

**THE IMPLEMENTATION OF MULTICULTURAL
EDUCATION IN PUTERA HARAPAN JUNIOR HIGH SCHOOL
PURWOKERTO**



UNDERGRADUATE THESIS

**Presented to Faculty of Tarbiya and Teacher Training, State Institute on
Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for
Obtaining the Scholar Degree in Education (S.Pd)**

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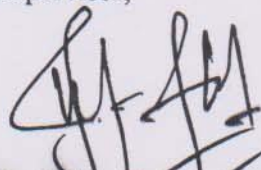
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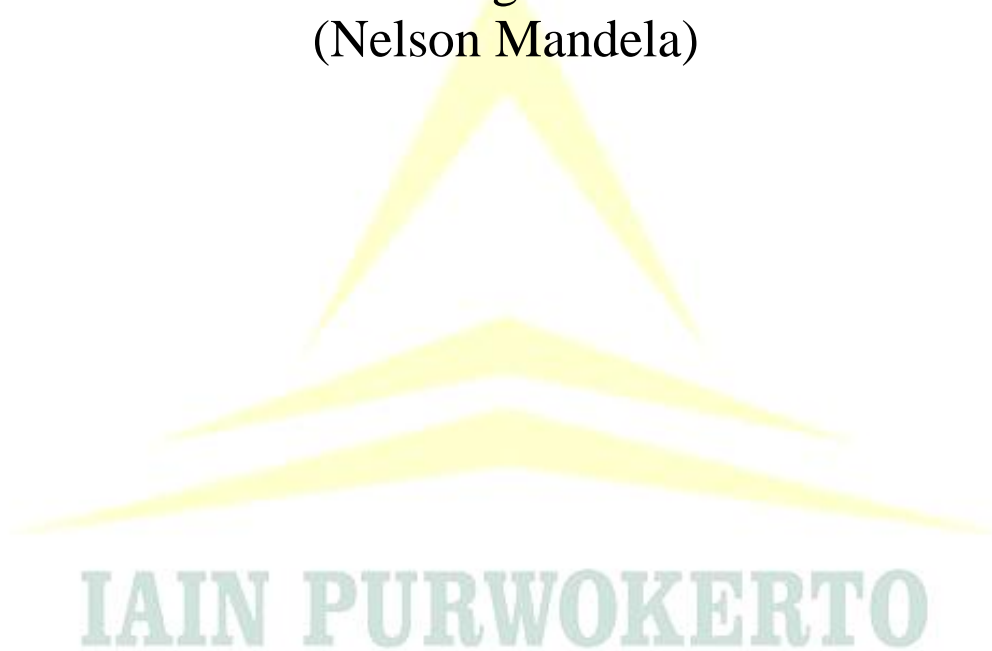


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MOTTO

The higher knowledge of someone, the bigger his
sense of tolerance
(Gus Dur)

Education is the most powerful weapon you can
use to change the world
(Nelson Mandela)



DEDICATION

This thesis is whole heartedly dedicated to:

My Almamater IAIN Purwokerto,
Father and Mother who always pray for the researcher's success,
And those who find time to read my opus



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Purwokerto, November 28th2016

Researcher,

Nimas Ayu Yunitasari
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TABLE OF CONTENTS

PAGE OF TITLE	i
PAGE OF STATEMENT OF ORIGINALITY	ii
PAGE OF OFFICIAL MEMORANDUM OF SUPERVISOR	iii
PAGE OF LEGALIZATION	iv
PAGE OF MOTTO	v
PAGE OF DEDICATION	vi
PAGE OF ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
THE LIST OF FIGURE	xii
THE LIST OF TABLE	xiii
THE LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I: INTRODUCTION	
A. Background of Problem	1
B. Operational Definition.....	7
C. Problem Statement	9
D. Objectives and Significance of Research	9
E. Literature Review	10
F. Writing Systematic	12

CHAPTER II: BASIC OF THEORY

A. Multicultural Education	
1. Definition of Multicultural Education	14
2. Historical Development of Multicultural Education	18
3. Characteristic of Multicultural Education	22
4. Goal of Multicultural Education.....	26
5. Dimensions of Multicultural Education	27
6. Approaches to Multicultural Curriculum	33
7. Values of Multicultural Education	38
B. Islam and Multicultural Education	
1. Islam and Multicultural Education	41

