
The Existence of Multicultural-Universal Education Values in Pesantren

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Abstract: Boarding schools have become distinctive educational institutions in Indonesia, playing an important role in shaping students' character, morals, and knowledge. This research paper is to discuss the values of multicultural and universal education reflected in boarding in Indonesia. Another objective of this study is to analyze the goals, methods, and outcomes of multicultural and universal education in the context of boarding schools. This research method involves collecting data from various primary and secondary sources, including academic literature, interviews with scholars, and direct observation in different boarding schools throughout Indonesia. Qualitative analysis is used to understand the multicultural and universal educational approach applied in boarding schools. The results showed that boarding schools in Indonesia have broad educational objectives, including the development of Islamic character, academic skills, and multicultural understanding. The educational methods used include classical religious learning, group discussions, and extracurricular activities that promote tolerance and cross-cultural cooperation. Boarding schools also emphasize universal values such as justice, equality, and unity, which are integrated into their curriculum. In conclusion, boarding schools in Indonesia have a significant role in promoting multicultural and universal education. Through the objectives, methods, and educational outcomes offered, boarding schools can form individuals who not only have solid religious knowledge but also have a strong understanding of cultural diversity and universal values that are important in a pluralistic society.

Keywords: pesantren, universal value, multicultural values, education, existence.

INTRODUCTION

Indonesia, with its rich cultural, religious, and ethnic diversity, has a deep tradition of boarding schools. Boarding schools, as traditional Islamic educational institutions, have played an important role in shaping the character and values of Indonesian society for centuries. However, apart from being a centre of religious learning, boarding schools are also a vehicle for the formation of multicultural and universal educational values in Indonesia. Boarding schools, as Islamic educational institutions, not only teach religion but also emphasize the importance of tolerance, and interreligious harmony, as well as the values of justice and equality among all individuals. In the boarding school environment, students are taught to respect differences, understand and appreciate cultural diversity, and strengthen the spirit of unity in diversity [1], [2].

Along with the times, Islamic boarding schools in Indonesia are also increasingly aware of the importance of enriching the curriculum with multicultural and universal educational values. This is reflected in the emphasis on lessons that include understanding local and global cultures, respect for differences, and the ability to communicate and collaborate across cultures. The values of multicultural and universal education instilled in boarding schools in Indonesia not only create an inclusive and respectful learning environment for all individuals, but also help produce a generation that is ready to face global challenges with an open, tolerant, and respectful attitude towards diversity [3]–[5].

Thus, boarding schools are not only religious educational institutions but also become important vehicles in shaping the character and values of multicultural and universal education that become the foundation for a pluralistic Indonesian society. Educational institutions including boarding schools are now the main agents to prevent the development of intolerant and exclusionary values that are behind all the above actions by developing democratic values. However, with the emergence of boarding school output as perpetrators of terror also cannot be ignored. This at least illustrates that the central role of boarding schools in the study of democratic values needs to be evaluated [6], [7].

As the oldest Islamic educational institution in Indonesia, boarding schools should transform their democratic education in a holistic direction. Holistic education certainly emphasizes the development of cognitive, affective, and psychomotor abilities of students, even a study shows that the proper use of methods such as short stories is effective for fostering student tolerance values. In more detail, explained that the institution will not be able to actualize democracy education in its educational institutions holistically except by making the organizational structure, culture, and educational process of democracy in boarding schools characteristic of democracy [8].

The three main things are absolute because all three have a recital relationship. The creation of a democratic boarding school organizational structure will affect the birth of democratic culture, on the contrary, the democratic organizational structure will also only be realized by the existence of democratic culture in each of its citizens. Furthermore, both affect either directly or not the process of Islamic democracy education [9].

If you look at the history of the journey of the Indonesian nation under the leadership of the new order shows the lack of internalization of democratic values in Indonesian society due to the leadership that tends to be authoritarian. On the contrary, on smaller scales, democratic principal leadership exerts a huge influence on school residents to be able to internalize and actualize democratic values in the school environment. Boarding schools at the beginning of appearance is an Educational Institution initiated, established, and owned by a Cleric into a unique clause. All policies of boarding schools are in the figure of a Cleric, while the other party in general only obeys and implements the decision of the Cleric [10], [11].

