

Internalization of Multicultural Islamic Education Values to Students in Junior High Schools (SMP) in Hinai Langkat District

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Abstract

The aims of this study is to find out the Internalization of Multicultural Islamic Education Values to Students in Junior High Schools (SMP) In Hinai Langkat District. This study uses qualitative research. The result of this study shows that the programs for junior high schools (SMP) throughout Hinai District in internalizing the values of multicultural Islamic education for students are the application of multicultural Islamic education values in the learning process, multicultural-based extracurricular activities at school, a multicultural school environment, and school rules and regulations that accommodate the values of differences in diversity. Furthermore, this program will be applied to school activities in implementing multicultural Islamic education for students. As for the implementation of the activities of junior high schools (SMP) throughout the Hinai sub-district in internalizing the values of multicultural Islamic education for students including teacher activities in teaching, school habituation activities, teacher exemplary behavior, school activities with historical, gender and cultural approaches and activities such as reading the Qur'an and praying before studying, praying, infaq, Ramadan activities and celebrating Islamic holidays. These activities instill the values of multicultural Islamic education so that students will become tolerant, appreciative, compassionate, and plural among fellow school members. Obstacles in applying the values of multicultural Islamic education include students' personalities and different cultures, the lack of depth in religious learning and the heterogeneous ethnic backgrounds of students. While the supporting factors in internalizing the values of multicultural Islamic education in schools include the existence of religious facilities such as prayer rooms and spaces for non-Muslim worship, the enforcement of school culture that applies discipline in school rules, and school activities that apply Islamic educational values multicultural in students.

Keywords

internalization; multicultural islamic education; junior high schools



I. Introduction

Islam offers a conception in the form of tolerance (tasāmuh) in responding to cultural, ethnic, national, linguistic and religious diversity, namely the attitude of giving, being generous, generous and willing to give charity. Islamic religious teachings in many ways highlight teachings that contain inclusiveness. Even Islam prohibits coercion in religion, meaning that one's religiousness must be guaranteed. Muslims must provide the widest possible opportunity and freedom for others to embrace the religion they believe in.

Allah SWT, said in the letter al-Kafirun verse 6 as follows:
"To you your religion, and to me, my religion."

Al-Qur'an Yunus verse 99 as follows:
"And if your Lord had willed, all who would have believed on earth would all have believed. So do you (want to) force people so that they become believers?"

Islamic teachings as a system that is believed by its adherents to have essential and absolute values which are used as guidelines in various aspects of life including aspects of education and diversity in it which are very important for humans. The existence of Islamic religious teachings not only brings grace and favors to all human beings, but also to all other creatures. It is this loving principle of Islamic teachings that makes Islam appear as a universal religion. Universal is what makes Islam accepted by all walks of life. Islam respects diversity or culture in society that does not conflict with the teachings of Islam itself.

According to Asrifin, "The universality of Islamic religious teachings can be seen from at least two angles, namely the completeness of Islamic teachings themselves and the character of the content of their teachings." Islam teaches all aspects of human life from big things to small things. From these universal teachings of Islam, Islam can be accepted by all groups, both at the top and at the bottom so that Islam can spread and grow very quickly in all corners of the world.

Planting the values of Islamic education in a society that can give birth to a civilized society and is able to cooperate with each other both in culture, religion and the diversity that exists in the society itself. Multicultural education is a process of developing all human potential that values plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious (religious) diversity. Multicultural education emphasizes a philosophy of cultural pluralism into an education system based on the principles of equality, mutual respect and acceptance and understanding and a moral commitment to social justice. Multicultural education is actually an actualization of a caring and understanding attitude (difference) or the politics of recognition, the politics of recognition of people from minority groups. In this case, multicultural education looks at society more broadly.

