PAI TEACHER'S ACTION TO MINIMIZE RACIST BEHAVIOR AT ISLAMIC HIGH SCHOOL IN JEPARA

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Abstract
This study aims to describe (1) the efforts of PAI teachers in minimizing racist behavior in Jepara Islamic High School (2) the supporting and inhibiting factors of PAI teachers in minimizing racist behavior in Jepara Islamic High School. This research is included in the type of field research orfield research, researchers want to find out the reality on the ground regarding the efforts made by PAI teachers in minimizing racist behavior in Jepara Islamic High School and what are the inhibiting and supporting factors. In analyzing the data, the researcher uses qualitative data analysis because it aims to describe the findings in the field based on a series of sentences, not just numbers. Researchers collected data through 3 techniques, namely observation, interviews and documentation using data reduction techniques, data presentation and drawing conclusions to analyze. The data triangulation method is used to measure the validity of the data, namely using triangulation of data sources or the results of interviews with several sources, data collection methods and of course theories related to racism. The results of the study show that the efforts made by PAI teachers to minimize racist behavior in Jepara Islamic High School include instilling Islamic values, diversity, character education and exemplary teaching staff. On the other hand, the student's previous educational background, good relations with other agencies and awareness of students are supporting factors in minimizing racist behavior. While the family environment and playmates, the student's previous educational background, the age and character of the student are the inhibiting factors.

Keywords: *Teachers, Islamic Religious Education, Racism*

INTRODUCTION

Indonesia is famous for its diversity. Not only various islands but also languages, religions, tribes, races, and cultures. In line with the nation's motto, "Bhinneka Tunggal Ika", which means different but still one, is a powerful sentence to prove that diversity is a wealth. (Antara & Vairagya, 2018). However, on the other hand, with so much diversity comes negative behavior including racism (Wijaya, Kusumo, Putri, & Oktaviani, 2022).. Racism according to KBBI is a belief or ideology that considers biological differences inherent in humans to determine the achievement of an individual, and certain stronger races have the right to govern other races that are considered inferior.

Racism is an understanding where he feels that his race or tribe is the most powerful and right, so he shows different attitudes and behaviors towards other races or tribes. (Febria et al., 2022) as a form of *hatred* based on skin color, but rather tribe, ethnicity and religion. This view results in people being valued, judged or viewed based on their racial status. The spread of racism can lead to the emergence of a person's sense of self-doubt, so that emotionally

they feel they are in a position where they are physically deficient. This feeling is caused by people who view their race as superior, which is called "superior". Ultimately, racism will lead to violence. Starting from insults and stereotypes against skin color and physical shape, discrimination in schools, workplaces, family environments, to intimidation by security forces. (Princess 2022).

In Indonesia alone, from 2011 to 2018 there were 101 racial and ethnic violations recorded by Komnas HAM in November 2019. In addition, the Directory of Decisions of the Supreme Court of the Republic of Indonesia has 3 racist case decisions (Supreme Court, 2022a) and 1 racism case verdict throughout 2022 (Supreme Court, 2022b). This led Indonesia to become a country with a racism index ranking of number 14 after the United States with a score of 4.99.

Nowadays, racism is prevalent among teenagers, especially in relation to their skin color. Violence in the form of power such as racism, hatred, and low tolerance for differences stems from a mindset that tends to assume that other people have a lower position than themselves in terms of race, religion, ethnicity, intergroup, and certain physical characteristics. Due to the thought of undermining each other and the loss of mutual respect for differences, this is the main cause of bullying based on racism. Examples of racist behavior that often occur among students are calling their dark-skinned friends "Papuans or blacks", or curly-haired friends called "kribo".

Given that school is an environment where students are taught tolerance, it should be the safest place and avoid racism. However, the facts show that racism in the form of verbal and physical violence in schools and social environments is still rampant.

Cases of racism have the potential to occur not only in public schools, but also in Islamic-based schools. Such as excluding friends who are considered different from the color of their skin, social status, and style of hooding that is different from the others. One case of racism that has received public attention is the case of racism committed by unscrupulous educators at SMA Negeri 1 Sumberlawang, Sragen in November 2022. Where the math teacher cursed his student and told him to repent in public because the student did not wear a headscarf and did not pray at the mosque. (BBC, 2022).

