

Multicultural-Based Pesantren Education In The Covid-19 Pandemic (Case Study At Boarding School Al-Amien Prenduan Sumenep Madura Island)

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Abstract

Indonesia has thousands of islands and hundreds of tribes with diverse cultures. In the rapid and open development of world civilization, so that the need for encounters and association between tribes is increasingly easy, on the one hand, this reality raises awareness of differences in various aspects of life. And one way to unite and appreciate different tribes and cultures is a boarding school, where this boarding school applies multicultural education for its students. Al-Amien boarding school prenduan has a variety of origins throughout Indonesia ranging from Sabang to Merauke. So there needs to be the application of multicultural education among students so that they can appreciate the tribe, race, and culture of each region. This research uses a descriptive qualitative research approach of phenomenological paradigm with this type of field research. Where the researcher jumped directly into the research site. While data collection techniques use observation, interview and documentation, and also data analysis using data reduction, data presentation, and conclusion withdrawal. While the formulation of the problems in this study is: 1. How is the application of multicultural education during the covid-19 pandemic in al-amien prenduan sumenep boarding school?

Keywords: Multicultural education; boarding school; pandemic; al-amien prenduan.

Abstrak

Indonesia memiliki ribuan pulau dan ratusan suku dengan budaya yang beraneka ragam. Dalam perkembangan peradaban dunia yang semakin pesat dan terbuka, sehingga diperlukan adanya perjumpaan dan pergaulan antar suku semakin mudah, disatu sisi kenyataan ini menimbulkan kesadaran akan perbedaan dalam berbagai aspek kehidupan. Dan salah satu cara untuk mempersatukan dan menghargai antar suku dan budaya yang berbeda yaitu pondok pesantren, dimana pondok pesantren ini menerapkan pendidikan multikultural bagi para santrinya. Pondok pesantren Al-Amien prenduan memiliki berbagai macam asal daerah santri seluruh Indonesia mulai dari sabang sampai merauke. Sehingga perlu adanya penerapan pendidikan multikultural di kalangan santri agar mereka bisa menghargai suku, ras dan budaya masing-masing daerah. Adapun penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif paradigma fenomenologi dengan jenis penelitian lapangan. Dimana peneliti terjun langsung ke tempat penelitian. Sedangkan teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi dan juga analisis datanya menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Sedangkan rumusan masalah dalam penelitian ini yaitu: 1. Bagaimanakah penerapan pendidikan multikultural pada masa pandemi covid-19 di pondok pesantren al-amien prenduan sumenep?

Kata Kunci: pendidikan multikultural;pondok pesantren; covid-19; al-amien prenduan.

Introduction

Indonesia is a country that has a variety of islands that stretch from Sabang to Merauke. With the existence of various kinds of puai that then has a variety of different tribes, religions, races and customs. With the diversity of customs, it does not rule out the possibility of a social conflict. One of them is bentok that occurs in Sampit Kalimantan between the residents of Sampit Pedalaman and the Madura Tribe. With this it is necessary to instill multicultural values towards every community in Indonesia.¹ In order to create a harmonious and harmonious atmosphere between one tribe and another.

¹ Suheri and Yeni Tri Nurrahmawati, "Model Pendidikan Multikultural Di Pondok Pesantren," Al-Insiyroh: Jurnal Studi Keislaman, 2018.

Madura island is part of the state of Indonesia located in the northern part of East Java Province. Madura island consists of four cities namely bangkalan, sampang, pamekasan and sumenep which has an Islamic educational institution called pondok pesantren. One of the famous huts in these four cities is syaikhona kholil bangkalan boarding school, Nazhatut Thullab sampang boarding school, Mambaul Ulum Bata-bata Pamekasan boarding school and Al-Amien Prenduan Sumenep boarding school.²

Pesantren above which has been having a variety of santri consisting of various tribes in Indonesia. From some of the pesantren above, researchers focused on Al-Amien Prenduan Sumenep pesantren. Because this cottage is unique among others. First, this cottage has a santri of approximately 3 thousand santri consisting of various tribes in Indonesia even have santri originating from the laur area of the Country of Indonesia. Such as: Malaysia, Singapore and Brunai Darussalam and others. Second: this pesantren adopts a 24-hour education that educates its students at all times whether Islamic education, general education, and Nature education or known as life and life education. Third: this boarding school is a form of unification between Salafi education and modern education that emphasizes aspects of community leaders who have good values.