Based on the basic view that attitudes of indifference and non-recognition are not only rooted in racial structure inequality, but the paradigm of multicultural education includes subjects regarding injustice, poverty, oppression, and underdevelopment of minority groups in various fields: social, cultural, economic, educational, and so forth. The purpose of Islamic education is not limited to filling students' minds with knowledge and subject matter, but cleaning their souls which must be filled with good morals and values and conditioned so that they are used to living a good life. This is in accordance with the goals of multicultural education, namely to create a harmonious life in a pluralistic society.

Multicultural Islamic education is essentially an education that places multiculturalism as one of the visions of education with main characters that are inclusive, egalitarian and humanist, yet remain firm on spiritual and divine values based on the Qur'an and al-Sunnah.

Based on the above understanding, it can be understood that multicultural Islamic education is education that places diversity as educational values based on Islamic teachings. This education will have an impact on students to understand the diversity that exists in the environment around them. So that later students will have an Islamic character in understanding the plurality or diversity around them and finally students will respect and

tolerate the culture and religion in their environment. The importance of the values of multicultural Islamic education is taught to students in the form of programs or school activities in applying these values so that students can more easily understand and apply them to their lives.

School is a place of education, both general and religious education in educating children by instilling knowledge and morals. The school is also a place for the formal teaching and learning process of Islamic teachings which has classes and a curriculum in a classical form. Junior High School (SMP) is the level of junior secondary education in formal education in Indonesia which is equivalent to Madrasah Tsanawiyah (MTs). The management of the school is carried out by the Ministry of Education, Culture, Research and Technology. Grade level in the travel time for three years. In junior high school (SMP) also studied Islamic religious subjects and other religious studies, so that in junior high school (SMP) there are various religions embraced by students. In addition, other sciences are also studied.

Hinai District is one of the Districts in the Langkat Regency government area and Hinai District has 3 (three) Junior High Schools (SMP). The Junior High School (SMP) in Hinai District has a background of school members who come from various ethnic groups, both educators and students, such as Malay, Batak, Karo, Javanese, Acehese and Minang ethnic groups as well as various religions. Therefore, educators carry out guidance, information, and direction to participants in Islamic education for students who have various cultures and cultures. Islamic education activities remain as a foundation in respecting and tolerant in understanding the culture and culture of students, so that Islam can easily enter into cultural joints without eliminating spiritual values in religion.

The goal of multicultural education is in line with education in general, namely to create a generation that does not only have adequate cognitive knowledge or good (affective) attitudes and life skills that can save their lives. However, multicultural education also functions as an inculcation of understanding in students so that they are able to live in a more plural and universal atmosphere.

From the objectives of multicultural education above, it can be understood that the purpose of multicultural education is to create generations who have attitudes, thoughts and life skills in dealing with the diversity that surrounds them. Because every society has different tribes, customs and religions, a multicultural understanding of a plural society is needed.

Multicultural Islamic Education in Junior High Schools (SMP) has a positive impact on students in appreciating culture among students with Islamic religious values that uphold ethnic diversity, without discriminating within the framework of diversity. Thus the learning experience of students in junior high schools (SMP) can be applied in their lives in a society that has various cultures, religions and ethnicities. This can be seen from the attitudes and behavior of students in respecting one another in diversity, both at school and outside of school.

Multicultural Islamic education in junior high schools (SMP) can also be seen in school activities and programs which are carried out systematically and planned in the form of intracurricular and extracurricular activities for students in developing attitudes and abilities that can be practiced in their lives. As for intracurricular activities in multicultural students such as seating positions that mingle with each other, the formation of discussion groups and study groups regardless of ethnicity and race in their formation, so that students can mingle with each other. In the learning process, educators do not view students as coming from ethnicity and race in learning activities so that they indirectly provide teaching and instill in students an attitude of respect, respect,

In extracurricular activities, it can be seen from the activities carried out by the school such as habituation, spiritual activities, school environment and other activities that contain Islamic values that can provide experience in Islamic teachings in respecting one another. In these activities all students in activities mingle with each other without discriminating against ethnicity, race, student origin, parental occupation, and social status so that these activities can increase unity in national and religious diversity.

