



Teacher Professionalism Development in Community-Based Research-Based Multicultural Islamic Education Learning

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Abstract: *Learning Islamic Education by integrating multicultural values is indispensable. Multicultural education has an essential role in improving and solving various religious problems. It is just that teachers still have difficulty integrating multicultural values in learning. There needs to be a development of teacher professionalism in terms of learning based on multicultural values because increasing professionalism will improve the quality of learning, processes, and results. The method of community service used is the Community Based Research (CBR) method with RRA (Rapid Rural Appraisal) technique. Through the multicultural PAI learning model, devotional activities raise awareness of teachers or assisted groups to develop their professionalism and competence in organizing innovative and quality learning.*

Introduction

Indonesia is a multicultural country, consisting of various groups of people of different religions, languages, races, tribes, and cultures. The religion and beliefs of the People of Indonesia, including the city of Malang. Malang city is one of the cities whose population is heterogeneous, both in terms of religion, ethnicity, and culture. Although most of the population is Muslim, Christians, Catholics, Hindus, Buddhists, and Confucians are also part of the Malang city community, according to bps data from Malang city in 2019.

Table 1. Population and Religion¹

Religion	Islam	Kristen	Catholic	Hindu	Buddhist	Konghuchu
Population	833.858	52.466	34.512	1.492	4.703	164

¹ Badan Pusat Statistik Kota Malang, *Kota Malang Dalam Angka 2019* (Kota Malang: Badan Pusat Statistik Kota Malang, 2019).



Cultural and religious diversity in the community of Malang also affects the change of the education system. Intolerance among the public is growing. The phenomenon is certainly a concern for all of us. Intolerance is a threat to the peace and harmony of people's lives. Therefore, the importance of planting multicultural education with an Indonesian outlook in the family environment, community, and no exception to the school environment.

The insight of multiculturalism in a school environment can be applied through the development of multicultural education.² Multicultural education has an essential role in improving and solving various religious problems. Multicultural education is one of the learning models to understand Indonesian society's actual conditions that have much diversity in various dimensions of life.³ The integration of multicultural values in learning in schools is expected to positively contribute to students so that students understand that there is diversity in their environment and lift Indonesian values such as mutual respect, tolerance, fairness, and equality.

Islamic Religious Education (PAI) is a subject that must be taught at every level of education in Indonesia, including the elementary / MI level. PAI is a subject that focuses more on improving mental attitudes embodied in deeds, both for the benefit of themselves and others theoretically and practically.⁴ PAI subjects act as a medium of planting multicultural values in students so that the integration of multicultural values given to them can form a multicultural attitude.⁵

Teachers have an essential role in implementing PAI learning based on multicultural values in schools. Teachers PAI is someone who has responsibility in carrying out Islamic Religious Education and forming a student person by the teachings of Islam.⁶ Teachers are a significant element in the learning process in schools that must have qualifications and professionalism. Teachers are required to design learning that integrates these multicultural values. However, few research results show that religious education in schools is often taught exclusively, prioritizing religious intolerance through methods and planting of dogmatic religious teachings.⁷ This certainly should not be

² Umi Muzayanah, "INDEKS PENDIDIKAN MULTIKULTURAL DAN TOLERANSI SISWA SMA/K DI GUNUNGGIDUL DAN KULONPROGO," *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan* 15, no. 2 (2017).

³ Lia Prastyawati and Farida Hanum, "PENGEMBANGAN MODEL PEMBELAJARAN PENDIDIKAN MULTIKULTURAL BERBASIS PROYEK DI SMA," *Harmoni Sosial: Jurnal Pendidikan IPS* 2, no. 1 (2015).

⁴ Lusya Mumtahanah, "INTEGRASI NILAI MULTIKULTURAL DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH DASAR," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 1 (2020).

⁵ Fita Mustafida, "Integrasi Nilai-Nilai Multikultural Dalam Pembelajaran Pendidikan Agama Islam (PAI)," *Jurnal Pendidikan Islam Indonesia* 4, no. 2 (2020).

