

Reinforcement of Islamic Religious Education with a Multicultural Insight in Developing an Attitude of Tolerance at the Hidayatul Muftadi'in Islamic Boarding School in Sobo Guno Ponorogo

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ARTICLE INFO	ABSTRACT
Keywords: Reinforcement; Islamic Religious Education with a Multicultural Insight; Tolerance	For Muslims, education is an important thing so that Islamic education continues to strive to optimize its role in empowering humans, one of which is through developing an attitude of tolerance through strengthening Islamic religious education with a multicultural perspective. This is important for an Islamic boarding school, because it cannot be denied that in Islamic boarding schools, all students live side by side with each other every day as social creatures. The aim of this research is to examine in more depth how reinforcement is applied by the Hidayatul Muftadi'in Islamic Boarding School (PPHM) Sobo Guno in implementing Islamic religious education with a multicultural perspective to develop an attitude of tolerance. The research method used is a qualitative approach by collecting data from interviews, observation and documentation. The results obtained are a) The process of implementing tolerance at PPHM Sobo Guno is carried out by applying the principles of justice, truth, virtue, peace, compassion, as well as learning from the yellow book and the Koran. b) The process of strengthening religious education with a multicultural perspective is carried out in several ways, namely: 1) learning the book Ihya' Ulumuddin about the importance of tolerance; 2) learning the moral book Ta'lim Muta'alim in the Madrasah Diniyah curriculum; 3) education about wasathiyah attitudes; 4) implementation of regulations to maintain harmony between one student and another; and 5) roan and muhadlarah hut activities.
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INTRODUCTION

Tolerance is very important for a country, especially Indonesia, which is a country with very rich cultural, religious, ethnic and linguistic diversity. Here are several reasons why tolerance is important for Indonesia, namely: creating social harmonization; appreciate cultural diversity; the embodiment of peaceful life; and can be an important factor in social development. Thus, tolerance is the key to creating a peaceful, harmonious and inclusive society, as well as strengthening the unity and unity of the Indonesian nation. An attitude of tolerance is the characteristic or attitude of being tolerant (respecting, allowing, allowing) towards positions (opinions, views, beliefs, habits and strengths) that are different or contrary to one's own views. An attitude of tolerance is able to minimize the emergence of conflict in social life, one of which is in the environment. Islamic boarding school. Not only that, through tolerance we can also create a more comfortable, safe and peaceful life because there is an awareness of mutual respect for one another. This is important for an Islamic boarding school, because it cannot be denied that in Islamic boarding schools, all students live side by side with each other every day as social creatures.

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia that teach various religious knowledge.¹ Islamic boarding schools are one of the institutions that have an important role in providing education in Indonesia. So Islamic boarding schools also teach values in maintaining the integrity of the Indonesian state, including multiculturalism. Multiculturalism is an understanding that believes in the existence of cultural differences and diversity.² With the existence of multicultural understanding in the Islamic boarding school environment, students can understand that diversity is a necessity and mutual respect is the right choice in responding to various differences in the midst of this diversity. Islamic boarding schools apply an understanding of multiculturalism through the application of Islamic religious education with a multicultural perspective taught at Islamic boarding schools.

Islamic religious education with a multicultural perspective encourages students to have awareness and an attitude of mutual respect in realizing tolerance in everyday life. This is important to do and research to find out how Islamic religious education with a multicultural perspective can develop an attitude of tolerance in Islamic boarding schools so

¹ Muh. Indris Usman, "Pesantren Sebagai Lembaga Pendidikan Islam (Sejarah Lahir, Sistem Pendidikan, Dan Perkembangan Masa Kini)," *Jurnal Al Hikmah* 14, no. 1 (2013): 103.

² Hujair AH. Sanaky, *Dinamika Perkembangan Pendidikan Islam Di Indonesia* (Yogyakarta: Kaukaba, 2016), 186.

as to create a comfortable and peaceful life. One of the methods used to implement Islamic religious education with a multicultural perspective is through reinforcement. Reinforcement is the act of following a certain response with a reinforcer or known by another term, namely strengthening.³ With this reinforcement, students are given preventive and repressive education as learning motivation for students. Preventive is an educational tool that is preventive in nature, while repressive is an educational tool that aims to make children aware of what is right, good and orderly. This reinforcement or strengthening helps students to continue to carry out repeated actions which will later become a habit or good habit in implementing Islamic religious education with a multicultural perspective in developing an attitude of tolerance in the Islamic boarding school environment. In this way, the embedded attitudes can be implemented well and practiced in daily life through awareness, not because of compulsion.

