

Curriculum Management and Development of Multicultural Values Based Learning on State Madrasah Tsanawiyah 15 Boyolali

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ABSTRACT

This study aims to analyze curriculum management and learning development based on multicultural values at MTsN 15 Boyolali as an effort to improve and develop the institution. This research uses field research with qualitative case studies at MTsN 15 Boyolali. The data collection method used in-depth interviews and documentation with research subjects namely the Principal, Deputy Head of Curriculum, and several teachers at MTsN 15 Boyolali. Data analysis was carried out using a flow model, namely data reduction, data presentation and data verification. The results showed that curriculum management and learning development based on multicultural values at MTs N 15 Boyolali had been implemented by taking into account three main components, namely: 1) planning, 2) implementation, and 3) evaluation/supervision. although there are still things that need to be addressed and implemented, such as teachers who lack innovation and the literacy power of teachers about multiculturalism is still weak. So that it requires cooperation from all parties through curriculum management, both from foundations, school principals, teachers, and other parties involved. All of this also needs to be supported by proper education both internally and externally.

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1. INTRODUCTION

The necessity of pluralism and multiculturalism will be understood well by students if the traditional learning process is practiced professionally and proportionally (Marfuah & Mulyoto, 2021). The necessity of pluralism and multiculturalism in the context of education for students in the madrasas concerned also comes from religion or at least the same religious expert as them. Here, the professionalism and proportionality of teachers who teach religion are emphasized (Savolainen, Timmermans, & Savolainen, 2018). In addition to the aspect of professionalism, in the context of pluralism and multiculturalism education, teachers are also advised to have special methodological

tools, both psychologically, philosophically, and sociologically (Sutjipto, Wibowo, & Hastutiningsih, 2017).

Lately, we often encounter violence in our education world. The violence is in the form of verbal and non-verbal. In this case, the students who often become victims of violence are students (A. M. Amin, 2021). For example, the violence that befell students at SMAN 4 Wira Bangsa Meulaboh, Aceh1, and SMAN 3 Jakarta. Even more fatal violence befell the students of SMAN 7 Ternate 3 and died. The discrimination is ironic because it occurs in schools (Idris & Zulaeha, 2017).

Schools as educational institutions should be places of learning that are comfortable for students and far from acts of Discriminatio (Efendi & Lien, 2021). For this reason, schools as educational institutions must reform their education system for the better. The curriculum as the most important component in education must be a pioneer in upholding prejudice, justice, and human rights (Idris & Zulaeha, 2017). A curriculum is a principle that uses the cultural diversity of students in developing philosophies, missions, goals, and components of the curriculum as well as the student learning environment so that students can use their culture to understand and develop various insights, concepts, skills, values, attitudes, and expected morals (Supriyanto, 2022).

Multicultural education provides appropriate representation in school curricula for groups that were previously marginalized or excluded because of gender, class, race, or sexual orientation (Sutjipto et al., 2017). Public schools should be places where students hear stories from different groups (S. Amin, Gibson, & Bines, 2021). The curriculum must present the perspectives of women as well as men, the poor as well as the rich, and must celebrate the heroism of not only conquering generals, but also those who triumph in the struggles of everyday life (Banks, 2015).

Multicultural education supports democratic principles of social justice (Cherng & Davis, 2019). The important concern here is that this approach takes away the importance of variables such as culture, more precisely, emphasizes the comparative approach which uses similar measures to compare men and women, children of different ages or ethnic groups, etc (Fatoni & Turmudi, 2018).

Multicultural education provides a glimmer of hope in overcoming various societal upheavals that have occurred recently, considering that multicultural education is education that always upholds values, beliefs, heterogeneity, plurality, and diversity. In another dimension, multicultural education is curriculum development in educational activities to enter various views, histories, achievements, and concerns for people from other ethnicities (Asiah et al., 2022).

Multicultural education is an approach to teaching and learning based on democratic values and beliefs and sees the social diversity and independence of the world as part of cultural pluralism (Saeful et al., 2022). Multicultural and education are a series of words that contains essence and consequences that cannot be separated. In multiculturalism, there are study materials that form the basis for implementation both of which are equally important (Paul-Binyamin & Haj-Yehia, 2019). In education, there are cultural foundations and roots extracted from the cultural values of the community (S. Amin et al., 2021).

Meanwhile, multicultural values need to be instilled within the scope of educational institutions or schools, because Indonesia is a multicultural country (Shobron, Amrin & Rosyadi, Imron, 2020). environment and a sense of loss of humanity to always respect the rights of others (Nikawanto, 2021).