As the next generation of the nation, teenagers should be at the forefront in fighting all forms of racism. In 2045, the population is predicted to reach 340 million with a composition of 50% or 180 million of them including the productive age of 15-24. The leaders of the Indonesian nation in 2045 are those who are at a productive age and are currently in education, be it early childhood education, primary education or secondary education. (Triyono, 2016) .

Ki Hajar Dewantara said that the essence of education is to advance the character, mind, and body of children to find the perfection of life.(Wijaya et al., 2022). Through education a person has the reason to know the truth. The education factor is the main factor in

influencing a person's behavior so that it is expected to be the best weapon to ward off racism and discrimination. The educational process cannot be separated from the role of educators who are the main figure in providing examples to students. In this case, education should also promote the importance of equality, respect and tolerance so that students are better prepared to face social pressure and understand differences.

In the formation of anti-racism character in the younger generation, the role of Islamic religion teachers plays an important role in instilling a sense of tolerance. Islamic Religious Education (PAI) teachers not only teach and educate, but are also responsible for taking preventive action against racism. PAI teachers are closely related to Islamic education where spiritual moral values are instilled so that students become better individuals. Furthermore, PAI teachers are also responsible for conveying the goodness of mutual respect and also the prohibition of racism as Allah's fiman in Surah Al-Hujurat (49) verse: 11

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْا لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ عَسٰىٓ اَنْ يَّكُوْنُوْا خَيْرًا مِّنْهُمْ وَلَا نِسَاۤءٌ مِّنْ نِّسَاۤءٍ عَسٰىٓ اَنْ يَّكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوْٓا اَنْفُسَكُمْ وَلَا تَنَابَزُوْا بِالْاَلْقَابِۗ بِئْسَ الِاسْمُ الْفُسُوْقُ بَعْدَ الْاِيْمَانِۚ وَمَنْ لَّمْ يَتُبْ فَاُولٰۤىِٕكَ هُمُ الظّٰلِمُوْنَ.

Meaning: "O you who believe, let not one people make fun of another people (for) it may be that they (the made fun of) are better than they (the made fun of) and let not women (make fun of) other women (for) it may be that they (the made fun of) are better than they (the made fun of). Do not revile one another and call one another by bad names. The worst of calls is that of the wicked after faith. Those who do not repent are the wrongdoers. An ungodly nickname is a nickname using words that are insulting or do not reflect the character of a believer." (Q.S. Al-Hujurat / 49: 11)

Jepara Islamic High School is a formal high school education institution located on Jl. Ratu Kalinyamat Jepara, RT 5, RW 9 Krapyak Village, Tahunan Subdistrict, Jepara Regency. Jepara Islamic High School is a high school that teaches Islamic values in the teaching and learning process. The academic community in SMA Islam Jepara, including teachers, students, and staff, are all Muslims. Like schools in general, in addition to the teaching and learning process in the classroom or intracurricular at Islamic High School there is also learning outside the classroom or extracurricular to facilitate students' interests and talents. One of the most popular extracurricular activities is volleyball. (Auliya Febriyanti, 2022).

Volleyball sports at SMA Islam Jepara are in great demand by students, so it is not surprising that several times the volleyball team from SMA Islam Jepara won tournaments both between schools in Jepara and even in Central Java. In addition, Islamic High School Jepara regularly holds volleyball tournaments at the high school level in Jepara Regency. As when the researchers conducted field work practice (PPL) at Jepara Islamic High School in 2022 the tournament was being held. Interestingly, volleyball tournaments are held between public and private high schools, which in fact have religious diversity, physical characteristics and even the accent of each student. (Auliya Febriyanti, 2022).

Based on observations during PPL at SMA Islam Jepara, researchers found a case of racist behavior that occurred in the midst of a volleyball tournament between high schools in Jepara Regency. This behavior occurred when the Jepara Islamic High School volleyball team competed against SMA Negeri 1 Molonggo. It is known that one of the players from the SMA Negeri 1 Mlonggo team is a Christian and wears a cross necklace attribute. Then there was a tweet from a *supporter of the* Jepara Islamic High School team who said, "God is on a cross". So that there was an uproar and throwing taunts at each other in the middle of the match. This is very ironic, considering that the match took place in Islamic High School and the perpetrators of the racism were Islamic High School students. When in class they also call their white friends "cino", then call their black friends "wong negro", and other inappropriate calls. (Auliya Febriyanti, 2022).

