

The Guidance of Multicultural Citizenship Character on Pondok Pesantren

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ABSTRAK

Keberagaman di Indonesia menimbulkan konflik dan kesenjangan sosial. Pondok pesantren merupakan lembaga pendidikan yang dapat membangun keberagaman. Penelitian ini bertujuan untuk menganalisis pembinaan kewarganegaraan multikultural. Penelitian ini menggunakan desain penelitian kualitatif khususnya penelitian deskriptif fenomenologis. Sumber data dalam penelitian ini adalah kepala pondok pesantren, guru kewarganegaraan, dan pembina pramuka. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Selain itu, teknik keabsahan data menggunakan triangulasi. Analisis data menggunakan teknik analisis kualitatif Miles & Huberman. Hasil dari penelitian ini adalah Budaya pesantren dalam pembinaan karakter kewarganegaraan multikultural yaitu santri harus menaati peraturan, para siswa mengenakan seragam yang sama sebagai simbol kesetaraan di antara para siswa, dan beberapa ekstrakurikuler yang disediakan pondok pesantren untuk memaksimalkan aktivitas siswa. Disimpulkan bahwa pembinaan karakter kewarganegaraan multikultural yang dilakukan oleh guru PKn yang terlibat dalam penggunaan model pembelajaran, pendekatan dan keteladanan melalui budaya pesantren seperti pesantren dan tata tertib sekolah, kegiatan rutin, keteladanan, dan program ekstrakurikuler. Melalui ekstrakurikuler pramuka berupa tata tertib pramuka, kegiatan rutin, dan keteladanan.

ABSTRACT

Diversity in Indonesia creates conflict and social inequality. Islamic boarding schools are educational institutions that can build diversity. This study aims to analyze the development of multicultural citizenship. This study uses a qualitative research design and incredibly descriptive phenomenological research. The data sources in this study were the head of the Islamic boarding school, the citizenship teacher, and the scout coach. Data collection techniques using interviews, observation, and documentation. In addition, the data validity technique uses triangulation. Data analysis used Miles & Huberman qualitative analysis technique. The results of this study are the pesantren culture in fostering the character of multicultural citizenship. Namely, students must obey the rules, wear the same uniform as a symbol of equality among students, and Islamic boarding schools provide several extracurricular activities to maximize student activities. It is concluded that the development of multicultural citizenship character is carried out by Civics teachers who are involved in the use of learning models, approaches, and examples through pesantren culture such as pesantren and school rules, routine activities, role models, and extracurricular programs. Through extracurricular scouts in the form of scouting rules, routine activities, and examples.

1. INTRODUCTION

Every citizen has different character. However, those differences is undebatable since it makes us become a rich country. Besides, it raised unity of the country and it is the obligation for every citizen in effort to keep our harmonization (Anwar et al., 2018; Kiersch & Gullekson, 2021). Indonesia is pictured same as Malaysia which has legacy and cultural pluralism, and it is seen as a classical place from compound society. Indonesian society have two characteristics, horizontally they have social unity based on religion, tribe, tradition differences and regional differences, while vertically they have sharp differences between

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upper layer and bottom layer (Hayati et al., 2020; Muradi et al., 2021). Indonesian citizen is consist of various tribes. Indonesia is a complex country and it is difficult to draw its anatomy well. Indonesia is not only consist of various tribes such as Java, Bali, Sunda, Bugis, Madura, Flores, Papua and so on. However, Indonesia also a country with different character of society and it went through long national history so it becomes a religious, ideological, and historical country (Apriyanto et al., 2019; Kiersch & Gullekson, 2021; Taufik, 2020). Thus, the connection between tribes and national character become a foundation from political and economical structure of a country.

Nowadays, the development of technology caused the lack of respect and appreciation between different tribes and religion, so the role of Citizenship education is needed to unite those differences. Modernization affected students' life in society in a social environment, and also in the development of multiculturalism character got positive response (Nasrah & Elihami, 2021; Risnawati & Nuraeni, 2019). It is because the teaching system in Citizenship education is innovative and also the research of the development of multiculturalism character can improve students' tolerance (Reichert & Torney-purta, 2019; Thornberg & Oğuz, 2016). The diversity of tribes and groups also can be seen in the school environment highlighted that multicultural Citizenship education is important to unite and strengthen the students also to avoid the conflict. Citizenship education has an important role in cultivating character education, and it is also raising law awareness in the middle of multiculturalism in Indonesia (Faisal & Sulkipani, 2016; Nanggala, 2020). Thus, it is expected the role of citizenship education can encourage students' nationalism in the various tribes, races, and religions.

