

Religious Education Having Multiculturalism

Flavius Floris Andries

Flavius Floris Andries, Christian Protestant State College in Mollucas, qumran_2007@yahoo.com

ABSTRACT

This Research explorer the theme of religious education and multicultural in the context of school communities in senior High School in Ambon reviwied through approach of religion and educational sciences. The aim of this studies first to describe the context and religius education model. Second, is to know wether the implementation of religious education support multicultural conception in those school. Third, to know any relation and impact of implementing religious education having multicultural conception to attitude, behavior and views on student. The writers assume that the school communities in executing the education process have or support and awareness for multicultural conception influenced by contextualizing of multicultural discourse develop at social community.

The research was conducted by qualitative method such as: first, bibliography study was done by determining a theoretical frame work and review literature. Second, indepth interview focus on SMA Neg 3 in Ambon. The interview process at school is useful in tracking process of multicultural religious education implementation through views, observation. The result investigation analyzed by describing implementation of religious education at school especially for Grade XII has found that the content of Islamic religious education curriculum has oriented for theological dogmatism such as faith, moral, Aqeedah and Fiqh. Inversely Christian religious education especially for grade XII is not base on theological dogmatism oriented but the content of curriculum realting to the socio cultural phenomenon such as HAM, democracy, science, art culture, humanity and multiculturalism. The impact of Islamic religious education curriculum on islam-christian student relationship in school, describe the fanaticism, distrust, suspicion regarding to the halal-haram. It is also disturb the multicultural attitude, behavior and views on students.

Keynote: Religious education, Multicultural, Attitude, behave and view of student.

INTRODUCTION

Religion is one of the aspects of culture that aims not only to satisfy a physical and mental wellness of its adherents but also to touch their welfare aspects which become the core reason of its presence in the world. On the basis of this assumption, can be say that the existence of the presence of religion in the world is semantically and pragmatically emphasized on the aspect of humanity through which all religious teachings are directed not only to emphasize the intellectual abilities of his followers of transcendent things, but also to touch on physical things through humanitarian relations.

Unluckily, the concept of humanity as a part of religious teachings is unable to repress the conflicts and violence as part of a daily fact of Indonesian plural society. Despite the core aim of religious doctrine and practices of providing happiness and welfare of mankind, it turns out that religion has been blamed as a source of conflict. On this account, various conflicts and violences have emphasized religion as implying to have great potential of conflict and violence in society. It also confirms that the humanitarian problems in the end has labeled and stereotyped religion as the root of conflict and violence.

In this line, Marx considered the conflict and violence in the society as part of the social dynamics attributed to the difference in the society. Simmel, on the other hand, believed that plurality or differences in particular can create a model of antagonistic culture as shown in a culture that is full of inconvenience, the model of ambivalent culture which is mainly shown in the cultural tragedies, which is thus for Simmel, conflict and violence are rooted out of the perspective of culture in society (Widyanta, 2002, 120).

In reality, the religion on the one hand is placed as one of the tools of identity, functioning as triggers, mobilizing and controlling the emotions of the masses in order to achieve certain political objectives in the society. On the other hand, for the believer, religion is placed in the exclusive context thus creating segregation between communities due to ideology and indoctrination as the substance of the religion itself. Hence, religion loses its social functions to tighten the society, to articulate justice, and to foster prosperity and harmony in the society. Even worse, religion has become an exclusive institution, thus creating a barrier between people.