There are several studies that discuss Reinforcement, including: 1) Nasirudin's dissertation entitled "Reinforcement in the Book of Sahih Al-Bukhari and its Actualization in Moral Education".⁴ 2) Amilia Agustin's thesis entitled "Reinforcement Approach in Learning Islamic Religious Education for Developing Children's Mental Health at SMP Negeri 2 Bahuga Way Kahan".⁵ And 3) Siti Ma'unatul Azizah's thesis is entitled "Reinforcement in Reading Al-Qur'an for Housewives Study of the Ar-Rahman Community Learning Activity Center, Kediri City".⁶ The research above shows how reinforcement can help have a positive impact on a program. However, no research has been found that discusses strengthening Islamic religious education with a multicultural perspective that focuses on student tolerance. Therefore, researchers are interested in studying this topic more deeply.

The location chosen by the researchers was the Hidayatul Muftadiin Sobo Guno Islamic Boarding School because the students studying at this Islamic boarding school came from various areas, both inside and outside the island. This multicultural condition of students will support finding research results to be more accurate. Therefore, the researcher

³ Jeanne Ellis Ormrod, *Psikologi Pendidikan (Membantu Siswa Tumbuh Dan Berkembang)* (Jakarta: Erlangga, 2008), 433.

⁴ Nasirudin, "Reinforcement Dalam Kitab Sahih Al-Bukhari Dan Aktualisasinya Dalam Pendidikan Akhlak" (Universitas Islam Negeri Walisongo Semarang, 2021).

⁵ Amilia Agustin, "Pendekatan Reinforcement Dalam Pembelajaran Pendidikan Agama Islam Untuk Pembinaan Kesehatan Mental Anak SMP Negeri 2 Bahuga Way Kanan" (Universitas Islam Negeri Raden Intan Lampung, 2023).

⁶ Siti Ma'unatul Azizah, "Reinforcement Dalam Membaca Al-Qur'an Bagi Ibu Rumah Tangga Studi Di Pusat Kegiatan Belajar Masyarakat Ar-Rahman Kota Kediri Tahun 2023" (Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 2023).

arranged to conduct research with the title "Reinforcement of Islamic Religious Education with a Multicultural Insight in Developing an Attitude of Tolerance at the Hidayatul Mubtadiin Sobo Guno Ponorogo Islamic Boarding School".

RESEARCH METHOD

In this research, researchers used qualitative methods, namely a research procedure that uses descriptive data in the form of written or spoken words from people and actors who can be observed. According to Sugiyono, qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings).⁷ Apart from that, this research is descriptive, which means that this research describes an object, phenomenon, or social setting of the research object in writing. which is narrative in nature. This means that the research results in the form of words or images obtained from facts or data at the research location provide an image that supports the research results. The methods usually used are interviews, observations, and use of documents.⁸

Based on the source, research data can be grouped into two types, namely primary data and secondary data.⁹ The primary data in this research are the results of interviews and observations in the Islamic boarding school environment, while the secondary data in this research is documentation and several related supporting journals. This research uses the theory of data analysis techniques from Miles and Huberman including data reduction, data presentation, and drawing conclusions. So that the research carried out produces accurate and correct results, researchers in qualitative research can use various methods, including: extending observations; persistence or constancy; and triangulation.¹⁰

RESULT AND DISCUSSION

Islamic Religious Education with a Multicultural Insight at the Hidayatul Mubtadi'in Sobo Guno Islamic Boarding School

Islamic Religious Education (PAI) can be interpreted as an effort to change individual attitudes and behavior by instilling the teachings of the Islamic religion in the process of

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: CV Alfabeta, 2017), 8.

⁸ Umar Sidiq and Muhammad Mitfachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: CV Nata Karya, 2019), 4.

⁹ Sandu Siyoto and Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015), 28.

¹⁰ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan* (Jakarta: Kencana, 2014), 394.

growth towards the formation of a personality with noble morals, therefore individuals who have noble morals are very important in their existence as a reflection of implementation of Islamic education.¹¹ Islamic religious education is provided as physical and spiritual guidance based on the Koran to wards children to form a perfect Muslim personality.¹²

The education provided at the Islamic Boarding School is religious education for the students as preparation for life in this world and the afterlife. The implementation of religious education in the Islamic boarding school environment is a top priority, including at the Hidayatul Muftadi'in Sobo Guno Islamic Boarding School. One of the education applied at PPHM is through the application of multicultural principles including: equality, tolerance, humanity, prioritizing dialogue, justice).¹³ Multicultural principles regarding tolerance are the main teachings in Islam. Al-Tasâmuḥ is being tolerant towards people who have different views from us. In short, tolerance is equivalent to a positive attitude and respect for other people. The attitude of tolerance in Islam is emphasized in the Al-Qur'an in relation to an attitude of open social interaction and getting to know each other. Differences in ethnicity, religion, belief and background of a person are not meant to insult each other but to get to know each other.