Civic education is citizenship education in a narrow meaning that is used as an educational subjects at school or university and other formal courses (Ananda, 2017; Mukhtarom et al., 2019). Different with civic education, citizenship education has wider meaning which include citizenship education inside or outside the school. It aims to equip students to be an independent and good citizen, and also facilitate the process of their growth as a citizen (Suhaida & Fadillah, 2019; Susetyo et al., 2018). Theoretically, the aims of civic education is to teach students to be good and responsible citizen who are able to participate actively in the democratic society (Faridli, 2011; U S Winataputra, 2016). Education in *pesantren* has role as a means of connection with the society to face several challenges in developing multicultural education in order to create harmonious life through differences in *pesantren*. The multicultural awareness and plurality in the society will make our life full of tolerance. It is important to be taught in *pondok pesantren* in order to create tolerance and humanist life (Afif, 2019; Asra et al., 2019).

One of education institutions that teach character and also integrating multicultural values in the education environment is *pondok pesantren* (Grummich et al., 2017; Kiersch & Gullekson, 2021). The scope of education in *pesantren* is heterogen, *pesantren* is seen as an education institution about Islam that its existance considered able to adapt with the environment, *pesantren* is religious education institution that can survive nowadays (Murdan, 2020; Rohman, 2017). Thus, it is expected that it can be a protector from all deviant teaching in Islam. Besides, *pesantren* is also expected to focus on tolerance, respect and appreciate others and the environment. The appropriate curriculum choice in *pesantren* is an important thing, it aims to prevent misunderstanding in learning religion which result in social conflict. Moreover, *pesantren* can be neutral in the surrounding environment and can be protector for society. The diversity in Indonesia can ruin the unity of the nation. The development of technology also able to lower the respect and appreciate attitude. Thus, it needs attitude and character to develop multicultural attitude. It is expected to shape character of multicultural citizenship as mentioned in the previous studies.

Indonesia as a country that has diversity in tribe, religion, race and group, in 2009 strengthen the conception of Indonesia "Pillars of Nationality" or known as "Four Pillars of Nation and State". People's Consultative Asembly of Republic Indonesia since 2009-2014 period under the leader of Taufik Kiemas underline Pancasila, 1945 Constitutions, Unitary State of Indonesia, and Bhinneka Tunggal Ika as the contents of those four pillars (Farisia, 2016; Meinarno & Mashoedi, 2016). Although there is a debate about the position of Pancasila as one of the pillars, it is because Pancasila is a national principle, but People's Consultative Asembly insist to make Pancasila as one of the Four Pillars of Nation and State. Those pillars have been socialized by People's Consultative Asembly (MPR) through several medias such as television, newspaper and online media. Besides, People's Consultative Asembly (MPR) also hold activity such as competition about "The Four Pillars". The relation with this article is about how the values of multicultural citizenship character in national consensus (The Four Pillars) is developed in Supreme Court environment?. It has become public awareness that Supreme Court quantitatively homogen in Islamic reigion identity. Above question is worth as a reminder toward exclusive attitude worries and underline the different existance of society and it is continously develop and intimidate the national integration. Furthermore, the existance of Islamic education institution, such as *pesantren* based schools (Hardianto, 2019; Utaminingsih et al., 2017). Facing the highlight especially from western media which seems can not accept the values of

democracy teaching and practice, strengthening civil society, and emerging the values of tolerance and respecting toward religion as cultural or religion understanding.

The importance of multicultural awareness built through religion typical (Islam) education institutions (Anwar et al., 2018; Ulfat, 2020). Multicultural education believed can be a real solution for conflict and disharmony in the society to create religion and culture purality awareness (Churiyah et al., 2020; Swalwell & Payne, 2019). Thus, this article elaborating the needs of multicultural citizenship character formation in Supreme Court, exactly in Special Region of Yogyakarta (DIY) based on national pillars documents which is developed by People's Consultative Assembly (MPR). Besides, this article also describing experience in guiding multicultural citizenship character in the Supreme Court in Special Region of Yogyakarta (DIY). Furthermore, the teachers expected to be able to prepare their students to encounter global society life that is multicultural society.