However, there are still students who commit acts or mock behavior, both between groups and individuals. This can be found in students forming small groups, bullying students aimed at children whose physical appearance, ethnicity, religion are different and social backgrounds are different from other children, mocking each other between ethnic groups in socializing. the school environment and limit interaction with students who have a minority religion. This incident often occurs among teenagers, because they are in the process of puberty (adolescence) who want to find identity and show their status in society. Because of that, the need for guidance and direction by educators so that they can understand plurality within the school environment and outside of school. Educators as role models for students are expected to reflect noble character, both at school and outside of school.

In this regard, Hinai District 2 and State 3 Junior High Schools (SMP) are known as schools that have multicultural characteristics, both in terms of the origin of the educators and students, the occupation of the students' parents, social status, religion, and ethnicity. , so that the principles in the life of people of various ethnicities, cultures and races become one within the framework of diversity. The principles in question are democracy, fairness, non-discrimination, upholding human rights, religious values, cultural values, and national pluralism. This is where the role and function of schools, in this case educators, are in guiding and fostering students in carrying out Islamic education with a multicultural approach, so that after studying at school students can appreciate, respect, and tolerance in religion in society. Thus culture and customs can run on the basis of the values of Islamic teachings in everyday life.

Based on the above, the researcher is interested in conducting research with the title: "Internalization of the Values of Multicultural Islamic Education in Students in Junior High Schools (SMP) in Hinai District, Langkat Regency."

II. Review of Literature

2.1 Definition of Islamic Education

Education is an important issue for all human beings, because with education human beings can change their mindset and behavior towards a better one according to human nature. Education has always been the cornerstone of hope for developing individuals and society. This is because education can be used as a tool to advance civilization, develop society, and enable generations to do much for the quality of their lives, so that the life they are currently or will live will feel more beautiful and easier.

2.2 Definition of Multicultural Islamic Education

Multiculturalism is a philosophy that is sometimes interpreted as an ideology that requires the unity of various cultural groups with equal rights and socio-political status in modern society. The term multiculturalism is also often used to describe the unity of different ethnic communities within a country. Etymologically multiculturalism consists of the word multi which means plural, cultural which means culture, and ism which means flow or belief. So, multiculturalism is simply an understanding or school of plural culture.

III. Research Method

This type of research is qualitative research. Qualitative research is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of a person individually or in groups. In this study, researchers used research methods (field research), namely research by direct observation of research objects (directly involved in the field), in order to obtain information about the problems discussed. The field in this study was a junior high school (SMP) in Hinai District, Langkat Regency.

IV. Result and Discussion

As stated in the formulation of the problem, the purpose of this research is to analyze the programs of junior high schools (SMP) throughout Hinai district in carrying out the values of multicultural Islamic education for students, how to implement the activities of junior high schools (SMP) throughout Hinai district. in internalizing the values of multicultural Islamic education for students, and analyzing the obstacles and supporting factors in internalizing the values of multicultural Islamic education in junior high schools (SMP) throughout Hinai District.

4.1 School Programs in Internalizing the Values of Multicultural Islamic Education in Junior High Schools (SMP) throughout Hinai District.

a. Implementation of Programs for Internalizing the Values of Multicultural Islamic Education at SMP Negeri 2 Hinai

In this study, researchers conducted interviews, document studies, and observations at Hinai 2 Public Middle School in internalizing the values of multicultural Islamic education. Hinai 2 Public Middle School is a school that has diversity both in terms of religion, social status, race and culture in each member . This is proven by the presence of several students and educators who are Muslim and non-Muslim, such as Catholics and Christians. This difference is not a problem but rather becomes an adhesive between fellow school members so that a tolerant and harmonious school environment will be created in the educational process at the school.