Types of boarding schools that have leadership styles and also the organizational structure of boarding schools that are authoritarian in general can be very easy to find in traditional boarding schools. Therefore, the internalization of democratic education in this type of

boarding school has a certain collective that is motivated by his leadership style. Along with the development of the times, has developed a type of modern boarding school that changes its leadership style towards democracy, this provides a great opportunity for boarding schools can run democracy education in its holistic environment. This article explains the actualization of the establishment of the organizational structure of modern boarding schools in Indonesia [12], [13].

LITERATURE REVIEW

The literature on boarding schools and the values of multicultural and universal education in Indonesia highlights the complexity of the role of boarding schools in shaping the religious character identity and nationality of the community. Boarding school, as a traditional Islamic educational institution, has a significant role in instilling Islamic values in education. However, some research shows that boarding schools also have the potential to be places that promote multicultural and universal educational values [14].

In this context, boarding schools not only focus on Islamic religious learning, but also open space for teaching human values, tolerance, justice, and cooperation between religious communities. Several studies emphasize the importance of boarding schools as agents of social change that can strengthen multicultural awareness and reduce inter-religious conflicts in society [15], [16].

In addition, boarding schools are also considered educational institutions that have the potential to integrate local values with universal values in their curriculum and educational practices. Nevertheless, there are still challenges in the implementation of multicultural and universal values in boarding schools, including limited resources and resistance to change from some conservative parties. In facing this challenge, cooperation between boarding schools, government, and community is crucial to strengthen the role of boarding schools in promoting inclusive education and oriented towards universal values for sustainable social development in Indonesia [17], [18].

Table 1. Boarding Schools and The Values of Multicultural and Universal Education

Researcher/Author	Title of Work	Key Findings
Hefner, Robert W.	"Civil Islam: Muslims and Democratization in Indonesia"	<p>Research boarding schools in Indonesia and highlight their role in shaping multicultural and universal thinking among students.</p> <p>Islamic boarding schools in Indonesia play an important role in teaching the values of pluralism, tolerance, and inter-religious cooperation.</p>
Arifin, Muh.	"Boarding Schools Character Education: An Alternative to Multicultural Education"	<p>Examining multicultural education in boarding schools and its impact on the formation of student character.</p> <p>Boarding schools can create a learning environment that promotes the values of tolerance, diversity, and justice.</p> <p>Boarding schools also encourage awareness of common interests and respect for differences in society.</p>
Suwirta, Andang	"Development of Multicultural Education in Boarding Schools"	<p>Discussing strategies for developing multicultural education in boarding schools.</p> <p>Propose the integration of curricula that take into account cultural and religious</p>

diversity and the development of inclusive learning methods.

This table presents brief information about some research related to boarding schools and the values of multicultural and universal education in Indonesia.

METHODOLOGY

This research will use a qualitative approach to explore it. First, a literature study will be conducted to understand the concept of boarding schools and multicultural and universal education in the Indonesian context. Data will be collected through in-depth interviews with boarding school leaders, teachers, and students from various boarding schools in various regions in Indonesia. The interview will focus on their understanding of multicultural and universal values in the context of Islamic education in boarding schools. In addition, direct observation will be carried out in boarding schools to observe multicultural and universal educational practices carried out in the environment [19].

All collected data will be analyzed using a qualitative approach, with techniques such as content analysis and thematic analysis, to identify patterns, themes, and differences in the understanding and practice of multicultural and universal education in boarding schools. The conclusion of this study will provide deep insight into how boarding schools in Indonesia understand and apply the values of multicultural and universal education in the context of Islamic education [20].

This research paradigm is carried out to analyze and describe in detail the reality or phenomenon by providing criticism or assessment of the phenomenon. The object of research to be studied is modern boarding schools in Indonesia, namely boarding schools that actualize their democratic education in their education system [1].

The data was used in the form of information related to the values of democratic education in the formation, system, leadership style, and history of the organizational structure of modern boarding schools in Indonesia. The data was obtained from data sources that include leaders, teaching staff, impressionist staff, students, and parties involved in the democratic education of modern boarding schools. As for the collection using interview methods, documentation, and observation. Validity of data using tri nodes technique, source, and time [21], [22].

