



Multicultural Education In *Home-Stay* Activities: Planting Democratic Islam In Senior High School

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Abstract

Multicultural education is important to apply to educational institutions. The process of implementing education will run well while all components of education can understand each other and maintain their respective rights and obligations. Therefore the implementation of multicultural education is introduced and internalized to the students. The value of democracy is one of the values contained in multicultural education. *Home-stay* activities as one of the educational media in an effort to understand multicultural education, especially the value of democracy. In this study using a qualitative approach with the design of case studies at Assalaam Senior Haigh School. Researchers as the main instrument in data collection and analysis, arrive at the withdrawal of conclusions. Research results; First, multicultural education is a model of education in the framework of awareness of students about the importance of understanding the diversity of values in the reality of life; second, *home-stay* as a form of activity that offers a choice of various characters of people's lives, and becomes a medium of learning in the development of cognitive, affective, and psychomotor potential of students dynamically and creatively; Third, the value of democracy in *home-stay* activities as the focus of education options in Assalaam Senior Haigh School which can later be implemented in the education process at Assalaam Senior Haigh School in the hope of realizing a democratic Islamic education process. *Home-stay* activities are an implementation of a major theme about multicultural education. In the activity is planned as an educational model that fielded students directly into the reality of community life faced with diverse cultures, and characters. Therefore, the implications of *home-stay* activities are very positive on the development of students' souls and personalities, so that *home-stay* activities become a significant learning model in instilling understanding of democracy in Islamic education.

Keyword: multicultural education, home-stay activities, Islamic education, democracy

Introduction

Multicultural education can be done on out-door activities that have vairasi and attraction for related educational institutions. One of them is *home-stay* activities, as done by Assalaam Senior Haigh School. Educational institutions become media foster multicultural competencies, with the basis that multicultural education contains a creative dimension. Empirically diverse cultures stimulate the emergence of creativity, both dimensions of learning and ideas. Creativity is also in the cognitive dimension related to the development of cultured knowledge. Basically multicultural experiences make individuals open themselves to foreign cultures, giving rise to creativity oriented to existential identity. (Leung et al., 2008).

Home-stay activities are inspired by one of the television shows with the title "When I Become", which is an activity that involves villagers with several people who come from outside the area to live together, by following the lifestyle or local culture, with the time it takes several days.

Home-stay activities conducted by Assalaam Senior Haigh School involve xi students and are accompanied by several teachers. Planning this activity is prepared for students and students so that they can take lessons or knowledge directly from life in the community. Some of the activities that take place in society are the daily lives of citizens, whether economic, religious, cultural or social aspects, as well as other diversity values, such as the nature of tolerance, democracy, mutual respect, mutual respect and leadership values or other positive character values. In the context of the social paradigm, understanding that racial tensions in the classroom cause individuals who are less comfortable and prosperous.(Coleman-King et al., 2021). Hence the importance of multicultural approaches as a medium of education.

Based on the review, this study will explore multicultural values in *home-stay* activities, especially democratic values contained in *home-stay* activities, and their implementation in schools. Some of the values they can learn as mentioned above, Assalaam Senior Haigh School focuses or prioritizes the implications of the implementation of multicultural education on the aspect of democracy in Islamic education. It is expected that students can internalize democratic values in themselves and can be influential in the implementation of democratic education processes in their schools. In the community, empathy is needed as an effort to understand social facts so as to put the position of the individual in the community.(Afroogh et al., 2021). In a global educational perspective, education is based on didactic-multicultural, as well as oriented towards social justice. At the same time global education refers to social justice, and multicultural orientation.(Biberman-Shalev, 2021).

Multicultural education is an education that promotes tolerance, appreciation, respect for the reality of diversity in society. In this case, the importance of having multicultural competence in educational practice in particular (Kane et al., 2016). Reality becomes a medium of learning for students to better understand how to create community peace without reducing one reality to another.

The diversity of multi-modal values in *home-stay* activities is a facility for learners as a medium of learning and recognizing community life more broadly. As young people become the focus of the future, confronting different realities by taking action decisions in changing oppressive structures and injustices globally to realize social and economic justice (Merryfield, 2000). From this insight, the choice on the democratic aspect of Islamic education which is a priority of Assalaam Senior Haigh School, is one of the values in multicultural education that takes place in *home-stay* activities.

Assalaam Senior Haigh School places learners in this *home-stay* activity not only following the flow of life of the owner of the house occupied, such as farming, raising, or gardening, but in these activities included with various activities that can support the strengthening of multicultural values, especially the implementation of democratic values, namely cheap market activities or bazaars, educational film screenings, religious teaching, also held learning for parents of citizens. people by holding parenting seminars. All these activities involve students who participate in *home-stay* activities.