Multicultural according to Mr. Samri Hasibuan, S.Pd, the head of SMP Negeri 2 Hinai, he said that:

Multicultural education, education which is seen from various aspects of dimensions, namely, the dimension of tradition, the dimension of customs, and including local wisdom. Awareness of the importance of multicultural education is quite well implemented in this school, all members who are in the school realize and believe that each individual is different both in terms of culture, ethnicity, religion, and highly upholds the value of tolerance which is reflected in the environment, thus the environment school to be harmonious in diversity.

From the explanation above, it can be interpreted that schools have implemented multicultural education in every implementation of education in schools. The principal stated that school members come from various cultures, ethnicities and religions, so understanding of all elements of the school is needed so that school members understand each other and have tolerance among all school members.

Diversity is a very big gift given by Allah SWT to the Indonesian people. Therefore, diversity must be grateful for and managed properly so that it becomes a social force and the main potential in building the nation and state. Diversity is also a necessity and at the

same time a sunatullah that cannot be avoided. Allah SWT created humans on earth full of diversity, there are men and women, nations and ethnic groups so that humans know each other and create a system of society that respects one another towards a harmonious society based on diversity.

The need for multicultural education as education that offers an alternative through the implementation of educational strategies and concepts based on utilizing the diversity that exists in society, especially that which exists in students such as plurality of ethnicity, culture, language, religion, social status, gender, ability, age, and race. This educational strategy is not only aimed at making it easy for students to understand the lessons they are learning, but also to increase their awareness so that they always behave in a humanist, pluralist and democratic manner in their lives.

1) Internalization Program of Islamic Education Values in the Learning Process

Each school has programs and policies in learning activities and instills the values of multicultural Islamic education in the learning process in the classroom and outside of learning with the aim of instilling the values of diversity in students, so that they will understand the differences and diversity of the surrounding community. According to Mr. Samri Hasibuan, S.Pd, school policies and programs related to multicultural Islamic education are:

Students here come from different ethnicities, races and religions. So, of course the government provides education in understanding the plurality of society. Here we have several programs and policies in implementing multicultural education such as what teachers have done in learning so as not to discriminate between students, spiritual activities, and other extracurricular activities in support of multicultural education and there are also cultural arts activities in understanding interethnic and cultural arts such as Malay, Batak, Karo and Javanese. Even though they are of Javanese ethnicity, students learn Malay culture such as Malay dances, and other extracurricular activities such as scout activities and martial arts activities. Extracurricular activities are expected to broaden their horizons and certainly foster student character, one of which is diversity

Based on the explanation above, it can be interpreted that every school must carry out the learning process in accordance with operational standards that have been made by the government, therefore schools have programs in multicultural implementation with the aim that students will have an attitude of tolerance among others. These programs are in the form of learning activities by implementing multicultural education and other extracurricular activities to support instilling diversity values.

Educational institutions have a very important role in developing the ability of students to have knowledge, attitudes and act in facing the reality of a progressive and just life based on multicultural and multiethnic differences. Multicultural education is a process of developing all human potential that respects plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity. This understanding has very broad implications in education, because education itself can be understood as an endless process or a lifelong process.

According to Mr. Amir Husin, S.Pd.I, an Islamic education teacher at SMP Negeri 2 Hinai said that:

Multicultural education programs at SMP Negeri 2 Hinai are currently running well, this can be seen from several school programs that direct

teachers to apply multicultural educators in learning such as positioning seats not based on ethnicity, religion and race and respecting others friends, teachers use learning methods and strategies that instill the values of diversity in every lesson, link learning materials or examples of lessons related to diversity and there are also extracurricular activities such as dance and scout studios that can foster an attitude of diversity in these students.

Based on the explanation above, that at SMP Negeri 2 Hinai the multicultural education program has been going well. This can be seen from the direction of the principal in every meeting or other meeting to the teacher to implement multicultural education in each lesson such as not discriminating between students in the learning process in class, not distinguishing seating positions, teachers using learning methods and strategies that instill an attitude of diversity. as well as extracurricular activities in cultivating inter-ethnic culture.