From above character education indicators, it can be seen that the responsibility of character education not only the role of school, but also it needs support from parents and society. In school environment, character education needs to be supported by school culture that include all of the main elements such as school leader, teachers, staffs and good character environment among students (Pike et al., 2021; Pradana et al., 2021; Prasetyo et al., 2020). Thus, above principles underline that character education will be effective if it is: done actively, for individuals, for the good society (Agusti et al., 2018; Sulistyaningsih et al., 2018). Indonesia is a complex country which consist of various tribes, religions, races, languages, cultures, etc. Moreover, those diversities often become an intern polemic that can break its unity. Indonesia is consist of several groups, ethnics, religions, cultures and etc which all of them is plural and heterogen.

The plurality and heterogenity of a state reflected in *Bhineka Tunggal Ika* which means although we are different but we are unite. It is because the differences, so the character of multicultural citizenship in line with the study stated that in the multicultural idea there are values about Islamic thought such as human creation who originated from various tribes and nations and the differentiate is located on our devotion level to Allah SWT (Samsuri & Marzuki, 2016). Besides, other research stated that Islam also taught us to have good relations among others who has several differences as a form of Moslems' duty as a leader in the world (Anwar et al., 2018; Fathul Amin, 2019; Syam, 2019). Islamic values that often used to respect and appreciate the diversity in the society environment about tolerance is your religion is yours, and for me (Islam) is my religion (Kerwanto, 2022; Salistina, 2015). From the result of observation in *Pondok pesantren Al Muqoddasah Ponorogo*, the students come from various background, groups, races, and languages in handling the existance of diversity by implementing strong character education to make students understand about the multicultural values. From the result of the study, the researcher interested to do research related to character of multicultural citizenship toward civic education, *pesantren* culture, and scout extracurricular. This study aims to analyze the development of multicultural citizenship.

2. METHOD

This research used qualitative research that is descriptive phenomenology reasearch. Qualitative descriptive research in form of phenomenology where it needs strong basic philosophy from in depth interview (Creswell & Pioano Clark, 2007). The subject of this study is the head of *pondok pesantren*, Civic Education teacher, students and scout coach in *Pondok pesantren Al Muqoddasah Ponorogo*. The data collection technique used are interview, observation, and documentation. Moreover, data validity technique used triangulation technique. This technique was conducted to check the data from various sources with various ways and time (Sugiyono, 2013). The benefit of triangulation technique study in the usage of research sources compared to the result of interview with observation result, and compare the data from one source to another or compare the result of interview technique with documentation technique. This study used inductive data analysis technique with interactive model Miles dan Huberman (Sugiyono, 2013). They are data collection, data reduction, data presentation and conclusion.

3. RESULT AND DISCUSSION

Result

In the Civic Education of the guidance of character multicultural citizenship, the researcher used three research steps, namely using Civic Education in class with the teacher, *pesantren* culture, and scout extracurricular. The results are as follow: **first, civic education**. The result of interview with Civic Education teacher stated that the Civic Education learning model in *pondok pesantren* used Jigsaw and Problem Based Introduction (PBI) because it is effective to teach the diversity for students. Meanwhile, the approach used is teamwork in a study group and the importance of unity in the form of *Bhinneka Tunggal*

Ika. For example, teacher taught about understanding the values of unity in Unitary State of the Republic of Indonesia wisely. Then, teacher should divide a class into several groups. Indirectly it can be imitated by the students (W/SM/4/2019). Moreover, the result of interview with students about Civic Education, the teachers teach about character, for example about Bhinneka Tunggal Ika. Related to the materials, the teachers teach about diversity in Indonesia. The teaching about Bhinneka Tunggal Ika also can be found in *pondok pesantren* teachings. Thus, Indonesia can be a developed country because it has diversity and it makes the country stronger. Multicultural education taught by the teacher is discussing about accepting the diversity in *pesantren* environment and respect among all students (W/SM/4/2019).

