

MULTICULTURAL EDUCATION IN PRIVATE UNIVERSITIES STUDY AT NAHDLATUL WATHAN UNIVERSITY MATARAM

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ABSTRACT

This research is motivated by the existence of various kinds of ethnicities, religions, ethnicities, races and cultures in Indonesia. Diversity becomes a social force to build the strength of the nation. Conflicts that occur in several places in Indonesia as an illustration, how diversity can give birth to violence and defeat and unrest, especially in the world of education in universities. Therefore, multiculturalism education is important to be developed by UNW Mataram because UNW Mataram is a swatsa university located in the heart of the city of Mataram and was founded by national pahlwan, its presence as a private university to provide opportunities for all generations of nations of different races, tribes and religions to continue their education, UNW Mataram has the obligation to pay attention to multicultural matters in this university so that it is intertwined peace and success for the entire academic community. This study shows that the implementation of multicultural education at UNW Mataram runs well by adopting an inclusive learning approach, Enriching the curriculum with multicultural issues, Supporting and facilitating multicultural activities and organizations, Building partnerships or MOUs with government agencies, as well as private and universities within the region and abroad.

Keywords: *Education, Multiculturalism, Higher Education*

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INTRODUCTION

Education is a stage that connects different levels of society, creates equal opportunities, and maximizes individual potential. Through education, it is hoped that all differences can be minimized, citizens from various backgrounds including those with disabilities, gender, and social status can explore their potential optimally. Even so, reality shows that education is still not able to fully achieve these goals. However, true education is one that is able to recognize and appreciate diversity, accommodate all possibilities, and understand heterogeneity in aspects of ethnicity, nation, and religion.

The last few decades have been faced with several conflicts based on differences, be it religious, ethnic or cultural differences. In this case, religious education is considered to have failed in carrying out one of its roles, namely realizing an Indonesian society that can create harmony and peace (Alkindy, 2021). One of the factors for the failure of religious education is the lack of inculcation of educational values that have a multicultural spirit. Thus, efforts towards instilling the values of multicultural education in educational institutions are non-negotiable, including in universities. Education is basically a tool for unifying the nation, equalizing opportunities, and developing one's potential to the maximum (Andaryuni, 2014). And this is the way to unify the perception that one order of life exists to bring about peace.

Nahdlatul Wathan University (UNW) is one of the universities in Indonesia that has a commitment to implementing multicultural education. The college was founded by TGKH. Muhammad Zainuddin Abdul Madjid is a national hero and founder of an Islamic organization that has a wide follower base in various regions in Indonesia. UNW Mataram is a higher

education institution that has currently implemented the cultivation of multicultural educational values for its students. The multicultural approach at UNW aims to create an inclusive educational environment, respecting the diversity of cultures, religions, and social backgrounds of students.

The multicultural approach at UNW emerged in response to the increasingly diverse demands and social changes in Indonesia. The country has a rich diverse culture with dozens of tribes, languages, religions, and traditions. UNW recognizes the importance of preparing its students to live and interact in a multicultural society. Looking at some cases that occur such as discrimination, it was revealed from the results of the Kompas Research and Development (R&D) poll, some time ago. Outside of the poll, some students from various universities who submitted their opinions to the Kompas MUDA rubric admitted that there was inappropriate treatment.

For this reason, multiculturalism education is very worthy of introduction. Multiculturalism education emerged as a solution to public dissatisfaction with the education system that has been run. Multiculturalism education has a philosophical foundation, namely accommodating gaps in education, culture, and religion. These three things have an interrelated orientation that boils down to humanity. This is in line with one of the orientations of multicultural education, namely humanity.

Educational institutions, especially universities, are one of the educational institutions that have a strategic responsibility and role in developing multicultural education. This is because universities produce and produce great scholars who will continue the estapet of leadership in this country. Based on observations, behaviors that intersect with the values of multiculturalism often occur, for example language culture.

All elements of the NW University academic community come from different tribes, religions, so that the language culture used follows the existing tribal communities. The Sasak tribal community in communicating using Sasak language, or the Sumbawa, Bima, Dompu and Javanese communities use their respective tribal languages in communicating. Even this tribal language style is also sometimes spoken by some lecturers when teaching. In addition, differences in religious understanding also color the paradigm of thought of lecturers and students who are motivated by Islamic organizations that are followed, for example religious understanding between NU, Muhammadiyah and Salafi groups and even religious understanding that can be classified as adherents of radical Islam which can be seen from physical appearance, not to mention the existence of non-Muslim lecturers, students of different religions is a challenge in realizing values multicultural itself.

