



Ethnopedagogy in the Light of the Philosophy of Science of Islamic Education

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Article Info

Article history:

Received 17 Nov, 2024

Revised 6 Jan, 2025

Accepted 18 Jan, 2025

Keywords:

Ethnopedagogy, Philosophy of Science, Islamic Education

ABSTRACT

Ethnopedagogy is an educational approach that integrates local values, traditions and cultures in the teaching and learning process. It aims to make education more relevant to people's lives and strengthen learners' cultural identity. Relevance to Islamic Education In Islamic education, ethnopedagogy helps connect local cultural values with Islamic teachings. Shaping learners' Islamic character through local traditions, such as gotong royong and deliberation. Instilling spiritual and moral values in the cultural context of the community. Contributions to ethnopedagogy character building in Islamic education are increasing awareness of cultural and Islamic identity. Integrating local wisdom that is in line with Islamic principles, such as harmony with nature and manners. Strengthening Islamic character through cultural and religious role models. Implementation Challenges Indonesia's cultural diversity is complex and diverse. Lack of teacher understanding of the concept of ethnopedagogy. The dominance of the national curriculum which lacks flexibility for local content. Conflict between certain local traditions and Islamic values. Community resistance to the integration of local culture in education. Research Methods This research uses a qualitative approach and literature review, relying on observation techniques, interviews, documentation, and local culture-based data analysis in Islamic education. Conclusion Ethnopedagogy and the philosophy of science of Islamic education complement each other in shaping education that: Values cultural diversity. Build learners' identity based on Islamic values and local culture. Make education more relevant, meaningful and contextual. This approach requires policy support, teacher training, local culture-based teaching materials, and collaboration between stakeholders.

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INTRODUCTION

Ethnopedagogy is an approach to education that integrates local cultural values with educational practices. In this context, ethnopedagogy focuses on understanding and appreciating cultural diversity and how it can influence teaching and learning. (Wardani, Fitriyah, and Rofiq 2024) The review of the philosophy of science of Islamic education, ethnopedagogy becomes very relevant because education in Islam not only aims to transfer knowledge, but also to shape the character and morals of students. (Nata and Yakub 2023) The philosophy of Islamic education emphasizes the importance of moral and spiritual values that must be internalized in the educational process. From the explanation above, the philosophy of Islamic education science is an in-depth study that examines the principles of education in the context of Islamic teachings, focusing on the integration between science, morals, and spirituality.

Ethnopedagogy in the context of Islamic education can be seen as an effort to create an education system that is not only oriented towards cognitive achievement, but also prioritizes local values that are in line with Islamic teachings. Ketut Sedana Arta, "Ethnopedagogy in the Materuna Nyoman Tradition

(History, Process, Existence and Implications in the Traditional Village of Tenganan Pageringsingan, Karangasem Ball)" (Ganesha University of Education, 2023). Thus, education becomes more contextual and relevant to the community where it takes place. Ethnopedagogy and philosophy of Islamic education science are two complementary concepts in understanding and developing holistic education. The following is an explanation of both and how they interact.

Ethnopedagogy is an educational approach that emphasizes the importance of cultural and local contexts in the teaching and learning process. The concept

focuses on respecting local culture by integrating local values and traditions in the education curriculum. Relevance in Education is adapting teaching methods to the needs and characteristics of the local community, so that education becomes more meaningful and identity building is helping learners to understand and appreciate their own culture, which is part of their identity (Arta 2023).

While the philosophy of Islamic education science is based on the principles of Islamic teachings which include, the purpose of education where education in Islam not only aims to gain knowledge, but also to form good morals and character, integration of science and faith, which emphasizes the importance of the relationship between science and spiritual values, where science is considered as a means to get closer to God and justice and equality, namely education must be accessible to all levels of society and provide equal opportunities to develop. (Setiawan et al. 2023). The interaction between ethnopedagogy and the philosophy of science of Islamic education can interact in several ways: contextual education, where ethnopedagogy supports the philosophy of Islamic education by emphasizing that education should be relevant to the local cultural context (Jayendra 2024).