⁶ Ahmad Hanif Fahrudin and Eva Nur Tita Sari, "Implementasi Kode Etik Guru Dalam Pembelajaran Pendidikan Agama Islam Di SMA Negeri 1 Sukodadi Lamongan," *Tarbiyatuna: Jurnal Pendidikan Islam* 13, no. 2 (2020).

⁷ Zakiyuddin Baidhawiy, "Pendidikan Agama Islam Untuk Mempromosikan Perdamaian Dalam Masyarakat Plural," *Analisis: Jurnal Studi Keislaman* (2014).



allowed to drag on because intolerance can increase prejudice and hatred against different groups even though we all know that the people of Indonesia, especially the city of Malang, are plural communities. This is where teachers' fundamental role must be able to bring their learners to understand plurality and recognize diversity.

Based on observations and interviews, teachers still have difficulty integrating multicultural values in learning. Teachers apply learning based on multicultural values due to lack of knowledge, and indeed teachers never participate in training related to integrated learning models of multicultural values.

There needs to be the development of teacher professionalism in learning based on multicultural values. The increase in teacher professionalism will affect the increasing quality of learning, both process and results.⁸ The development of teacher professionalism competence in PAI multicultural learning is expected to increase teacher insight in carrying out learning based on multicultural values to help prepare intelligent humans who behave and act tolerantly according to the principles of multicultural values. Professional teachers must have a variety of concepts and strategies in improving the quality of learning.⁹ The development of teachers' professional skills requires a container for communication, information, discussion, and coaching.

In minimizing the obstacles experienced by teachers, the Team carried out assistance to elementary school / MI teachers in Malang City to improve their professionalism in PAI multicultural learning. Devotional activities aim to add insight for elementary school teachers in developing and implementing PAI learning based on multicultural values.

Method

Community service activities involve PAI teachers at the elementary /MI level in Malang city, stakeholders, and expert teams as speakers. The method of community service used is the Community Based Research (CBR) method. Community-Based Research (CBR) is one method with a community-based approach and with paradigmatic consequences resting on active community participation.¹⁰ The CBR method focuses on the active role of the community/assistance. They act as cooperation partners and agents of change in activities ranging from the planning process to the implementation while supervising and evaluating the activity. The service team acts as facilitators, escorts, or sources who implement and evaluate activities in the service program together with the

⁸ Muhammad. Kristiawan and Nur Rahmat, "Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 3, no. 2 (2018).

⁹ Sarmadhan Lubis, "Peningkatan Profesionalisme Guru PAI Melalui Kelompok Kerja Guru (KKG)," *Jurnal Pendidikan Agama Islam Al-Thariqah* 2, no. 2 (2017).

¹⁰ Tim Penyusun CBR UIN Sunan Ampel Surabaya, *Community Base Research*, ed. Sulanam, 1st ed. (Surabaya: SILE, 2015).



community plan.

In the process of data, excavation used techniques commonly used in participatory research. Data collection using techniques or instruments as a tool aims to make the process easier and the results better, complete, and systematic. The tools used in this activity are RRA (Rapid Rural Appraisal) techniques. RRA is a data collection technique by studying the community participatory.¹¹ With RRA, the service team can explore the core of problems and needs and obtain information firsthand directly. A places assistance at the center of the process and the result of devotion. The implementation of community service programs will use training methods, application, mentoring, and monitoring evaluation.

The stage in this devotional activity refers to the CBR stage and is guided by RRA techniques. The stages include Laying Foundation, Planning, Gathering and Analysis Information, and Acting on Finding.¹²