This diverse phenomenon will certainly raise questions about the sense of community, whether it can be harmoniously intertwined or can compartmentalize them. As an Islamic university, NW University is required to be able to mediate various problems related to the values of multiculturalism. This is as hinted at in the teachings of Islam itself, namely about the value of al-Musyawa (equal rights). This is an interesting topic in this study, namely how multicultural education at the University of NW.

The focus of this study is How is the implementation of multicultural education at Nahdlatul Wathan University?, How is multicultural education for Nadhlatul Wathan University students? And what is the multicultural curriculum on learning at Nadhlatul Wathan University?

METHOD

This study used a qualitative research approach. According to Sugiyono (2016), qualitative research is a research method used to examine the conditions of natural objects, and the researcher himself as the key instrument, data collection techniques used with train regulation, the data obtained tend to be qualitative data, the data analysis is inductive or qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena and find hypotheses.

RESULTS AND DISCUSSION

Education is a conscious and planned effort to realize and develop one's potential to have religious spiritual strength, self-control, personality, noble character and skills needed by himself, society, nation and State (Pristiwanti et al., 2022). And the term "Multicultural education" encompasses both descriptive and normative aspects related to issues in a multicultural society. At the descriptive level, multicultural education covers themes such as tolerance, ethno-cultural and religious differences, the dangers of discrimination, conflict resolution and mediation, human rights, plurality, universal humanity, and other relevant subjects. In addition, multicultural education also involves consideration of educational policies and strategies in a multicultural society.

Multicultural comes from two words namely Multi and Kultul, multi means many and kultul means culture (Yaqin, 2021). According to experts about the definition of multicultural education as follows:

According to James A. Banks (2002: 14), in furqon Multicultural education is a way of looking at reality and a way of thinking, and not just content about diverse ethnic, racial, and cultural groups (Furqon, 2020).

According to UI Sociologist Parsudi Suparlan (2002: 17) in wulandari stated that Multiculturalist Education is education that is able to be a binder and bridge that accommodates differences including differences in ethnicity and ethnicity in a multicultural society (Wulandari, 2020).

Azyumardi Azra (2000: 20) in amin defines multicultural education as education for or about cultural diversity in response to changes in the demographics and culture of a particular community environment or even for the sake of the whole. According to Hariansyah: viewed from a psychological point of view, explaining that multicultural education views humans as having several dimensions that must be accommodated and developed as a whole human humanity is basically a recognition of plurality, heterogeneity, and human religion itself. Religion can be in the form of ideology, religion, paradigm, mindset, needs, desires, and intellectual level.

Meanwhile, Bikhu Parekh in baharun defines multicultural education as "an education in freedom, both in the sense of freedom from ethnocentric prejudices and beases, and freedom to explore and learn from other cultures and perspectives" (Baharun, 2016).

In this description, there are important things in multicultural discourse in education, namely identity, openness, cultural diversity and social transformation. Identity as one element in education presupposes that students and teachers are individuals or groups that represent a certain culture in society.

The idea of the concept of multicultural education became a global commitment as recommended by UNESCO in October 1994 in Geneva. There are at least four messages in the recommendation, namely: (Suharno, 2021)

1. Education should develop the ability to recognize and accept the values inherent in personal, gender, societal and cultural diversity and develop the ability to communicate, share and cooperate with others.
2. Education should strengthen one's identity and encourage the convergence of ideas and solutions that strengthen peace, fraternity and solidarity between individuals and communities.
3. Education should improve the ability to resolve conflicts peacefully without violence.
4. Education should promote the development of peace in the minds of learners, so that they are able to build the qualities of tolerance, patience, willingness to share and nurture more firmly.