For example, teaching about Islamic values can be adapted to the traditions and customs of the local community. Community empowerment, by integrating ethnopedagogy, Islamic education can empower communities to preserve their culture while adhering to Islamic values. Character education, ethnopedagogy helps in building learners' character in a way that is appropriate to their culture, so that Islamic moral and ethical values can be instilled more effectively. (Kuswantara 2023)

Ethnopedagogy in the philosophy of science of Islamic education is an educational approach that aims not only to transfer knowledge, but also to build moral and cultured individuals, according to Islamic principles. This approach strengthens the relevance and effectiveness of education in forming a generation that is able to appreciate local traditions while applying Islamic values.

METHODOLOGY

This type of research uses qualitative methods and literature review. The literature review method serves to collect and analyze various sources of literature relevant to the topic of ethnopedagogy, so that researchers can understand the concepts and practices of ethnopedagogy in Islamic education (Ridwan et al. 2021).

Data collection techniques used in this study include observation, interviews and documentation, namely collecting documents related to the curriculum, teaching materials, and educational policies that support the application of ethnopedagogy (Khoerunnisa, n.d.).

Data analysis techniques were conducted through several stages, including, Content analysis i.e. identifying key themes from the collected data to understand how ethnopedagogy is applied in the educational context, Domain and taxonomy analysis i.e. categorizing information based on specific domains and creating a taxonomy of relevant local cultural elements (Sitasari 2022).

Data reduction was used to filter information to focus on the data most relevant to the research objectives (Rahayu et al. 2023). The main objective of this study is to explore how ethnopedagogy can be integrated into thematic learning in primary schools, as well as analyze its impact on student learning outcomes. It also aims to provide recommendations for the development of local wisdom-based curriculum in the context of Islamic education. Thus, the research methods used in this study include a comprehensive qualitative approach, utilizing various data collection and analysis techniques to achieve a deep understanding of ethnopedagogy in Islamic education.

RESULTS

The Contribution of Ethnopedagogy to the Formation of Learners' Character and Morals in Islamic Education

Ethnopedagogy is an educational approach that integrates local cultural values in the learning process. (DEVI 2021) In the context of Islamic education, ethnopedagogy has a significant contribution to the character building and morals of students through the application of cultural values that are in line with Islamic teachings. The following is an explanation of its contribution: (Athiyah, n.d.)

Cultivation of local wisdom values

Local wisdom often reflects Islamic values such as honesty, responsibility, mutual cooperation and respect. By integrating these values, learners are taught to understand and practice moral principles rooted in

their culture. Example: The tradition of deliberation in local culture can be taught as a reflection of the Islamic value of shura, which is collective decision-making.

Increased awareness of cultural and Islamic identity

Ethnopedagogy encourages learners to be proud of their culture in accordance with Islamic teachings. This helps build a strong identity and keeps them away from cultural influences that are not in line with Islamic values. By understanding local cultures that are based on Islam, learners more easily understand universal Islamic concepts, such as ukhuwah (brotherhood) and manners in interaction.

Islamic character building through exemplary

Local values are often taught through stories, proverbs or cultural practices that highlight exemplary practices. Islamic education also emphasizes the importance of role models in moral formation. For example, stories of local figures who are known to be fair and responsible can be used as inspiration to internalize the traits of the Prophet Muhammad, such as siddiq, amanah, fathanah, and tabligh. Strengthening the relationship with nature as part of the khalifah on earth, many local traditions teach harmony with nature, such as farming wisely or preserving the environment. These values are in line with the Islamic concept that humans are khalifahs responsible for taking care of the earth.

Strengthening social manners and ethics

Islamic education emphasizes the importance of manners in daily life, such as respecting parents, teachers and neighbors. These values are also found in many local cultures that can be taught through ethnopedagogy. Traditions of manners and etiquette in local cultures can be reinforced with Qur'anic and hadith arguments, thus providing a deep understanding of the importance of noble morals

Avoiding moral decadence

By integrating cultural and religious values, students are better protected from the negative influence of globalization that can erode their morals and character. Ethnopedagogy-based education helps instill a strong moral filter with a cultural and Islamic foundation.

Build social awareness and empathy

Many local traditions teach social solidarity, such as gotong royong or helping each other. This is in line with Islamic values of sharing, zakat and infaq. With this learning, learners learn to care more about others, creating a harmonious and religious community.

