

The Influence of Islamic Education Policy on The Implementation of Multiculturalism at the *Al-Asholah* Foundation

Abdurrahman Bafadhhal

Universitas Islam Negeri Mataram, Indoneisa
230403002.mhs@uinmataram.ac.id

Ahmad Sulhan

Universitas Islam Negeri Mataram, Indoneisa
ahmadsulhan@uinmataram.ac.id

Dwi Wahyudiati

Universitas Islam Negeri Mataram, Indoneisa
dwiwahyudiati@uinmataram.ac.id

Abstract: This study aims to explain whether there is an influence of Islamic education policies on the application of multiculturalism at the *Al-Asholah* Sumbawa foundation. The data collection technique used the observation method, with a questionnaire instrument. Based on the normality test obtained a value of $0.067 > 0.05$, the data is normally distributed. Based on the homogeneity test obtained $0.845 > 0.05$ this indicates data is homogeneous. Based on the T test, a significant value of $0.001 < 0.05$ is obtained, there is an influence of variable X on variable Y, and the F test obtained a significant value of $0.001 < 0.05$, this indicates that simultaneously there is an influence of variable X on variable Y. It can be concluded that there is an influence of Islamic education policy on the application of multiculturalism at the *Al-Asholah* Sumbawa Foundation. This can be seen from the significant value obtained in the T test and F test of $0.001 < 0.05$, which means that the alternative hypothesis is accepted and the null hypothesis is rejected.

Keywords: Policy; Education; Multiculturalism

INTRODUCTION

Education is one part of the development of the times that brings many positive changes to society, be it from knowledge and skills (Helen, 2020). with a good education, a person can increase his potential and make a positive contribution to society and the development of the times as a whole (Fahdini et al., 2021). No less important is Islamic education which talks a lot about the importance of character education such as fairness, honesty, trustworthiness, discipline and so on, Islamic education plays an important role in shaping character and providing a moral basis for each individual (Astuti et al., 2023). Through Islamic teachings, individuals are guided to develop spiritual values such as honesty, justice, compassion, and tolerance (Chairudin & Qomaruddin, 2024). The tolerance referred to in Islam is tolerance in muamalah not tolerance in aqidah as Allah's word stated in surat al-kafirun which limits the meaning of tolerance (Syarif, 2021).

Islamic education also provides ethical and behavioral guidelines through its policies, which direct individuals to live a meaningful and responsible life (Komariah & Nihayah, 2023). Thus, Islamic education does not only aim to convey religious knowledge, but also to form a personality with integrity and noble character. Islamic education policies cover a wide range of aspects, from curricula that emphasize the understanding of Islam, character development based on Islamic values, to regulations related to Islamic education institutions such as madrasah and pesantren (Nirwana & Khoiri, 2023). It often involves efforts to promote a deep understanding of Islamic teachings as well as the application of Islamic values in daily life.

Islamic education policy is not only related to religious aspects, but involves increasingly complex intercultural interactions (Rahmawati, 2024). Therefore, multiculturalism in Islamic educational institutions has an important role in shaping students' educational experiences. According to KBBI, multiculturalism is a combination of the words "multi" which means diverse and "culturalism" which means referring to cultural aspects.

So literally, multiculturalisme refers to respect for the diversity of cultures that exist in society. According to Asror, multiculturalism has a concept that prioritizes recognition and appreciation of the diversity of cultures, religions, ethnicities, and social backgrounds of society (Asror, 2022).

In terms, multiculturalism emphasizes every individual or group to be fair regardless of cultural differences and backgrounds, as well as mutual understanding, cooperation, and harmony between various groups in society (Husnan, 2023). According to M Mubin, the concept of multiculturalism cannot be equated with the concept of ethnic diversity and ethnic culture that has characterized pluralistic societies, because multiculturalism emphasizes cultural diversity at the level of equality. It is an ideology that glorifies and respects differences in equality, both individually and culturally (Mubin et al., 2022). Therefore, it can be concluded that multiculturalism is an ideology that respects and recognizes cultural diversity in society and puts it equal to one another or equal and does not discriminate against certain groups.