According to Iis Arifudin, there are several approaches in the multicultural education process, including the following: (Arifudin, 2007)

First, a paradigm shift in viewing education with schooling or multicultural education with formal school programs. Second, avoid views that equate culture with ethnic groups. In the context of multicultural education, this approach is expected to inspire the authors of multicultural education programs to eliminate the tendency to view students stereotypically according to their ethnic identity and will increase the exploration of a greater understanding of similarities and differences among students from different ethnicities. Third, since competency development in new cultures usually requires initiative interaction with people who already have competence, it can be seen more clearly that efforts to support ethnically segregated schools are the antithesis to the goal of multicultural education. Maintaining and expanding group solidarity is hindering socialization into the new culture. Fourth, multicultural education increases competence in several cultures. Fifth, multicultural education both in school and outside school increases awareness in several cultures. This approach raises awareness of multiculturalism as a human moral experience. This awareness means that multicultural education has the potential to avoid dichotomies and develop better appreciation through cultural competencies that exist in students.

Multicultural education is based on the assumption that each individual has a unique identity, history, environment, and life experiences. Differences are the most important and authentic element of each individual, which distinguishes him from others. Teaching and learning activities not only aim to gain an understanding of the material of science broadly but also to enable each student to experience the learning process and life in the classroom and educational environment personally.

In this context, lecturers or teaching staff are no longer considered as the only and most important in the learning process who have complete knowledge and skills. In contrast, effective and productive educators are those who are able to create situations where each learner can learn in a way that is unique to them. The classroom is not a place to disguise personal identity, but to increase the chances of each learner to actualize themselves.

Multicultural at UNW Mataram

Basically, multicultural education is in line with the purpose of education itself, yaitu produces students not only developing themselves in mastering science, technology but also being able to develop universal values as social beings. And the root of the word multiculturalism is culture. Etymologically, multiculturalism is formed from the words multi, culture, and ism. In essence, the word contains recognition of the dignity of people living in their communities with their own unique cultures (Khairuddin, 2018).

According to Rakinaung, multiculturalism is a term used to describe views on the variety of life in the world, or cultural policies that emphasize the acceptance of diversity, diversity, plurality, as the main reality in people's lives regarding values, socio-cultural systems (RAKINAUNG, 2023). Multiculturalism is an approach that replaces universalism and which introduces ethnicity unnecessarily and unhelpfully into the civic realm that is, 'civil society (May, 2012). Multiculturalism is an approach that replaces universalism and that introduces unnecessary and unsupportive ethnicity into the area of civic concern or activity. In the same view developed by Steinberg: The concept of multiculturalism is a multicultural position to respond racial, socio-economic class, gender, language, culture, sexual preference, and disability-related diversity (Steinberg, 2009). The concept of multiculturalism is a multicultural position to answer differences related to race, socio-economic groups, gender, language, culture, gender, and disability.

Therefore, each individual feels valued and responsible to live with his community. Feeling comfort and freedom without having to blame or extort oneself the greatest, The denial of a society to the need to be recognized (politics of recognition) is the root of all inequality in various areas of life. Multiculturalism is an understanding that emphasizes the gap in local culture without neglecting the rights and existence of existing cultures. In other words, the main emphasis of multiculturalism is cultural equality.

Multiculturalism is a concept in which a community in the context of nationality can recognize diversity, differences and cultural diversity, both race, ethnicity, ethnicity, religion, and so on. A concept that provides an understanding that a plural and plural nation is a nation filled with diverse cultures (multicultural) (Dewi, 2020). And a multicultural nation is one in which existing ethnic and cultural groups can coexist peacefully under the principle of co-existence characterized by a willingness to respect other cultures.

From some of the views above, it can be understood that in recognizing and respecting the diversity of cultures, religions, tribes, and languages within UNW Mataram, several steps have been taken:

1. Inclusive policies and values: UNW Mataram has policies and values that emphasize recognition and respect for diversity. This can be reflected in the mission, vision, and policies of institutions that affirm their commitment to multicultural and inclusive education.
2. Inclusive curriculum development: UNW Mataram has been able to develop a curriculum that reflects cultural, religious, ethnic, and linguistic diversity. This can

involve adding content that includes perspectives and contributions from different cultures and groups, as well as considering the needs and interests of diverse students and this is seen in several faculties such as the Faculty of Health Sciences, Faculty of Agriculture, Faculty of Animal Husbandry and FKIP.