The implementation of ethnopedagogy in Islamic Education can be done through various methods and strategies that integrate local cultural values with Islamic teachings. This approach aims to instill noble morals, strengthen the identity of students, and teach life skills based on local wisdom that are relevant to Islamic principles. Here are some of the implementation steps: (Putra 2017)

Teachers can use folktales or relevant cultural practices to convey Islamic values.

Create collaborative projects that involve the exploration of local cultures in harmony with Islamic teachings.

Encourage learners to practice these values in their daily lives, both in the school environment and outside.

By integrating ethnopedagogy in Islamic education, the formation of character and morals of students is not only the responsibility of teachers, but also part of preserving culture and strengthening religious values in community life.

Challenges Faced in the Implementation of Ethnopedagogy in Islamic Education in Indonesia

The implementation of ethnopedagogy in Islamic education in Indonesia faces various challenges, both internal and external. These challenges can affect the effectiveness of the implementation of ethnopedagogy as an approach that integrates local cultural values and Islamic teachings. The following is an explanation of these challenges: (Subai et al. 2023)

Cultural Diversity in Indonesia. Indonesia has enormous cultural diversity. This makes it difficult to develop an ethnopedagogical curriculum that can accommodate all local cultures without compromising the essence of Islamic values. For example, some local traditions may not be fully in line with Islamic values, thus requiring adaptation or reinterpretation.

Teachers' Lack of Understanding of Ethnopedagogy. The challenge is many teachers do not understand the concept of ethnopedagogy deeply, so they have difficulty integrating local cultural values in Islamic learning. Lack of training or technical guidance for teachers to implement ethnopedagogy in the classroom.

The dominance of the National Curriculum. The challenge is the standardized national curriculum often lacks the flexibility to accommodate local content in depth. The focus on academic targets and national exams makes teachers and schools more concerned with achieving academic grades than developing local cultural values.

Conflicts Between Local Traditions and Islamic Teachings. Some local traditions may conflict with Islamic principles, such as traditions that contain elements of shirk or customs that potentially violate Islamic morals. This requires reinterpretation or elimination of inappropriate aspects of the tradition, which may cause resistance from the local community.

Lack of Local Culture-Based Learning Resources. There is limited availability of teaching materials or learning media that integrate local culture with Islamic values. This makes teachers have to innovate themselves to create materials, which often requires additional time and resources.

Community Resistance. Some people may think that integrating local culture in Islamic education can reduce the "purity" of religious teachings. There is also the view that local cultural values are irrelevant in the era of modernization and globalization.

Influence of Globalization. Global culture, supported by social media and modern technology, often attracts students' attention more than local culture. This causes local culture to lose its appeal among the younger generation, making it difficult to instill through education.

Lack of Policy Support. There is no government policy that explicitly supports the implementation of ethnopedagogy in Islamic education throughout Indonesia. This makes its implementation highly dependent on the initiative of individual schools or teachers.

Infrastructure and Technology Challenges. In some remote areas, educational infrastructure is still limited, making it difficult to optimize the application of ethnopedagogy. Technology that can be used to develop local culture-based learning media is also often not available.

Lack of Collaboration Between Stakeholders. The implementation of ethnopedagogy requires collaboration between schools, religious leaders, traditional leaders and communities. However, this collaboration is often difficult to realize due to different views or lack of coordination.

To overcome these challenges, several strategic steps can be taken, such as:

Teacher training is providing intensive training for teachers on the application of ethnopedagogy.

Development of Local Teaching Materials. Develop teaching materials that are relevant to local cultural values and Islamic teachings.

Curriculum Flexibility. Provide space in the national curriculum for the development of local content.

Contextual Approach: Selectively applying local traditions that are in accordance with Islamic law.

Strengthening Policy Support. The government needs to support policies that encourage the integration of ethnopedagogy in Islamic education.

With the right approach, challenges in the implementation of ethnopedagogy can be minimized, so that it can support the character and moral education of students based on local culture and Islamic values. Overall, ethnopedagogy in Islamic education aims to: (Rohman and Mukhibat 2017)

Appreciating cultural diversity is integrating local cultural values in accordance with Islamic principles.

