

**THE MODERNIZATION OF PESANTREN: THE PORTRAIT
OF H. ABDULKADIR ABDULMANAE'S IDEA ON
IMPROVING FORMAL EDUCATION ON MUASSASAH AL-
ISHLAHIYAH AD-DINIYAH (BAKONG PITTAYA SCHOOL),
PATTANI, THAILAND**



IAIN PURWOKERTO

THESIS

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CHAPTER I

INTRODUCTION

A. Background of Problem

Globalization is an unavoidable thing. This condition has caused significant transition in many aspects; one of them is transition in the aspect of education. Globalization institutionally has accelerated the process of autonomy, devolution, decentralization, and privatization in education.¹

Globalization, characterized by rapid progress of information technology and communication, has encouraged changes or transition in education aspect, especially in the traditional education.

Traditional education or classical education is considered to be the oldest education. This educational concept is rooted from an assumption that the past scholars have found the cultural inheritances, such as knowledge, ideas, or values. Education functions in keeping, conserving, and continuing these cultural inheritances to the next generation.²

Traditional education in this global era certainly has faced many challenges. The challenges are profession, modern technology, wider knowledge and wider link of the students. Seeing these challenges, it was impossible that education was stagnant or unchanged. So, the renewal on education is important to do.

¹Azyumardi Azra, *Pendidikan Islam: Tradisi dan Modernisasi di Tengah Tantangan Milenium III*, (Jakarta: Kencana, 2012), p. 51.

² Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktik*, (Bandung: PT Remaja Rosdakarya, 2014), p. 7-8.

Renewal, it is more known as modernization, can be described as the movement process of attitude and mental of society member in order to experience suitable life in this era.

Modernization is covering thought, doctrine, movement, and effort to change the old perspective, custom, institution, etc. hence these will be adaptable to the new opinions and condition in line with the progressive science and modern technology.³

The progress of knowledge and technology has entered the Islamic zone since the opening of 19th era, which is in the Islamic history it was considered as the beginning of Modern Period.⁴

In modern period, complexity of educational problem has increased in many countries. In this case, UNESCO has made guidance on education perspective. Finally, it was formulated the vision of global education in 21th era with its four pillars, namely: (1) *Learning to know* (learning to know, think, behave critical and rational); (2) *Learning to do* (learning to do, work professionally, and improve skill); (3) *Learning to be* (learning to be oneself, realize oneself, have personality); (4) *Learning to live together* (learning to live together with other people, live in pluralism, recognize and respect others).⁵

³ Abudin Nata, *Sejarah Pendidikan Islam Pada Periode Klasik dan Pertengahan*, (Jakarta: Raja Grafindo Persada, 2004), p. 187-188.

⁴ Harun Nasution, *Pembaharuan Dalam Islam: Sejarah Pemikiran dan Gerakan*, (Jakarta: Bulan Bintang, 2001), p. 3.

⁵ Bashori Muchsin, dkk, *Pendidikan Islam Kontemporer*, (Bandung: Refika Aditama, 2009), p. 56.

Entering of modern era and increasing of global education vision that is formulated by UNESCO, it is time for the educational institutions to modernize their system. Educational modernization is how the education is adapting to the progressive era, not except Islamic education in *pesantren*. According to Nurcholish Madjid that modernization of Islamic education is combination between traditional and modern that is expected able to be effective method to realize civil society.⁶

Modernization of education cannot be separated with awakening idea of Islamic modernization program. Base frame in back side “modernism” of thought and Islamic institution are prerequisite for awakening of Moslem in modern era. Because of it, thought and Islamic institution include education actually should be modernized, as simple is being renewed appropriate with modernity.⁷

Not just in Western, in Islam certainly there are thought and movement to adapt Islamic concepts with the new development from knowledge and modern technology progress.⁸ Islamic education as the one of dynamic public service must be able to pack themselves with dynamic, relevant, professional, and competitive service principles.⁹

The effort of modernization of Islamic education, especially in *pesantren* is also done by Islamic Education Institution in Pattani, Thailand.