CHAPTER III: RESEARCH METHOD

A. Type of Research and Research Approach	45
B. Research Location	46
C. Research Subject and Object	
1. Research Subject	46
2. Research Object.....	49
D. Source of Research Data	49
E. Technique of Data Collection	50
F. Technique of Data Analysis	52

CHAPTER IV: RESULT AND DISCUSSION

A. The Overview of Putera Harapan Junior High School Purwokerto	54
B. Discussion	65

C. Analysis of Data.....	83
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CHAPTER V: CLOSING

A. Conclusion	102
B. Suggestion.....	104
C. Closing Word.....	105

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



THE LIST OF FIGURE

Figure 1.1 Multiple Group Memberships.....	17
Figure 1.2 The Dimensions of Multicultural Education	30
Figure 1.3 Banks’s four levels of integration of multicultural content.....	37
Figure 1.4 Structure of organization	59



THE LIST OF TABLE

Table 1.1 Teachers for primary subject.....	47
Table 1.2 The total of the teachers	62
Table 1.3 Educational qualifications, and gender of teachers.....	63
Table 1. 4 The students’s gender and homeroom teacher	64
Table 1.5 Total of students based on religion	65
Table 1.6 The curriculum structure in Putera Harapan Junior High School Purwokerto	67
Table 1.7 Personal development activities in Putera Harapan Junior High School Purwokerto	68
Table 1.8 The schedule for prayer everymorning	73
Table 1.9 Example characters and entrepreneurship values in the RPP	75



IAIN PURWOKERTO

THE LIST OF APPENDICES

- i. Appendix 1 :The Guidelines of Observation, Documentation, and Interview
- ii. Appendix 2 :The Interview Results
- iii. Appendix 3 :The Field Notes
- iv. Appendix 4 :Plan of Learning Activity (RPP)
- v. Appendix 5 :The Structure of Curriculum
- vi. Appendix 6 :The profile of Putera Harapan Junior High School Purwokerto
- vii. Appendix 7 :The Organization Structure of Putera Harapan Junior High
School Purwokerto
- viii. Appendix 8 : The Texts of Prayer
- ix. Appendix 9 : The Schedule of Prayer
- x. Appendix 10:The Pictures Appendices
- xi. Appendix 11:The Letters
- xii. Appendix 12:The Certificates
- xiii. Appendix 13:Curriculum Vitae

IAIN PURWOKERTO

THE IMPLEMENTATION OF MULTICULTURAL EDUCATION IN PUTERA HARAPAN JUNIOR HIGH SCHOOL PURWOKERTO

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ABSTRACT

Indonesia is a country that has diversity of cultures, ethics, traditions and languages. Indonesia recognizes diversity of ethnics, cultures and other differences by slogan of *Bhineka Tunggal Ika*. The diversity of ethnics, cultures, languages, customs and habits become stimulant for breaking of nation if the nation is not respect, honor, acknowledge, and tolerance about diversity. Effectively, the solution of diversity conflict is through multicultural education. The focus of Multicultural Education should be introduced in school, because school is integration place of education. Like Putera Harapan Junior High School Purwokerto.

The problems of this research i.e. Is Putera Harapan Junior High School Purwokerto based on multicultural education and how is multicultural education implemented in Putera Harapan Junior High School Purwokerto?

The subject of this research is 6 respondents, i.e. headmaster, curriculum section, student section, teacher, students, administration section. This type of research is field research which has the descriptive qualitative method with the location is Putera Harapan Junior High School Purwokerto. The data collecting method which is used in this study are observation, interview, and documentation. Then, the analysis of data which is used in this study are the data reduction, data display, and conclusion drawing.

From the result of research, the writer found Putera Harapan Junior High School Purwokerto based on multicultural education. This school is one of school that invests educational system based on multicultural education in Banyumas. The implementation of multicultural education in Putera Harapan Junior High School is through 4 stages, i.e. curricula, intra-curricular activity, extracurricular activity and Islamic education learning. In addition, Putera Harapan Junior High School is school based on multicultural education. This school develops multi languages as introductory language in learning. Multicultural education in Putera Harapan Junior High School is not stand alone in subject, but integrated in all of subject with inserting multicultural values.