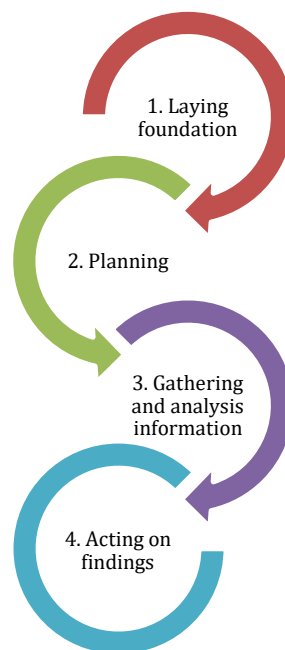


Figure1. Stages in CBR

The first stage, Laying foundation. In this stage, the service team collects initial mapping to obtain preliminary information to determine the feasibility of implementing the service program to the target group. *The second stage is Planning.* At this stage, the service team and the assisted group devise a program strategy to find various action

¹¹ Tim Penyusun COREMAP II, *PANDUAN PENGAMBILAN DATA DENGAN METODE RAPID RURAL APPRAISAL (RRA) DAN PARTICIPATORY RURAL APPRAISAL (PRA)*, 2nd ed. (Departemen Kelautan dan Perikanan, 2006).

¹² Abdul Muhid et al., "Perubahan Perilaku Open Defecation Free (ODF) Melalui Program Sanitasi Total Berbasis Masyarakat (STBM) Di Desa Babad," *Engagement; Jurnal Pengabdian Kepada Masyarakat* 2, no. 1 (2018).



activities needed to solve problems—the *third* stage, Gathering and analyzing information. Data collection techniques are carried out by involving partners through the filling of questionnaires by teachers to get assisted partner feedback during the activity. *Stage four*, Acting on Findings. In this stage, the service team and assisted partners conduct FGD after the activity to review the existing findings and formulate ideas.

The question indicators in the questionnaire are as follows:

Table. 2 Questionnaire Question Indicator

No	Question Indicator
1	Assessment of the workshop in general
2	Assessment of workshop topics
3	Assessment of the benefits of the information presented/provided
4	Assessment of the quality of the presentation
5	Assessment of the material submitted during the workshop
6	Your level of understanding of the presentation given
7	Mastery of the material/ability of the speaker
8	Service to the continuity of the workshop
9	Assessment of scheduling arrangements and time of workshop activities
10	Participation in the next workshop

Result

Laying Foundation

In this stage, the service team collects initial mapping to obtain preliminary information to determine the feasibility of implementing the service program to the target group. The Team examined the conditions and problems teachers face in the world of education through literature studies and participatory interviews. At this stage, the service team also built communication with elementary school / MI teachers in Malang city, conducting FGD (Focus Group Discussion) to get a general picture of the problems experienced by teachers with RRA (Rapid Rural Appraisal) techniques. Through this activity, the service team gets data from the data, formulates the problem through problem analysis using problem trees, and formulates goals using the hope tree. This bare laying stage is done participatory, namely by folding the teacher actively. The service team with teachers maps the problems faced and formulates the goals they want to expect.



FGD activities with assisted groups successfully showed several problems that they are experiencing. First, teachers experience a phase of confusion due to a lack of knowledge in developing PAI learning models based on multicultural values. Second, teachers have never participated in training on learning models that integrate multicultural values, so they have difficulty implementing PAI learning by integrating multicultural values. After mapping the problem, the assisted group and the service team compiled several expectations that can be realized, namely: Implementation of Multicultural Education in schools and PAI Learning integrated with multicultural values.

Planning

At the planning stage, the service team and the assisted group devised a program strategy to find various action activities needed to solve problems. In addition, the service team also organizes assistance, namely the Team with teachers to form working groups that are then involved in all problem-solving programs and always connect between groups. The planning stage also conducted discussions related to agreed mentoring activities, and the mentoring activities are in the form of workshops that implement activity-based learning. The activity is by the expected needs that will benefit the assisted group in the future. In planning an action plan to become an empowerment activity, the service team, together with the assisting group, discussed the possible obstacles that arise at the time of the implementation of the activity so that they can be anticipated in advance. The assisted group also provides valuable considerations for the smoothness of this mentoring activity.

