



Developing Islamic Religious Course Teaching Materials with Intercultural Competence-Based in High Schools in East Kalimantan, Indonesia

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Abstract

Islamic education and multiculturalism are connected each other where the content of multiculturalism in national scale includes religious character as one of the core components, whereas in Islamic education relies on commands and prohibitions regarding multiculturalism stated in Alqur'an. Therefore, since intercultural competence and religious character development of students are considered to be important and become one of fundamental objectives existed in national curriculum of 2013 in Indonesia, this research is aimed at conducting Research and Development (R & D) related to developing Islamic Religious course or what so called by *Pendidikan Agama Islam* (PAI) in Indonesian context in high schools in East Kalimantan, Indonesia. In terms of data collection, the data gained from observation, interview, questionnaire, and validation techniques. Moreover, five stages of ADDIE model were employed in conducting the development research of PAI materials which includes Analisis, Design, Implementation, and Evaluation stages. As a result, findings showed that material design of PAI teaching is feasible and effective to be used in PAI teaching and learning due to good criteria gained from the validation result from material expert and excellent category from media expert. Students' responses towards the implementation of product design of PAI teaching materials showed good to excellent

result towards all aspect assessment. Highlighting points regarding novelty and pedagogical implication are discussed further in this research.

Keywords: intercultural competence, PAI learning, multiculturalism, research and development, Islamic religious course

A. Introduction

Multiculturalism is the way to “normality” and “acceptance” or what so called by “diversity”. Additionally, multicultural aspect is also being a part of global communication competence and critical ability where the competence of having global mindset, culture mapping, and mutual interaction to society are needed in nowadays global technology era (Chen, 2005). In the case of East Kalimantan province in Indonesia, school staff, teachers and students are from various ethnicity including indigenous tribes i.e. Kutai and Dayak and immigrant i.e. Javanese, Banjarese, Madurese, Buginese and Makassar. Therefore, it is relevant that there are many fields of reality world which related to diversity and multiculturalism including in socio-economic, politics, and not limited to educational area.

Specifically, the point of how to grow multiculturalism is from the teaching of how to become a personality who are respectful and tolerant by the teaching and learning process in the classrooms (Murtadho, 2016). The condition of the diversity in Indonesia drives the educational field to rely on multiculturalism element, so that it is important for students to learn the material of intercultural competence in their formal education (Setiawan, 2011). Thus, the intercultural competence aspect should be appeared in curriculum and facilitated in PAI learning so that the students’ characters of being tolerant and respect one to another can be built and developed (Syaikhu, 2016). Additionally, intercultural competence is vital because its existence is related to cultural awareness and attitudes (Salazar & Agüero, 2016). Thus, it makes intercultural competence needs to be introduced, built and developed in students’ characters towards multiculturalism in Indonesia as well as in global context which covered by Islamic and religious personality traits.

Moreover, Islamic studies become one of formal institutions where its existence through Islamic religion learning (PAI) is potential to represent intercultural awareness in it. The essential meaning of PAI learning is respecting and caring each other (Ansari, 2019), therefore building cognitive and affective learning regarding intercultural competence in PAI learning materials is a need to be taught to the students (Muliadi, 2012). Through the direction of a culture of religious tolerance in multicultural-based PAI learning, students ideology can be shaped in understanding, respecting, having moral values in life wherever they are (Nisa, 2021). Thus, effective school programs in developing students’ intercultural competence should include several points including exposure of cultural diversity at school, role model from teachers in promoting open-mindedness towards the diversity of students’ background, stability of formal curriculum and critical approaches, welcome to international perspective, and disclosure of cultural diversity out of schools (Murtadho, 2016).

Furthermore, research conducted by previous studies regarding multicultural and intercultural competence were quite vary. In this case, focus of study regarding multicultural aspect conducted by previous researchers were also diverse e.g. related to curriculum model development in PAI learning with multicultural-based (Pahrudin, 2010), building multicultural characteristics among students (Budirahayu & Saud, 2020), materials development of Islamic text in higher education context (Firman et al., 2021), intercultural development in non-PAI learning (Haerazi et al., 2018; Hossain & Aydin, 2011), intercultural communication performed by PAI teachers (Inayah & Raisuddin, 2019), intercultural sensitivity through Arabic language coursework (Karkour, 2020), value of multicultural Islamic education and implementation of multicultural PAI learning (Mustafida, 2020), and developing intercultural competence through short story Rezaei & Naghibian (2018).