METHOD
This research is included in the type of *field research* or *field research*, which is research conducted to find the reality that occurs specifically in a research object. (Masri Singarimbun and Sapta Efendi, 1985).. Where researchers want to find the reality of PAI Teacher's efforts in minimizing racist behavior in the middle of Jepara Islamic High School and what are the inhibiting and supporting factors.

In this study, researchers chose to use a qualitative approach. A qualitative approach is a research method that produces descriptive data in the form of text or human speech and observable behavior. Researchers chose a qualitative approach because they felt that this approach was suitable for the problem to be solved and the research objectives to be achieved. (Bungin, 2007).

This research discusses the efforts of Islamic Religious Education (PAI) Teachers in reducing racist behavior at Islamic High Schools in Jepara as the object of research, according to the situation that occurs in the field.

This research was conducted at Jepara Islamic High School located at Jl. Ratu Kalinyamat Jepara, RT 5, RW 9 Krapyak Village, Tahunan Sub-district, Jepara Regency, Central Java Province(0291).

Data collection techniques used to solve problems, the author conducted research at Jepara Islamic High School to obtain the necessary information, researchers used several methods, namely Observation, Interview, and Documentation.

Data analysis techniques used by researchers using data reduction techniques, data presentation, conclusion drawing.

FINDING AND DISCUSSION

A. Analysis of PAI Teachers' Efforts in Minimizing Racist Behavior at Jepara Islamic High School

Efforts are part of the role that must be carried out by someone to achieve certain goals. In this study, the emphasis is on how the teacher's efforts to achieve his goal of minimizing racist behavior during the learning process at Jepara Islamic High School. Moh Fadhil Al-Djamali in the book of Islamic Education science (Syafaruddin et al, 2012)Moh Fadhil Al-Djamali in the book of Islamic Education Science (Syafaruddin et al., 2012) states that a teacher is a person who directs humans to a better life so that their humanity is elevated in accordance with the basic abilities possessed by humans. Marimba defines teachers as adults who are responsible for the education of students.

In relation to efforts to minimize racist behavior, the teacher becomes the director. Teachers who provide illustrations, education and model attitudes but for the next students who will become players. Whether later students imitate or carry out according to the understanding of the teacher or even behave as they wish.

Based on the results of research at Jepara Islamic High School, the author obtained information that at Jepara Islamic High School there are several students with different races, including:

a.   Javanese Tribe
b.   Batak Tribe
c.   Sundanese Tribe

Seeing this difference, students' attitudes in responding to this vary, including:

a.   Make a joke out of it.
b.   Giving nicknames, for example, if you have curly hair, you will be nicknamed the curly one, if you have black skin, you will be called a Papuan child, and so on.

As Liliweri said (Liliweri, 2005)There are several behaviors or actions of racism, including racial *stereotyping, racial* discrimination, and racial violence. Looking at the phenomena in the field, researchers categorize cases of racism that occur at Jepara Islamic High School into the category of race-based stereotypes, namely quality assessments based on physical characteristics that make them inferior in the eyes of others so that they are ridiculed.

Although there are differences in race or ethnicity, it does not make students group or make *circles* based on their respective tribes. There is no division between tribes but there are *circles* based on the social status of parents, student intelligence and student character. A religious teacher has an educational task, namely maintaining and guiding fitrah by creating an educational environment that is in accordance with fitrah itself, towards the goals to be achieved in Islamic education, namely becoming a human being with a good personality in accordance with religious guidance. (Syafruddin Herdianto et al, 2016)

For this reason, Mr. Achmad Nadhif as a PAI Teacher, takes preventive steps to minimize racism by providing an understanding of the differences in race, ethnicity, or culture. In addition to providing education about differences, the researcher obtained data about several efforts made in minimizing racist behavior at Jepara Islamic High School, including:

a.   Instilling Islamic Values

One of the efforts that can be made by researchers is to instill Islamic values such as praying in congregation every Dzuhur and Asr, holding a flash pesantren filled with cultums by teachers or in collaboration with the Ministry of Religious Affairs, routinely reading prayers before learning, Asma'ul Husna, and other prayers. This is in line with research conducted by Toni Ardi Rafsanjani, et al that the cultivation of religious values through religious activities has succeeded in forming students into progressive students. (Toni Ardi Rafsanjani et al, 2018).

b.   Instilling the Value of Unity in Diversity

After carrying out habituation by instilling Islamic values, researchers chose to implement the cultivation of the value of unity in diversity so that racist behavior can be resolved properly, in line with research that has been carried out by Widiya Septian Dewi, et al, which states that the value of unity in diversity must be instilled and developed in schools, where everyone has an equal and equal position so that quality students will be formed in developing an attitude of tolerance, patience, and always applying the value of diversity such as not discriminating against religious believers, no acts of racism in the school environment and daily life. (Widiya Septia Dewi et al, 2023).