In the implementation of workshop activities, carried out with lectures and discussions. The workshop was divided into five sessions, namely: session 1, discussing the Role of Schools as Educational Development Institutions Based on Multicultural Values; session 2, discussing PAI Learning Planning based on Multicultural Values; session 3, discussing the Implementation of PAI Learning based on Multicultural Values; session 4, discussing Pai's Learning Process and Outcome Assessment is based on Multicultural Values; and session 5, discussing Class Management based on Multicultural Values.

The service team provides opportunities for assisted groups to be active in established activities. Through established activities, it is expected that the assisted group can show changes and follow up and develop the best results of this mentoring activity according to their potential.

The implementation of workshop activities involves elementary school teachers in Malang city as participants. The workshop began with the strengthening of the concept of Multicultural Education. The material features compelling images, videos, and explanations using light and easy-to-understand language. So that the teacher



enthusiastically pays attention and listens to the exposure of the source. Active participants ask during the discussion session, which shows a high interest in *workshop* activities. In the workshop, participants were given various examples of PAI learning implementation by integrating multicultural values, ranging from learning tools, learning strategies and methods, assessment techniques, and multicultural class management. In addition, participants are also given tasks that must be done and will be reviewed directly by speakers related to the development of the PAI multicultural learning model.

The assisted group preferred training or workshops by applying active-based learning and was more precise in producing behavioral changes. The service team provides door prizes to participants to motivate the assistance to be more enthusiastic to follow training activities and motivated to continue learning.

Gathering and Analysis Information

Data collection techniques are carried out by involving assisted groups through the filling of questionnaires by teachers to get feedback on assisted groups during the activity. Questionnaires are analyzed with scoring techniques.

Table 3. Questionnaire Results

No	Question	Scale (%)			
		1	2	3	4
1	Assessment of the workshop in general			81	19
2	Assessment of workshop topics			90	10
3	Assessment of the benefits of the information presented			86	14
4	Assessment of the quality of the presentation			84	16
5	Assessment of the material submitted during the workshop			95	5
6	Your level of understanding of the presentation was given.		30	70	
7	Mastery of the material/ability of the speaker			81	19
8	Service to the continuity of the workshop			80	20
9	Assessment of scheduling arrangements and time of workshop activities			87	13
10	How likely are you to participate in the next workshop based on your participation in this workshop?				Most likely will follow.

Description: 1 = less, 2 = enough, 3 = good, 4 = very good



The questionnaire results showed that this activity felt the benefits of participants or assisted groups. Based on table 2, the question 1 indicator shows participants as much as 81% gave a good assessment, and 19% gave an excellent assessment of the implementation of the workshop in general. Question indicator 2 shows that 90% of participants rate well, and 10% give an excellent assessment of the selection of workshop topics. Question indicator 3 showed 86% of participants rated well, and 14% of participants rated very well on the benefits of the information presented, meaning that the material presented was very beneficial. Question indicator 4 shows 84% of participants rate well, and 16% of participants rate very well on the quality of presentation or presentation of material by workshop speakers. Question indicator 5 shows 95% of participants rate well and 5% of participants rate very well on the material delivered during the workshop. The material presented is contextual and practical, not just theoretical. The hope is that later it can be easier to apply participants in their respective schools. Question 6 indicators showed that only 30% of participants rated enough, and 70% rated well on their level of understanding of the material presented. That is, the average participant can easily understand the material presented. Question indicator 7 shows that 81% of participants give good judgment, and 19% of participants give an excellent assessment of material mastery or the ability of speakers to convey information. Question indicator 8 shows that 80% of participants rate well, and 20% of participants rate very well towards the service of speakers during workshop activities. Question indicator 9 shows 87% of participants give good assessment and 13% give an excellent assessment of the timing and scheduling of workshop activities. The question 10 indicator indicates that participants will most likely be ready to participate in the next workshop.

Participants also felt increased knowledge and insight about PAI learning based on multicultural values. During the activity, participants were very enthusiastic about asking questions and discussing the material provided to bring up other ideas and ideas in PAI learning innovation based on multicultural values that can be developed and applied in schools.