Key words: implementation, multicultural education

CHAPTER I

INTRODUCTION

A. Background

Indonesia as a Unitary Republic of Indonesia (NKRI) has slogan *Bhineka Tunggal Ika*. It means the unity in diversity. Based on this slogan, Indonesia is a country that has diversity of cultures, ethics, traditions, races and languages. Indonesia recognizes diversity of ethnics, cultures and other differences by slogan of *Bhineka Tunggal Ika*. The diversity and plurality of races, cultures and ethnics in Indonesia is difficult matter in other world regions.

Really, Indonesia consists of various ethnics, culture, languages, customs, and habits that exist long ago. The diversity of ethnics, cultures, languages, customs and habits become stimulant for breaking of nation if nation haven't respect, honor, acknowledge, and tolerance about diversity. We could see the events in Aceh, Sampit, Sambas, Ambon, and other areas. These conflict among groups with primordial ties of fanatical and blindly. It produces many casualties and property. A clash between cultures, races, ethnics, languages in society would threaten integrity and resilience of Indonesian. Correspondingly, we as multicultural society should be wary of clash of civilizations.¹

From the explanation above, intolerance among faiths, cultures, and ethnics groups in society becomes social problem in Indonesia. This intolerant

¹Sudrajat, *Pendidikan Multikultural untuk Meningkatkan Kualitas Pembelajaran IPS di Sekolah Dasar*, (<http://pendidikannetwork>, 2004)Jurnal JIPSINDO, No. 1 Vol. 1 (Maret 2015), p. 2

stance can avoid by creating commitment to live in harmony, mutual appreciation and respect among society. From this phenomenon, inhabitants of Indonesia have not fully comprehensive insight about diversity in Indonesia. It easily can create conflicts in life of the nation and the state. A conflict of country's diverse or multicultural is fact matter that cannot deny, because in the multicultural country has power and stores disunity. Thus, it should manage properly and rationally. This condition needs proper solution, so it will not dangerous the unity of Indonesia. The solution must be systematic, programmable and sustainable.

From exposure above, a solution for this condition is an investment of multicultural values. Investment of multicultural values will develops tolerance stance to other society. Effectively, multicultural values invest through education world. Education is vital matter for human life, especially for character building of a civilization and progress of a nation. Education is one of most effective media for next generation, and this generation has a view, that is capable of making diversity as part of unifying nation.

According to Law of the Republic Indonesia Number 20 Year 2003 about National Education System Article 3, the national education serves to develop capability and forms character and civilization of nation's dignity in the minds of people life. National education aims to develop students' potentials to be human of faith, devoted to God Almighty, noble character, healthy, knowledgeable, skilled, creative, independent, and becomes citizens

of a democratic and responsible.²Essentially, the goal of education is humanizes human beings.

According to Ki Hajar Dewantara was cited by Veithzal Rivai Zainal and Fauzi Bahar stated that general education means efforts to advance morality (inner strength), mind (Intellect) and physical of children in order to lives harmony with nature and society. According to Marimba, education is consciously guide or lead by educators against physical and spiritual development of students toward the establishment of major personality.³

Basically, education is a process improvement, strengthening and consummation of all abilities and human potential. Education describes as a human endeavor to build their personality according to values and culture that exist in society.⁴ Education relates to culture. Culture can be seen as a human activity for giving meaning to themselves, the relationship among human and their world. Holistically, education is empowerment of human capability.⁵One of importance problem in education is a problem of nationalism and multiculturalism. The unity of the nation must be internalized together, and should be developed.⁶It should be emphasized for nation. Furthermore, education is a strategic domain for building personality of the nation, so it can realizes the noble ideals to be a civilized nation. Thus, the understanding

²Undang-Undang Guru dan Dosen UU RI No. 14 Th. 2005 & Undang-Undang SISDIKNAS (Sistem Pendidikan Nasional) UU RI. No.20 Th. 2003, (Jakarta: Asa Mandiri, 2006), p. 53

³Veithzal Rivai Zainal dan Fauz iBahar, *Islamic Education Management dari Teori ke Praktik*, (Jakarta: PT Raja Grafindo Persada, 2013), p.71-72

⁴Moh. Roqib, *Ilmu Pendidikan Islam*, (Yogyakarta: LKis Yogyakarta, 2009), p. 15

⁵M. Sastrapratedja, *Pendidikan Multidimensional*, (Yogyakarta: Sanata Dharma University Press,2015), p.2

⁶M. Sastrapratedja, *Pendidikan Multidimensional...*, p. 62

multiculturalism and investment of diversity value are needed for nation. Multicultural education is right solution for investing of diversity values in Indonesia.