As a result of initial observations, researchers found that the Al-Asholah Sumbawa Foundation is a foundation in which there is an Islamic educational institution that includes kindergarten, elementary and junior high schools and in the area there are houses consisting of approximately 50 families who come from various regions such as Java, Lombok, Sumbawa, Dompu, and various regions in NTT. The foundation is very strict with its Islamic rules that require people in the area to dress syar'i and must not show aurat, as well as various regulations such as prohibiting smoking and playing music with the aim that

students in the area are accustomed to Islamic broadcasts and are more focused on memorizing the Koran and *Al-hadis*. The highest policy holder in the foundation is the head of the foundation who makes various policies to maintain Islamic principles in the area involving the community and students. Therefore, researchers are interested in seeing how the influence of the Islamic education policy of the head of the foundation on the application of multiculturalism in the foundation.

The purpose of writing this research is to see whether or not the Islamic education policy affects the application of multiculturalism in the foundation, the hope is that this research can provide insight for the foundation about respect for cultural and ethnic diversity. Therefore, researchers are interested in writing this research with the title "the influence of Islamic education policy on the implementation of multiculturalism at the *Al-Asholah* Sumbawa Besar foundation".

RESEARCH METHODOLOGY

This research uses a type of quantitative research, with an analytic research design (Risidiana Chandra Dhewy, 2022). This kind of research design wants to know the relationship between the independent variable and the dependent variable or see the comparison between two variables (Sari et al., 2022). Therefore, the independent variable is the Islamic education policy, and the dependent variable is the application of multiculturalism. This study wants to see the effect of Islamic education policy (X) on the application of multiculturalism (Y) at the *Al-Asholah* Foundation, the policy referred to here is the policy of the Head of the Foundation approved by the *asatidz*. The description of the research design, among others (Sari et al., 2022).

Table 1. Research Design

NO.	VARIABLE X	VARIABLE Y	Q
1	Education PolicyIslam	Multicultural	Influence/ No Influence

The population in this study was 58 who were administrators and educators at the *al-asholah* foundation. According to sugiono, sampling 10% of the population can already represent the entire population (Amin et al., 2023), therefore the sample in this study was 18 samples where 18 sampel was greater than 10% of the theory. The sampling technique used is random sampling in a random manner, each individual in the population has the right to be selected as a sample (Hanim et al., 2020), and Data collection techniques in this study used the observation method, with a questionnaire instrument from the indicators of Islamic education policy and the application of multiculturalism. The Islamic

education policy questionnaire has 8 indicators which are reduced to 16 tasks. Meanwhile, the multiculturalism questionnaire consists of 8 indicators which are derived into 16 tasks. Each task has a score range of 1-5, so the total score for the whole is 100% (Ramadhan, 2021).

$$\text{Total score} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100$$

The data analysis technique is divided into two stages, prerequisite testing and hypothesis testing. Prerequisite tests use homogeneity and normality tests, and hypothesis testing uses partial tests or individual parameter significance (t- test) (Nurmalasari et al., 2021). The statistical t-test basically show How much influence an explanatory / independent variable individually explains the variation in the dependent variable (Angelica et al., 2023). In addition to the t test, researchers also pay attention to the f test or simultaneous significant test. The f test is used to determine whether the independent variables affect the dependent variable jointly or simultaneously (Riani & Putra, 2023).

F test formula:

$$F = \frac{R^2 / (k - 1)}{(1 - R^2) / (n - k)}$$

Description:

F : coefficient F_{count}

R^2 : coefficient of determination

K : number of explanatory variables

N : number of observations this f test is conducted to see the meaningfulness of the regression model results.

If F_{count} is greater than F_{tabel} , the significance level is smaller than 0.05, then this indicates that h_0 is rejected and h_1 is accepted. This means that the independent variable has a significant influence on the dependent variable (Zaman & Ikhwan, n.d.), (Alita et al., 2021).