Building identity is helping learners to build a strong self-identity, based on religious and cultural values.

Improving the quality of education by producing education that is more effective and relevant to the socio-cultural context of the community.

DISCUSSION

Ethnopedagogy is an educational approach that emphasizes teaching and learning based on local values, traditions, and cultures (Kurniawan 2024). This approach aims to integrate cultural elements typical of the community in the educational process so that learners not only understand knowledge theoretically, but also recognize and appreciate their own cultural roots by integrating local contexts and traditional values, ethnopedagogy allows the educational process to be more meaningful and relevant to learners.

In the context of Islamic education, ethnopedagogy has a deep relevance. Islamic education itself is often rooted in religious teachings and values that are internalized in the culture of Muslim communities. The application of ethnopedagogy in Islamic education allows learners not only to understand religious knowledge, but also to recognize how Islamic values are integrated in the daily lives of their communities, such as in traditions, language, and customs. (Khoerunnisa, n.d.) In addition, ethnopedagogy can overcome the gap between the theory of Islamic education and its practice in real life. For example, when Islamic education is integrated with local culture, students can more easily understand and practice religious teachings in the context of everyday life, in accordance with the norms and traditions they live by

Ethnopedagogy is an educational concept that integrates elements of local or ethnic culture in the learning process. The focus is on understanding the values, traditions, languages and customs of a particular community, which are then applied in education as an approach to building a strong link between academic

knowledge and students' daily lives. In ethnopedagogy, the teacher is not only a presenter of material, but also a facilitator who helps students relate the concepts they learn to their own culture or background. The relevance of ethnopedagogy to Islamic education is: (Nursima 2020).

Cultural and Religious Values. Islamic education teaches values rooted in the Qur'an and Sunnah, and respects cultural differences. Ethnopedagogy allows Islamic education to be more rooted in the context of a particular society. For example, values such as gotong royong, good manners, or the tradition of deliberation can be raised in the curriculum as reflections of Islamic culture and values.

Islamic Character Building. By linking learning materials with culture and tradition, ethnopedagogy helps instill contextualized Islamic character. For example, in the context of an Indonesian society that values customs, teaching Islamic values can be harmonized with local culture so that it is more easily accepted by students.

Increased Understanding and Connectedness. Islamic education integrated with local culture can help students see the relevance of Islamic values in their daily lives. By applying an ethnopedagogical approach, Islamic education does not only emphasize on memorization and understanding of concepts, but also on how these values can be applied in the lives of students who are unique to their backgrounds.

Inclusive and Contextual Education. Ethnopedagogy supports Islamic education to be more inclusive, where every student from diverse cultural backgrounds feels valued and recognized in the learning process. For example, this approach can emphasize the commonality of universal values in culture and Islam, such as honesty, respect for elders, or hard work, which are found in both local traditions and Islamic teachings.

From the above explanation as a whole, ethnopedagogy has great potential to be applied in Islamic education because of its ability to bridge between universal Islamic values and local wisdom, so that education becomes more relevant, contextual, and meaningful for students.

CONCLUSION

This paper discusses the concept of ethnopedagogy in the context of Islamic education, highlighting the integration of local cultural values in the educational process to shape the character and morals of students.

The definition and relevance of ethnopedagogy in Islamic education is that ethnopedagogy focuses on local values, traditions and cultures in education. In Islamic education, this approach strengthens the understanding of religious and cultural values, enabling students to better appreciate their cultural identity and practice Islamic values contextually.

The contribution to character building is that ethnopedagogy helps build Islamic character through inculcating local cultural values that are in line with Islamic teachings, such as gotong royong and deliberation. This education also supports a strong cultural and Islamic identity.

Implementation challenges include wide cultural diversity, lack of teacher understanding, dominance of the national curriculum, conflict of cultural values with Islam, and lack of policy support. In addition, globalization often reduces students' interest in local culture.

RECOMMENDATION

The ethnopedagogy approach in Islamic education offers an effective way to integrate religious values and local culture in character building. However, for its success, it requires policy support, teacher training, relevant teaching materials, and cross-stakeholder collaborator.

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