A series of problems that arise in the Environment The school happened because the students' morals were bad so they had not been able to accept the diversity that was happening around them. So it is very important to do the formation of religious character through education of multicultural values in students (Yanthy Herawati, Hedy Ramadhan, 2020). Therefore, a series of curriculum management processes and the development of multicultural-based learning need to be carried out as an effort to educate multicultural values in the formation of religious character in students in the school Environment (Mo'tasin, 2018). This effort is realized through madrasa education because it is through education that can shape the basic, intellectual and emotional character of students in seeing the reality around them. This can be interpreted that education is a process of transmitting culture and at the same time learning social norms (Baidi, Hedy Ramadhan Putra, & Junaidah, 2020).

MTs Negeri 15 Boyolali is one of the madrasas located in the Boyolali area, which prioritizes multicultural-based education, because this MTs is located in a pluralistic environment, a mixture of Muhammadiyah, NU, LDII and MTA organizations, all of which are in the madrasa environment. How is MTs Negeri 15 bridging the existing differences, and trying to provide the best education services in the midst of the diversity that arises by prioritizing the local culture of each student.

Thus, researchers want to see how the implementation of curriculum management and learning development is based on multicultural values at MTsN 15 Boyolali. This study aims 1) to determine the implementation of curriculum management based on multicultural values at MTsN 15 Boyolali 2) Development of multicultural values-based learning at MTsN 15 Boyolali 3) What are the problems in implementing curriculum management and developing learning based on multicultural values at MTsN 15 Boyolali.

2. METHODS

This study uses a qualitative research approach with a field research approach with a case study at MTsN 15 Boyolali. Methods of data collection using in-depth interviews and documentation. The research subjects are the Principal, Deputy Head of Curriculum, and several teachers at MTsN 15 Boyolali (Lexy J. Moloeng, 2011).

Data collection methods, namely 1) in-depth interviews with school principals, waka curriculum, and teachers of MTsN 15 Boyolali related to the implementation of curriculum management and the development of learning based on multicultural values. 2) Documentation by searching for data from important documents, pictures, and so on related to the implementation of multicultural education at MTsN 15 Boyolali. The data analysis was carried out using a flow model, namely data reduction, data presentation, and data Verification (Sugiyono, 2018).

3. FINDINGS

Implementation of Curriculum Management Based on Multicultural Values

Findings from interviews conducted by researchers in May 2021 through direct interviews with the Principal (AR), Waka Curriculum (RF), and three teachers (SR, NK, and ML) can provide a complete picture of the implementation of values-based curriculum management. multiculturalism at MTsN 15 Boyolali. Curriculum management based on multicultural values at MTsN 15 Boyolali involves three aspects which include 1) planning, 2) implementation and 3) evaluation of the results that have been achieved so that they can be implemented and reflected in the behavior of students.

Regarding multicultural subjects, it is stated that there is no such subject at MTsN 15 Boyolali, but it is integrative as revealed in the following interview results. Based on the results of an interview with the Head of MTsN 15 Boyolali, Mr. AR, who stated that related to the curriculum, there were no special multicultural subjects at MTsN 15 Boyolali, but by integrating these multicultural values into various existing subjects, as he conveyed:

"In our madrasa specifically there are no multicultural lessons, but our practice is integrated with the various subjects given to students". This is important because multicultural values are basic values that must be imparted to our students".

A similar statement was also conveyed by the Vice-principal for curriculum RF:

"In our school, there are no multicultural subjects, but we ask the teachers to integrate these materials into each of their subjects. Thus, these multicultural values become colors in every existing folder".

In line with the statement above, several teachers also expressed the same thing that at MTsN 15 Boyolali there are no multicultural subjects:

"So far there has been no multicultural sample, but it is integrated with various subjects". (NK teacher)

"Until today, there is none at this school." (SK teacher)

"Until now there is no, it is still integrative in nature". (ML teacher)

The implementation of curriculum management in this madrasa so far still refers to the management of the institution in general, which includes planning, implementation, and supervision/evaluation. This was stated by the SK teacher:

"As far as I understand, curriculum management in this school is carried out in stages and consistently, starting from planning, implementing, and supervising by the principal."

Agreeing on the three statements above, Vice-principal for curriculum (RF) provides a more detailed explanation as follows.

"To strengthen the integration of multicultural values in each subject, teachers are given an understanding both directly and in writing regarding what multiculturalism is and how to implement it in the learning of each subject in the madrasa. The stages of curriculum management start from planning to evaluation/Supervision".