Testing criteria:

$F_{\text{count}} > F_{\text{tabel}}$: h_0 accepted h_1 rejected

$F_{\text{count}} < F_{\text{tabel}}$: h_0 accepted h_1 rejected

RESULTS AND DISCUSSION

Data analysis in this study used two stages, first the prerequisite test through normality and homogeneity tests. While the second stage is hypothesis testing using the t test and F test (Ismail & Rahmat, 2020). Based on the analysis

that has been carried out using the SPSS application, the prerequisite test can be explained. First, the normality test uses the one-sample Kolmogorov- Smirnov test. This type of test is part of the classic assumption test (Izzatinnas, 2024), (Hennig, 2023).

This test is carried out as a requirement before conducting hypothesis testing to see the normality of the data obtained. Based on testing through SPSS (Outcomes, 2022). it can be displayed, among others:

**Table 2. Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

N		18	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.34585421	
Most Extreme Differences	Absolute	.198	
	Positive	.157	
	Negative	-.198	
Test Statistic		.198	
Asymp. Sig. (2-tailed) ^c		.059	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.061	
	99% Confidence Interval	Lower Bound	.055
		Upper Bound	.067

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1502173562.

Based on the normality test, the significant value obtained is 0.067. Referring to the basis for decision making, if the significant value is greater than 0.05, the data is normally distributed, but if the significant value is less than 0.05, the data is not normally distributed. Based on this test, the significant value is $0.067 > 0.05$. This indicates that the residual values are normally distributed. Furthermore, the homogeneity prerequisite test through the SPSS application. The results obtained can be displayed, among others:

**Table 3. Homogeneity Test Results
Tests of Homogeneity of Variances**

Levene Statistic		df1	df2	Sig.	
Kebijakan Pendidikan Islamdan	Based on Mean	.072	1	34	.790
	Based on Median	.039	1	34	.845
Prinsip Multikultural	Based on Median and with adjusted df	.039	1	33.646	.845
	Based on trimmed mean	.039	1	34	.845

Based on the test data, the significant value obtained is 0.845. Decision making is assumed, if the significant value is greater than 0.05 then the data is homogeneous, but on the contrary, if the significant value is smaller than 0.05 then the data is not normal. Based on this test, 0.845 was obtained > 0.05 this indicates that the data is homogeneous. After the prerequisite test has been passed, then the researcher conducts a T test or F test. based on the results of the T test can be generated among others:

Table 4. Variant T Test Results

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-4.584	7.337		-.625	.541
	Kebijakan Pendidikan Islam	1.016	.109	.918	9.290	<.001

a. Dependent Variable: Prinsip Multikultural

The basis for decision-making for the T-test is, if the significant value is less than 0.05, also there's no effect of variable X on variable Y. Meanwhile , if the significant value is lower than 0.05, there's an influence of variable X on varianle Y. Grounded on the T-test over, the significant value 0.001, this shows that $0.001 < 0.05$, so it's certain that there's an influence of variable X on variable Y. Futhermore, at the same time, the F-test data was attained, including :

Table 5. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2620.671	1	2620.671	86.308	<.001 ^b
	Residual	485.829	16	30.364		
	Total	3106.500	17			

a. Dependent Variable: Prinsip Multikultural

b. Predictors: (Constant), Kebijakan Pendidikan Islam

Furthermore, when viewed from the significant value of F through the F test. with the same decision basis as the t test, the significant value is $0.001 < 0.05$, this shows that simultaneously there is an influence of variable X on variable Y.

The effect of Islamic education policy on the Application of multiculturalism can be known through the hypothesis testing process. Hypothesis testing is a test conducted on conjectures or temporary theories. The temporary theory made is an effect or no effect (Majapahit, 2023). Before

conducting hypothesis testing, researchers must go through the hypothesis prerequisite test. The first stage, researchers conducted a normality test using the one- sample kolmogrovsmirnov test method (Cahyani, 2021). This method is very significant in determining the normality of research data (Prasmadani et al., 2024). Based on the results of the normality test that has been carried out using the SPSS application, it is obtained that the significant value is 0.067, which is greater than 0.05. This indicates that the data is normally distributed. Normal data is safe to use in hypothesis testing. This means that policy evaluation as variable X and Islamic education quality data as variable Y have no problems in normality.

