



The Traces of Syekh Quro in the Process of Islamization in Karawang: Multicultural Education Perspectives in Social Studies

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Abstract - *This study explores the historical role of Syekh Quro in the process of Islamization in Karawang and its relevance from the perspective of multicultural education within Social Studies (IPS). The research adopts a qualitative historical approach by reviewing manuscripts, historical archives, and oral traditions related to the spread of Islam in Karawang. The study reveals that Syekh Quro played a pivotal role not only in disseminating Islam but also in shaping the values of tolerance, local wisdom, and cultural acculturation that remain influential in Karawang society. From the perspective of multicultural education, his role provides a foundation for the development of inclusive learning models in IPS that respect diversity while reinforcing shared values. The findings highlight that integrating Syekh Quro's legacy into Social Studies education enriches students' historical understanding and fosters intercultural awareness in line with the goals of Indonesian multicultural education.*

Keywords— *Syekh Quro, Islamization, multicultural education, Social Studies*

I. Introduction

The process of Islamization in Indonesia, especially in West Java, is a complex historical phenomenon with the involvement of various scholars who played an important role in spreading Islam peacefully and acculturatively [1]. One of the prominent figures was Sheikh Quro, a great scholar from Campa who founded the first pesantren in Karawang in 1418 AD, which was later known as the Quro Islamic Boarding School [2]. Sheikh Quro is not only a preacher, but also an educator who instills the values of

tolerance, respect for diversity, and social harmony in the multicultural society of Karawang [3].

From an educational perspective, Sheikh Quro's footprint has relevance to the concept of multicultural education. Multicultural education aims to respect cultural diversity and build awareness of tolerance and inclusivity between groups [4]. As Banks argues, multicultural education must be an integral part of the learning process to create an inclusive environment [5]. Thus, studying multicultural values in Sheikh Quro's da'wah can be a means of strengthening Social Sciences (IPS) learning that is relevant to the context of the Independent Curriculum.

A number of previous studies have alluded to the role of Sheikh Quro in Islamisasi di Karawang. Nurhadi [6] menekankan bahwa Sheikh Quro's da'wah is based on local culture through religious education and traditional arts. Hasyim [7] added that the Islamization process in Java took place with a multicultural and tolerant approach, so that Islam could be accepted peacefully. In the context of education, Suryani [8] showed that the integration of multicultural values in social studies can build inclusive student character, while Putri and Anwar [9] emphasized the importance of local figures as a source of multicultural learning.

However, research that directly links the role of Sheikh Quro to multicultural education in the framework of social studies is still very limited. Most previous research has only focused on historical or biographical aspects [6], without examining its relevance to social studies learning based on local wisdom. Thus, there is a research gap that needs to be bridged through interdisciplinary studies, especially in connecting local history, multicultural education, and strengthening the cultural identity of the younger generation [10], [11].



Based on these conditions, this study seeks to explore the traces of Sheikh Quro in the process of Islamization of Karawang with a multicultural education perspective, as well as examine how inherited values can be integrated in social studies learning. This research is expected to make a theoretical contribution to the development of social studies learning models based on local wisdom, as well as enrich the discourse of multicultural education in Indonesia.

II. Methodology

This study uses a qualitative approach with a case study type to gain an in-depth understanding of the historical footprint of Sheikh Quro in the process of Islamization of Karawang and its relevance to multicultural education [1]. This approach was chosen karena sesuai untuk menelaah socio-historical phenomenon that is rooted in local cultural values and its connection with social studies education [2].

A. Location and Research Subject

The location of the research was determined in Karawang Regency, West Java, including important sites such as the Great Mosque of Karawang, the Sheikh Quro Site in Pulokalapa Lemahabang, as well as the surrounding Islamic boarding schools [3]. The research subjects were selected purposively, consisting of religious leaders, cultural experts, local historians, managers of historical sites, local communities, and academics who research local history or multicultural education [4].

B. Data Collection Techniques

Several techniques are used to obtain valid and in-depth data:

1. Literature study: analyzing literature related to Sheikh Quro, Islamization in Karawang, and multicultural education theory [5], [6].
2. In-depth interviews: conducted with key speakers using a semi-structured format to explore historical perspectives and multicultural values [7].
3. Field observation: directly observing historical sites and cultural activities related to Sheikh Quro
4. Documentation: collect archives, photos, videos, and documents relevant to the research [8].

C. Data Analysis Techniques

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014) which included data reduction, data presentation, and conclusion/verification [9]. Reduction is carried out by thematic coding that identifies multicultural values such as tolerance, respect for local cultures, cross-cultural collaboration, and the role of education in social transformation [10]. The presentation of data is arranged in the form of narratives, tables, and thematic visualizations, while verification is carried out through triangulation of sources and methods [11].