From this presentation, researchers want to research about the implementation of multicultural educational values considering this is very important because this pesantren consists of various islands in the archipelago and its students live with a harmony and environment that is always in the framework of solidarity between one and the other. Pondok pesantren Al-Amien Prenduan also has five shade institutions namely pondok tegal, Pondok Al-Amien Putri 1, Pondok TMI Al-Amien Prenduan, Pondok Tahfidzil Qur'an and pondok asrama IDIA Prenduan. All this is a combination of various types of tribes and customs that are one with multicultural value education.³ So that al-amien boarding school until now is growing rapidly and has a wide variety of graduates scattered throughout Indonesia or even abroad.

Multicultural education is an education that combines all the diversity that is owned between cultures or tribes. So as to create a solid society without discrimination against other tribes. Al-amien certainly also applies this multikultural education, due to the plurality of multi-ethnic and cultural santri.

Methods

The approach used in this research is qualitatively descriptive with the type of field research. Which is where researchers plunged into the research site to dig up various kinds of data about the application of multicultural education in al-Amien Prenduan boarding school⁴.

While the data collection technique will use interview, observation and documentation techniques about the implementation of multicultural education in al-amien prenduan sumenep madura boarding school. And lastly, the analysis used in this study is data reduction, presentation of data and withdrawal of conclusions about the implementation of multicultural education in al-amien prenduan sumenep boarding school.⁵

² Saeful Malik, "Implementasi Manajemen Pendidikan Multikultural Di Pondok Pesantren Al Muqoddas Tukmudal Sumber Kabupaten Cirebon," *Eduprof: Islamic Education Journal*, 2020, <https://doi.org/10.47453/eduprof.v2i1.34>.

³ Muhammad Idris Jauhari, *Pondok Pesantren Al-Amien Dalam Lintas Sejarah* (Sumenep: Al-Amien Printing, 1997).

⁴ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2005).

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, III (Jakarta: Rineka Cipta, 2000).

Results

Understanding Multicultural Education

Multicultural education is an education that continues between teachers and students to implement the values of recognizing and respecting others of different cultures, races or tribes to provide interacting opportunities for the direct exchange of ideas, principles and behavior. Thus reducing the bad feeling of prejudice. Multicultural education consists of a very important part that is education and multicultural. Education is a conscious and planned effort to realize the atmosphere of learning and teaching so that learners are able to actively develop the potential that exists in him to develop spiritual aspects of religion, self-control, intelligence and good behavior.⁶ While multiculturalism is various types of cultures, races and tribes that collaborate into a whole unity.

Multicultural education can be interpreted also with cultural religious education in a society and sometimes also interpreted as education that offers a variety of models for cultural diversity in society and even also interpreted as education to foster the attitude of students to appreciate cultural diversity in society. After the covid-19 that befell the people of Indonesia is no exception in Islamic educational institutions, especially in boarding schools, will have a very big impact also in the implementation process. Salah one example in pondok pesantren al-amien prenduan sumenep.⁷ Where this is a very big challenge, so that various models of multicultural education are applied in al-amien prenduan sumenep boarding school.

Multicultural Educational Values at Pondok Pesantren Al-Amien Prenduan Sumenep

The values of multicultural education are set in al-Amien Prenduan sumenep boarding school as follows:

1. The value of Democratic education

Democratic education is a perception between students who uphold the values of equality and equality with each other. One form applied in this boarding school is the existence of a santri organization that is directly applied in al-amien prenduan boarding school or the existence of an organization management that is incorporated into ISMI (TMI Al-Amien Prenduan Santri Association), ISTAMA (TMIMA Al-Amien Prenduan Santri Association) and others. So this is to accommodate all the aspirations of santri and is as a training material for students to have a leader's soul that can be applied with democratic values. This is in line with the statement of the caretaker of pondokpesantren al-amien prenduan, namely KH. Dr. Ahmad Muhammad Fauzi Tidani that the existence of this organization is solely so that the santri can uphold the values of democracy so that later become a leader who prioritizes the interests of his people rather than self-interest.⁸

This education of democracy has been stated in the Qur'an that democracy is a freedom that has responsibility. This freedom is also limited by the freedom of others. So, there is no desire that arises from oneself which is then done directly but the freedom here must be based on mutual deliberation which after that was only done because it has obtained an agreement. In this al-amien boarding school hut is clear in a panca soul hut called the soul of freedom, but this is according to the deputy caretaker of al-amien prenduan kh boarding school. Dr. Ghazi

⁶ Kemas Badarudin, *Filsafat Pendidikan Islam* (Yogyakarta: Pustaka Pelajar, 2009).

⁷ Muhammad Idris Jauhari, *Anak Muda Menjadi Sufi, Mengapa Tidak?* (Sumenep: Al-Amien Printing, 2003).