Furthermore, researchers conducted a homogeneity test to see whether the data was homogeneous or not. The purpose of this homogeneity test is to make the data equal or the same before hypothesis testing. Based on the homogeneity test that has been carried out, a significant result of 0.845 is obtained, this shows that the value obtained is greater than 0.05 and this means that the data is homogeneous. Homogeneous data is the main requirement in knowing whether the data has an effect or not.

After conducting the above prerequisite tests, researchers conducted hypothesis testing using the principle of the t test and or F test (Schnuerch & Erdfelder, 2020). The t test is a test conducted to see the effect between the independent variables, in this case policy evaluation. (X) on the dependent variable in this case the quality of Islamic education (Y). (Hambali, M., & Idris, I., 2020), (Munastiwi, 2021). The t test is one of the statistical methods used to compare the means of two different groups or to determine whether the difference between the means is significant. This test is usually used when the observed data is normally distributed and has homogeneity of variance. That is why before conducting the t test, the normality and homogeneity of the data must be tested. The t test is usually carried out when there is a balance between variables (Sulfemi, 2019). In this study there are 1 independent variable and 1 dependent variable. So the possibility of seeing the effect through the t test is very good.

Based on the t test that has been carried out through the SPSS application, the data obtained a significant value of 0.001. The basis for decision making for the t test, among others: if the sig value is greater than 0.05, then there is no influence between the Islamic education policy on the application of multiculturalism at the Al- Asholah Sumbawa Foundation, while if the sig value is less than 0.05, then there is an influence between the Islamic education policy on the application of multiculturalism at the Al-Asholah Sumbawa Foundation. The acquisition of a value of 0.001 less than 0.05 indicates that there is an influence of Islamic education policy on the application of multiculturalism.

This means that every Islamic education policy that has been agreed upon and used in the Foundation will have an impact on the application of multiculturalism, in general in the foundation's policy. Islamic education is not influenced by the culture or application of multiculturalism. However, it is the Islamic education policy that influences the culture or application of multiculturalism.

Furthermore, researchers want to see further whether the influence occurs simultaneously or not. To find out that, the F test data in the Anova table can be used. The F-test is a statistical method used to compare variations between two or more groups of data. The F-test is used to see the relationship or influence of the data whether it occurs simultaneously or not. The basis for decision making for the F-test is the same as the T-test (Lestari et al., 2023), (Ayu et al., 2023). Based on the data obtained from the F-test, the significant value is 0.001, This means that there is a simultaneous influence between Islamic education policies on the application of multiculturalism at the Al-Asholah Sumbawa Besar foundation.

CONCLUSION

Grounded on the result and discussion, it can be concluded that there's a contemporaneous influence of Islamic education policy on the operation of multiculturalism at the Al-Asholah Sumbawa Foundation. It can be seen from the significant value attained in the T-test and F-test of 0.001 lower than 0.05, which means that the indispensable thesis is accepted and the null thesis is rejected.

REFERENCES

- Alita, D., Putra, A. D., & Darwis, D. (2021). Analysis of Classic assumption test and multiple linear regression coefficient test for employee structural office recommendation. 15(3), 295–306.
- Amin, N. F., Garancang, S., Abunawas, K., Makassar, M., Negeri, I., & Makassar, A. (2023). Thesis. 14(1), 15–31.
- Angelica, A., Suprayitno, E., & Tahir, M. (2023). Pengaruh Motivasi Dan Stres Kerja Terhadap Kinerja Karyawan. *Manajemen dan Bisnis*, 5(1), 64–71. <https://doi.org/10.30743/jmb.v5i1.6779>
- Asror, M. (2022). Implementasi Pendidikan Multikultural Dalam Upaya Mengembangkan Sikap Toleransi Santri Di Pondok Pesantren. 1.
- Astuti, M., Febriani, R., & Oktarina, N. (2023). Pentingnya Pendidikan Islam Dalam Membentuk Karakter Generasi Muda. 4(3).