Action on Findings

In this stage, the service team and assisted groups conduct FGD after the activity to review existing findings and formulate ideas to find solutions or problems that they face to improve competence, ability, and knowledge in developing PAI multicultural learning models. The assisted group also identifies strength as a potential that can be developed, including spirit, perseverance, solidarity with fellow teachers, and their activeness in participating in this mentoring activity.

On the other hand, the service team provides ideas or ideas that PAI teachers, among others, can apply: 1) apply creative and innovative thinking in the implementation



of PAI learning by integrating multicultural values that can be found in the surrounding environment, by actively involving students in learning; 2) hold regular discussion activities in the form of working groups (groups/communities); 3) cooperation with schools that successfully instill multicultural values in their learners, in the framework of mentoring; and 4) other activities are needed in the training of PAI multicultural learning model in each school. This activity raises an everyday awareness to strive to develop multicultural-based learning and change PAI learning methods and processes in schools.

In addition, the Team with assisted partners also built a community, namely Multicultural Corner. Multicultural Corner is a community formed according to the needs of teachers related to the multicultural PAI learning model. Through this community, it is expected to accommodate teachers to develop an integrated learning model of multicultural values, especially in the subjects of Islamic Religious Education (PAI).

Discussion

The devotion to the assisted group, namely elementary school teachers / MI Malang City, has been carried out in the above stages. This activity raises an everyday awareness to strive to develop multicultural-based learning and change PAI learning methods and processes in schools. Multicultural education is an education system that seeks to reduce social inequality, social class, social jealousy by introducing and socializing one of its orientations, namely togetherness.¹³ The existence of togetherness is expected to understand the importance of mutual respect and understanding of each other.

The main goal of multicultural education is to change the approach of learning to provide equal opportunities for every child.¹⁴ Students are instilled in an open mind and value diversity. Implement multicultural education, one of which is through classroom learning in PAI subjects. In this case, PAI multicultural learning model refers to the approach of transformation and action, so it is expected that the material obtained can be implemented directly in their daily attitudes and behaviors.

The core of devotional activities is carried out to overcome problems in the community or assisted group. The problem that is prioritized to be solved is the human resources of elementary school teachers in Malang city who lack knowledge about implementing PAI learning by integrating multicultural values. To overcome the problem, the service team will help the assisted group solve the problem so that they can develop their professionalism in implementing the PAI multicultural learning model. This is by

¹³ Irma Novayani, "PEMBELAJARAN PENDIDIKAN AGAMA ISLAM (PAI) BERBASIS MULTIKULTURAL," *Tadrib: Jurnal Pendidikan Agama Islam* 3, no. 2 (2018).

¹⁴ Prastyawati and Hanum, "PENGEMBANGAN MODEL PEMBELAJARAN PENDIDIKAN MULTIKULTURAL BERBASIS PROYEK DI SMA."



the teacher's task in learning, namely planning, implementing, and evaluating learning.¹⁵ PAI learning process by integrating multicultural values can be done through: (1) internalization of multicultural values delivered in the PAI learning process, (2) teachers provide equal opportunities to each student in developing their potential in the learning process, and (3) opportunities are given fairly without discriminating with each other.¹⁶

The main form of devotional activities is in the form of workshops packed with implementing activity-based learning. This form of activity is one of the effective media to develop knowledge, ability, and quality of workshop activities because it allows for communication in many directions through discussion, exchange of ideas, and innovative ideas to support teacher insights in the development of PAI multicultural learning model. Workshops with activity-based learning packaging can also encourage participants to participate actively in the activity so that the knowledge and insight they can do more. At the end of the session, do not forget that the participants were given tasks they had to do and will be reviewed directly by speakers related to the development of the PAI multicultural learning model.

At the time of the delivery of the material, the speaker emphasized how important the implementation of multicultural education is—implementing multicultural education in PAI learning, among others, through learning activities. Multicultural values are derived from universal human values related to recognizing and accepting diversity.¹⁷ The implementation of multicultural values is primarily in PAI learning to provide a foundation for inclusive Muslim diversity, which is willing to recognize diversity as a natural reality. Schools as Educational Institutions should develop multicultural education to appreciate each other's diversity that occurs in their environment.¹⁸ Schools need to have a vision of education with the main character inclusive, egalitarian, and humanist. However, it remains firm on the spiritual and divine values based on the Qur'an and Sunnah.