In connection with multicultural principles, the process of building tolerance at PPHM Sobo Guno can be seen from various aspects. First, in organizing its education, PPHM Sobo Guno applies the rule that all students have equal justice in learning and living side by side. This was emphasized by the caregiver himself, namely Kyai Haji Syafi'i Ahmad, either in written regulations or emphasized again when reciting the Koran. Thus, discrimination is not permitted in the Islamic boarding school environment. The students are taught to respect each other. Apart from that, PPHM Sobo Guno continues to strive to build a basic attitude of justice for every student in making decisions. So that when there are students who violate the rules, regardless of family origin, ethnicity and race, all students receive the same sanctions. In this way, it will reduce social jealousy within the Islamic boarding school environment.

Second. Through the application of truth, virtue, peace and compassion. PPHM Sobo Guno students are taught how to develop an attitude of truth through learning honest

¹¹ Rusdiana and Abdul Kodir, *Kapita Selekta Pendidikan Islam* (Bandung: UIN Sunan Gunung Djati, 2013), 25–27.

¹² Zakiyah Daradjat, *Ilmu Jiwa Agama* (Jakarta: Bulan Bintang, 2005), 124.

¹³ Na'im N. and Syauqi, *Pendidikan Multikultural Konsep Dan Aplikasi* (Yogyakarta: Ar-Ruzz Media, 2010), 28.

attitudes, attitudes of benevolence through coexistence in differences, peace in responding to conflict problems, and compassion for fellow students. So if a student is sick, it is the responsibility of one room to care for him until he recovers. Apart from that, they are also taught how to humanize humans by speaking kindly and politely to each other, telling the truth, avoiding disputes and so on. The training emphasized by Islamic boarding schools in everyday life aims to build good habits or habits to form a humane character.

Third, the process of forming tolerance is also through studying the yellow book and the Koran, which is something that must be done to deepen mastery of material regarding tasamuh or tolerance. As stated by Rizal, during the Islamic school, learning was carried out which also included the value of tasamuh or tolerance itself. Students are provided with knowledge by the ustadz council and are expected to implement it in their daily lives. Thus, in their daily lives, PPHM Sobo Guno students are taught to continue learning to respond to existing differences because they do not only come from one island but from outside the island as well. So linguistic and cultural diversity cannot be denied. There are students from Palembang, Riau, Lampung, Papua who of course have a different style from the majority Javanese tribe. This is where the important role of Islamic boarding schools, through religious education, is to provide understanding for the students that this diversity must be used as intellectual cultural property, not material for ridicule, through the formation of an attitude of tolerance in the Islamic boarding school environment.

Reinforcement Strategy for Islamic Religious Education with a Multicultural Insight at PPHM in Developing Sobo Guno's Attitude of Tolerance

Reinforcement is a response to a behavior that can increase the likelihood of the behavior repeating itself. This reinforcement is carried out by an educator with the aim of ensuring that students can be more active in participating in teaching and learning interactions and repeating good actions.¹⁴ In this research, reinforcement is one of the important things in helping to implement insightful Islamic Religious Education. Multicultural, because through reinforcement there is a strength or repeating pattern that is good in forming the habits of students who have good morals and morals. The habit that is formed is the development of an attitude of tolerance in the Islamic boarding school environment. Reinforcement is also said to be a response to behavior that can increase the likelihood of the behavior repeating itself. Actions intended for students to receive rewards

¹⁴ Wasty Soemanto, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1998), 85.

or be encouraged so that they are more active in participating in interactions in teaching and learning.¹⁵

In essence, providing reinforcement aims to control and change behavior by providing reinforcement as an activity strategy that makes certain behavior likely to occur or not in the future.¹⁶ In this case, the behavior observed is about tolerance. tolerance, namely the nature or attitude of being tolerant (respecting, allowing, permitting) opinions (opinions, views, beliefs, habits, etc.) that are different and/or contrary to one's stance.¹⁷ Another opinion is that tolerance is a way of appreciating and accepting differences in various behaviors, cultures, religion, and race that exist in this world.¹⁸ So tolerance is a decision to respond to, respect and accept differences in various diversity.