- Ayu, M., Mustika, C., Suwarni, E., & Anggarini, D. R. (2023). PENGARUH CUSTOMER EXPERIENCE DAN VARIASI PRODUK. 2, 35–46.
- Cahyani, G. P. (2021). Pengaruh Project Based Learning dengan Pendekatan STEAM Terhadap Kemampuan Berpikir Kritis pada Pembelajaran Online di SMK Negeri 12 Malang. 9(3), 372–379.
- Chairudin, M., & Qomaruddin, U. (2024). Pendidikan Karakter (Nomor February).
- Fahdini, A. M., Furnamasari, Y. F., & Dewi, D. A. (2021). Urgensi Pendidikan Karakter dalam Mengatasi Krisis Moral di Kalangan Siswa. 5, 9390–9394.
- Hanim, Z., Sari, D. S., & Soe'oad, R. (2020). Kebijakan Kepemimpinan Kepala Sekolah dalam Meningkatkan Efektivitas Kinerja Guru. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 2(1), 43–60. <https://doi.org/10.21831/jump.v2i1.30672>
- Helen, K. (2020). Education for the future ? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education*, 0(0), 1–12. <https://doi.org/10.1080/00958964.2019.1710444>
- Hennig, C. (2023). Should We Test the Model Assumptions Before Running a Model-based Test ? III(Iii). <https://doi.org/10.52933/jdssv.v3i3.73>
- Husnan, M. (2023). Motif Dakwah Multikultural Abdurrahman Wahid Dalam Pendirian Masjid Cheng-ho. 1, 78–94.
- Ismail, H., & Rahmat, A. (2020). *International Journal of Multicultural and Multireligious Understanding* The Effect of Moodle E-Learning Material on EFL Reading Comprehension. 120–129.
- Izzatinnas, M. A. (2024). Pengaruh Gaya Komunikasi Kepala Madrasah Terhadap Kinerja Guru Madrasah Ibtidaiyah Al-Islamiyah Depok. Repository.Uinjkt.Ac.Id, 11200182000051. [https://repository.uinjkt.ac.id/dspace/handle/123456789/76783%0Ahttps://repository.uinjkt.ac.id/dspace/bitstream/123456789/76783/1/watermark skripsi Muhammad Adira izzatinnas 5 Febuuari.pdf](https://repository.uinjkt.ac.id/dspace/handle/123456789/76783%0Ahttps://repository.uinjkt.ac.id/dspace/bitstream/123456789/76783/1/watermark%20skripsi%20Muhammad%20Adira%20Izzatinnas%205%20Februari.pdf)
- Komariah, N., & Nihayah, I. (2023). Improving The Personality Character of Students Through Learning Islamic Religious Education. *At-tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/attadzkir.v2i1.15>
- Leadership, T., & Culture, O. (2020). Assurance , And Organizational Performance: Case Study In Islamic Higher Education Institutions (IHEIS). 18(3).

