

FORT FOUNDATION IN MADRASAH MULTICULTURAL EDUCATION TO DISPEL RADICAL RIGHT

By:

Kresna Hendrawan, S.Pd.

Abstract : Islam is a religion rahmatan lil Alamin mercy to all the worlds, Islam is a peaceful religion, and Islam recognizes the multicultural to assume that all human beings are equal, human glory of Islam measure levels of devotion to god. Islam highly appreciate the difference, but in practice often arise precisely the opposite tendency, with more highlight each class differences with one another. Identity Islam and views between groups are often made in the interests of the strategic for the group of people to satisfy his desire, This situation is exacerbated by the proliferation of radicalism Islam who crave the glory of Islam by claiming that his group is the most true to the principle of radicalism is the best way to achieve greatness of Islam , this is a great danger that could divide the nation. Islamic radicalism appears like a fungus in the rainy season, Islamic radicalism diIndonesia appear bright latently or openly. The radical right with the attitude of intolerance, bigotry, always felt completely alone and assume people / other religions false, exclusive, revolutionary attitude, tend to use violent means to achieve its objectives and attitude to understand religious texts textually of partial and ignores the value -the value of Islamic modernity. Madrasah schools in particular is one of the strategic places to spread the teachings of the radical right, because young people are deciding the future of the nation. Multicultural education at the school is very necessary, because the madrasa students should realize that they are in a heterogeneous culture although he memempuh education in state schools tend to have a homogenous culture. This study uses literature study. The results Showed that the multicultural education in madrassas have some: (1) the importance of education in Madrasah multikural (2) the danger of right-wing radicals (3) the practice of multicultural education in Madrasah

Keywords: Multicultural, Radical Right.

I. INTRODUCTION

A. Background

Islam is a religion rahmatan lil Alamin mercy to all the worlds, Islam is a peaceful religion, and Islam recognizes the multicultural to assume that all human beings are equal, human glory of Islam measure levels of devotion to god. Islam highly appreciate the difference, but in practice often arise precisely the opposite tendency, with more highlight each class differences with one another. Identity Islam and views between groups are often made in the interests of the strategic for the group of

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Quoting from the newspaper Deutsche Welle at a glance Indonesia Radical Right Action is already in an alarming rate:

Indonesian counter-terrorism official said since 2014 until now about 800,000 US dollars already dtransfer from abroad to fund

radical Islamic groups in Indonesia. Of that amount, it is not clear how much money is coming from Bahrin Naim.

The Reuters news agency never contacted a man identified as Naim Bahrin last November through the application Telegram, using data supplied by one of his acquaintances. In that conversation, Naim said ISIS has "enough people in Indonesia to carry out an action, there are more than enough support. Just waiting for the right trigger."¹

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Madrasah schools in particular is one of the strategic places to spread the teachings of the radical right, because young people are deciding the future of the nation. Multicultural education at the school is very necessary, because the madrasa students should realize that they are in a heterogeneous culture although he memempuh education in state schools tend to have a homogenous culture. Based on the description that has been described above, makes the author wanted to write a paper

entitled: Citadel Foundation Multicultural Education in Madrasah to Banish the Radical Right.

Formulation of the Problem

1. How important is education in Madrasah multicultural?
2. How does the practice of multicultural education in Madrasah?
3. What are the dangers of radical right to the integrity of the nation?

II. DISCUSSION

A. Importance of Education in Madrasah Multikural

Indonesia is a country whose culture is very diverse, Seeing these conditions make Indonesia as a country which is very risky discord, ideology Pancasila used as a means of unifying a nation of differences always got a clash of ideologies, others are certainly bigger including the Ideology religion brought by various religious sects especially the Islamist stream or commonly known as the Radical Right.

The approach is able to maintain the integrity of this nation is necessary, in order to create a community that can always understand the difference with the attitude stood together and sat together, both within the national and international with the concept of enduring any peace.