3. Holding multicultural events and activities: UNW Mataram holds many events, seminars, workshops, and other activities that celebrate the diversity of cultures, religions, tribes, and languages. These can include cultural festivals, intercultural conferences, panel discussions on multicultural issues, and art performances representing various cultural traditions and this is often done by the Faculty of Letters, FKIP and F.Agama Islam.
4. Staff training and professional development: The academic and administrative staff at UNW Mataram conduct training and professional development that promotes mutual understanding, appreciation, and competence. This may include training on cultural sensitivity, inclusive teaching strategies, and cross-cultural communication.
5. Inclusive facilities and support: UNW Mataram has provided facilities and support services that support cultural, religious, ethnic, and linguistic diversity. These include prayer rooms, student groups and cultural organizations, cross-cultural counseling, and services needed by students.
6. Expanding collaboration with the community: UNW Mataram has established partnerships with local communities and cultural organizations to expand the student learning experience beyond campus. This could include field trips to historical sites, participation in multicultural community service projects, or cultural exchange programs.

By implementing these measures, UNW Mataram can create an inclusive environment and encourage recognition and appreciation of cultural, religious, ethnic, and linguistic diversity among students, staff, and the college community.

Multicurricular Education for Students

When traced to Islamic educational institutions, it turns out that the basic concept of multicultural education was found, namely when al-Ma'mun became the caliph (813-833 AD) of Bani Abbas in Bait al-Hikmah, the first Islamic higher education institution built in 830 AD by the caliph al-Ma'mun (Saihu, 2018).

The following can clearly illustrate the basic concept of multicultural in the institution of Bait al-Hikmah:

1. The values of freedom of expression, openness, tolerance, and equality can be found in the process of collecting manuscripts and translators of science books from Greece to

complement the institution of Bait *al-Hikmah* Education founded by al-Ma'mun. Al-Ma'mun has granted freedom of expression, openness and equality to Muslim and non-Muslim scholars and given equal credit to both groups of scholars in shaping the high price of translators equivalent to the weight of gold.

2. Ethnic, cultural and religious differences are not an obstacle to translation. To translators who have cultural and religious ethnicities, including Abu Sahl Fazhl ibn Nawbakht (Persian), Yuhana ibn Masuya (Syrian), Qutha ibn Luqa (Christian Yocabite), Abu Bisr Matta ibn Yunus (Nestorian Christian).

The development of science and civilization which became the peak milestone of Islamic civilization of the golden age in Islam was caused by existing Islamic educational institutions that had applied the concept of multicultural-based education. Actual multicultural values were developed at that time

From the above understanding, the author tries to see from several sides to ensure equal access and educational opportunities for students from various cultural backgrounds at UNW Mataram to find data as recorded after the interview results, here are some steps taken by UNW Mataram.

1. UNW Mataram adopts an inclusive admissions policy, which ensures that students from different cultural backgrounds have equal opportunities to enter the college. This means eliminating discrimination based on cultural origin, religion, ethnicity, or language. And this is in line with Law Number 40 of 2008, namely All citizens simultaneously have a position in the law and are entitled to protection against every form of racial and ethnic discrimination.
2. Financial support: Private universities can provide financial aid, scholarships, or other financing schemes to students in need. This helps ensure that students from different cultural backgrounds have equal financial opportunities to access higher education.
3. Preparation and support programs: UNW Mataram may organize special preparation programs or academic support programs for students from underrepresented cultural backgrounds or with different educational experiences. It helps reduce gaps in academic preparation and provides equal opportunities for success in college by awarding KIP College Scholarships, Rector Scholarships, Hero Scholarships and Tahfidz Scholarships.
4. Coaching and mentoring: A coaching and mentoring program is conducted by UNW Mataram to provide personal and academic support to students from various cultural backgrounds. Mentors can help students overcome challenges they may face and help them reach their optimal academic and personal potential and this is done by special

teams such as the scholarship monitoring team, boarding student development and the Faculty team.

5. Inclusive learning environment: UNW Mataram has created an inclusive learning environment, where all students feel welcome, valued and supported. It involves eliminating stereotypes, discrimination, or behavior that is detrimental to students from different cultural backgrounds. The provision of diversity-friendly facilities and services is also important and even provides free housing facilities for economically disadvantaged students.
6. Policy evaluation and monitoring: UNW Mataram continues to improve and conduct regular evaluations and monitor policies and programs that have been implemented to ensure that equal access and educational opportunities continue to be improved. The collected data and information can help in identifying and overcoming obstacles that may still exist.