Other than above studies, research regarding Research and Development were also quite diverse even though still limited to material development of PAI learning which represents intercultural competence e.g. Ardiyanto (2018), Basid (2016), Fadli & Sudrajat (2020), Harianti (2018), Haniati (2018), Junarni et al. (2020), Mahmudah & Yahya (2019), Mawardi et al. (2021), Nurdiana et al. (2018), and Qamariah (2015). In this case, the previous studies above showed how an exploration on Research and Development on PAI teaching materials with intercultural competence based is still needed. Specifically to this research, considering the diversity of social community in East Kalimantan, Indonesia, as well as the potential position of PAI learning as a bridge in promoting multiculturalism, the researchers believe that investigating the aspect of intercultural competence of students related to the materials used in PAI learning is a must. Therefore, the aim of this research is proposing Research and Development (R&D) on PAI learning materials with intercultural competence-based in the context of high schools in East Kalimantan, Indonesia.

B. Literature Review

Essential Importances of Intercultural Competences in PAI Learning

Intercultural learning is the process of culture and religion learning in order to to train an ability to be religious and respectful individuals. Particularly in education, an effective teaching and learning process should foster creativity, reasoning ability, curiosity, ability to find new possibilities, openness, democracy, and tolerance (Kosenkova et al., 2021). Other than that, importance of intercultural learning is in terms of developing attitudes and communication skills in multicultural exchange in everyday life among various condition of different ethnic groups. Additionally, the skill of multicultural encounter drive to positive characters where students will become more open-minded and tolerant to different perspectives from other people (Ilie, 2019).

Moreover, there are several pedagogical principles in intercultural learning i.e. firstly, active construction where students are be able to construct religious and cultural knowledge by the guidance of teachers. Secondly, students should actively seek information by reading, asking questions, as well as observing other cultures and religions. Thirdly, students should be able to analyze and make connections as well as interacting to other people in social relationship. Forthly, the ability of practicing to direct interaction to people with different

ethnic groups (Liddicoat et al., 2003). In conclusion, those pedagogical principles reveal the importance of having intercultural learning to be existed in teaching and learning process.

Specifically, in Indonesian context, the development of intercultural learning is based on the curriculum of 2013 competencies which contain religious attitudes, social attitudes, knowledge, and knowledge reinforcement. From those core competences, students are expected to increase their knowledge of religion and cultures then practice those aspects in real life situation especially to society with different background of religion and cultures. In this case, religious and social understanding of students are expected to be developed. Furthermore, multicultural education in Indonesia includes three types of transformation i.e. self-transformation, school transformation, and society transformation (Nadlir, 2013). To conclude, the concept of multiculturalism and Islamic education are connected each other where their existence complete one to another in national education.

Furthermore, the concept of multiculturalism in Islamic education is based on the ideas of social justice and equal rights in pursuing proper education. The model of multicultural education is an alternative solution for exclusive and intolerant attitudes in society (Junaidi, 2018). It is because the concept of multiculturalism in Islamic education is to bring peace and tolerance in the middle of plural citizenship (Mubarok, 2008). Islamic education relates to multiculturalism due some elements which include religious understanding, social economic, customs, gender, and regional origin whether in rural or urban area (Sutiah, 2020). In this case, Islamic education is an important component in contributing to the successful of national education in terms of multicultural education, civic education, and character education (Abdullah, 2015). In addition, multicultural education should be included in education system in order to build students' sensitivity in various ethnic, race, and religion (Syaikhu, 2016). In conclusion, positive characters such as being respectful and appreciative to people from other ethnic groups and other positive attitudes of students will be built and developed when they are given sort of intercultural competence during the learning process.