In general, multicultural education is given to learners in a scope that is limited to subject insights and is theoretical, so aspects of experience need to be emphasized again. Through school the values of society can be promoted into any individual development, especially the pedagogical aspects of teaching in the view of teachers, students and parents. PKn lessons and religious education can be conducted in a tolerant open dialogue, so that students have insight and experience and attitudes, in an effort to balance spiritual values and democracy as the foundation of the democratization process in schools (Klemenović & Zuković, 2013).

Supported by multicultural education in the realities of life in society it is very important for learners to experience firsthand, interact with diverse cultures, tribes, interests, religion and others. Therefore, the importance of dialogue to advance the competence of multicultural insight as a culturally relevant skill (Merryfield, 2000). Educational institutions need to make out-door

activities in this case *home-stay* as a medium and facility to learners to develop multicultural competencies by activating three areas of education, namely cognitive, affective, and psychomotor. *Home-stay* offers students integrated self-development in one activity package. Therefore how to make this *home-stay* as a multi-dimensional learning method.

One aspect in multicultural education and a top priority is *home-stay* giving democratic Islamic education discourse. Assalaam Senior Haigh School choice with *home-stay* activities includes one unique choice, because in learning learners can experience directly in the life of community reality. A life that deals with cultural, economic, religious, and various character problems. So there is a need to understand cross-cultural interactions which are the complexity of identity into multicultural orientation.

This study aims to explore *home-stay* activities that contain multicultural educational values. *Home-stay* as a learning medium that integrates cognitive, affective, and psychomotor potential dynamically so that students are expected to be able to develop optimally in an environment that is diverse in culture, religion, economy, race, and others. The other side of *home-stay* specifically prioritizes democratic education, which can be used as a basis in the development of democratic Islamic education. The attitude of active concern for children needs to be displayed, because the action is the development of competence in children collectively, meaning that it contains the values of caring for the environment, socialization of skills, and democratic values. Actions in public areas or schools and communities require the existence of personal competence (Chawla & Cushing, 2007). In a democratic society in schools reflected the balance of rights and obligations of fellow students. Bullying is one act of damaging the democratic situation. Bullying as behavior feels superiority towards others. In social society, these actions are incompatible with the ethos of democracy. (Smith & Brain, 2000).

Method

This research uses a qualitative approach, with case study design. This study is an empirical study, taking contextual data, with a focus on investigation of existing phenomena. (Barratt et al., 2011). At the research stage describe the data in depth, is development-oriented, and a deep understanding of other different cases, in order to gain unique insights. Researchers have a time or place to reform their case. This research is with techniques of data collection observation, interviews, documentation, and artifacts. In describing findings through cross-cases (Creswell et al., 2007).

The researcher's position is as the primary instrument in digging and collecting data, and analyzing data. Techniques used observation, interviews, and documentation. The object of research is the activities of *home-stay* activities carried out by students, with informants of *home-stay* activities, namely guidance teachers, and *home-stay* activities organizing committees.

RESULTS AND DISCUSSION

Multicultural Education and Positive Value-Planting.

Assalaam Senior Haigh School is one of the educational units in Pondok Pesantren Modern Islam Assalaam located in Pabelan Kartasura Sukoharjo Village, Central Java Indonesia is a private Islamic educational institution under the auspices of the Surakarta Islamic Studies Assembly Foundation.

The implementation of multicultural education faces the reality that occurs in people's lives. The implementation of multicultural education by educational institutions will be more effective when students are deployed directly in the process of community activities. In this case, effective activities to introduce students directly to multicultural education are activities that are in direct contact with activities that occur in society. Therefore, *home-stay* activities are considered very effective and in accordance with the purpose of education, which is to provide understanding and planting the value of multicultural education in the personality of students. The educational services model provides an effective approach to personal and social development directly in real life. The program provides students with the opportunity to interact with hands-on learning with real situations. It emphasizes on competence as well as academic, personal and social cultural skills. (Chiva-bartoll & Gro, 2021).

In addition, in *home-stay* activities contained many character values that can be student learning, in order to forge mental and personality. So it is expected that they find one character that is in accordance with the principles of their personality. The values of such characters include tolerance, democracy, respect, respect, empathy, sympathy, and others. In a multicultural society, universal values are a form of karkater education or cultivation of virtue values, that virtue transcends cultural, religious, and socioeconomic differences. Character education instills a moral vision, which is a reference to carry out actions so that an understanding of ideal life patterns is formed (Christopher et al., 2003).

