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FOR JOURNAL EDUCATION MULTICULTURAL OF ISLAMIC SOCIETY**

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Abstract (in English; 11 pt CAMBRIA, Bold, Centre)

This study aims to explore the effectiveness of implementing a multicultural Islamic education approach in enhancing literacy among teachers in community Islamic boarding schools. With the growing diversity in society, particularly within educational settings, it becomes imperative to foster an inclusive educational environment that respects and integrates various cultural perspectives. The study adopts a qualitative research design and PAR (Participation Action Research), employing interviews, observations, and document analysis to gather data. The principle of PRA is action by, with, and for the people. Participants include teachers, and administrators from selected community Islamic boarding schools. Findings indicate that integrating multicultural Islamic education principles promotes literacy development by fostering a deeper understanding and appreciation of 116 diverse cultural backgrounds and perspectives. Moreover, it enhances critical thinking skills and promotes social cohesion among students. The study underscores the importance of incorporating multicultural Islamic education approaches in educational settings to cultivate literate and culturally competent individuals capable of thriving in diverse societies.

A. INTRODUCTION

Multicultural Islamic education offers a strong foundation for enhancing literacy among Muslims(Aisida, 2021). By integrating Islamic principles with multicultural values, such education not only enriches religious understanding but also broadens awareness of cultural diversity, language, and traditions(Fatoni et al., 2021; OK et al., 2023; Supriyatno & Ubabuddin, 2019). The positive impact of literacy enhancement in this context is extensive, ranging from strengthening religious identity to fostering tolerance and crosscultural understanding. This is why efforts to improve literacy based on multicultural Islamic education are crucial(Nilai-Nilai & Rosyad, 2019).

Normuslim, (2021) has stated that multicultural Islamic education opens doors for students to understand various religious and cultural perspectives. It allows them to explore not only Islam within their local context but also Islam within a broader global framework. By studying the differences and similarities between Islam and other religions, students can



develop a deeper understanding of their own religion while appreciating and respecting diversity (Mariyono & Maskuri, 2022; Rosyad, 2020).

Ulfa et al., (2022) have stated that multicultural Islamic education also fosters multicultural awareness among participants. They learn about universal values such as equality, justice, and mutual understanding, which are at the core of Islamic teachings, while understanding that these values are also valued in other cultures worldwide. This strengthens tolerance, reduces prejudice, and expands their worldview (Change et al., 2021; Fauzi, 2021; Shofwan et al., 2022).

B. METHOD

The implementation method of this community service activity is based on the Participatory Rural Appraisal (PRA) method (Lestari et al., 2020; Maulani et al., 2020). Within the PRA method, five basic program principles are recognized: (1) Needs assessment; (2) Needs planning; (3) Activity implementation; (4) Activity monitoring; and (5) Activity evaluation (Ghaffari & Emami, 2011; Goodarzi et al., 2011; Khodamoradi & Abedi, 2011). PRA is an approach and method that enables communities to share, develop, and analyze their knowledge about their own lives and conditions, for planning and action. The principle of PRA is action by, with, and for the people (Abedi & Khodamoradi, 2011; Emami & Ghorbani, 2013; Paul, 2006).

This community service is conducted through several stages, namely:

1. Stage I (Planning)

In the initial stage, researchers carry out planning and preparation related to the research process. Before the activity is implemented, the following preparations are made:

- a. Conducting literature review on strengthening literacy based on multicultural Islamic education in Islamic boarding schools.
- b. Conducting initial observation and discussion with the caretakers of the boarding school and the school principal within the community Islamic boarding school.
- c. Determining the timing and duration of the community service activity together with the implementation team.
- d. Determining and preparing the materials to be presented during the community service activity.
- e. Conducting publicity for the event openly, especially in the Malang Regency area.

2. Stage II (Implementation)

During the implementation stage, researchers begin conducting the research according to the established procedures. This involves observing and conducting Focus Group Discussions (FGDs) at Pesantren Rakyat Malang, examining potential occurrences, immersing themselves in and observing existing phenomena. Following this, they conduct training sessions to strengthen literacy based on multicultural Islamic education, aiming to enhance literacy productivity at Pesantren Rakyat both qualitatively and quantitatively. Subsequently, evaluation and mentoring are carried out regarding the outcomes of the seminar and training.

C. RESULT AND DISCUSSION

The History of Pesantren Rakyat

Pesantren Rakyat is inseparable from the struggle of its founder, a person who has been accustomed to hardship since childhood (Thoifah, 2019). From the time he was in elementary



school (Madrasah Ibtidaiyah), he began seeking ways to support his education. By the time he reached the third grade of junior high school, he started helping his grandmother sell coffee at a coffee shop, eventually opening his own coffee shop to earn money to cover his and his sibling's school expenses (Ma'ruf, 2021).

He no longer asked for money from his parents to fund his education. With his background of growing up in difficult circumstances and his determination, Pesantren Rakyat developed with a mindset that was wild and free, much like his own thoughts. Pesantren Rakyat, or what can be called an "open-air Islamic boarding school," does not confine itself to conventional religious aspects but continuously evolves, implicitly influencing post-modern ideas in society while remaining within the bounds of Islamic law. All elements developed by Pesantren Rakyat Al-Amin are community-based, incorporating Islamic preaching behind them, as they are all centered around a mosque or prayer hall (Ma'ruf, 2020).

In conducting community development, approaches that can blend in with the community need to be adopted, and Pesantren Rakyat positions itself as part of the community development. Eventually, without them realizing it, they become valuable in the community's life. As expressed by Kyai Abdullah Sam, the founder of Pesantren Rakyat Al-Amin, "Pesantren Rakyat is merely a small, murky water hole in the desert under the scorching sun, surrounded by thirsty camels and caravans traveling far distances. Thus, the water hole feels more valuable than the gold and gems they carry." The village of Sumberpucung is known for its plural or heterogeneous cultural community, encompassing various religions, occupations, cultures, and abilities (Ch, 2012).

D. CONCLUSION

The endeavor to enhance literacy based on multicultural Islamic education at Pesantren Rakyat underscores the importance of fostering a comprehensive approach to education. By integrating the principles of Islam with multicultural values, this educational framework enriches religious understanding while broadening perspectives on cultural diversity, language, and tradition. The resulting increase in literacy has far-reaching positive impacts, strengthening religious identity, fostering tolerance, and promoting cross-cultural understanding.

Multicultural Islamic education offers students the opportunity to comprehend diverse religious and cultural perspectives, both locally and globally. It facilitates exploration not only of Islam within their own context but also within a broader global framework. Through studying the differences and similarities between Islam and other religions, students can develop a deeper understanding of their own faith while appreciating and respecting diversity.

Moreover, multicultural Islamic education fosters multicultural awareness among learners. They learn about universal values such as equality, justice, and mutual understanding, which are core tenets of Islamic teachings, while understanding that these values are also esteemed in other cultures worldwide. This strengthens tolerance, reduces prejudice, and expands their worldview.

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