

ABSTRAK

Isna Faridatunnadiroh. 2026. *Pendekatan Pendidikan Multikultural Untuk Meningkatkan Integrasi Sosial di Pondok Pesantren Al Kholily Ma'unah Sari Ponorogo Tahun 2025*. Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. H. Parji, M.Pd., (II) Dr. Yudi Hartono, M.Pd.

Kata Kunci : *Pendidikan Multikultural, Integrasi Sosial, Pesantren, Toleransi, Keberagaman*

Penelitian ini bertujuan untuk menganalisis penerapan pendekatan pendidikan multikultural dalam meningkatkan integrasi sosial santri di Pondok Pesantren Al Kholily Ma'unah Sari Ponorogo tahun 2025. Latar belakang penelitian ini didasarkan pada keberagaman latar belakang sosial, budaya, dan daerah asal santri yang berpotensi menimbulkan kesenjangan sosial apabila tidak dikelola secara tepat. Penelitian menggunakan metode kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendekatan pendidikan multikultural di pesantren diterapkan melalui integrasi nilai-nilai toleransi, penghargaan terhadap perbedaan, serta penguatan sikap inklusif dalam kegiatan pembelajaran dan kehidupan sehari-hari santri. Program-program seperti diskusi lintas budaya, kegiatan kolaboratif antar santri, serta pembiasaan nilai-nilai kebersamaan terbukti mampu meningkatkan interaksi sosial yang harmonis. Selain itu, peran pengasuh dan tenaga pendidik sangat penting dalam menanamkan nilai-nilai multikultural secara konsisten.

Temuan penelitian ini mengindikasikan bahwa pendekatan pendidikan multikultural efektif dalam membangun integrasi sosial yang kuat di lingkungan pesantren. Hal ini ditandai dengan meningkatnya sikap saling menghargai, solidaritas, serta minimnya konflik antar santri. Dengan demikian, pendidikan multikultural dapat menjadi strategi yang relevan dalam menciptakan lingkungan pendidikan yang inklusif dan harmonis di lembaga pendidikan berbasis keagamaan.

ABSTRACT

Isna Faridatunnadiroh. 2026. *A Multicultural Education Approach to Improve Social Integration at the Al Kholily Ma'unah Sari Islamic Boarding School, Ponorogo, 2025. Thesis. Madiun: Master of Social Sciences Education Study Program, Graduate School, Universitas PGRI Madiun. Supervisors: (I) Prof. Dr. H. Parji, M.Pd., (II) Dr. Yudi Hartono, M.Pd.*

Keywords: Multicultural Education, Social Integration, Islamic Boarding School, Tolerance, Diversity

This study aims to analyze the application of a multicultural education approach to improving the social integration of students at the Al Kholily Ma'unah Sari Islamic Boarding School, Ponorogo, in 2025. The background of this study is based on the diversity of social, cultural, and regional backgrounds of students, which have the potential to create social disparities if not managed appropriately. The study used qualitative methods with a descriptive approach. Data collection techniques included observation, in-depth interviews, and documentation. Data analysis employed an interactive model encompassing data reduction, data presentation, and conclusion drawing. The results of the study indicate that the multicultural education approach in Islamic boarding schools (pesantren) is implemented through the integration of values of tolerance, respect for differences, and the strengthening of inclusive attitudes in learning activities and the students' daily lives. Programs such as cross-cultural discussions, collaborative activities among students, and the instilling of values of togetherness have been shown to enhance harmonious social interactions. Furthermore, the role of caregivers and educators is crucial in consistently instilling multicultural values.

The findings of this study indicate that the multicultural education approach is effective in building strong social integration within the Islamic boarding school environment. This is evidenced by increased mutual respect and solidarity, as well as minimal conflict among students. Therefore, multicultural education can be a relevant strategy for creating an inclusive and harmonious educational environment in religious-based educational institutions.