Home-stay activities are part of the educational services at Assalaam Senior Haigh School. Effective and planned educational services, is a process to produce student output in accordance with expectations, namely students who excel, have behavior both personally and socially. Therefore *home-stay* as an outdoor activity in the Assalaam Senior Haigh School unit, is an effort to build students who have spiritual balance, intellectual, moral, and skills, by taking the theme of personal building activities of students who have spiritual, intellectual, social, emotional, and skills.

The *home-stay* activity, which was later adopted by Assalaam Senior Haigh School, was originally a private television show titled If I Became. This event featured a show that placed students in the village people's homes for several days by following the pattern of life that has been running in the house, namely all social activities, work, economy, and culture in general in that place. So practically students must accept the natural conditions and situations in their new place as something that must be accepted, and become educational materials.

Home-stay activities involving students who are placed in people's homes, in the hopes of following daily activities carried out by homeowners or who occupy the house. These activities are daily activities that can be imitated by students with moral provisions. The existence of *home-stay* activities for students is very influential in providing self-awareness that ultimately forms a positive personality both in time after returning to school and in the future. Because in these activities students explore themselves through the process of activities that are undertaken, and find positive values for the student's personal. In the social dimension that the practice community takes place activities to learn, think, and know the existence of social relations in the existing cultural structure.

***Home-stay* activities in an effort to develop educational potential.**

Activities in this *home-stay* activity are followed by several activities that support the multicultural education process in students, namely bazaar activities, baksos, children's competitions, parenting seminars, free treatment, art performances, tabligh akbar, watch together, and teaching activities. Some of these activities implied multicultural learning activities to students in the form of communication processes or interaction of *home-stay* participants with community residents with diverse social status, religion, economy, and local culture.

Educational services in the form of education that contain aspects of experience, that students are directly involved in activities in society together, with a variety of activities designed as a form of learning and student development. This activity is a form of education in a multicultural context that includes collaborative activities, reciprocity, diversity, learning orientation and social justice (Lin, 2017).

The *home-stay* schedule is held on Thursday to Saturday, 8 - 10 November 2018 in Gilirejo Village, Mount Sono, Miri, Sragen, Central Java, Indonesia. Order the activities on the first day of preparation to the *home-stay* location with direction from the organizer. Arriving at the location of introductions to local residents continued the introduction of the environment. In the afternoon, *home-stay* participants conduct teaching activities in education in children. In the evening activities involving the general public, namely educational film screenings.

The second day, participants perform tahajud prayer before dawn, continued to read the Book of the Qur'an until dawn. After breakfast participants were divided into several groups, namely those who stayed at home following daily activities with homeowners in the form of raising, farming in the garden, and cooking with available equipment. Some teach in Kindergarten

(Kindergarten) and Early Childhood Education (PAUD), while some do the cleanliness of places of worship in the environment around the location of *home-stay* activities. Some conduct seminars themed parenting and productive economy followed by local residents in accordance with the orientation of their activities without distinguishing the existing family background. Some other events are social service activities and bazaars by selling goods at low prices, but the proceeds from the bazaar will be returned to the surrounding residents for the common good. The evening is a children's educational activity, namely the Qur'anic Education Park (TPQ). Continued in the evening art performance activities by *home-stay* participants followed by the delivery of educational assistance for schools and religious assistance to places of worship, namely mosques.

The third day as the last day of *home-stay* activities, the night begins with tahajud prayer and reciting the Qur'an. To close *home-stay* activities performed the ceremony as a sign of closure accompanied by saying goodbye to the host.

***Home-stay* activities and democratic values: its implementation in the process of democratic Islamic education in Assalaam Senior Haigh School.**

Based on the picture above, the orientation of this *home-stay* activity is to instill democratic values that can later be followed up or implemented in the learning process at Assalaam Senior Haigh School. The process of traveling various activities that accompany *home-stay* activities by involving elements of society both among children and parents, various professions, cultures, religions, and habits that they do, can unite to help each other for the success of various events. This shows how the nature of mutual understanding, respect, sympathy, and tolerance are the elements that shape the democratic process between them. Discipline in schools requires a value system that is embraced. Multiculturally, what is needed as a value are values that concern emancipatory, human rights, and culture. This is a positive discipline of multicultural schools that actually maintain cultural values (du Preez & Roux, 2010).

The institution that organizes multicultural activities feels that they have a place in the hearts of the local community, and vice versa, the community feels appreciated, accepted by the educated in general, and has had an opportunity to cooperate mutually beneficially. It can be harmoniously intertwined because all parties can accept openly and cooperate with each other for the purpose of mutual benefit. Then there is the name of a democratic process of life. A pesantren prepares a multicultural cultural form to students, with the teaching of democratic values and practices, with the development of a society indicated by the introduction of culture or religion of tolerance. While the implementation of practices outside of pesantren life, students socialize with diverse backgrounds, ethnicities, and cultures (Raihani, 2012).