- Lestari, D., Ayu, R., Pratama, A., Anggraeni, S. D., & Penulis, K. (2023). Pengelolaan Sarana dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pendidikan Mahasiswa Fakultas Ilmu Sosial Universitas Negeri Jakarta. *Jurnal Pendidikan*, 1(1), hal. 101-113. <https://doi.org/10.47861/jdan.v1i1>
- Majapahit, S. A. (2023). Model Evaluasi Persyaratan Sistem Informasi Menggunakan Uji Hipotesis. 2, 1–6.
- Mubin, M., Aryanto, S. J., Lamongan, U. I., & License, I. (2022). Pelaksanaan Pendidikan Islam Multikultural di Madrasah Ibtidaiyah. *April*, 72–82. <https://doi.org/10.47709/educendikia.v2i1.1433>
- Munastiwi, E. (2021). The Impact of Islamic Religious Education on the Development of Early Childhood Religious and Moral Values During the COVID-19 Pandemic in Indonesia and Malaysia. 10(June), 49–66. <https://doi.org/10.14421/jpi.2021.101.49-66>
- Nirwana, R., & Khoiri, Q. (2023). Kebijakan Kurikulum Pendidikan Islam Pada Satuan Pendidikan Dasar , Menengah dan Tinggi. 05(02), 5266–5278.
- Nurmalasari, D., Anggoro, B. S., & Andriani, S. (2021). Pengaruh Model Pembelajaran Tutor Sebaya terhadap Kemampuan Analitis Matematis dan Pemecahan Masalah Mahasiswa. *JKPM (Jurnal Kajian Pendidikan Matematika)*, 7(1), 95. <https://doi.org/10.30998/jkpm.v7i1.10453>
- Outcomes, S. L. (2022). IJOTIS How to Calculate Paired Sample t -Test using SPSS Software : From Step-by-Step Processing for Users to the Practical Examples in the Analysis of the Effect of Application Anti-Fire Bamboo Teaching Materials on. 2(1), 81–92.
- Prasmadani, F. M., Handayani, S., & Rahman, I. H. (2024). Pengaruh Penggunaan Media Kotak Berhitung terhadap Hasil Belajar Matematika Kelas I SD Negeri Madyotaman No . 38 Surakarta Tahun Pelajaran 2023 / 2024. 8, 14204–14213.
- Rahmawati, S. (2024). Dalam Pembelajaran Pendidikan Agama Islam. 727–740.
- Ramadhan, S. L. (2021). Perancangan User Experience Aplikasi Pengajuan E-KTP menggunakan Metode UCD pada Kelurahan Tanah Baru. *JATISI (Jurnal Teknik Informatika dan Sistem Informasi)*, 8(1), 287–298. <https://doi.org/10.35957/jatisi.v8i1.633>
- Riani, S. O., & Putra, I. G. S. (2023). Pengaruh Tingkat Pendidikan dan Pengalaman Kerja terhadap Etos Kerja Karyawan. *JIIP - Jurnal Ilmiah*

Ilmu Pendidikan, 6(4), 2424–2429.
<https://doi.org/10.54371/jiip.v6i4.1851>

- Risdiana Chandra Dhewy. (2022). Pelatihan Analisis Data Kuantitatif Untuk Penulisan Karya Ilmiah Mahasiswa. *J-ABDI: Jurnal Pengabdian kepada Masyarakat*, 2(3), 4575–4578. <https://doi.org/10.53625/jabdi.v2i3.3224>
- Sari, M., Rachman, H., Juli Astuti, N., Win Afgani, M., & Abdullah Siroj, R. (2022). Explanatory Survey dalam Metode Penelitian Deskriptif Kuantitatif. *Jurnal Pendidikan Sains dan Komputer*, 3(01), 10–16. <https://doi.org/10.47709/jpsk.v3i01.1953>
- Schnuerch, M., & Erdfelder, E. (2020). Controlling Decision Errors With Minimal Costs : The Sequential Probability Ratio t Test. 25(2), 206–226.
- Sulfemi, W. B. (2019). Kepala Sekolah Terhadap Kinerja Guru Di Kecamatan. <https://doi.org/10.31538/ndh.v5i2.557>
- Syarif, U. I. N., & Jakarta, H. (2021). Dimensi Toleransi Pesan Al- Qur ' An dalam Tiga Channel Youtube). 1–6.
- Zaman, M. B., & Ikhwan, S. (n.d.). Analysis of Influence of Product Quality and Price on Buyer ' s Decision. 5(June 2021), 149–160.

This page belongs to the Tadbir : Jurnal Studi Manajemen Pendidikan
Tadbir : Jurnal Studi Manajemen Pendidikan Vol. 8, No.2, November 2024
IAIN Curup – Bengkulu | p-ISSN 2580-3581; e-ISSN 2580-5037