The data obtained from the results of the research is analyzed by studying all data, reducing data, arranging in units, categorizing the validity check of data, and the last interpretation of data. After the data is collected, conclusions will be drawn related to the data obtained, using the Inductive thinking framework. The process of inductive thinking begins with data collection, the organizational structure of modern boarding schools, and the underlying democracies [23].

Table 2. Boarding Schools Research Methods, Multicultural and Universal Education Values

Stages of Research	Description
Planning	- Setting research goals
	- Choosing boarding schools as the focus of research
	- Create a conceptual framework
	- Determine data collection techniques
Data Collection	- Participatory observation in boarding schools
	- In-depth interviews with leaders, teachers, and students of boarding schools

	- Study of documentation (teaching materials, educational programs, etc.)
Data Analysis	- Interview transcription
	- Data coding to identify key patterns and themes
	- Content analysis to identify the found values of multicultural and universal education
	- Use of qualitative analysis software if required
Interpretation	- Interpret findings based on a conceptual framework
	- Understand the implications of multicultural and universal educational values in boarding schools
Report Preparation	- Write a research report
	- Present findings in narrative and/or visual form

RESULTS AND DISCUSSION

Boarding schools, as a traditional Islamic educational institution in Indonesia, have an important role in spreading the values of multicultural and universal education. In boarding schools, students are taught to respect and understand the diversity of cultures, religions, and ethnicities. This is reflected in daily practices such as interfaith recitation activities and celebrations of religious holidays that are attended by all students, regardless of their background. Boarding schools also emphasize the importance of tolerance, mutual understanding, and cooperation between individuals from different backgrounds [24], [25].

Thus, boarding schools become an effective vehicle to form a young generation that has a broad understanding of cultural plurality and universal values such as peace, justice, and unity. Through this multicultural and universal education approach, boarding schools are not only a place of religious learning, but also a centre for inclusive and open-minded character building for a more harmonious and just future for Indonesia. This section explains four main things, namely the formation of organizational structure, organizational structure system, leadership style, and historical evaluation of the organizational structure of modern boarding schools. These four things act as embryos of the actualization of democratic education through the organizational structure of modern boarding schools which then plays a direct role in the process of transforming democratic values in each student [26]–[28].

Table 3. Boarding Schools and its Educational Values

Aspects	Boarding School	Multicultural and Universal Educational Values
Religious Education	Boarding schools are Islamic educational institutions	Religious values from different religions are taught and respected
Curriculum	Focus on Islamic religious and scientific education	Inclusive curriculum that includes religion, science, etc.
Openness	It is usually limited to the religion of Islam	Encourage openness to different religions and cultures
Character Development	Teaching Islamic values	Emphasis on values such as tolerance, fairness, etc.
Understanding of Other Cultures	Not always taught or represented in the curriculum	Understand and appreciate different cultures and traditions

Interreligious Interaction	Limited, usually with fellow Muslims	Encourage interaction and cooperation between religious communities
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The discussion from the table above is:

1. Religious Education: Boarding schools generally focus on Islamic religious education, while multicultural and universal education promotes the teaching of religious values of various faiths and respect for religious diversity [19].
2. Curriculum: Boarding schools emphasize Islamic religious studies, while the multicultural and universal education curriculum covers diverse subjects such as religion, science, and humanities [29], [30].
3. Openness: Boarding schools tend to be limited to Islam, while multicultural and universal education encourages openness to different religions and cultures [31].
4. Character Development: Boarding schools teach Islamic values, while multicultural and universal education emphasizes values such as tolerance, justice, and peace [32].
5. Understanding of Other Cultures: Boarding schools do not necessarily teach or represent other cultures in their curriculum, while multicultural and universal education promotes understanding and appreciation of different cultures and traditions [33].
6. Interreligious Interaction: Boarding schools generally have limited interaction with other religious communities, while multicultural and universal education encourages interaction and cooperation between religious communities to build better harmony and understanding [15].

Models and Systems in Boarding Schools

Based on the data obtained by the organizational structure of modern boarding schools when viewed from the perspective of democracy, it can be said that the organizational structure has been by the characteristics of democracy. Zamroni explained that this is manifested by the absence of dominance of power by one party or the top of the other part of the organizational structure [34].