All of the above statements lead to a statement from the Principal of the Principal (AR) who gave a detailed explanation regarding the implementation of curriculum management at MTsN 15 Boyolali, as follows.

"Teachers at MTs N 15 Boyolali in implementing multicultural values-based learning have prepared to learn well, starting from planning, implementing and evaluating, they have been prepared at the beginning of the school year, for example making annual programs (prota), semester programs (promises) and lesson plans. (RPP) is prepared before learning is given to students. As a form of my responsibility, to ensure that the teacher understands and can integrate the subject matter with multicultural values, the RPP made by my teacher is supervised one by one, if it is appropriate, I will sign it, if it is not appropriate, I will return it for repair. return and must immediately be returned to me."

From the description above, it can be concluded that the implementation of curriculum management based on multicultural values at MTsN 15 Boyolali includes: planning, implementation, and evaluation/supervision. The details of the implementation are as follows.

a. Curriculum planning

As a technical step, teachers are given a special understanding of what multiculturalism is and how to integrate it into learning in their respective subjects. These plans are then documented in the lesson plans, Prota, and Promes subject for each teacher discussed in the madrasa work meeting which is expressed by the Principal (AR) as follows.

"In planning the learning program and curriculum of MTsN 15 Boyolali through a working meeting. The working meeting is held before the child enters school which is coordinated by the principal with administration and compiled by the teacher with reference to the vision and mission as well as the school's goals. the curriculum of the Ministry of National Education, namely the curriculum of two thousand and thirteen".

The same thing was also expressed by Vice-principal for curriculum (RF) regarding a series of planning in his learning, as follows.

"Teachers in carrying out their duties have prepared the instruments that will be needed in learning such as syllabus, annual program (Prota), semester program (Promes), and Learning Implementation Plan (RPP)".

In the technical implementation, teachers are asked to prepare lesson plans based on learning objectives based on multicultural values which will then be administratively supervised by the principal, as stated by the teacher SK, as follows.

"After we were given understanding and readings or reference books about multicultural values, we were asked to compile a lesson plan for each of our respective subjects and then we handed it over to the Principal for evaluation/supervision, if there are any that are deemed inappropriate, they are returned to us for review. repaired and returned".

The same thing related to the technical integration of multicultural values was also expressed by the NK teacher, as follows.

"Learning planning based on multicultural values in this school starts from strengthening multicultural understanding and then is prepared in planning, lesson plans, Prota whose contents are integrated with learning materials."

Agreeing with the NK teacher's statement above, the ML teacher also said the same thing.

"Learning planning here departs from the common perception of multiculturalism, as well as how to integrate it in the learning contained in the lesson plans, KI-KD."

Based on the results of the interviews above, it is illustrated that the curriculum planning was made by the principal and the teacher council at the work meeting of the teacher council at MTsN 15 Boyolali. Planning is prepared before children enter school, which is arranged in school work meetings, with curriculum development that inserts multicultural values into indicators on the syllabus then linked to seeing the vision, mission, and goals of the school. Thus the RPP, Prota, and Promes are prepared by integrating their multicultural values in each subject, and all plans prepared by the teacher are supervised by administrative supervision by the principal. If notes are still found or need improvement, the lesson plans, etc. will be returned to the teacher for repair.

b. Curriculum Implementation.

Implementation of multicultural values-based learning at MTs N 15 Boyolali in one week 24 hours with an allotted time of 35 minutes. In learning, all teachers do not discriminate between students. The Curriculum Guidelines for MTs N 15 Boyolali refer to the National Education Curriculum, namely the Two Thousand Thirteen (K13) Curriculum. The Learning Program Plan is made by each teacher by inserting multicultural values in the material to be taught by Core Competencies (KI) and Basic Competencies (KD).

As the answer from the Head of MTs N 15 Boyolali when asked by researchers on the implementation of curriculum management based on multicultural values:

"The lesson plans made by teachers must integrate the vision and mission of the madrasa, KI-KD subjects, and multicultural values so that all teachers are actively involved in instilling multicultural values in every learning in the madrasa environment."

In addition to integrating multicultural values with the vision and mission of the madrasa, Vice-principal for curriculum RF also added that the learning carried out varied greatly with the PAIKEM model, as he expressed as follows.

"In the implementation of learning management, teachers have been prepared at the beginning of the school year by using various learning methods and media with the PAIKEM (Creative and Fun Innovative Active Learning) model so that with this model learning will be successful and students will be more enthusiastic about learning."