The essence of multicultural education prepares all students to work actively towards structural similarities in school organizations and institutions. Multicultural education is not a policy that leads to the institutionalization of inclusive education and teaching and teaching by the propaganda of pluralism through a curriculum that plays a role in individual cultural competition. Multicultural-based learning seeks to empower students to develop respect for people of different cultures, providing opportunities to work directly with people or groups of people of different ethnicity or race.

2) Internalization Program of Islamic Educational Values in Extracurricular Activities

Extracurricular activities are efforts to strengthen and enrich values and norms as well as develop the personality, talents and interests of religious education students which are carried out outside of intracurricular hours in face-to-face or non-face-to-face forms. Extracurriculars are not programs that become credit in an instructional program. But its existence can provide values that can advance especially for students in schools and of course also the views of the community towards schools, as well as supporting the existence of a particular school institution. The development of extracurricular activities is part of the development of school institutions. Different from the arrangements for extracurricular activities which are clearly prepared in the curriculum tools, these activities rely more on school initiatives.

From the results of the researchers' observations, the extracurricular activities in SMP Negeri 2 Hinai are:

- a) Scout activities are held on Saturday.
- b) Dance activities are held on Wednesdays.
- c) Pencak Silat activities are held on Tuesday.
- d. Islamic Spiritual Activities (Rohis) are held on Fridays.

The extracurricular activities above will foster the values of diversity in students. Extracurricular activities will add to and foster students to have skills and broaden their horizons.

3) Internalization Program of Islamic Educational Values in the School Environment.

Multicultural education is an insight and attitude towards cultural pluralism both from ethnic backgrounds, religious backgrounds, professional or occupational backgrounds, different regional backgrounds but still upholds an attitude of tolerance. The means or media that are considered to be quite effective in disseminating multicultural education are educational institutions, namely schools, both formal, informal and non-

formal schools. Teachers and the entire academic community in schools must play a role in implementing this education. Especially with the position of being in a school consisting of various ethnicities and religions. Tolerance is an alternative attitude that must be highlighted in everyday life at school.

4) Internalization Program of Islamic Educational Values in School Regulations and Orders

Discipline and school rules are made to create a safe and orderly school atmosphere so that negative incidents will be avoided. Every school must have a code of conduct that must be obeyed by all its members. The definition of discipline is a set of systems or regulations that must be obeyed and obeyed in a certain situation or an order of life in a certain environment.

The existence of multicultural education programs at Hinai 2 Public Middle School will have a positive impact on internalizing multicultural values in students. The importance of the school's role in making policies so that the programs that have been made can be implemented properly by all school members.

b. Implementation of Programs for Internalizing the Values of Multicultural Islamic Education at SMP Negeri 3 Hinai

Multicultural according to Mrs. Suryati, S.Pd, she said that:

Multicultural education is education that teaches culture, customs, and habits that often occur in society. The practice of implementing multicultural education is good enough in this school, all teachers and students in this junior high school realize and believe that everyone has differences in terms of ethnicity, race, and religion which are needed to uphold tolerance in order to create harmony among school members.

Based on the explanation above, it can be understood that school principals provide an understanding regarding multicultural education in the schools they lead, the implementation of multicultural education has been going well, this can be seen from the awareness of all school members regarding the diversity that exists in SMP Negeri 3 Hinai who come from from various ethnicities, religions, and cultures so that an attitude of tolerance is needed among school members towards a tolerant school without discriminating between one another.

With multicultural education students will understand the meaning of diversity which is very diverse in the environment around them. Because of this, the role of schools is needed in instilling multicultural values in every lesson in creating a school environment that is tolerant and harmonious among school members in the form of school programs.

Based on an interview with Mrs. Suryati, S.Pd, school policies and programs related to multicultural Islamic education are:

Every school certainly has programs to support the learning process as well as multicultural Islamic education in schools. One of the forms of programs and policies carried out by schools is in extracurricular activities, extracurricular activities, school regulations and of course creating a multicultural environment and schools also carry out extracurricular activities such as Scouting, Rohis (spiritual Islamic), and Dance which provide diversity values for students in these activities.