Below is the Thematic Code of Multicultural Values from the traces of the story of Sheikh Quro

Code	Tema/Sub theme	Qualitative Indicators/Data
K1	Tolerance between religions	The story of Sheikh Quro preaching non-violently, respecting local customs, and approaching peacefully towards adherents of other faiths
K2	Appreciation of local culture	Sheikh Quro's adaptation to the language, traditions, and cultural symbols of the Karawang people
K3	Cross-cultural and interfaith collaboration	Evidence of interaction and cooperation between scholars and local traditional leaders in the process of Islamization
K4	Education as a means of spreading values	The role of the Sheikh Quro pesantren in teaching Islam and the values of tolerance, mutual cooperation, and local wisdom
K5	Identity and Integration of local-Islamic culture	The combination of local culture (Sundanese/Karawang) with the teachings of Islam taught by Sheikh Quro, such as in da'wah ceremonies/efforts
K6	Discrimination and Social Inclusivity	The story or practice of Shaykh Quro's da'wah that reaches various levels of society without distinguishing social status
K7	Diversity in religious practice	The existence of local Islamic traditions that develop as a result of Islamization that is accommodating to diversity
K8	The role of education in the formation of multicultural citizens	How the Islamic values taught by Sheikh Quro contribute to the formation of the character of a multicultural society
K9	Social transformation based on religious values	The socio-cultural changes of the people of Karawang after the presence of Sheikh Quro which reflect Islamic and multicultural values
K10	The value of peace and non-violence	Historical evidence of the peaceful approach used in Islamization

D. Data Validity

Data validity is maintained through several strategies: Triangulation of data and methods, which combines the results of interviews, observations, and documents [12]. Member check, which is confirming the results of the analysis to the resource person so that the interpretation is in accordance with their perspective [13]. Researcher reflexivity, by being aware of potential bias in data interpretation [14]. The data were also contextualized through the lens of multicultural education theory to identify pedagogical relevance for social studies.

III. Results and Discussion

This research found that the historical traces of Sheikh Quro in Karawang not only represent the initial



Islamization process, but also contain multicultural values that are relevant to today's social studies education. The results of the study show three main aspects: (1) Sheikh Quro's historical contribution in Islamization, (2) multicultural values in his da'wah, and (3) the relevance of these values in social studies learning based on the Independent Curriculum.

A. Sheikh Quro's Historical Contribution in the Islamization of Karawang

Sheikh Quro, a scholar from Campa, is recorded as establishing the first pesantren in Karawang around 1418 AD, which later became the forerunner of the Mosque The Great Barrier Reef [5]. Sheikh Quro's da'wah is carried out with a peaceful and adaptive approach to the local culture, so that Islam is accepted without great resistance. This finding is in line with Nurhadi's research [12], which emphasizes that Sheikh Quro's da'wah method is based on local education and arts.

In addition, Sheikh Quro's relationship with local figures such as Nyai Subang Larang strengthened the legitimacy of his teachings and accelerated the process of acculturation of Islam with Sundanese culture. This shows that Shaykh Quro's da'wah is not only religious, but also socio-cultural [14].

B. Multicultural Values in the Da'wah of Sheikh Quro

The results of the thematic coding show ten main values reflected in Sheikh Quro's da'wah, including: tolerance between religions, respect for local culture, cross-ethnic collaboration, education as a medium of transformation, and non-violent peace [5].

These values are aligned with the concept of multicultural education according to Banks [7], which emphasizes respect for diversity as the foundation of an inclusive society. The study by Hasyim [10] also confirms that the early Islamization in Java was multicultural, namely through cultural dialogue and not coercion. Thus, Sheikh Quro can be seen as the initial representation of multicultural education in Karawang.

C. Relevance to Contextual Social Studies Learning

The integration of multicultural values from Sheikh Quro's da'wah has great potential in social studies learning. Teachers can use the story of Sheikh Quro to strengthen the profile of Pancasila students, especially in the dimensions of "global diversity" and "faith, fear of God, and noble character."

Previous research (Putri & Anwar [15]; Aisyah et al. [6]) prove that the use of local figures in social studies learning can increase students' multicultural awareness. This is reinforced by an interview with a social studies teacher at Lemahabang Wadas High School, who stated that the values of tolerance and peace in the style of Sheikh Quro can be a model for multicultural character education in schools [5].

In addition, this integration of local history supports the principles of the Independent Curriculum, which provides space for teachers to develop contextual teaching materials based on local culture [17].

D. Discussion

The results of this study confirm the close relationship between local history, multicultural values, and social studies education. These findings complement previous research that tends to be only historical-descriptive without linking local figures to educational practices [5], [12].

The implication of this research is the importance of developing a social studies learning model based on Sheikh Quro's local history. This model can address the challenges of cultural identity erosion, intolerance, and weak representation of local history in the curriculum. Thus, the integration of Sheikh Quro's values not only preserves historical heritage, but also strengthens social harmony in the modern era.

IV. Conclusion

This study concludes that the footprints of Sheikh Quro are not only important in the history of the Islamization of Karawang, but also relevant as a source of multicultural value. The values of tolerance, local cultural appreciation, education, and peace inherited by Sheikh Quro can be integrated in social studies learning to strengthen the profile of Pancasila students.

The integration of Sheikh Quro's local history in the Independent Curriculum has the potential to be a solution to the challenges of cultural identity, intolerance, and lack of representation of local history in schools. Thus, this research makes a theoretical and practical contribution to the development of multicultural-based social studies education.

Confession

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