According to the result of the research, the character education integrated in learning activity should be prepared well. It starts from plan, action, and evaluation steps in learning. In planning step, the teacher should prepare the material, method, media, learning sources, learning activity steps, and evaluation which will be used to support the character education implementation. Multiculturalism is a concept where a community in the context of nationality also able to accept and respect diversity, differences, plurality, race, culture, religion, ethnics and tribes. It is suitable with the implementation of civic learning in *pondok pesantren* that giving material about diversity not only theoretically but also it can be practiced in the daily life in *pondok*. Multicultural education included in the implementation of learning courses where teacher has a learning guidance or syllabus, lesson plan integrated to multicultural education value, and the teachers have more than one handbook. Here, the researcher found the example about the implementation of multicultural learning in the class. For example, if there is a student asking the questions, there is no difference between one student and another. Thus, the teachers have already done the learning evaluation which contain good multicultural education values, that is by not differentiating students or it can be said that students is treated equally in the learning activity. However, if there are students who have score under the standard (85). Besides, the documents on the materials of Indonesian Strategy in Solving the Treat toward Country in Strengthening Unity and Diversity in the Frame of Bhinneka Tunggal Ika (Basic Competence 3.6). Basic competence: analyzing strategy implemented by Indonesia in solving the treat toward country in strengthening unity in Bhinneka Tunggal Ika frame. It is expected from the core material, the students are able to comprehend, understand and able to implement the achievement of the materials using the indicator: 1. Summarizing the meaning of diversity vertically and horizontally. 2. Summarizing the importance of unity and diversity for Indonesia as a multicultural country in the frame of Bhinneka Tunggal Ika (DOK/RPP/2019).

Second, **the culture of *pondok pesantren***. School is a right place to implement Civic Education in wider coverage. It is expected by teaching Civic Education, it can provides more knowledge outside the main courses at school. Thus, it is important to give an extra awareness on Civic Education subject to add students experiences by expanding outside class learning. The main point is school has an important role to support Civic Education learning in creating active citizens. Various characters have been implemented in *pondok pesantren* which aimed to shape students to have good identity and character. Thus, the guidance of character at school as a culture actualiation. The important thing from shaping students' character is to make the learning process run effectively. It can drawn the conclusion that the implementation of Civic Education in guiding citizenship character by using learning method. Besides the role of the teacher also give effect used as students example. Thus, not only the learning process but also teachers' attitude also gives affect to students' character guidance.

Character education have been implemented in several schools included *pondok pesantren*. In *pondok pesantren* Ihyaul Gilang Babat and *pondok pesantren* Langitan Widang Tuban, there are several character educations implemented to the students, among them are, the exemplary of *Kyai*, continously interaction between one student and other students, students with the caretakers and the caretakers with all of the students. Lastly, there are rules to protect policy in *pondok*, policy on the basis of *Kyai's* will and the vision and mission of *pesantren*. The result of interview with the students showed that some of the character educations implemented in *pondok pesantren* Al-Muqoddasah are: (1) the students following the rules of *pondok pesantren*, (2) the seniors caring the juniors, and the juniors respecting the seniors, there is uniform equation, using Bahasa Indonesia and have the same menu, (3) in performing the cultural art the students always exchange between one culture with other cultures. For example, the students from Bali learning about how to perform Reog Ponorogo and the students from Ponorogo learn about how to perform Kecak dance, (4) the motto of the *pesantren* is *Ukhuwah Islamiyah* and *Kyai's* guidance, (5) there are 15 students in one room and they come from different regions, (6) *pesantren* has goals to create generation who can life well in a society, be an *ulama* who has balance thinking and *zikr* and be Indonesian citizen who pious to Allah swt, (7) there are many facilities covering extracurriculars and sports make students have full activities so it can bound togetherness among students (W/RB/4/2019).

Next, the observation results showed that life in *pondok pesantren* with its diversity make students able to life and socialize with other students although they come from different cities and

background. The existence of the differences among students make them able to learn new things, such as culture, language, tradition, etc. Moreover, several differences among them able to strengthen togetherness among students (OBS/PONDOK/2019). It is in line with Estagno (2013:118) who states that multicultural education is a practice about education which focus on culture equality, and power that needs hope from higher education for all students, consider about different point of view, other people, and other point of view about curriculum also give understanding to the students about power issues, privilege, oppression, and the idea about how they respond to social justice. In this realm, education of *pondok pesantren* has role as a bridge with the society to face the challenges in development of multicultural education in order to create conformable life despite all differences in *pondok pesantren*. The existence of multicultural awareness and plurality in the society will make the life tolerance. It is important to be taught in *pondok pesantren* to create tolerance and humanist life. Since the comprehension about *pesantren* education tend to be intolerance and exclusive, it will disturb the multi-ethnic society harmony and religion. Thus, the point of view about exclusive *pesantren* education is not accordance with multicultural era. It is because the perspective is exclusive and intolerance, so the acceptable understanding is about the exclusive and intolerance that will ruin interfaith harmony and the attitude of respecting other religions truth.