The approach through the Multicultural Education was the right answer to face all kinds of problems related to the clash of cultures that exist in this nation to be able to minimize social conflicts perpecaha causes of this nation. The term multiculturalism can be defined as an attitude of understanding and reality of a society that has a diverse

¹ Deutsche Welle at a glance, 2016. Solo Jadi Pusat Gerakan dan Kaderisasi Militan pro ISIS di Indonesia? Web: <http://www.dw.com/id/solo-jadi-pusat-gerakan-dan-kaderisasi-militan-pro-isis-di-indonesia/a-19505041> Downloaded on: September 10, 2016.

culture that demands the recognition, understanding, mutual understanding and tolerance for the values contained in each culture.² Tolerance is the highest form, that we can achieve confidence. Tolerance can become a reality when we assume the existence of a difference. Confidence is something that can be changed. Thus, in tolerance, there must always maintain keyakinannya. Untuk achieve goals as a human and democratic Indonesia can live in Indonesia is required for multicultural education.³

Education Multiculturalism is a term that has long appeared in the world of education. A US education expert named Prudence Crandall (1803-1890) intensively propagate views on multiculturalism education, ie education that takes into account seriously the background of learners of both aspects of ethnic diversity (ethnic), race, religious beliefs and cultural flows.⁴ Understanding of multicultural education is very important role because it can teach students to realize that they actually live in a plural society that there are many discrepancies in it was well within the scope of individuals and social groups.

Madrasah which is a school-based Islamic education tend to be homogeneous thus have the potential lack of understanding of the concept of multicultural students, even though they live in one of the largest multicultural countries in the world, due to socio-cultural and geographical so diverse

and extensive.⁵ Religious or community diversity when it bumped into modernity could not seem to avoid collisions akibat social change. Humans as a religious community must also face the thorny dilemmas regarding the clash between religion and social change.⁶ it can be used as the basis of that multicultural education in madrasas very important role to shape the attitudes of learners who really appreciate differences in ethnicity (ethnic), race, religious beliefs and cultural flows.

B. Dangers of Radical Right

Islamic radicalism appears like a fungus in the rainy season, Islamic radicalism diIndonesia appear bright latently or openly. The radical right with the attitude of intolerance, bigotry, always felt completely alone and assume people / other religions false, exclusive, revolutionary attitude, tend to use violent means to achieve its objectives and attitude to understand religious texts textually of partial and ignores the value -the value of Islamic modernity.

The ideology of radical Islam is one ideology that we must be cautious because we realize it or not this ideology has been entered in Indonesia even before the independence of Indonesia. The ideology of radical Islam continues to grow with the times. The ideology of the radical right movement look bigger and worried because they wanted a total change to the ideology of Pancasila change with their understanding of

² Dody S. Truna, Pendidikan Islam Berwawancara Multikulturalisme (Jakarta: Kementerian Agama RI, 2010 Page 50).

³ Munib, Achmad, Pengantar Ilmu Pendidikan. (Semarang: Unnes Press, 2009, Page 100).

⁴ Presma, Pendidikan Islam dan tantangan Globalisasi Buah Pikir Seputar, Filsafat Politik Ekonomi Sosial dan Budaya (Jogjakarta: Ar-Ruzz Media, 2004, Page 264).

⁵ Ainul Yaqin, Pendidikan Multikultural; Cross-Cultural Understanding untuk Demokrasi dan Keadilan, cet. ke-1 (Yogyakarta: Pilar Media, 2005, Page 4).

⁶ Harahap Syahrir, Teologi Kerukunan. (Jakarta: Prenada, 2011, Page 82).

Islamic Ideology version without weighing the multicultural aspect of this nation.

Radical Muslims seeking to apply Islamic Ideology in Indonesia with the opinion that the majority of Indonesian population is Bergama Islam, is used as an absolute reason that the Indonesian people to make their version of Islamic Ideology became a state ideology, they think of the majority group that should determine the fate of this nation.

Quoting from the BBC Indonesian media:

Survey Institute of Islamic Studies and Peace (LAKIP), led by Prof Dr Bambang Pranowo, who is also professor of the sociology of Islam in the State Islamic University (UIN) in Jakarta in October 2010 until January 2011, revealed nearly 50% of students agree radical measures.