Through PPKN lessons, introducing the independent curriculum to students so that they must know the Strengthening Character Profile of Pancasila Students or P5, providing education that Indonesia is a pluralistic country so it is very natural that there are many differences ranging from ethnicity, race, religion and culture so that it is fitting to respect differences and live in harmony, and teach democracy through the election of the osis chairman.

c.   Conducting Character Education

Character education is carried out from the first time students enter Jepara Islamic High School or during PPDB (admission of new students) such as the 3S culture of smiling, greeting and greeting, then holding a socialization on *bullying* prevention and working with the Kodim to strengthen student character.

d.   Setting an Example

The role of the teacher is very necessary, especially in terms of performance and having a good personality so that it can be used as a role model for students, teachers are actively involved in the formation of positive habits such as giving examples from the start of how to behave, speak well between students or with fellow teachers so that students can imitate

what has been implemented by the teachers. (Zaenuri et al, 2022). As a teacher, it is appropriate to provide a good example for students. Be it in the form of speech or action.

B. Analysis of Supporting and Inhibiting Factors for PAI Teachers in Minimizing Racist Behavior at Jepara Islamic High School

As quoted by Zakiyah and Bintang Wirawan, behavior according to Purwanto is all visible or invisible human actions or deeds that are based or not based including how to talk, how to do things and react to everything that comes from outside or from within himself. (Zakiyah and Bintang Wirawan, 2014).

There are 2 factors that influence a person's behavior, namely internal factors or from within the individual and external factors or from the surrounding environment. In an effort to minimize racist behavior, these 2 factors are the supporters and obstacles.

As the data obtained by the author in the field, there are supporting and inhibiting factors for PAI Teachers in minimizing racist behavior at Jepara Islamic High School, namely:

1. Supporting factors

    There are several supporting factors in minimizing racist behavior at Jepara Islamic High School, including:

    a. The factor of students' educational background, for example: MTs alumni students who are accustomed to religious studies, so that the religious knowledge given is more quickly understood because it is familiar to the ears.

    b. External factors, namely getting support from other agencies. For example, the Kodim is willing to work together to provide material on strengthening children's character, and the Ministry of Religious Affairs is willing to provide a kultum in the Islamic boarding school program.

    c. The factor of self-awareness, if children are aware and can distinguish between good and right things then when the teacher gives advice, they will definitely be heard, and lead themselves to the right path.

2. The inhibiting factor

    There are several inhibiting factors in minimizing racist behavior at Jepara Islamic High School, including:

    a. Environmental factors, such as societal factors where, as time progresses, societal support systems begin to break down so that there are no longer human connections available to young people. (Michele Borba, 2006)In addition, social factors or children's playmates greatly influence student behavior. For example, coming from an abangan group or since childhood has never been taught religious knowledge by his parents, hanging out with punk children, and so on.

    b. Students' educational background factors, for example: junior high school alumni who only study religion at school or students who have never attended madrasah.

    c. Age factor, the age of high school students who have grown up is more difficult to direct when compared to children.

d. Character or disposition factors, students with stubborn and rebellious dispositions are more difficult to give understanding or advice because they are stubborn and feel that their actions are correct.

CONCLUSION

The efforts of PAI Teachers to minimize racist behavior at Jepara Islamic High School are instilling Islamic values such as routine prayers every morning before learning, praying in congregation, and others. Then instill the values of Bhinneka Tunggal Ika which means different but still united due to the fact that Indonesia is a pluralistic country. Conducting character education such as 3S or smile, greeting and greeting and organizing *anti-bullying* socialization. Then the last one provides an example in the form of speech and action.

Supporting factors in minimizing racist behavior at Jepara Islamic High School include students' previous educational background, cooperation with other agencies and awareness of the students themselves. Meanwhile, the inhibiting factors are the family environment and playmates, students' previous educational background, age and character of the students themselves.

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