Multicultural education should be introduced to cultural diversity. Multicultural education is life investment process of respect, sincere, and tolerant of cultural diversity in pluralistic society. The existence of multicultural education expected the nation's strength to face clash of social conflict.⁷

The focus of Multicultural Education should be introduced in school, because school is integration place of education. It accords with Banks theory, that Multicultural education is also a reform movement that is trying to change the schools and other educational institutions so that students from all social-class, gender, racial, language, and cultural groups will have an equal opportunity to learn. Multicultural education involves changes in the total school or educational environment; it is not limited to curricular changes.⁸

Several literatures describes about multicultural. Multicultural education aims to develop potential of students and creates harmony in diversity. Human was created by God of each, and they have advantages and disadvantages. Nevertheless, the obligation of the human develops God's mercy. Multicultural education has an important role in the life of the local society or universal society in development of human values and cultural

⁷Iis Arifudin, *Urgensi Implementasi Pendidikan Multikultural di Sekolah*, (Journal of Insania, Pemikiran Alternatif Pendidikan, P3M Purwokerto) Vol. 12 No. 2 (Mei- Agustus), p. 2

⁸James A. Banks and Cherry A. McGEE Banks, *Multicultural Education: Issues and Perspectives Seventh Edition*, (Wiley: the United States of America, 2010), p. 4

diversity. Cultural diversity is a fundamental element to build multicultural life.

In the implementation of multicultural education should not change the curriculum. The subject of multicultural education can be integrated on many other subjects. However, teachers need the guidelines for implementation of multicultural education. Teachers should teach students about human rights, togetherness, democracy, tolerance, and mutual respect. It is very valuable for students to equip their life in their future, and it is vital to establish human values.⁹ Humanity values and cultural diversity was supported by religious values. The interpretation of true religion in the religious perspective experts still forward human values and multicultural values, religious norms would not kill any differences.¹⁰

Education as nationalism glue through transferring values and knowledge that respects on cultural diversity. A school is education institution for transferring values that clearly and originally. A school becomes an importance role for investing of multicultural values on students from an early age. Multicultural values will be reflected in students' behavior if teachers invest multicultural values for students every day. For example, investment of multicultural values through empowering culture of school in daily life. If it succeeds owned by our younger generation, so the next life can be predicted to be relatively of peace and respectful among others can be realized. However,

⁹Iis Arifudin, *Urgensi Implementasi ...*, p. 2

¹⁰Rohmat, *Tinjauan Multikultural dalam Pendidikan Agama Islam*, (Purwokerto: STAIN Press, 2015), p. 2

the question arises: does school based on multicultural education, and how to implement it?

Putera Harapan Junior High School Purwokerto is the answer. Putera Harapan Junior High School Purwokerto is the National school 3 Languages and applies the principle of education for all, mutual respect, tolerance, and respect to the difference, progress in diversity of ethnics, cultures, and languages.¹¹

Putera Harapan Junior High School Purwokerto was founded by the entrepreneur associations Banyumas. This school is not a school with a particular culture, ethnic, language and race, but all of cultures, ethnics, and races can study in Putera Harapan Junior High School Purwokerto. Putera Harapan Junior High School Purwokerto is a private school based on multicultural education and develops multi languages, namely Mandarin, English and Bahasa. Education Department Banyumas has given legalization for Putera Harapan Junior High School as National School 3 languages. Putera Harapan Junior High School has diversity of cultures, ethnics, races and languages that much.¹²

From initial observation, the implementation of multicultural education in Putera Harapan Junior High School Purwokerto is not only gives subject matter by theoretical, but also through practice in school and classroom. Putera Harapan Junior High School Purwokerto not implements multicultural education in a particular subject or changing curriculum, but developing

¹¹Interview with subject 1 on Wednesday, 11Th May 2016 at 10.15 am

¹²Interview with subject 1 on Wednesday, 11Th May 2016 at 10.15 am

curricula, and inserting multicultural values on all of learning, both academic or non-academic activity. For example, hold festivals, Chinese New Year celebrations recently, students are taught to appreciate ethnic of China.¹³

Based on the background above, the researcher is interested in doing further research by title “The Implementation of Multicultural Education in Putera Harapan Junior High School Purwokerto”.