Still related to the implementation of learning, the SK teacher explained that the basis of learning was RPP based on KI-KD which was equipped with teacher creativity in learning. In practice, learning activities will be regularly supervised by the principal which also involves senior teachers.

"The implementation of learning management based on multicultural values is carried out based on a lesson plan that has been prepared and approved by the principal. The implementation of the teacher is guided by the KI-KD that will be achieved and given creativity and innovation in learning, for supervision/evaluation carried out by the principal regularly, and involving senior teachers in its implementation."

The NK teacher's statement is also in line with the ML teacher's statement which provides an explanation that complements the NK teacher's explanation.

"The implementation of learning management in this school begins with curriculum management, so that the RPP, KI-KD are arranged, then proceed to the implementation of learning that refers to the RPP, KI-KD, so it takes creativity and innovation of teachers in"

learning, as well as periodic evaluations and follow-up actions. measured from the principal, vice-principal for curriculum, and senior teachers."

The SK teacher provides a more technical explanation regarding the technical implementation of the learning with more detailed examples.

"As for instilling multicultural values in curriculum development in students, we insert into the material that will be taught by KD related to KI 1 and KI 2, examples of models for developing multicultural values in the curriculum for grade 1 semester 2, an example of KD: memorizing QS Al Kautsar, now the multicultural values that I insert are the willingness to sacrifice contained in the Qur'an surah al Kausar, which has already explained the contents of the content of surah Al Kausar to students "

From the description above, it is clear that the implementation of curriculum management based on multicultural values at MTsN 15 Boyolali is carried out referring to the RPP Prota and Promes that have been prepared. Learning techniques with the PAIKEM model, teachers are given the flexibility to carry out learning and are supervised by the principal assisted by senior teachers.

c. Curriculum evaluation

In terms of evaluating the development of a multicultural values-based curriculum, the Head of MTs N 15 Boyolali was accompanied by Vice-principal for curriculum, and senior teachers conducted a comprehensive evaluation. Evaluation is carried out simultaneously, comprehensively, and continuously. Evaluation is not only during the implementation of learning but during planning, lesson plans, prota, and promissory notes. However, the Principal and Vice-principal for curriculum in evaluation not only provide an assessment but also provide notes, and input both verbally and in writing to each teacher who still finds deficiencies that need to be corrected. They are also open to being a place for consultation and sharing for teachers.

In addition, the Principal of AR also provides an open space for teachers to improvise in developing learning, as stated by Mr. AR:

"To optimize the planning of a multicultural-based education curriculum, including administrative supervision and class observation, monitoring and sharing by providing criticism or input to teachers who have not implemented learning programs."

Vice-principal for curriculum RF also provided additional explanations regarding the supervision process as a medium for evaluating teacher learning.

"Learning evaluation is carried out through supervision carried out by the principal which is then followed up through ongoing mentoring and direction."

Likewise, the NK teacher gave a more detailed explanation regarding the model and supervision technique as a suggestion for evaluating teacher performance in multicultural values-based learning.

"Evaluation in our school is carried out through the continuous supervision of the principal. Sometimes we are also afraid that we are being supervised, worried that we are wrong and not by the lesson plans, KI-KD learning. But usually, if there is something wrong or lacking, the Principal is always given direction and guidance as a means of improvement."

The evaluation in MTsN is carried out on a scheduled basis and involves several parties other than the principal. In the process of supervising teachers, they also provide continuous guidance and assistance to teachers, as stated

"Evaluations are scheduled in turn, involving the vice principal for curriculum and senior teachers. Mentoring, guidance is given in the follow-up process for the supervision of the principal, this is very helpful for teachers in improving their shortcomings in learning and learning tools "

From the description above, it can be concluded that the evaluation conducted at MTsN 15 Boyolali in multicultural value-based learning through supervision activities. Supervision

activities are carried out by the principal assisted by the vice principal for curriculum and senior teachers. In practice, it is carried out on a scheduled basis. The follow-up to supervision is ongoing mentoring and mentoring to supervised teachers.

Implementation of Learning Development Based on Multicultural Values

Various ways are used to implement or learn based on multicultural values at MTsN 15 Boyolali providing a very open space for teachers to prepare media and develop it, but it is monitored as well as there is a reward from the principal. This is by what was stated by Principal AR as follows.

"To develop a multicultural curriculum for teacher creativity in learning, such as making learning media, I invite each teacher to develop it themselves, but I continue to monitor and guide and for teachers who are successful we provide rewards/awards."