⁸ Iwan Kuswandi, *KH. Muhammad Idris Jauhari Sang Konseptor Pendidikan* (Yogyakarta: Ladang Kata, 2015).

Mubarak that the soul of freedom is a common will carried out in deliberation. One example is about 24-hour education based on life and life education, then this is in accordance with the ideals and desires together between all caregivers and administrators in the boarding school al-amien prenduan sumenep.⁹

The value of democratic education has several principles including; a. Freedom, where the santri are free to make a choice of a thing without any pressure from any phak but must be based on good Islamic religious values. b. Similarly, students from various regions in Indonesia must use the language of instruction, namely Indonesian, Arabic and English in order to establish good communication. c. Solidarity, where santri who have different ethnicities, cultures and races despite having different views must still attach importance to common interests or must have a sense of harmony between one santri with another.

2. Value of Justice Education

Justice education is a condition of ideal truth forml about everything related to people and things. In the neighborhood of al-amien prenduan sumenep boarding school, all teachers and students are required to have justice value both in the formal education process and in extracurricular education. As with the values of justice in correcting the questions of semester exam time, it is fair to give a sanction to students who violate the rules of the cottage and adi in carrying out the stewardship and responsibility given by caregivers to help become administrators in the boarding school al-amien prenduan sumenep.¹⁰

Islam strongly upholds the education of justice in all aspects of life. Justice is the key word of Islamic teachings. Every Muslim has the same rights and obligations, the same rights and punishments for everything they do or do. As a believing Muslim, we are led to always uphold the truth according to allah's command. Justice must be served to create peace, peace, foster a sense of satisfaction, security, strengthen the ropes of brotherhood and also to be a person who believes and fear Allah Swt.

3. The value of Tolerance Education

Tolerance education is a trait that is faced with airy chest, big spirit, broad understanding and does not impose one's own will. This tolerance is also owned by the students of al-amien prenduan who are willing to accept the differences that exist to the various cultures that are owned by colleagues and teachers in this boarding school. With the value of tolerance education, teachers and students can accept differences by creating a harmonious and peaceful environment. Tolerance is a principle that exists in Islam, because it can create harmony between all its inhabitants. Islam has warned against imposing a will of its own sign of will with others.¹¹

Tolerance education is also an education that emphasizes unity that values the culture owned by others. So that it creates a good cooperation and not fanatical with the culture, tribe and race that it has but prioritizes a union with each other. One compactness in a group or one classroom although consisting of different areas.

⁹ Muhammad Idris Jauhari, *Pondok Pesantren Al-Amien Dalam Lintas Sejarah*.

¹⁰ MA. Achlami HS, "Internalisasi Kajian Kitab Akhlak Tasawwuf Dan Pendidikan Karakter Di Pesantren Al-Hikmah Bandar Lampung," *Analisis: Jurnal Studi Keislaman* 18, no. 1 (2018): 39–54, <https://doi.org/10.24042/ajsk.v18i1.3302>.

¹¹ Galuh Dwi Purwasih, "Penanaman Nilai Pendidikan Multikultural Pondok Pesantren Di Kabupaten Tulungagung," *Akademika : Jurnal Pendidikan* 2, no. 1 (2019): 112–23.

Discussion

Implementation of Multicultural Education at Pondok Pesantren Al-Amien during the Covid-19 Outbreak

The covid-19 pandemic has hit Indonesia, this has a huge impact from various sectors be it educational, economic, social and cultural. Education is an important priority because it is a very decisive part of the development of lifestyle in Indonesia from year to year.¹² Because for all the contributions of intellectuals who then Indonesia continues to advance and have a great dedication to the development of the lives of its people. With the Covid-19, scholars are required to update the system of education implementation model both using the blended learning education model. This also happens in Islamic educational institutions, especially in boarding schools. Pesantren who have been applying education that must be their students intuk settled in pesantren, it turns out there are some pesantren that do not require mukim in the hut because of the covid-19 disease.¹³ But in the boarding school al-amien prenduan sumenep still carry out education by conducting education face-to-face. Even still resettle his students in the boarding school al-amien prenduan sumenep while maintaining health protocols.

Multicultural education is an integral part of the impact of covid-19. The multicultural education habits applied in al-amien prenduan sumenep boarding school after covid-19 are as follows:

1) Prayer activities and reciting the Qur'an

One of the steps to achieve a good multicultural education in this al-amien prenduan boarding school is to oblige all residents of pesantren to pray in congregation actively. Both the leader of the caretaker of the cottage, the deputy caretaker of the boarding school, the teachers, the caretakers and the students. This reflects that the educational value of justice is applied.¹⁴ So that there is no mutual social jealousy between one another. Thus created a conducive and harmonious atmosphere between all residents in the boarding school al-amien prenduan sumenep.