Modern boarding schools or Khalafiyah have a pattern of leadership that is collectively democratic. The type of leadership of modern boarding schools has two major impacts on the development of democratic values in the modern boarding school environment. Directly democratic leadership affects the performance of the organizational structure system to run the organizational structure based on democratic values, further specifically implicating the understanding of democratic values in each student in his social life [35].

This type of leadership system brings up some negotiations that must be taken. Among them relates to the form of modern boarding school leadership. Boarding schools are generally led by a Cleric, but modern boarding school leadership puts a director as a replacement for the position of Cleric. The head of a modern boarding school played by a director aims to fully function all potential resources in their organizational structure, explained that this type of leadership will have an impact on the satisfaction of all members of the organizational structure while developing democratic values through the emergence of relationships between director roles and collaboration of members of the organizational structure [22].

The leader of the modern boarding school is either played by the director or Cleric who assumes the main task of a Muslim (teacher), murobi (educator), and murshid (mentor) for members of the organizational structure and the entire student. A leader of a boarding school should not only play one or two of its three main functions. These three things are seen as functions that are mutually binding and inseparable in a Cleric because they will have an impact on the development of learning. The democratic organizational structure of modern boarding schools becomes the main requirement that members of the organizational structure

also behave democratically. This will then be a concern for all students in modern boarding schools. Providing a model connects and converts theoretical knowledge into practice in the educational process of democracy [36].

Creating a democratic boarding school organizational structure has a big obstacle during this time, namely the organizational structure that is nepotism. This type of boarding school leadership will impose leadership seats only for foundation families or Cleric families even if not found among those who qualify to be leaders of boarding schools. This type of leadership subsequently resulted in the establishment of an organizational structure based on family interests and neglect of individual qualities. As a result, the value of democracy will not be born let alone transformed into the boarding school community. A System boarding school organizational structure that is contrary to democratic values will hinder the development of democratic values in the school community [21].

Boarding Schools and Social Structure

The results analysis of the organizational structure system of modern boarding schools shows the characteristics of democracy illustrated by the development of a system of deliberation in the policy-making of boarding schools. Each party in the organizational structure has the same right to express their thoughts and ideas. Involving various parties in decision-making is the main way of fostering democratic values in an educational environment.

Cleric's dominance was avoided by forming a Cleric board or another board as a board of directors. The board of director consideration is a board consisting of people who have a certain capacity related to the issue of boarding schools appointed by modern boarding schools to provide views and considerations to the director. It is a form of development of school inclusiveness as the development of democratic values. The appreciation for community diversity is a major point in creating a democratic school organizational structure. The organizational structure of modern boarding schools consists of various age levels, ethnicities, and economic backgrounds. Hal this is an inevitability if boarding schools want to eliminate values that are contrary to democracy in the educational environment [37].

Many organizational structures seek the establishment of a democratic structure but ignore the multicultural values in their organizational structure. This is clearly illustrated by the lack of opportunities for prospective applicants who have certain physical limitations to join the institution. The multicultural organizational structure of Education aims to bring up diverse thinking as well. This thought was further facilitated well by granting freedom to members of the organizational structure to develop their thinking. The development of freedom of thought is pursued in two main ways, namely through writing or delivered directly orally to the relevant parties, both can also be done with the technology that is developing today. It aims to realize democracy with a new communication technology [38], [39].

The characteristics of democracy in the organizational structure of modern boarding schools are seen by the running of the human resources recruitment system of its institutions based on professionalism and proportionalism. The recruitment system of modern boarding schools begins with the planning of human resource needs, and then the determination of educational qualifications that must be met by each applicant. The basis of proportionality is carried out by receiving new human resources by the number of formations needed by the institution. Professionalism has an impact on the development of democratic values [40].

In addition to these efforts, modern boarding schools also seek solutions to the constraints felt by members of the organizational structure in the development of his mind. The first obstacle is that members of the organizational structure tend to have clashed with the psychological constraints of the organizational structure, members of the organizational structure still feel there is a gap between the members of the organizational structure that is above and below. The second obstacle is that there is still growing concern about the

emergence of likes and dislikes towards members of the organizational structure for the criticisms and suggestions presented [41].