B. Operational Definition

To avoid misinterpretation in understanding the title and problem of this research and based on the title of the research which is “The Implementation of Multicultural Education in Putera Harapan Junior High School Purwokerto” the researcher provides limitation of concept or the terms used in the title of the research as follow:

1. Education

Education is a process of repairing, strengthening and perfecting of all capabilities and potential of human. Education described as a human endeavor to develop their personality, it accords with the values and cultures that exist in society.¹⁴

Law on National Education System, Number 20 2003, Chapter 1 Article 1 Paragraph 1 stated that education is conscious and deliberate effort to create atmosphere of learning and learning process, so that students are actively to develops their potential to have strength spiritual

¹³Interview with subject 1 on Wednesday, 11th May 2016 at 10.15 am

¹⁴Moh. Roqib *Ilmu Pendidikan...*, p. 15

religious, self-control, personality, intelligence, character and skills needed him, society, nation, and state.¹⁵

According to Ki Hajar Dewantara in *Taman Siswa* first congress in 1930 stated that general education is an effort to promote the growth of morality (inner strength, character), mind (intellect), and the child's body.¹⁶ Basically, education is an effort to changes and develops human to be human better and perfect. Essentially, education is humanizing human beings. Education is dynamic and continuously.¹⁷

2. Multicultural

The word of multiculturalism is cultural.¹⁸ Cultural understanding among experts should be equated, because multiculturalism is an ideology and a tool or vehicle to increase the dignity of human and humanity.¹⁹ Multiculturalism is simply the recognition of cultural pluralism.²⁰

According to Lukes²¹, *Multi or pluri-culture* means a sort of “*giustapposizione*,” a “peaceful coexistence of cultures,” based on the principle of cultural relativism.

From the explanation above, multiculturalism is a fact that every human respects the rights and recognize the differences that exist in universal life. Multiculturalism means cultural diversity.

¹⁵*Undang-Undang Guru ...*, p.50

¹⁶Choirul Mahfud, *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2014), p. 33

¹⁷Moh.Roqib Ilmu Pendidikan ..., p. 18

¹⁸Choirul Mahfud, *Pendidikan Multikultural...*, p. 75

¹⁹Choirul Mahfud, *Pendidikan Multikultural...*, p.75-76

²⁰H.A.R. Tilaar, *Multikulturalisme: Tantangan-tantangan Global Masa Depan dalam Transformasi Pendidikan Nasional*, (Jakarta: Grasindo, 2004), p. 179

²¹Carl A. Grant and Agostino Portera, *Intercultural and Multicultural Education Enhancing Global Interconnectedness*, (New York: Routledge, 2011), p. 19

C. Problem Statements

Based on the background above, the researcher makes the problem statements as follow:

1. Is Putera Harapan Junior High School Purwokerto based on multicultural education?
2. How is multicultural education implemented in Putera Harapan Junior High School Purwokerto?

D. Objectives and Significance of the Research

1. Objectives of the Research

Based on the problem statements above, it can be determined that the objectives of this research as follows:

- a. To describe Putera Harapan Junior High School Purwokerto is school based on multicultural education.
- b. To describe the implementation of multicultural education in Putera Harapan Junior High School Purwokerto.

2. Significance of the Research

- a. Theoretically, this research is expected to give scientific information on the implementation of multicultural education in Putera Harapan Junior High School Purwokerto.
- b. Practical, this research as subject matter of consideration for development, improvement, and refinement of multicultural education in Putera Harapan Junior High School Purwokerto.

E. Literature Review

Literature review is a systematic description of testimonies collected from literature, the form of books, thesis, and papers that are similar or same with the title that is made by researcher.