Moreover, there are some reasons on why it is important to develop a learning model of Islamic education with multicultural values based, i.e. multicultural is not a specific subject, the existence of multiculturalism promote equality between students with different background, diversity of students' background including race and religion are possible to appear the tendency of misunderstanding among peer friends (Amiruddin et al., 2019; Akbar, 2020). Multicultural Islamic education can be used as an alternative solution to change the way of thinking or people's perspectives and behavior in plural society (Waston, 2020). Particularly, internalizing the values of multicultural Islamic education is from Tarbiyah (education) and Taklim (teaching) model with habituation, exemplary, emotional, rational and functional approaches (Muizzuddin, 2021). In short, Islamic teaching promotes multicultural values and its existence gives major contribution in developing multicultural attitudes in Indonesia (Astuti, 2019).

C. Research Methodology

This research employed Research and Development Method (R & D) which aim is to improve the quality of education product or what so called by product-oriented research

(Gall et al., 2003). Additionally, R & D is not merely about evaluating theories in education, but also to develop how a product can be useful and effective for institutional programs such as media and teaching and learning materials (Gay, 2006). The development model used in this research was ADDIE model which stands for Analyze, Design, Develop, Implement, and Evaluate (Branch, 2009). Specifically to this research, the researchers investigate the product-oriented applied in Grade XI of High Schools in East Kalimantan particularly to PAI teaching materials which performed intercultural competence. Additionally, a set of questionnaire was distributed to 1030 high school students in East Kalimantan in order to analyse the implementation regarding the intercultural competence and PAI teaching materials for the students. Finally, 19 product assessment items were validated by material expert and 15 assessment items were validated by media experts. Moreover, interval score criteria was used to measure the mean score (Mustofa, 2009) as follow:

Table 1. Guidelines for Interval Score Criteria

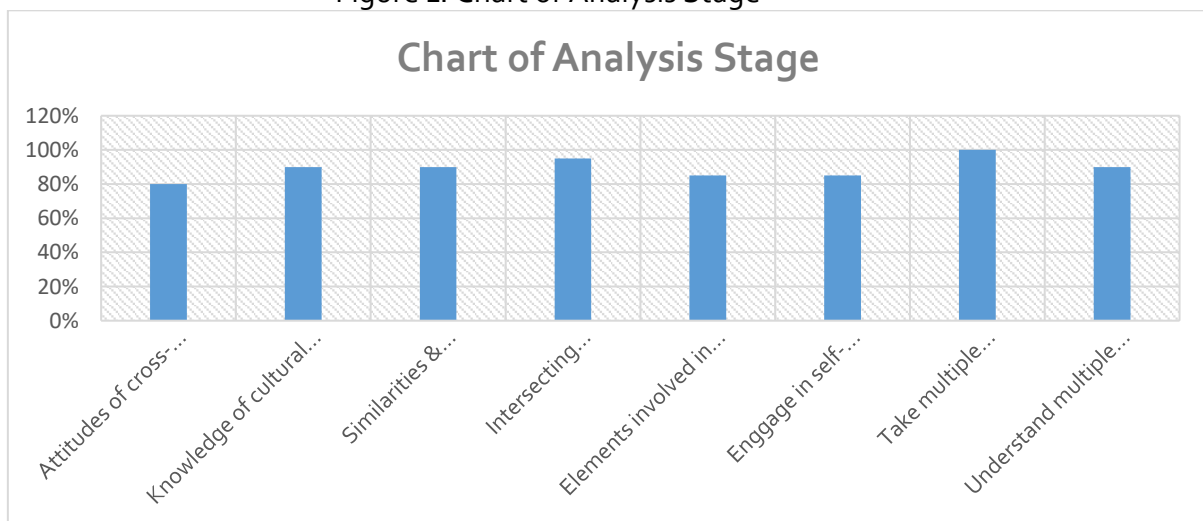
Percentage	Classification
81% - 100%	Excellent
61% - 80%	Good
46% - 60%	Fair enough
31% - 45%	Less appropriate
< 30%	Not appropriate

D. Findings & Discussion

1. Analysis Stage

In analysis stage, the researchers conducted semi-structured interview to the representative High School teachers in order to assemble information related to their needs in the development of PAI teaching materials with intercultural competence content (Deardorff, 2009). The following chart indicated the result from teachers' interview:

Figure 1. Chart of Analysis Stage



2. Design Stage

In this stage, the researchers gathered information related to the product design where it was adjusted from high school Curriculum of 2013 for Grade XI with the following core competencies and basic competencies.