From the statement above we can understand that every school has implemented multicultural Islamic education as a form of heterogeneous response from Indonesian society which is rich in the culture of every society. Therefore, schools are expected to be able to make programs and policies in the implementation of multicultural Islamic education in responding to the needs of the community. This can be seen from school programs such as in the learning process and extracurricular activities such as scouts, spiritual activities, and cultural arts which can provide positive values in instilling multiculturalism in students. Schools certainly have programs and policies in carrying out both intra-curricular and extra-curricular learning activities.

1) Intracurricular Program in Internalizing Islamic Education Values.

Intracurricular activities are teaching and learning activities as have been carried out so far according to scheduled lesson hours. The subjects given in these intracurricular activities are mandatory for all students to follow. The implementation of teaching and learning is carried out according to an existing schedule and is structured accordingly with the existing curriculum.

In intracurricular activities, for example, internalization in this subject never discriminates where students come from, what religion they have, what ethnic group they are, whether they are rich or not, whose children they are. As stated by the subject teacher, the learning process that is carried out always tries not to prioritize one culture or ethnicity, but is always oriented towards the diversity that exists in the class.

2) Extracurricular Program in Internalizing Islamic Education Values.

Apart from being internalized in classroom learning, multicultural values are also integrated into extracurricular activities such as scouting, spiritualism, and dance. The existence of these extracurricular activities will instill the values of diversity. For example, scout activities where each member does not discriminate between ethnicity, religion and social status. In their scouting activities a sense of unity and oneness is built in a team to establish cohesiveness in every scouting activity.

3) School Environment Program in Internalizing Islamic Education Values.

Schools will create an environment that can instill students' attitudes and actions that respect diversity. This environment can be seen from the attitude and behavior of the teacher in equating all students without discriminating, so that this attitude can be used as an example for students. Furthermore, facilities and infrastructure that support creating a multicultural environment such as posters or wall writings and the existence of prayer facilities for both Muslim and non-Muslim students.

4) Program of School Rules and Regulations in the Internalization of Islamic Educational Values.

School regulations are made not to curb or limit student activities in school. The school regulations are made with the aim that all school members are orderly in all respects, respect each other, get used to discipline at school and can create a school culture that does not discriminate between diverse students and creates a positive environment.

The existence of school programs in instilling multiculturalism in students contained in the curriculum gives a signal that schools really program multicultural education in the learning process and outside of learning. School programs such as extracurricular activities can encourage students to understand diversity in the school environment considering that each student comes from different ethnicities, races, economics, social and religions. This is where the school's role is in instilling tolerance and mutual respect for one another.

Based on an interview with Mr. Taufik Tanaya, S.Pd, the Citizenship Education teacher stated that:

There is already a school program related to multicultural education at Hinai 3 Public Middle School which we can see from school activities in learning that are applied to mutual respect for students' opinions in discussions, forming groups without differentiating ethnicity and religion, not insulting each other between tribes, and of course there are activities schools in supporting multicultural education for example spiritual in instilling religious values and scouting activities that teach mutual cohesion and cooperation regardless of ethnicity and religion. This is where I can see the school instilling multicultural values in students.

From the statement above it can be understood that schools have programs to internalize multicultural values both in the learning process and in extracurricular activities. These activities will foster an attitude of tolerance and respect for the differences that are owned by students. This is where the school plays an important role in fostering an attitude of tolerance in the social, cultural and religious diversity that every student and teacher has. The need for school programs that are planned and systematic in shaping student character in responding to the diversity that exists in Indonesia.

4.2 Implementation of School Activities in Internalizing the Values of Multicultural Islamic Education in Junior High Schools (SMP) in Hinai District

a. Implementation of Internalization of Multicultural Islamic Education Values at Hinai 2 Public Middle School

The implementation of school activities related to internalizing the values of multicultural Islamic education in schools has been going well and there is an emphasis from the school principal on teachers so that in the learning process implement multicultural education given the frequent occurrence of friction between communities related to ethnicity and religion which often occurs in the community, so the need for multicultural education for students so they can understand the diversity that exists in Indonesia, especially in the environment they live in. The application of the values of multicultural Islamic education can be done through school activities in instilling the values of diversity in students.