In responding the differences among students, *pesantren* has values and rules which introduced to the students and teaching it to them. For example, the teachers speak Bahasa Indonesia to communicate in their daily life which aims to make students blend in with other students. The tolerance in *pondok pesantren* environment is different with tolerance outside *pondok pesantren*. For students, the implementation of tolerance can be in form of caring the juniors and respecting the seniors. Besides, they are wearing the same uniform as the implementation of tolerance and equality. They also have same menu for their meals. These suits with the goals of *pondok pesantren* Al Muqoddasah; create citizens with Indonesian personalities who fear to Allah SWT. Thus, it can be said that guidance of *pesantren* culture toward multicultural character is implemented in several aspects, one of them is the existence of extracurricular activities and sport center in this *pondok pesantren* so it makes students have various activities to strengthen their togetherness. *From the result above, it can be drawn the conclusion that pesantren culture in guiding multicultural citizenship character are:* (1) the students should follow the *pesantren* and school rules and then taught it to the students. For example the teachers use Bahasa Indonesia while teaching the students. It aims to make the students able to blend with other students. (2) The regular activity is also can be seen when the students wear the same uniform. They also have same menu for their meals, and in one room there are around 15 students who came from different areas. (3) The exemplary, *ukhuwah islamiyah* as motto of the *pesantren* and instruction from *kyai*, the seniors caring the juniors, the juniors respecting the seniors. (4) Several extracurricular programs and sport make santri have various activities, so it can raise togetherness among students.

Third, **scout extracurricular**. In *pondok pesantren* environment, the students not only study about citizenship education, but also obtain knowledge about character education. The function of character education are: (1) developing basic competence to have good thinking, good-hearted and well-behaved, (2) strengthen the formation of multicultural state behaviour, (3) improving competitive civilization related to world association. Character education learning in scout extracurricular activity was done by camping, outdoor activity, doing interesting and fun games, and also exploring the nature. The scout coach in SMPN 1 Yogyakarta using several methods applied in extracurricular activity. One of the activities are guidance system which give the lesson about how people can be a leader and how to motivate students. Besides, *Kiasan Dasar* used in scout extracurricular which used to give education character to the students which aims to give character education for students in order to have battle spirit and clear goals. It aims to build students character of loving the country by developing noble values and Indonesian cultures. The interview result with the scout coach, he teaches the students about several activities, such as group game, singing folk songs, Thursday-Friday camping, etc. In the implementation of the activities, the students should work together with other students because one of the goals in scout extracurricular is students are prohibited to differentiate other students based on their backgrounds or region. Furthermore, it creates togetherness and unity through scout extracurricular (W/AA/4/2019).

Based on the documentations of scout extracurricular obtained by the researcher, the scout coach in *pondok pesantren* Al-Muqoddasah used handbook for the scout extracurricular in *pondok pesantren*. Several point related to the guidance for multicultural citizenship character are as follows: 1). Discussion. Discussion is an idea exchange, opinion between two persons or more spokenly with the goal to obtain dealing or understanding of an idea or opinion. In the scout extracurricular, the students taught to have good discussion. Students are taught to delivering opinions or ideas and also interrupt idea or opinion of other discussion members. This kind of ethic is very important to be given to the students. However, not only teaching about the theory, but also giving chance to them to practicing directly. Thus, the scout extracurricular activity in *pondok pesantren* Al-Muqoddasah often conducting the group discussion. 2) The

attitude toward critique and suggestion as a student of *pondok pesantren* Al Muqoddasah in giving critique and suggestions smoothly and do not mention other's feeling. Moreover, if the students' attitude in facing critique from others, it can be self improvement and always put forward unity. 3) Giving solution or intermediary in a discussion about students' attitude in facing dispute in a discussion. As a mediator, students should be able to give evaluation about different point of view among discussion members. Thus, scout extracurricular in the guidance of multicultural citizenship character can be implemented using these methods: (1) the scout coach teaches various activities regularly, such as group games and Thursday-Friday camping. It is expected that these activities can create togetherness character and unity among students. (2) the exemplary of scout coach teaches students to sing folk songs which aimed to make students familiar and know other regions. It aims to make students to respect each other, help each other, and blend with other students. Moreover, the students also given materials about how to conduct good group discussion. It is expected that the students have good individual or group ability.