PAI learning is based on multicultural values, also embodied in how teachers design the management of their classes. Multicultural class management is a solution to overcoming the problem of diversity in the classroom. We know that our learners vary in gender, intelligence, physical condition, sometimes age, background, etc. In the classroom, teachers are essential to create and maintain classroom order so that the atmosphere of the class runs conducive (comfortable, make at home, respect each other's

¹⁵ Nahdatul Hazmi, "Tugas Guru Dalam Proses Pembelajaran," *Journal of Education and Instruction (JOEAI)* 2, no. 1 (2019).

¹⁶ Ahmad Sahnan, "Sensitifitas Gender Dalam Pembelajaran PAI Berbasis Nilai-Nilai Pendidikan Multikultural Di SD Al-Irsyad Al-Islamiah 01 Purwokerto," *Yinyang: Jurnal Studi Islam Gender dan Anak* 15, no. 1 (2020).

¹⁷ Fita Mustafida, "Integrasi Nilai-Nilai Multikultural Dalam Pembelajaran Pendidikan Agama Islam (PAI)."

¹⁸ Nur Kholik, "Peranan Sekolah Sebagai Lembaga Pengembangan Pendidikan Multikultural," *Tawadhu* 1, no. 2 (2017): 244–271.



diversity). The attitude and leadership of teachers in the classroom are essential, so that social and emotional interaction can be intertwined comfortably, openly, peacefully, and harmoniously. Teachers must show a multicultural teacher figure. Being an excellent example for students, teachers can be fair to students, humanists, abusers and uphold equality.¹⁹

The workshop provides the right solution to the problems experienced by the assisted group. The impact felt include: (1) assisted groups realize the importance of integrating multicultural values in learning, especially PAI learning, (2) assisted groups have knowledge and insight in the development of PAI multicultural learning model, (3) damping groups can design multicultural PAI learning, (4) assisted groups in having skills in implementing PAI multicultural learning model, (5) Assisted groups to have the skills to manage multicultural classes, (6) Assisted group schools can implement education based on multicultural values, and (7) Learners in assisted schools can behave and act tolerantly and respect each other's differences. Islamic-based multicultural education is essential to implement. This is to improve the perception and attitude of teachers and students about tolerance and respect for diversity.²⁰ The successful implementation of devotion is inseparable from the active role of assisted groups in ongoing activities, as is the concept of RRA (Rapid Rural Appraisal). RRA is a data collection technique by studying the community participatory.²¹

Conclusion

The results obtained during the implementation of reflection activities show a change in thinking followed by a commitment to apply the knowledge gained in their respective schools. Teachers are increasingly aware of the importance of improving competence, especially in developing scientific insights with the application of multicultural education in learning. The application of multicultural education will impact the attitude of students who are tolerant and respect each other's differences. Increasing teacher competence in integrating multicultural values in PAI learning becomes essential because we live amid a multicultural society that does not rule out the possibility of causing frictional conflicts in society. Devotional activities through workshops become activities that are in demand to strengthen understanding, competence, increase creativity and innovation, and the spirit of the built group in implementing PAI learning based on multicultural values. On the other hand, it also provides valuable experience for the built group.

¹⁹ Fita Mustafida, "Implementasi Pembelajaran Pendidikan Agama Islam Multikultural Di MIN I Kota Malang," *J-PAI: Jurnal Pendidikan Agama Islam* 6, no. 1 (2020).

²⁰ Baidhaw, "Pendidikan Agama Islam Untuk Mempromosikan Perdamaian Dalam Masyarakat Plural."

²¹ COREMAP II, *PANDUAN PENGAMBILAN DATA DENGAN METODE RAPID RURAL APPRAISAL (RRA) DAN PARTICIPATORY RURAL APPRAISAL (PRA)*.



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