The headmaster of SMP Negeri 2 Hinai, Mr. Samri Hasibuan, S.Pd said that:
I, as the principal of the school, always provide direction and guidance both in teacher meetings and other activities related to the learning process that emphasize aspects of student behavior in maintaining harmony among fellow students. I emphasize to the teacher that in learning to instill multicultural or diversity values, remembering that our country is rich in culture which we must take good care of, don't let students' ethnic differences make fun of each other, this is where the teacher's role in educating students is. create a good relationship.

Based on the explanation above, it can be interpreted that the principal always provides direction and guidance regarding the learning process which emphasizes aspects of student behavior in maintaining harmony among students and mutual respect for one another. Because of that the principal emphasizes to all teachers in implementing learning to apply multicultural values considering that all students have different backgrounds.

In understanding the nature of multicultural education, it is necessary to apply it in the form of activities to students, so that they have an attitude of diversity in the differences of each of their cultures and religions.

1) Learning Activities

Multicultural education is education that emphasizes the process of cultivating a way of life that is respectful, sincere, and tolerant of cultural diversity in the midst of a society with a high degree of plurality. In Indonesia, which has a high diversity of society, this education has a strategic role to be able to manage diversity creatively. This is where the school's role in instilling multicultural values in students.

Based on an interview with Mr. Samri Hasibuan, S.Pd. disclose that:

In the implementation of multicultural education in this school, namely in learning activities, how is the teacher's ability to explore subject matter associated with an attitude of tolerance and equality in understanding the concept of diversity in students, positioning students' seats in a mingled manner without distinguishing between ethnicity and religion, and the teacher being a role model for students in attitude and behavior.

Based on the interview results above, that the school has implemented multicultural education as an effort to provide students with an understanding of diversity in the school environment. The implementation of multicultural education is carried out by a learning process, such as associating subject matter with an attitude of tolerance between fellow human beings without any differences, positioning students' seats randomly without grouping certain ethnicities and religions so that they know each other, and most importantly the teacher as an educator provides an example who is kind to students in generalizing all students, speaking tolerantly not with intolerance or radicalism towards certain ethnicities or religions. With the inculcation of the value of diversity in learning, so that students will understand the differences which will create a sense of togetherness in a difference.

IV. Conclusion

Based on the discussion and analysis of research on instilling the values of multicultural Islamic education, there are several findings that can be concluded as follows:

1. The programs for junior high schools (SMP) throughout Hinai District in internalizing the values of multicultural Islamic education for students are the application of multicultural Islamic education values in the learning process, multicultural-based extracurricular activities at school, a multicultural school environment, and school rules and regulations that accommodate the values of differences in diversity. Furthermore, this program will be applied to school activities in implementing multicultural Islamic education for students.
2. As for the implementation of the activities of junior high schools (SMP) throughout the Hinai sub-district in internalizing the values of multicultural Islamic education for students including teacher activities in teaching, school habituation activities, teacher exemplary behavior, school activities with historical, gender and cultural approaches and activities such as reading the Qur'an and praying before studying, praying, infaq, Ramadan activities and celebrating Islamic holidays. These activities instill the values of multicultural Islamic education so that students will become tolerant, appreciative, compassionate, and plural among fellow school members.
3. Obstacles in applying the values of multicultural Islamic education include students' personalities and different cultures, the lack of depth in religious learning and the heterogeneous ethnic backgrounds of students. While the supporting factors in

internalizing the values of multicultural Islamic education in schools include the existence of religious facilities such as prayer rooms and spaces for non-Muslim worship, the enforcement of school culture that applies discipline in school rules, and school activities that apply Islamic educational values multicultural in students.

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