Ismail Fuad's thesis from Islamic Education Departement in UIN Syarif Hidayatulloh Jakarta, 2009, entitled "*Pendidikan Multikultural dalam Pendidikan Islam*". This thesis discussed about birth of multicultural education, it was born because of the reality of multiculturalism that exist long age. It means a struggle and equality, democracy and human rights. The goal of multicultural education and multicultural education concepts discussed of structured, in this thesis.²²

Mukhlis Hidayat Rifai's thesis from Islamic Education Departement in UIN Sunan Kalijaga Yogyakarta, 2009, entitled "*Pendidikan Agama Islam Multikultural (Telaah Terhadap Buku Pendidikan Agama Islam berwawasan Multikultural karya Zakiyuddin Baidhawiy)*". This thesis discussed about the concept of multicultural vision in Islamic education according to Zakiyuddin Baidhawiy is derivation of multicultural education in general.²³

Nur Faiqoh's thesis from Education Science faculty in State University Semarang (UNNES), 2015, entitled "*Implementasi Pendidikan berbasis Multikultural sebagai upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai pada Anak Usia Dini di Kiddy Care, Kota Tegal*". This

²²Ismail Fuad, *Pendidikan Multikultural dalam Pendidikan Islam*, Thesis,(Jakarta :UIN Syarif Hidayatulloh tarbiyya Faculty, 2009).

²³Mukhlis Hidayat Rifa'i, *Pendidikan Agama Islam Multikultural (Telaah Terhadap Buku Pendidikan Agama Islam berwawasan Multikultural karya Zakiyuddin Baidhawiy)*, Thesis, (Yogyakarta: UIN Sunan Kalijaga Tarbiyya Faculty, 2009).

thesis discussed about the bases used as reference in the implementation of learning-based multicultural in Kiddy Care, that is the vision and mission of the institution Kiddy Care itself. The implementation based multicultural education through learning in the classroom Kindy, in the form of language/communication, beliefs of religion, and social status. Investment process the character values of honesty, tolerance, and peaceful in Kindy classes.²⁴

Siti Rochmaniyah's thesis from Islamic Education Departement in UIN Sunan Kalijaga Yogyakarta, 2014, entitled "*Implementasi Pendidikan Multikultural di Sekolah Inklusi SMP Tumbuh Yogyakarta*". This thesis discussed about the model and the implementation of multicultural education is fairly good, because all of elements of the educational component cooperated in the education process. Implementation of multicultural education in Tumbuh Junior High School creates innovations-critical and creates curriculum by introducing elements of multiculturalism-inclusive, namely by inserting multicultural education into all learning activities.²⁵

This research is further assessment of the existing research. This research is more emphasize on how the Implementation of multicultural education in Putera Harapan Junior High School.

²⁴Nur Faiqoh, *Implementasi Pendidikan berbasis Multikultural sebagai upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai pada Anak Usia Dini di Kiddy Care, Kota Tegal*, Thesis, (Semarang: UNNES Education Science Faculty, 2015)

²⁵Siti Rochmaniyah, "*Implementasi Pendidikan Multikultural di Sekolah Inklusi SMP Tumbuh Yogyakarta*", *Thesis*, (Yogyakarta: UIN Sunan Kalijaga Tarbiyya Faculty, 2014)

F. Writing Systematic

To know the general description of this thesis, then researcher explains this thesis consists of several chapters. In a big line, this thesis consists of three parts, there are: beginning part, contents part, and the last part.

Beginning part of thesis is formality part includes: page of thesis title, statement of originality, official note of supervisor, page of legalization, motto, abstract, transliteration guide, dedication, acknowledgment, and table of content. In content part consists of five chapters and several sub-chapters, there are:

Chapter I is introductory chapter which includes the background, operational definition, problem statements, objectives and significance of the research, literature review, writing systematic. Chapter II is basic of theory, this chapter consists two sub-chapters. The first sub is multicultural education that consists of definition of multicultural education, historical development of multicultural education, characteristic of multicultural education, goal of multicultural education, dimensions of multicultural education, approaches to curriculum based on multicultural education, and the values of multicultural education. Whereas, the second sub-chapter are Islam and multicultural education.