The first solution to overcome the psychological constraints of the organizational structure, modern boarding school strives by holding a coordination gathering of each section head together with members of the section, in this gathering each member of the section is entitled to convey his ideas to each head of his section. This is expected to bridge the constraints of the organizational structure gap between members of the organizational structure that are below and those that are far above it. The results of the thought resulting from the gathering will eventually be brought by the head of the section in the weekly gathering together with the director of the modern boarding school to be delivered. Every thought that each section head carries and conveys is based on that it is part of shared thinking and not individual thinking. This is expected to eliminate the fear of the appearance of likes and dislikes [40].

Granting autonomy to every part of the organizational structure is also a way out of the above problems. Each member of the section has the right to create and innovate by improving the work system of its parts or proposing the fulfilment of its facilities and parts. This aims to allow each section to manage and develop its parts more freely and creatively, according to the values of the institution so that many innovations are realized in each section [21].

Cleric in Boarding School

Wahab et al, describe school leadership as an important aspect related to the behaviour of the organizational structure of educational institutions. In addition, it turns out that significantly the leadership style also affects the progress of an educational institution.

The characteristics of democracy contained in the director of modern boarding schools are illustrated in the use of boarding school resources based on the dynamic development of interactions between individuals in the organizational structure dynamically. The development of dynamic interactions conducted by the director of modern boarding schools is based on two main aspects. First, build and develop the organizational structure system of its institutions based on inclusiveness. Inclusive interactions are not the result of authoritarian thinking by one party, but the entire system is determined and executed based on mutual agreement. Furthermore, it also shows that the organizational structure system is not a patent thing, so it is very open to changes to the old system [21].

The second aspect is the development of reasoning from various parties. The development of interactions between individuals in organizational structures is dynamically carried out through the development of Reasoning. This reasoning requires various parties in the organizational structure to be able to develop reasoning, critical thinking, problem-solving and caring, and willingness to contribute their thoughts based on clear intentions and objectives, it develops a growing attitude of responsibility in each member of the organizational structure of modern boarding schools to jointly achieve the objectives.

School leaders provide guidance and evaluate each member of their organizational structure, which aims to realize professionalism in performance. Guidance is realized in various forms, namely general guidance, direct guidance, and guidance through seminars and workshops, and encourages each member of their organizational structure to be able to develop their abilities in a more advanced direction.

The role of the director to develop the value of professionalism in the organizational structure is actualized through reward and punishment. Promotion of positions is given to members who excel and punishment for members of the organizational structure who perform poorly. Furthermore, a firm decision on dismissal will also be taken if no good ethics of the member has been given a warning. The value of professionalism is actualized through the fulfilment of all facilities and infrastructures supporting the performance of each organizational structure to the maximum.

The development of democratic values is developed by building a working system that balances the top-down system that aims to facilitate the socialization of policies and button up to increase the attention and active role of members. Development of a work climate oriented to cooperation between each individual in a section and between one part with another part in the organizational structure of boarding schools. It can be seen by the ingrained in the soul of each member of the organizational structure, that the status of a part with another part is as a partner, and organizational structure is not a picture of subordinates and attached, but a map that works synergistically and solidly with each other to realize common ideals [42].

Sustainable Development in Boarding Schools

If you look at the history of the establishment of boarding schools then it can be seen clearly that modern boarding school is generally established by a Cleric or family foundation. The first step in the development of boarding schools is very affecting the pattern of boarding school organization. As a result, it is not strange if many found relatives of the founding family of the boarding school in the organizational structure of the boarding school organization.

Modern boarding schools are designed in such a way the organizational structure of boarding schools characterizes democracy. It aims to instil in every society a modern boarding school sense of belonging to boarding school and give an example to the entire modern boarding school community so that a high work ethic is born based on sincerity and the spirit of learning from the students in boarding school. The whole system eventually gave birth and maintained a democratic modern boarding school culture as well.

A boarding school that implements the boarding school system based on personal ownership is considered to have weaknesses in the management aspect. This type of boarding generally runs closed, centralized, and familial management. Because of the right of the authority of all problems and assets boarding schools become the main right of the owner of boarding schools. Instead, ideal management should be carried out based on transparency, accountability, and togetherness. The management of the boarding school is at least related to several things, namely program planning, program implementation, and financial administration [36].