Strengthening the creativity and innovation of teachers is also strengthened by the statement of the Vice-principal for curriculum RF is still referring to the RPP, KI-KD.

"The implementation of learning development is entirely left to the teacher in implementing the RPP, KI-KD, and in the implementation of learning the teacher is given space to be creative and innovate but still based on the RPP, KI-KD."

The SK and ML teachers also confirmed by explaining that in addition to the teacher's innovation space, an adequate integration and reference model needs to be presented to develop creative and innovative learning.

"Implementation of multicultural learning development with models integrating various existing subjects, adequate learning references, teacher creativity in preparing lesson plans and innovation in learning'."

Complementing the statements of the NK teacher and ML teacher, the SK teacher provided details regarding the implementation of multicultural learning development at MTsN 15 Boyolali, as follows.

"The implementation of the development of multicultural learning in schools with several stages: 1) Strengthening multicultural understanding, 2) Integrating multicultural subjects and values, 3) Composing in RPP KI-KD, 4) Creativity and innovation of teachers in learning 5) Ongoing evaluation and Supervision Guidance and assistance from the Principal, Vice-principal for curriculum and senior teachers and colleagues."

From the description above, it can be summarized several important points in efforts to implement learning development based on multicultural values at MTsN 15 Boyolali, among others, a) learning development is carried out in stages, b) teachers are given the opportunity to create media and develop it, c) teachers monitored directly by the principal, d) the principal gives rewards to teachers who are creative and innovative in the implementation of their learning, e) the integration of multicultural values in learning still refers to the lesson plans, and their KI-KD.

Problems in the Implementation of Curriculum Management and Learning Development Based on Multicultural Values at MTsN 15 Boyolali

In implementing a value, especially multicultural values, there are problems with the name. At least there are some problems found in the implementation of curriculum management and learning development based on these multicultural values. This was revealed from the results of an interview with the Principal of AR who revealed that:

"The problems that exist as far as I can see include: teachers' understanding of multiculturalism which is still diverse, preparation of lesson plans, KI-KD which is not perfect, teachers' courage to innovate is still low, the process of integrating multicultural material is not optimal, and teaching literacy is weak. multiculturalism and behavioral examples in learning."

Complementing the principal's statement, Vice-principal for curriculum RF also added that two main issues become fundamental problems, namely: teachers' understanding of the curriculum and how to integrate it into learning. In addition, the conditions of the family and community

environment are still far from multicultural values, so the basic character of students is difficult to form at school. This is revealed in his statement as follows.

"The fundamental problem of institutions in implementing multicultural values is from the teacher's understanding of the curriculum and how to integrate it in the learning contained in the administration of the lesson plans, Prota and Promes, while from students the conditions of the family and community environment are still far from multicultural values so that the basic character of students is difficult to form at school."

SK, NK, and ML teachers also gave almost the same explanation, that in principle the problems faced in multicultural value-based learning, among others: a) teachers' understanding of multiculturalism which is still diverse/limited, b) still weak ability to integrate cultural values in administration and learning, c) creativity and innovation of teachers in learning are not maximized, and e) evaluation/supervision and follow-up are not optimal. The following are the statements of the SK, NK, and ML teachers.

"The problems in implementing the subject based on cultural values include a) teachers' understanding of multiculturalism is still limited, b) the ability to integrate cultural values in the subjects in lesson plans, Prota, and Promes, c) creativity and learning innovation that has not been maximized, and e) lack of evaluation and supervision in learning."

Discussion

Based on the results of the study, it can be seen that the implementation of curriculum management based on multicultural values at MTsN 15 Boyolali includes: planning, implementation, and evaluation/supervision. Most of what has been practiced by schools is recorded in the school curriculum. In addition, the concept of curriculum development based on multicultural values has acquired multicultural values in Islam (QS. Al-Hujurat verse 13) such as Ta'aruf ihsan (knowing each other and doing good deeds, Tafahum (mutual understanding), Takrim (mutual respect for each other),), Fastabiq al-khairat (race for goodness), Amanah (mutual trust), Tasamuh (tolerance), Sulh (peace or reconciliation), and Islah or conflict resolution (Arsal, 2019).

This indicates that MtsN 15 Boyolalai practices and implements a learning curriculum based on cultural values which is characterized by the formation of democratic, humanized and pluralistic student characters within the school environment and outside of school. The concepts and objectives are not only understood at the level of the subject matter they are studying, but it is also hoped that students have a strong character to always be democratic, pluralist, and humanist. helping students to gain knowledge, and respect other people of different religions, ethnicities, cultures and personality values. Through the cultivation of a multicultural spirit in schools, it will become a place to practice living together peacefully (Nurcholish, 2020).