The lesson becomes a separate flaw for the implementing institution of the activity, which can be taken from positive values, especially democratic values, and the hope can be implemented in the learning of democratic Islamic education in Assalaam Senior Haigh School.

Multicultural education is significant as a model of student character education, especially as the focus of research is the educational aspect of democratic values. In the social theory that by having a lot of knowledge about different social groups, then people will have understanding and be able to learn to respect and respect others or other cultures, therefore he is able to minimize the negative views of ethnic groups to other groups (Nuryadi et al., 2020). This is a form of democratic attitude shown by students in real real realities and situations. Internalized democratic values in students make students aware of the reality that must be addressed wisely. Conflicting over many values in society is natural, but as a learner it is expected to be able to sort out and choose the diversity of values in the context of creating a peaceful condition or order that respects each other and respects each other's rights and obligations.

Functionally multicultural education there are several discourses, namely multicultural education as an effort to cross-cultural understanding and mutual respect, multicultural education is designed to strengthen cultural positions, preserve ethnic, social and political group identity, and facilitate in participating competently (Ogbu, 1992).

The discourse appreciates that *home-stay* activities cover many dimensions of learning, including efforts to alert students to the pattern of community life that is faced with diversity. As a student must be motivated to develop his potential both cognitively, affectively, and psychomotorly to be more dynamic and creative in responding to the changing times. The potential developed must be creative and positive, with various activities offered when *home-stay* activities take place. In the hope that the diversity of activities that accompany *home-stay* activities supports each other to realize an atmosphere of peace, equality or egalitarian, and togetherness in achieving a better life.

The thing included in the atmosphere of democracy is the avoidance of acts of vandalism or bullying that occur in the school environment. The issue of bullying or as a victim among school children is quite a concern. Bullying, oppression and humiliation are one aspect that must be avoided in the context of democracy, because it is everyone's democratic right. Anti-social actions such as vandalism, theft, drunkenness and ditching are potential acts that give rise to acts of bullying. Therefore, there needs to be a restructuring of the social environment, emphasizing the positive involvement of teachers, and parents, that bullying behavior is not accepted in the school environment (Olweus, 1997).

A democratic attitude is a common ideal in creating an atmosphere of peace. *Home-stay* activities one of the values offered is democratic values, namely democracy in facing and addressing dynamically to the patterns of community life. Educational goals in addition to the academic dimension, also have goals of social, emotional, and ethical competence. This becomes the basis in democracy, because it will create a school climate to be safe, caring, pedagogical, and establish good relations between home and school. That social, emotional, ethical, and academic education is an element of human rights in students. (Jonathan, 2006).

The pattern of community life is characterized by togetherness, mutual respect, mutual respect, tolerance of tribal diversity, ethnics, culture, religion, economics, and differences of opinion between members of society. The development of this democratic attitude can be internalized and implemented in the education of democratic Islam in Assalaam Senior Haigh School.

Conclusion

Learning media that can be applied in the framework of potential development of students one of them is out-door activities in the form of *home-stay* activities. Curriculum-based outdoor program education, can provide opportunities in students' personal development in the social, academic, physical, and psychological dimensions (Becker et al., 2017). The values contained in the activity also contain human values such as the value of tolerance and democratic values. Multicultural education as an effort to introduce the values of tolerance and democracy.

Assalaam Senior Haigh School by taking the theme of *home-stay* activities focuses or prioritizes on strengthening democratic values that characterize the dynamics of education in general, and especially democratic Islamic education. An institution that is egalitarian with the concept of equality of conditions, is the color of democracy that wants to be realized. That is equality of respect and recognition, equality of power, equality of love, attention and solidarity. Equality requires an inclusive process, in respecting differences in school culture, in curriculum, pedagogy, and assessment system. Democratization that wants to be realized also in the teacher-student relationship, and school organization. Democratization in equality of love, attention, and solidarity is needed efforts to develop appreciation of the teaching and learning process, the process of openness between students and teachers, and needed space for the development of emotional skills and personal intelligence (Lynch & Baker, 2005).

So in this study with an emphasis on the value of democracy in Islamic education, it can be a model that can be applied so as to inspire other Islamic educational institutions to apply democratic principles in a proportionate, dynamic and creative manner based on patterns of activities that involve students in real-life processes in society. Because it becomes a medium and a means of learning that is very effective for the development of cognitive, affective, and psychomotor potential of students.

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