2) Regional Consulate Parade Activities

The regional consulate parade is an annual activity ahead of the anniversary of Indonesia's Independence Day or what we know as August 17. Usually this consulate parade consists of appearances of customs owned by the respective santri area. This is done for the creation of a value of tolerance education. So that students can see and understand the traditions, cultures, tribes and races that exist in each region so as to reflect the spirit of democracy and solidarity between one and the other.¹⁵ The parade activities of the regional consulate also continued to take place from the santri into the al-amien prenduan boarding school until later becoming alumni, because this was an activity so that the students remained solid until they became gratuarts of al-amien prenduan boarding school.

3) Activities of Santri Interest Group

There are several activities of interest groups of students in al-amien prenduan both in the development of Arabic and English language, education, culture and sports. This is used as a form of inseparable part with the implementation of multicultural education in al-amien prenduan sumenep boarding school.

¹² Jaja Suteja, "DAMPAK POLA ASUH ORANG TUA TERHADAP PERKEMBANGAN SOSIAL-EMOSIONAL ANAK," *AWLADY: Jurnal Pendidikan Anak*, 2017, <https://doi.org/10.24235/awлады.v3i1.1331>.

¹³ Fidyah Faramita Utami et al., "Guru Tua: Jurnal Pendidikan Dan Pembelajaran," *Guru Tua: Jurnal Pendidikan Dan Pembelajaran* 3, no. 2 (2020).

¹⁴ Nujumuddin, "PENINGKATAN KINERJA GURU MADRASAH (Studi Di MI Nurul Muhsinin Desa Batujai) PENDAHULUAN Dalam Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 Pada Pasal 3 Yaitu " Pendidikan Nasional Berfungsi Mengembangkan Kemampuan Dan Membentuk Watak Ser," *Jurnal Penelitian Keislaman* 15, no. 1 (2019): 1–13.

¹⁵ Nelly Marhayati, "Peran Tasawuf Terhadap Masyarakat Modern" 19, no. 2 (2019): 297–320.

This santri interest group is not limited by the existence of per-region travel and all blend into a unity that accepts differences and similarities from various regions by upholding the value of freedom carried out with the management of deliberation between each member.

4) Al-Amien Institute of Applied Psychology (eL-psikA)

Al-Amien Institute of Applied Psychology (eL-psikA) is the latest division under the auspices of the Bureau of Education and Culture. The institution pioneered by K. Bagus Amirullah Khaliq, M.Sy. and Mrs. Nazlah Hidayati, M.Psi is an institution engaged in applied psychology services, especially psychological consultation for all students in the pondok Pesantren Al-Amien educational institution.

The eL-PsikA institution was established and formed with the aim of being a means and forum for psychological consultation and counseling for santri / wati. In a broader context, in addition to santri, eL-psikA can also be accessed by the entire Al-Amien extended family, including teachers, graduates.¹⁶

Therefore, eL-PsikA is expected to help overcome the psychological problems of all residents of the cottage, especially santri / wati and help functional teachers (homeroom, shof guardians, musyrif, mutsaqqif, musahhil) in conducting optimal coaching for members. In addition, eL-PsikA is also expected to be able to form healthy behavior of santri individually or in groups, so that the vision of Islamic education can be achieved.

Conclusion

From some of the above explanations, it can be a conclusion as follows:

First, that multicultural education is an education that is applied to create respect and respect for the culture, customs, tribes and races owned by a group of people who are members of other communities.

Second, there are three values of multicultural education applied in pondok pesantren al-amien preduan sumenep, namely democratic education, justice education and tolerance education.

Third, the application of multicultural education in al-amien preduan boarding school during the covid-19 period through worship prayer activities and reading the Qur'an, regional consulate parade activities, santri interest group activities and the existence of Al-Amien Applied Psychology (eL-psikA) institution.

As for the suggestions and expectations that can later be considered for further research or even for the manager of the boarding school as follows: first, to always provide excellent service to the pre-santri so as to create a harmonious environment between one and the other. Second, do a good controversy for the managers so that there is no unwanted difference. Third, always adorn in every teacher, manager and student the values of tolerance, democracy and good responsibility.

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¹⁶ Ahmad Saefudin and Fathur Rohman, "Pendidikan Multikultural Di Pondok Pesantren Syi'ah (Studi Kasus Di Pondok Pesantren Darut Taqrib Jepara)," *Jurnal Ilmiah Didaktika* 19, no. 1 (2018): 50–68.

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