Chapter III contains research method that includes: Research Approach and Type of Research, Research Location, Research Subject and Object, Data Collecting Technique and Data Analysis Technique. Chapter VI contains result and discussion of research with sub-chapter that includes: general overview,

discussion and data analysis. Chapter V is closing that consists of conclusions, suggestions, and closing



CHAPTER V

CLOSING

A. Conclusion

The writer concluded that the implementation of multicultural education in Putera Harapan Junior High School Purwokerto through four stages i.e. curricular, intra-curricular activity, extracurricular activity and Islamic education learning. In addition, the implementation of multicultural education in Putera Harapan Junior High School Purwokerto has been suitable with the implementation of multicultural education on the theory.

Firstly, the action of multicultural education in Putera Harapan Junior High School Purwokerto has been formed in integrated curriculum. It combines official curriculum (curriculum of KTSP 2006) with vision and mission of school which contains multicultural values. Otherwise, it also develops multi languages in curriculum, so that the program yields output of students who have personality intact.

Secondly, the implementation of multicultural education through intra-curricular activities is learning process in classroom. The implementations of multicultural education through learning process are: (1) Investing of ethics implements good ethics to build school culture and school habit in daily life; (2) Reading *dizigui* every morning is how to investing character values and culture for students to be a provision in daily life; (3) Implementation of *Senyum Sapa Salam* (greetings, courtesies, smiles) every lessons; (4) Students always begin prayer accordance their religion and belief respectively before

starting the learning process, as well as at end of learning; (5) The implementation of multicultural values in learning process; (6) The use of the methods or learning strategies in learning process, allows teachers to transfer of knowledge for students.

Thirdly, an extracurricular activity becomes a very important place for implementation of multicultural education and character building of students' Putera Harapan Junior High School Purwokerto. It is through investing multicultural values in extracurricular activity. Several values emphasized extracurricular activity in Putera Harapan Junior High School Purwokerto, i.e.: pluralism, tolerance, and social justice.

Fourthly, Implementation of multicultural education through learning Islamic education in Putera Harapan junior high school is moral formation of Muslim students based on the Qur'an and Hadith, so that Muslim students able to lives in a pluralistic society and faces problems of difference religions that exist in society.

Moreover, the writer obtained other result from the observation that Putera Harapan Junior High School Purwokerto is school based on multicultural education. It was suitable on theory. Furthermore, it has aims to achieve vision and mission of school, and then increases high quality for students with knowledge.

B. Suggestion

Based on the research result about the implementation of multicultural education in Putera Harapan Junior High School Purwokerto, the writer gives suggestions that are dedicated to, as following:

1. Headmaster of Putera Harapan Junior High School Purwokerto
 - a. Headmaster habituates multi languages (Mandarin, English and Bahasa) in the school.
 - b. Headmaster has better to held activities about problem solving of diversity in society and activities that discuss about pluralism in social life.
 - c. Hopefully, Headmaster adds multicultural in the subject matter that stands alone.
2. Teachers of Putera Harapan Junior High School Purwokerto
 - a. Teachers should be creative in developing method and strategy of learning.
 - b. Teachers should understand what students needs on the learning.
 - c. Teachers have better to improve their knowledge about problem of diversity that exist in Indonesia, and gives problem solving through comprehension of attitudes pluralism.
3. Students of Putera Harapan Junior High School Purwokerto
 - a. Students habituate respect, acknowledge, and honor for other and society.
 - b. Students habituate improve attitudes to be good human.

C. Closing Word

Alhamdulillah, the writer praises to Allah SWT for His guidance and mercy so that the writer can finish this thesis. Peace and salutation are devoted Prophet Muhammad SAW who has taught knowledge to human. Furthermore, the writer apologizes for the limit ability on arranging this thesis, so that why the writer will accept some advice and constructive critical to improve this thesis. Hopefully, this paper can be useful, particularly in relation to the development of Islamic Education Department. The writer hopes this thesis can enrich the literature about education in State Institute of Islamic Studies Purwokerto.

Furthermore, the writer would like to thank to all those who have helped the writer on conducting this thesis. This thesis is finished on the right time because of them. The writer does not think about how fast this thesis done but how the writer understand and respect the process that sometimes made the writer frustrated. Above all, may Allah SWT give His mercy for us. Amen.

IAIN PURWOKERTO

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