Discussion

The result of Civic Education implementation in guiding the character of multicultural citizenship is appropriate with the theory stated about the function and character of tolerance to grow students' multicultural competence (Khuriyah et al., 2017; Supriyanto & Wahyudi, 2017). There are many intolerance cases and it can be prevented through giving character education materials at school. There are three aspects of tolerance, they are (1) peacefulness aspect with care, fearlessness, and love aspects, (2) respecting differences aspect with indicator respecting each other, respecting differences, and respecting ourselves, (3) awareness aspect with indicator respecting other people kindness, open, easy to accept, convenience in life and with others.

It is supported by the research who stated that the teachers of Madrasah Aliyah in Special Region of Yogyakarta have been translated multicultural citizenship materials as stated in People's Consultative Assembly documents as a result from nationality and state identification of Indonesia (Samsuri & Marzuki, 2016). Materials of Pancasila included God values, humanity, unity, populist, and justice (Farisia, 2016; Putri, 2018; Sumardjoko & Musyiam, 2018). Materials of 1945 Constitution included equity of rights and obligations of every citizen, recognition and respect of every people who has different background, and obligations of a country to protect every individual who has different background. *Bhinneka Tunggal Ika* means there are many differences in Indonesia but it still in one frame of Indonesia (Salim, 2017; Udin Saripudin Winataputra, 2016). However, one of character value based on The Unitary State of the Republic of Indonesia is keeping unity in Indonesia territory and sovereignty. Based on the result of interview and documentation that have been done by the researcher in *pondok pesantren* Al Muqoddasah, it showed that the learning model in Civic Education in this *pondok* used Jigsaw and Problem Based Introduction models because it is effective for teaching diversity to the students. The result of documentation showed the importance of unity in Indonesia. Moreover, the approach used was teacher taught about teamwork or cooperative learning as a team in study group where the distribution was done fairly. It aimed to shape education with equal rights or all students who have equal rights to be educated. The Civic Education exemplary was in the process of learning discussion in a group (Kurniawan & Saragih, 2016; Sriyanto et al., 2019). The distribution of the group members was mixed fairly to build togetherness without differentiating them. It is indirectly can be a role model for the students.

Character education taught students to develop students' skill in determining the right attitude in social environment with the goal to improve individuals who are able to understand moral values and choose to do right things (Kiersch & Gullekson, 2021; Nida, 2019; Taufik, 2020). This statement is in line with the character education implemented in *pondok pesantren* that all of the students should be able to developing their social skills to life together with other students. The core of citizenship education is not only limited on the class education. However citizenship education also can be done in the extracurricular and implicitly in school environment (Thornberg & Oğuz, 2016; Wong et al., 2016). It is in line with the result of the research showed that character education also given in scout extracurricular. In this activity, the students know each other so it can build togetherness among them. Furthermore, the games in extracurricular activity requires students to work in group with another students. Beside that, the character education building also come from the existence of different group, culture, and background of the students. Scout extracurricular teach them to adapt while they are in *pondok pesantren* environment. From the result of scout extracurricular implementation toward the guidance of multicultural citizenship character. It is in line with the theory, the most important element in democracy system is citizenship character, especially the intellectual element that should be implemented in the democracy life (Nanggala, 2020; Noor & Sugito, 2019). Those intellectual element is related to the role of society in the public community and citizenship as a good citizen, such as political orientation, political efficacy and political tolerance attitude. Thus, citizenship life needs character to create independent society, fulfil the individual responsible effectively

and wisely, develop the function of good constitutional democracy, and respect the honor and dignity of every individual.

4. CONCLUSION

The implementation of citizenship education in guiding the multicultural citizenship character in Pondok pesantren Al Muqoddasah Ponorogo, it is showed that the civic education learning method in this pondok use jigsaw and Problem Based Instruction (PBI). The meaning of diversity in Indonesia vertically and horizontally and also the importance of unity in Indonesia. The pesantren culture in guidance of multicultural citizenship character is as follows: (1) the students must obey the rules of pesantren and school, also values that later will be introduce to the students. (2) the students wear the same uniforms as the symbol of equality among the students. (3) the exemplary, (4) there are several extracurriculars provided by the pondok pesantren to maximize students' activities.

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