The reinforcement implemented by the caregivers of the Sobo Guno Hidayatul Muhtadi'in Islamic Boarding School (PPHM) is carried out on an ongoing basis. Based on the results of interviews with Islamic boarding school caregivers, the implementation of strengthening religious education with a multicultural perspective is not only carried out by the caregivers themselves, but is assisted by Islamic boarding school administrators. So that in daily life, this reinforcement process can be observed, supervised and guided directly and periodically in the Islamic boarding school environment. This was added by Raudhatun Nisa, confirming the caregiver's statement.

The process of strengthening religious education with a multicultural perspective in *developing* tolerance is carried out in several ways, including:

1. Study of the Book of Ihya' Ulumuddin about the importance of tolerance

PPHM Sobo Guno's tutor in learning the yellow book, Ihya Ulumuddin, gave an explanation to the students about what tolerance is and how urgent it is in everyday life. Even though the chapter discussing tolerance has been discussed, the caregivers on the sidelines of learning the yellow book continue to provide encouragement to maintain comfort and tranquility in the Islamic boarding school environment through tolerance.

¹⁵ Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT. Remaja Rosdakarya, 2001), 80.

¹⁶ Farozin and Fathiyah, *Pemahaman Tingkah Laku* (Jakarta: Rineka Cipta, 2004), 76.

¹⁷ Dwi Ananta Devi, *Toleransi Beragama* (Semarang: Alprin, 2020), 2.

¹⁸ Direktorat Pembinaan Pendidikan Keluarga, *Seri Pendidikan Orang Tua Menumbuhkan Sikap Toleran Pada Anak* (Jakarta: Kementerian Pendidikan Kebudayaan, 2018), 11.

2. Learning the book of morals 'Ta'lim Muta'alim in the Madrasah Diniyah curriculum

Apart from learning the book given by the caregiver, the students also given insight into tolerance through the book of morals, namely by 'Ta'lim Muta'alim, the ustadz at PPHM Sobo Guno. In this way, it is hoped that the students will have an awareness of the importance of tolerance to be applied in everyday life. This awareness will influence how students make decisions and behave due to the diversity they experience in Islamic boarding schools.

3. Education regarding wasathiyah attitudes

Education is all efforts made to change attitudes and behavior in an effort to mature a person or group of people. This wasathiyah attitude education provides an understanding of efforts to be fair. This activity is carried out once a week on Friday morning after the Burdah reading. Led by the head of the boarding school, the students are given an understanding of this fair attitude. If there are problems in the Islamic boarding school, they will also be discussed at this meeting in a fair way to create mutual comfort.

4. Implementation of regulations to maintain harmony between one student and another

The implementation of regulations at PPHM Sobo Guno is intended to regulate life in Islamic boarding schools in order to achieve the goals, vision and mission to be achieved. Rules related to tolerance include: obeying and respecting caregivers, ustadz and administrators; maintaining responsiveness and morals; must not say harsh or dirty words; must not steal, steal or use other items without permission; maintain harmony between students; and committing criminal acts.

5. Roan and Muhadlarah cottage activities

Apart from the things above, the Islamic boarding school also holds several activities that support the development of an attitude of tolerance, namely through roan and muhadlarah. In this activity, students are taught to work together with anyone and respect someone who appears in front. It seems like a small thing, but if you don't train continuously it will be difficult to form a person who is able to respect and be able to work in a group.

CONCLUSION

Through the discussion above, we can understand that reinforcement is important in Islamic religious education with a multicultural perspective to develop an attitude of

tolerance at the Hidayatul Muftadi'in Sobo Guno Islamic Boarding School. The process of implementing tolerance at PPHM Sobo Guno is carried out by applying the principles of justice, truth, virtue, peace, compassion, as well as learning from the yellow book and the Al-Qur'an. The process of strengthening religious education with a multicultural perspective is carried out in several ways, namely through studying the book Ihya' Ulumuddin about the importance of tolerance; learning the book of morals ta'lim muta'alim; 3) education regarding wasathiyah attitudes; 4) implementation of regulations to maintain harmony between one student and another; and 5) roan and muhadlarah hut activities. This shows how the application of reinforcement has contributed to the development of tolerance in Islamic boarding schools through the implementation of Islamic Religious Education with a multicultural perspective. Research on this topic can be developed in more detail and detail by further researchers to carry out comparative studies between Islamic boarding schools so that the research findings obtained can be compared as new findings and become suggestions and input for Islamic boarding school institutions in implementing Islamic religious education with a multicultural perspective and developing tolerance.

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