Related to the institutional management of modern boarding school runs can be seen from the planning of modern boarding school programs. Institutions in the organizational structure run their program plan openly by the job description of each section through prepared forums. Planning begins from the highest institution, namely the modern boarding school foundation to plan programs that will be implemented by the director.

All programs that have been determined by the foundation are implemented by the director along with the organizational structure under it. The entire implementation of the program is controlled by the deputy director. Each member of the organizational structure makes a report and evaluation of the program that has been run, which will then be reported to the president's director. While the president director is obliged to report to the foundation. Transparency in reporting programs and finance in modern boarding has not run perfectly. This is indicated by the report of the program and the finance of boarding school from the director to the foundation only. Meanwhile, the transparency of financial statements is not submitted to students or guardians of students. Part of the organizational structure of boarding schools is thick with family systems, but it does not necessarily indicate absolutely that the system it runs is authoritarian. Even this research shows that modern boarding schools uphold and can properly internalize democratic values among members of the organizational structure of the organization as well as in the student environment [3].

Through the study of the organisational structure of modern boarding schools in-depth, it can be concluded that the phenomenon caused by the family system run by modern boarding schools is not absolute. This means that the organizational structure of the organization is carried out based on democratic values through the development of a system of deliberation,

tolerance, and appreciation of the income of all parties. The above is not new and astonishes all parties because long before this was found in modern boarding schools, similar things can also be seen in the existence of the Yogyakarta Sultanate in Indonesia. The Sultanate of Yogyakarta is also far from authoritarian although the system that developed in its government is monarchical. But like the modern boarding school that he runs is not absolute, then democratic values eventually grow in the place [2].

The phenomenon that occurs in modern boarding schools today. So democratic values cannot grow in the monarchy or familial organization system if the system is not absolute. So it can be concluded that absolutism is the democratic benchmark of whether a system of government or organization is run. Holistic democratic education will not be separated from the three main elements in an educational institution namely, organizational structure, school culture, and education process characterized by democracy. This research is still limited to aspects of the school's organizational structure as one of the efforts toward holistic democracy education actualization. Concerning the organizational structure, there is an important aspect that is the history of the establishment of boarding schools, history is a very important aspect that determines the development and system that is run in it. It is therefore very interesting when this can be researched more deeply by ethnographic methods. In addition, two other aspects are also very important to be researched and developed to achieve the objectives of holistic democracy education [43].

Table 4. Boarding Schools and Multicultural Discussion

Aspects	Boarding School	Multicultural and Universal Educational Values
Educational Approach	Traditional, faith-based and Islamic	Diverse, including religious, cultural, and universal values
Religious Understanding	In-depth Islamic religious education	Integrating the understanding of Islam with universal values
Character Development	Spiritual and moral improvement	Inclusive and diverse character development, including tolerance, fairness, and empathy
Learning	Focus more on the classics of religion	Diverse learning, including general science and practical skills
Intercultural Interaction	Limited, inclined to Islamic culture	Promote intercultural interaction to understand and appreciate diversity
Fidelity to Tradition	Maintaining the authenticity of boarding school traditions	Combining tradition with a more inclusive and universal perspective
Response to Change	Depending on boarding school orientation	Responsive to change integrating new values in the local context

In this table, we can see a comparison between the boarding school approach and the values of multicultural and universal education in Indonesia. Boarding schools, as a traditional educational institution, have a focus that is strongly based on local religion and culture. However, the values of multicultural and universal education offer a more inclusive and responsive approach to change in an increasingly diverse society.

CONCLUSION

This study concludes that boarding schools as traditional Islamic educational institutions in Indonesia have an important role in strengthening the values of multicultural and universal education. Although originally established to educate students in the teachings of Islam, boarding schools are also places where the values of cultural and religious diversity are learned and practised. In the environment, students are taught to respect differences and understand that diversity is wealth. This is reflected in daily practices, such as in learning activities involving students from various ethnic, cultural, and religious backgrounds. In addition, boarding schools also promote universal values such as brotherhood, justice, and tolerance. Thus, boarding schools are not only a centre of religious education but also an institution that strengthens multicultural awareness and universal values in Indonesia.

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Author Contribution

All authors contributed equally to the main contributor to this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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