The data mentioned 25% of students and 21% of teachers said Pancasila irrelevant. While 84.8% of students and 76.2% of teachers agree with Shari'a law in Indonesia.

The number who agree with violence for religious solidarity reached 52.3% and 14.2% of students justify bomb attacks.

government intervention

Another LIPI researcher, Turmudi Endang said the extent of spread of radical ideology among young people should be watched and can be more dangerous than terrorism.

"If a terrorist is only a small part of a radical group, and only a fraction of the dangers that threaten the country and the people of Indonesia," said Endang.

The terrorist group, according to Endang, who practiced radicalism by means of violence, such as bombings.

However, the group is more threatening, according to Endang, the Islamic community to impose their understanding to all the people of Indonesia.

"Radicalism itself in the form was as if they were soft because it does not cause direct violence, and therefore do not attract the attention of the security forces, and the public did not pay special attention."

As a result, said Endang again, many people off guard.⁷

The ideology of Pancasila in Indonesia is considered able to provide real solutions to solve various problems in this country. They consider the Pancasila as a ideology is simply the product of failed man-made, they are more trusting of ideology-made god the ideology of the most perfect, the situation certainly raises concerns people who embrace other cultures because they wanted absolute power through street dictator majority which the party most is the party who shall be entitled to decide the fate of the entire people of Indonesia with their path.

Dictator majority with the concept of right-wing radicals are not as in accordance with the original purpose of establishment of the nation state is because as a civilized nation it shall respect cultural diversity rather than imposing one's views on the concept of culture is homogeneous is certainly going to impact the turmoil in various fields since the emergence of concerns public in a collision

⁷ BBC Indonesia, 2016. Anak-anak muda Indonesia makin radikal? Web: http://www.bbc.com/indonesia/berita_indonesia/2016/02/160218_indonesia_radikalisme_anak_muda Downloaded on: September 10, 2016.

different cultures with each other showing their individual identity by trying to dominate each other to lead to conflict.

C. Practice of Multicultural Education in Madrasah

Madrasah schools in particular is one of the strategic places to spread the teachings of the radical right, because young people are deciding the future of the nation. Multicultural education at the school is very necessary, because the madrasa students should realize that they are in a heterogeneous culture although he was educated in state schools tend to have a homogenous culture.

Homogeneous culture within the madrasahs often elicits narrow bigotry that usually cause collisions with other cultures, both small and big collisions benturang. State homogeneous culture causes more riskannya madrasahs get the influence of the radical right is always the name of religion for their own purposes. These circumstances homogeneous culture it shall be balanced with the students' understanding of multicultural education petingnya so that they do not easily fall into radical groups carried participate right.

The practice of multicultural education in Madrasah appear to have run with the maximum, multicultural education is often only used as a discourse but less internalized in depth both by teachers and students appear to have their teachers who teach in depth about the multicultural, but every member of society has a role and responsibility moral of the implementation process of multicultural education. This is due to the reciprocal relationship between society and education. In an effort to

empower the people in the world of education is one thing that is important to the progress of education in the present and in the future.⁸ Religious Studies in Madrasahs tend to put forward a specific group with a specific culture, this is a manifestation of the application away with the concept of multicultural education is considered by experts as an effective unifying the nation.

Religious education is considered by teachers and students as the most important educational, but they lack an open mind will be the concept of multicultural education is in line with the teachings of the religion of Islam that is described in the Quran surah Al-Hujurat verse 13:

أَيُّهَا يَا

اللَّهُ خَيْرٌ عَلِيمٌ

It means: "O mankind! We have created you from a male and a female and made you nations and tribes that ye may know each other-know. Surely the noblest of you with Allah is the most pious among you. Indeed, Allah is knowing, All-Knowing. " (QS. Al Hujarat: 13).⁹

Islam commands Muslims to respect all forms of diversity that is owned by another human being, Islam considers that man's most noble only human the most cautious of the god and laughter every human being is only for god knows, this makes the Muslims who truly embraced the teachings of Islam earnestly will always be cautious in step

⁸ Choril Mahfud, Pendidikan Multikultural, (Jakarta: Pustaka Pelajar, 2011, Page 191-196).

