowledge, and ability so that they can manage their personal and collective life to the greatest possible extent. (2) Equity; enabling all citizens to participate in the cultural and economic life by covering them an equal basic education. (3) Survival ; not only giving every nation to transmit and enrich its cultural heritage over the generation but also guiding education towards mutual understanding and toward what has become a worldwide realization of the common destiny.

The values stated that education should be carried out to meet the basic needs of man. Both the needs for the development of himself or the development of social life to foster interaction between fellow man. Then in the context of this research, curriculum as a reference for the implementation of education must be designed in accordance with the reality that occurs in the community.

The purpose of Islamic Education should at least contain some values that reflect the attitude of multicultural America. Reflection of the attitude of openness in Islamic societies that various must organized in the purpose to build the Muslims who honors humanity, tolerant fair, love the land of water and maintain the brotherhood. Thus the Islamic Religious Education will be spared from the efforts of maker of social justice from the administrative own teachings about the brotherhood and humanity.

The statement above in administrative features with goals of national education contained in Act No. 20/2008 on National Education System that: "national education is working to develop the ability and formed the characters and civilizations nations of dignity in order to educate the life of the nation, aims for the development of the potential learners in order to become a man who believe and the fear of the Lord

is the One True God, moral, healthy, magicians, capable, creative, independent, and become a democratic citizens and responsible".

Enacted No. 22 2007 also stipulates that the purpose of education unit of basic and secondary education formulated to refer to the general aim of education following: (1) The Purpose of basic education is laying the foundation of intelligence, knowledge personality, High moral standards and skills to live independently and follow further education. (2) The Purpose of secondary education is to increase the intelligence, knowledge personality, High moral standards and skills to live independently and follow further education. (3) The Purpose of vocational education is to increase the intelligence, knowledge personality, High moral standards and skills to live independently and follow further education in accordance with its vocation.

2. Components of The Contents

Sometimes, determining the content or learning materials is very depend on the view of philosophy and the theory of education developed. That curriculum development based on the philosophy of perennial-ism, essential-ism, existentialism mastery of learning materials becomes a major purpose. Learning materials based on the philosophy of progressiveness pay more attention to the needs of the interest and life learners. Therefore, learning materials must be designed with the life learners. While learning materials based on the philosophy of constructionist, will be designed in the form of themes and topics of the adoption of the problematic social issues.

In practice the arrangement of learning materials should consider the following (1) the subject in learning really has tested the truth and their validity. The given materials is a matter of the actual, not outdated, and contribute to the understanding of the future. (2) the selected subject is really needed by learners. Why and the extent to which the material is important to be learned. (3) the selected subject can provide the benefits of academic and non-academic. Academic benefits providing basic knowledge and skills developed further on the levels of education more information. While the benefits of non academic develops life skills and the attitude needed in daily life. (4) the subject allows to be learned from both aspects of the level of the difficulties (not too easy and not too difficult) or aspects of its suitability for the utilization of the subject and local conditions. (5) the subject selected should be attracted the interest and so motivate learners to learn more, grow curiosity that raises the encouragement to develop their own their ability.

The values of the multicultural can be contained in the development of the material compiled on the sequence as explained and mapped by Nana Syaodih Sukamadinata (1997): (1) Order of learning materials containing the sequence of time. (2) the order of

learning materials containing links for the consequences. (3) the order of learning materials containing the structure of the material. (4) the order of learning materials started from the part toward on the whole from the simple to the complex. While the psychological sequence instead of the whole toward the parts, and from the complex toward that simple. According to the logical sequence of learning materials compiled from real to abstract from the object to the theory of function to the structure of the problem to reasoning problems. (5) the order of learning materials focused on the topic or specific popular and simple ingredients , then developed, intensified and expanded with more complex materials.

3. The Components of the Process

The learning process developed based on the values of the multicultural society more to accommodate the process of its contextual learning. If the learning process equate to tend to its contextual learning and teaching techniques and method used is no longer in the form of the presentation of the teachers but more individual, directly, and take advantage of the process of group dynamics (cooperative learning), such as: modular learning, observations, simulation or role playing, discussion and similar substances.

In the process of dialogue based learning, teachers have not many interventions. The role of the teacher more as a facilitator, motivator and guider. As a facilitator, teachers attempting to create and provide a conducive learning environment for participants that their students. As motivator, teachers encourage and stimulate participants their students to do the works of learning. While as the guider, teachers do mentoring to the participants get to know their students personally.

In technical overtones, the use of technology as a tool and learning media very dignified the implementation of its contextual dialogue based learning. Process of technology-based learning emphasizing the importance of mastering the competencies brought its own implications in the determination of learning strategies. Essentially the learning process that is designed based on the values of multi-culture advances the dialog activity and avoids one direction learning system. Because it is possible that learners have other understanding over the result of the experiences of their life.

4. Components of the Organization of the Curriculum Structure

In the context of organizing, Islamic Education curriculum is based on the values of the multicultural society tends to use the organizing of a eclectic, which is divided into five subject groups, namely : (1) Aqeeda and Akhlaq. (2) Fiqh. (3) The history of Islamic culture. (4) The Qur'an and Hadith (5) Arabic. Thus the process of organizing the curriculum Islamic Education should be modeled on the interdisciplinary curriculum approach due to the unexpected cause to the dichotomy impression among lesson materials

Islamic Education. This means that each subject Islamic Education has close ties. In its development organizing curriculum using multi-disciplinary approach.

5. Components of Evaluation

Evaluation is one component of the curriculum. The evaluation is the last part of all curriculum development. In the sense of limited evaluation of the curriculum is intended to view the level of its achievements the educational goals of who want to be realized in multicultural society.

CONCLUSION

Multicultural values grows in the formulation of the components of the curriculum can ease learning multicultural value also. This was done in order to conform to the character of the Islamic Education developed in Indonesia. It is expected that islamic education becomes the appliance of knowledge and the value transformation on teachings that Islam can accommodate various variants of views and interpretations. So the arrangement of text books and the implementation of Islamic Education will be

based on the curriculum that has been drafted based on the values of multicultural standards.

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