



**ISLAM AND NATIONAL IDENTITIES:
THE MULTICULTURAL CITIZENSHIP CHARACTER IN
THE ISLAMIC HIGH SENIOR SCHOOLS (*MADRASAH
ALIYAH*) IN YOGYAKARTA, INDONESIA**

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BACKGROUND

- National consensi articulated by MPR (Consult Assembly of People) about Pancasila (Five Principles), Constitution (UUD 1945), National Unity of Republic of Indonesia, and *Bhinneka Tunggal Ika* (Diversity in Unity) has been subject matter for *Civic Education* curriculum in all level schools, including *Madrasah Aliyah/MA* (Islamic Senior High School). MPR called them as “four pillars” of nation.
- Educational policy on character education
- Islamic values as *core bussines* of MA and four national consensi of MPR should be interpreted creatively to build multicultural citizenship character of pupils. Respect and recognition are essentials for multicultural character building.
- Yogyakarta community has experience to accomodate plurality, especially by *Keraton Yogyakarta* influence for living harmony and tolerance practices.

PROBLEMS

- How Islamic values and the national character building have been integrated by the Civic Education Subject at the *Madrasah Aliyah*?
- How Islamic values and national identities contributed to foster the multicultural citizenship character for *Madrasah Aliyah* students?

METHODS

- **Subjects:**

- (1) twenty one of 37 schools (MAs) in Yogyakarta Province; and
- (2) Civic Education teachers of 21 Schools participated as long as FGD and field visiting at school.

FGD elaborated the Islamic values, “four pillars” of nation, and Local wisdom .

Field visiting observed the practices the multicultural character building between inter students and “school culture”.

FINDING OUTS OF RESEARCH

- Civic education program has conducted the multicultural citizenship character building as main task to interpreted the “four pillars” of nation for pupils.
- Islamic values has been inculcated as hidden curriculum and character building orientation in each subject matter, included civic education program. But, for Islamic subject matters such as Quranic and Hadith studies, *akhlaq*, *Islamic culture and history* must teach it as academic well as living values.

FINDING OUTS OF RESEARCH (cont....)

- Contrastly, schools have not multicultural citizenship character programs as specific program.
- Each school aware that their background has commonality as muslim, and all students are muslim. But, their *mazhab* is possible to be plural/difference.
- One of school (MAN 1 Yogyakarta) used different students background to carry out the culture product for *Social Studies Laboratory*. Laboratory collected student's contribution which describe multicultural of his/her community. Laboratory introduced the multicultural artefacts for students, and taught how his/her communicate with other.
- Another side, one of school (MAN Yogyakarta) has extremely respond. Some students of school have "anti-national" identity and "anti-multicultural" expression.

Discussions

- Islamic values and four national consensi (articulated by MPR) as core of multicultural citizenship character building for students of MA have not yet fully to implemented by curricular and school culture programs in MA.
- Integrating Islamic values and national identities for young generation have faced challenging. One side, Islam teaching on toleration, respect for other, and cooperation without discrimination based background differentiation such as religion/faith, sex, race, and language, etc.; and strengthening the nationalism vis a vis the racist attitude, discrimination for another religion adhrents, etc as well as radicalism extreme.
- Multicultural citizenship character building need models by teachers, principal in schools; and, member of family, leaders and peers in out-schools sphere.



THANK YOU

MATUR NUWUN