Table 2. High School Curriculum of 2013 for Grade XI

Core Competencies	Basic Competencies
2. Living and practicing honest, disciplined, responsible, caring behavior (cooperation, cooperation, tolerance, peace),	2.4 Demonstrate tolerance, harmony, and avoid acts of violence as an implementatic of the understanding of Q.S. Yunus (10): 40-41 and Q.S. Al Maidah (5): 32, as well as rela hadiths

3. Development Stage

This stage is the realization of the previous stage where the researchers developed the materials based on material and media experts validation.

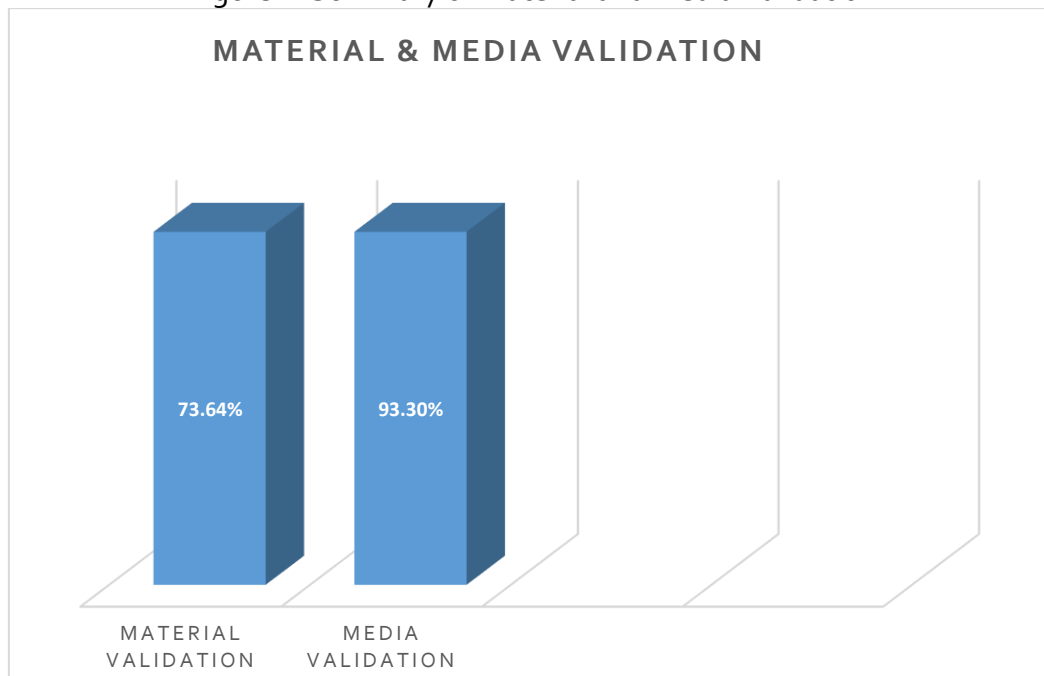
Table 3. Material Expert Validation

Validation Aspects	Score / Percentage	Criteria
Relevance	3,75 / 75%	Good
Accuracy	4 / 80%	Good
Completeness of serving	3,83 / 76,6%	Good
Serving ability	3,83 / 76,6%	Good
Language appropriateness	3 / 60%	Good
Total score	18,41 / 73,64%	Good

Table 4. Media Expert Validation

Validation Aspects	Score / Percentage	Criteria
Image display quality	4,6 / 92%	Excellent
Colour & font compatibility	4 / 80%	Good
Media display clarity	4,5 / 90%	Excellent
Media	4,7 / 95,5%	Excellent
Total score	17,8 / 93,3%	Excellent

Figure 2. Summary of Material and Media Validation



4. Implementation Stage

After the process of validation from material and media experts, the implementation stage was done to acknowledge students' responses towards PAI material product.