⁹ The Qur'an Word, QS. Al Hujarat : 13

with accompanying attitude is very respectful to others.

Islam is a universal religion that upholds the values of humanity, equality and recognize the diversity of cultural backgrounds and plurality. Multicultural Islam is a rule according to God (the laws) will not change, nor may be resisted or denied. Everyone will face a plurality anywhere and in any case.¹⁰

According to A. Malik Fajar Islamic education need to be developed further towards: (1) multiculturalist Islamic education, Islamic education that is packaged in a character multicultural, friendly greeting perbedaan cultural, social and religious; (2) clarify the mission of perfecting morals (liutammima makarimalakhlak); and (3) the spiritual character of nationality, including spiritualized various rules of life to build a civilized nation.¹¹

Various concepts relevant to multiculturalism, among others, democracy, justice and the law, cultural values and ethos, unity in diversity equal, race, ethnicity, culture, ethnicity, religious beliefs, expressions of culture, domain private and public, human rights, cultural rights community, and kosnep other relevant concepts.¹² Understanding the concept of Rights in the difference equation must always be properly maintained. The difference should not make a barrier to socialize with other people or groups.

Appreciation of the importance of education Multicultural determine the fate of this nation from the dangers of ideology influences the other, one of which was brought by followers of the Radical Right. forerunner to the establishment of this state is where each tribe united, diverse races and religions together without coercion and form a unitary state. Every day we hear and sing the national anthem Indonesia highway, where it says "let us exclaim Indonesia united". So we are called upon to unite because we are prone to disintegrate, without coercion or because they were forced others. So the importance of unity and how important insight Indonesian nationals.¹³ History has proven a major role of the clerics Indonesia were sincerely fighting regardless of their ethnicity, religion, race, and class want to be united founded this nation with the concept multikultural culturally diverse, have managed to break Indonesia from colonialism. Multicultural education is the foundation of the fort which is very important in maintaining the integrity of the nation is on its way to becoming a great nation.

III. COVER

A. Conclusion

Multicultural education at the school is very necessary, because the madrasa students should realize that they are in a heterogeneous culture although he memempuh education in state schools tend to have a homogenous culture.

Islamic radicalism appeared like mushrooms in the rainy season, Islamic radicalism in Indonesia appears latently or overtly.

¹⁰ Mundzier Suparta, *Islamic Multicultural Education: Sebuah Refleksi atas Pendidikan Agama Islam di Indonesia*, cet. ke-1 (Jakarta: Al-Ghazali Center, 2008, Page 5).

¹¹ Muhaimin, *Rekonstruksi Pendidikan Islam: Dari Paradigma Pengembangan, Manajemen Kelembagaan, Kurikulum hingga Strategi Pembelajaran*, (Jakarta : Rajawali Pers, 2008, Page 47).

¹² Fay, Brian, *Contemporary Philosophy of Social Science: A Multicultural Approach*(Oxford:Backwell,1996, Page 203).

¹³ Khariri makmun, *Penguatan ASWAJA* (Jakarta: BNPT, 2014, Page 16).

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B. Suggestion

Planting and establishment of multicultural fortress foundation must get support from various parties for multicultural education is the responsibility of us all.

Madrasah education as a homogenous shall in total not accept the concepts of multicultural education as this may constitute the soul of a social conscience with no distinguishing culture to another and eliminate the spirit of mutual hostility between different cultures.

Khususnya madrasah schools should be mengfilter interpretations of religion that can bring the spirit of mutual hostility between different cultures so that schools can be resisted right-wing radicals and difficult to develop in Indonesia.

Radical right should be resisted by all members of society because it takes awareness and participation from all walks of life to create a secure and peaceful conditions to minimize the clash of cultures.

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