By taking these steps, UNW Mataram can reduce access gaps and provide equal educational opportunities for students from diverse cultural backgrounds, thus creating an inclusive and diversity-embracing environment.

Multicultural Curriculum at UNW Mataram

Multicultural learning with other subjects emphasizes intercultural understanding, mutual recognition cooperation, respect for other cultures, nationalism and patriotism. Strengthening multicultural to build the nation's character (Purnama, 2021). The purpose of multicultural education is to encourage each student to become aware of his culture, have a holistic understanding and be able to appreciate other cultures, participate in one or more cultures, and be responsible for maintaining them.

From the above understanding, the author gets some notes on curriculum development carried out at UNW Mataram which reflects the diversity of culture and thought in the courses taught at UNW Mataram, here are some of the steps taken:

1. Consult with experts and stakeholders: Involve experts in the field of multicultural education, subject experts, and other stakeholders (such as students, lecturers, and the community) in the curriculum planning process. By listening to different views and experiences, you can ensure that perspectives and contributions from different cultures and thoughts are reflected in the curriculum.
2. Identification and value of cultural and thought contributions: lecturers-doesn't be asked to identify the elements of culture and thought that are important and relevant to each subject. This could include case studies, literary works, scientific discoveries, or

- philosophical thoughts from different cultures. Value this contribution as an integral part of learning and integrate it into the curriculum.
3. Add cross-cultural perspectives in learning: doesn't be asked to plan and add learning materials that introduce cross-cultural perspectives in subjects. This can include reading materials, videos, case studies, or discussions that highlight relevant experiences, contributions, and issues from different cultures.
 4. Encourage inclusive participation and interaction: UNW Mataram has facilitated discussion and collaboration in the classroom that encourages participation from students from different cultural backgrounds. Support critical thinking, exchange of ideas, and appreciation of dissent. Through inclusive interactions, students can enrich their understanding and appreciation of cultural diversity and thought.
 5. Offer subjects that are specific to culture and diversity: this is done for students and campus organizations in building cooperation as was done a few months ago student collaboration with cultural figures and gave birth to a great desire from students to plunge into certain locations in learning culture.
 6. Continuous updating and evaluation: UNW Mataram regularly updates the curriculum to reflect developments in cultural, religious and thought diversity. Continuous evaluation of the curriculum's conformity to inclusive goals is also important. Use feedback from students, lecturers, and other stakeholders to improve the curriculum on an ongoing basis, this is done for the convenience obtained by students and especially students of other faiths.

By taking these steps, UNW Mataram can develop an inclusive curriculum that reflects the diversity of cultures and thought.

CONCLUSION

Importance of recognition and appreciation of diversity: UNW Mataram recognizes and values the diversity of students and staff from various cultural, religious, ethnic, and linguistic backgrounds. This is how to respect the rights of individuals to maintain their cultural identity and build strong bonds between those communities.

Equality of access and opportunity: Multicultural education at UNW Mataram is able to encourage equal access and educational opportunities for all students regardless of their cultural background. Institutions must ensure that there is no discrimination in the process of selection, admission, and awarding of scholarships.

Inclusive curriculum: Private universities should develop curricula that reflect the diversity of cultures and thought that exist in society. This involves incorporating diverse content in

subjects, including works by authors from different cultures, as well as promoting a deep understanding of different perspectives and life experiences.

Staff training and development: UNW Mataram provides appropriate training and development for academic and administrative staff to understand, respect, and serve students from different cultures. This includes increased awareness of stereotypes and prejudices that may affect interactions on campus.

Inclusive learning environment: UNW Mataram is able to create an inclusive learning environment, where all students feel welcome, valued, and supported. This can be achieved by holding activities that promote intercultural dialogue, organizations and clubs representing different groups, as well as offering support services that take into account the needs of individuals from diverse backgrounds.

Collaboration and partnership with the community: UNW Mataram establishes collaborations and partnerships with private and public universities within the region, outside the region and even abroad, this is all done to promote multicultural education. And this can involve working with institutions or organizations that have expertise and experience in managing cultural diversity, as well as providing opportunities for students to engage in off-campus activities involving multicultural communities.

With these efforts, private universities in general can become inclusive educational centers, providing an environment that embraces diversity and preparing students to become knowledgeable, culturally sensitive, and able to interact with people from different backgrounds.

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