

学位論文の要旨 (論文の内容の要旨)
Summary of the Dissertation (Summary of Dissertation Contents)

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学 位 論 文
Dissertation

論文題目
Dissertation Title

Religious Inherency Formation - Edu-community Practice in Supporting Religious Education for All Religions in the Multi-religious Society in Indonesia

This research investigates the insufficient aspects of REFAL practice (religious education for all religions) for the religious majority and minority students in formal education in Indonesia. Besides, it depicts the community-based educational system to explore how it supports the missing contents in the REFAL practice in Indonesia. Understanding the Edu-community is expected to depict an educational system in the community, especially in the religious community, that can be a chance to ensure REFAL in formal education. Lastly, it determines the process and dimension influencing religious inherency formation, especially how the RE and Edu-community connect to form religious inherency. This research includes the environmental conditions and community participation for understanding the Edu-community practice and religious inherency formation to enhance the peaceful and harmonious society in a multi-religious context. Thus, the main concepts of this study are REFAL, Edu-community, and religious inherency.

In response to the research objective, this research utilises a multiple-case study approach of qualitative research design. The researcher narrows down the research population based on three different case contexts in Indonesia: urban, rural, and remote areas. This research takes Yogyakarta as the urban area, Central Bangka Regency of Bangka as the rural area, and Kupang and Sabu Island as the remote areas. By using purposeful random sampling, eight multi-religious public schools and eight non-formal religious education (NFRE) have been taken as research samples from those research areas. The primary data resources are the interview transcriptions, and the secondary data resources are taken from documents policy of MORA and MOEC.

Moreover, the researcher conducts interviews, group interviews, and learning observations. In collecting the primary data, 108 respondents have interviewed: headmasters, religious subject teachers (formal and non-formal education), religious leaders/ gatekeepers and non-Muslim students (formal and non-formal education). The languages used in the interview processes are Bahasa, Javanese, Bangka Malay language, and Indonesian-East Nusa Tenggara (NTT) dialects. In analysing the data, within-case and cross-case analysis, as the process; transcribing, English translating, clustering, and analysing by determining the common themes based on the case and the contextual information. Also, this research employs the truth table of Crisp-set QCA (Qualitative Comparative Analysis) to show the case situation, especially in the practice of REFAL. Therefore, the themes of the REFAL practice are categorised into teacher availability, learning activity, learning assessment, learning facilities, and religious activity. Then, the themes of the Edu-community practice are classified into kinds of community-based RE, target participants of community-based RE, educator, learning content, and religious activity. In the formation of religious inherency, the themes are categorised into self-categorization, social comparison, religious identity, and religious inherency (social interaction and inter-religious competence), whereas the influences of social environment on religious inherency formation are observed through children and adult perspectives.

As a result, the findings and analysis identify the missing contents of REFAL practice in formal education. If sorted from the most challenging to less challenging, they are learning facilities, religious activity, teacher availability, learning activity, learning assessment, and learning materials. However, Edu-community successfully fulfils the missing content in the form of community participation and community education for children. The religious community established the educational system of RE

within the society to support REFAL practice. Therefore, REFAL and Edu-community transfer the religious values and culture as the dimensions contributing to religious inherency formation. The formation process of religious inherency tends to be circular in and out, which also influences someone's religious connection. Therefore, due to the characteristics of this process, religious inherency may become weaker or stronger depending on the condition and situation of the social environment.

備考 論文の要旨はA4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

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