Table 5. Students' Responses towards Material Product Design

Assessment Aspects	Score / Percentage	Criteria
Material presentation	4,5 / 90%	Excellent
Material worthiness	4,5 / 90%	Excellent
Content	3,83 / 76,62%	Good
Design	4,1 / 83,3%	Excellent
Language compatibility	4 / 80%	Good
Total score	20,93 / 83,72%	Excellent

5. Evaluation Stage

In the evaluation stage, the researchers displayed the result of questionnaire distributed to 1.030 high school students in East Kalimantan. In this case, items of questionnaire represent intercultural competence proposed by Deardorff (2009).

Table 6. Questionnaire Result

Intercultural Competence	Assessment Aspects	Percentage
Attitudes of cross-cultural interaction	Empathize to other cultures and customs	99,5%
	Respect and appreciate other cultural tribes	100%
Knowledge of cultural identity	Understand the verses of the Holy Qur'an regarding prohibitions and commands related to multiculturalism	19,3%
Similarities & differences across culture	Interact to people from other ethnic groups	93%
Intersection oppressions (gender, class, race, & religion)	Involve in any cultural activity	53,6%
Elements involved in social change	Love to try product and taste food from other cultures	94,5
Engage self-reflection	Adapt to other cultures	97,7%
Take multiple perspectives	Conduct discussion and exchange ideas with other people from different ethnic groups	96,9%
	Curious to other cultures	86,1%
Understand multiple context	Communicate skillfully to people from other ethnic groups	39,3%

The findings from development stage indicated that the overall score from the validation of material and media experts showed positive result from the criteria "good" to "excellent" from the products being tested. Moreover, findings from implementation stage also appeared to be positive where the students' responses are limited to "good" and "excellent" to every aspect being asked. Other than that, the result from evaluation showed that overall result from questionnaire indicate positive result towards all of assessment aspects. However, one point regarding their understanding towards the Holy Qur'an verses particularly related to multiculturalism commands and prohibition is still low. Similar to the previous aspect, the point of involvement in cultural activities and understanding towards multiple context seem to be in medium to low level. Nevertheless, from the implementation and overall evaluation stages, the result indicate that the product design has already categorized as feasible to be used in PAI teaching and learning. In short, it can be said that the the product design is appropriate with the teachers and students' needs. As what has been researched by Qamariah (2015) that it is highly important to be relied on the need analysis of the subject researched in conducting the Research and Development study.

Furthermore, the point highlighted as a novelty of the research is that none of previous studies specifically discussed the research focus as what the researcher done, not exactly the similar one just like what the researchers had explained on the introduction part. The nearest focus of study which done by the previous researchers was on the development of curriculum model in PAI teaching (Pahrudin, 2010). Another case is that the research from Mustafida (2020) investigate the implementation of multicultural aspect in PAI learning was done by respecting multicultural diversity. In this case, although the design of research conducted by Mustafida (2020) is different with the this study, the result from part of this study also confirm to similar result where the the point of assessment from cultural diversity and respect as well as appreciate other cultures were in high percentage. Similar with this research, the research from Mawardi et al. (2021) regarding the development of PAI teaching materials, even though without the essence of intercultural competence, indicated the product design was effective and feasible for students.

Therefore, the data obtained above drive to a pedagogical implication of the research where the research and development related to PAI teaching and learning which contained intercultural competence still needs to be developed, whether the content of the teaching materials or by using certain media to develop the teaching and learning process of PAI. Specifically, content materials with extra multicultural activities and highlighting point on the theoretical concept from Alqur'an and Hadits remains to be demanding for designing PAI materials for high school context.

E. Conclusion

The research findings above can be concluded to several points i.e. (1) the design product can be used for materials of PAI teaching due good validation from material expert and excellent validation from media expert, (2) there are positive responses with excellent criteria from students related to the product design of PAI materials with intercultural-based, (3) overall evaluation stage indicates high result even though there are some assessment points that lead to medium to low score. Afterall, the research findings indicate that the material product is feasible and effective to be used in PAI teaching and learning in senior high school level in East Kalimantan especially in grade XI. It is demanded for further deeper research regarding the development of PAI teaching materials with intercultural competence-based by the use of certain tehniqe or media in order to ease the teahing and learning process.

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