The role of educators or teachers in the development of multicultural values is very important. Educators must have competence in regulating and organizing content, processes, situations and learning activities in a multicultural manner, where every student from various ethnicities, genders, races, has the opportunity to develop themselves and respect each other's differences (Idris & Zulaeha, 2017). The attitude of accepting different religious views and ways (tolerance) may be felt by some individuals to be uncomfortable, but this is something that must continue to be cultivated among students and religious communities. With this kind of awareness, it is hoped that a true tolerance will grow which will give birth to the "pleasure" of harmony between people. Cultivating a tolerant attitude towards others must start from the awareness of each individual that tolerance, respect and respect for others, including respecting and respecting the beliefs of followers of other religions are part of religious teachings and are obligations that must be carried out which in turn will be useful for fostering a good social order. kind, open, and healthy (Sleeter, 2018).

The formulation of multicultural education at MTsN 15 Boyolali slightly answers the basic dimensions of multicultural education according to James Banks, such as content integration, the knowledge construction process, an equity pedagogy, prejudice reduction .

Education based on multicultural values can help minority students to be more open without intimidation and injustice (Paul-Binyamin & Haj-Yehia, 2019). All participants are given the freedom to pay attention to the values and norms without injuring one another. Of course, the future of education based on multicultural values and intercultural competence lies in considering the diversity, limitations and shortcomings that exist (Supriyanti, Amrin, 2022).

Multicultural education is needed to be applied in learning in all subjects in each curriculum. The development of multicultural value-based learning is expected to be able to create *ukhuwah Islamiyah* in a multicultural atmosphere, namely brotherhood that is Islamic, not just brotherhood between Muslims as it has been understood, but also able to build brotherhood among each other, and able to form personal piety as well as social piety (Firdaus, Anggreta, & Yasin, 2020). This development can be done by increasing faith and providing enlightenment to students when there are problems, besides that it also fosters the emotional intelligence of each student to be able to sort out which actions are good and which are not (Feinstein, Dyar, & Pachankis, 2019).

In the context of Islam, there are many multicultural values, especially in the Qur'an and hadith. The verse of the Qur'an which is the basis of multiculturalism is QS. Al-Hujurat verse 13: "*O mankind, indeed We created you from a male and a female and made you into nations and tribes so that you may know one another. Verily the most honorable among you in the sight of Allah is the one who the most pious of you. Verily Allah is All-Knowing, All-Knowing.*"

In addition to the verse of the Qur'an above, a Hadith of the Messenger of Allah also explains about multiculturalism, namely as follows: (Narrated from Abi Nadhrah, has told me that people who heard the sermon of the Prophet sallallaahu alaihi wa sallam in the middle of the Tasyriq days (ie sermons) wada"), then he said: O mankind, remember that your Lord is one, and your father is one. Remember, there is no superiority for Arabs over strangers, and neither for the sharp nor for the Arabs. red people over black people, and not for black people over red skin except with taqwa.

Multicultural values in Islam include 1). Tawhid (oneness of God), 2). Ummah (Living together), 3). Rahmah (love), 4). Al-musawah, taqwa (egalitarianism), that all humans are brothers and get the same treatment before Allah SWT. even though they differ in gender, gender, race, skin color, and religion (Firdaus et al., 2020).

The multicultural values above can then be applied by everyone, especially students at school. The implementation of multicultural values include the following: 1). Ta'aruf, ihsan (knowing each other and doing good), 2). Tafahum (mutual understanding), 3). Takrim (mutual respect), 4). Fastabiq al-khairat, (race for goodness), 5). Amanah (mutual trust), 6). usnu al-z on (positive thinking), 7). Tasamuh,. 8). Afw, magfirah, (giving/asking for forgiveness), 9). Sulh (peace or reconciliation), 10). Islah or conflict resolution .

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that the implementation of curriculum management and learning development based on multicultural values at MTs N 15 Boyolali has been carried out by taking into account three main components, namely: 1) planning, 2) implementation and 3) evaluation/supervision. although there are still things that need to be addressed and implemented, such as teachers who lack innovation and the literacy power of teachers about multiculturalism is still weak. So that it requires cooperation from all parties through curriculum management, both from foundations, school principals, teachers, and other parties involved. All of this also needs to be supported by proper education.

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