⁶ Yasmadi, *Modernisasi Pesantren: Kritik Nurcholish Madjid Terhadap Pendidikan Islam Tradisional*, (Jakarta: Ciputat Press, 2002), p. 147.

⁷ Azyumardi Azra, *Pendidikan Islam: Tradisi dan Modernisasi...*, p. 30.

⁸ Harun Nasution, *Pembaharuan Dalam Islam...*, p. 3-4.

⁹ Bashori Muchsin, dkk, *Pendidikan Islam...*, p. 56.

Pattani is a region in South Thailand. By history, Pattani in the past was an Islamic Country by Kingdom system. But after the last King dead, it region was authorized by Thailand and being part of Thailand Country until now. This incident caused many rebellion and disunities. The differences of religion, language, culture and other aspects side are being dilemma for Moslem Pattani. But along with time the conflict between Moslem Pattani and Buddhist Thai or government decreased.

According to early data of writer from the research object, in this time Pattani is still colonized area by it government who majority Buddhist. It is not easy for Moslem Pattani to live in their region at this time than the past time when their King still alive. Now they must obey to regulations of Thai Kingdom, include the regulation that link to education.

The first time, education for Moslem Pattani is *pesantren*. *Pesantren* is only one the place to study for them. Formal education or school is established by Thai Kingdom. But curriculum of school is just general education curriculum, nothing religion education or Islamic education.

In one side, this condition gives profit for Moslem Pattani, but in other side this thing less profit for them because they did not get Islamic education in the school. Beside it, they must work hard to adapt with Thai Language as the introduction language in the school.

Muassasah Al-Ishlahiyah Ad-Diniyah also more famous by Bakong Pittaya School is an institution in Development of Islamic Education sector in Pattani, Thailand. Bakong Pittaya School firstly is just *pesantren* or

traditional Islamic education. Its institution developed being private Islamic school. Based on history, this college is the oldest college in Pattani at that time.

Pesantren as the only place for Islamic education in Pattani at that time has very significant role for Islamic education in Pattani. The society of Pattani can learn more about Islamic science in the college. The students stay in dormitory that is made by their parents. They do activities together in the college. They also study about classical books and holy Qur'an. *Tuan Guru* or the people who teach students in the college, and also the leader of the college is H. Hamzah Abdulmanae. After he died, it is continued by H. Abdulkadir Abdulmanae.

In the leadership of H. Abdulkadir Abdulmanae there was a problem that faced in the college that he is lead. The challenge of modern era is bigger than previous era. Thai government ever accused that Muassasah Al-Ishlahiyah Ad-Diniyah taught the bad things to students there. Its accused also influenced the safety of students in *pesantren*. It make *Tuan Guru* H. Abdulkadir looked for solution for its problem. He tried to build formal education and join Kingdom program.

Beside for being solution on facing Thai government, there are many purposes of building formal education on *pesantren*. *Tuan Guru* H. Abdulkadir realized that modernization era cannot be avoided again. So he modernize the college in order to that institution can adapt development era and can produce and excellent *Human Capacity Source* (HCS).

The change and progress of global society certainly demand the Islamic education as the activity or educational institution as an *agent of change* that always adaptive with its development, especially in preparing excellent human capacity source (HCS). To produce excellent HCS, we need an education that is having good quality and good competitiveness. Islamic education in the link of making excellent HCS, besides mastering religion science as spiritual power and morality also must master general and social science, as the way to explore life in this universe qualified.¹⁰

The efforts that have been done by Tuan Guru H. Abdulkadir Abdulmanaf pass many steps. Firstly, he built high school as the first formal education in *pesantren*. Then it is continued by building elementary school and kindergarten.

In this research, the observer focused problem on the improving formal education in Bakong Pittaya High School. Educational system in Bakong Pittaya High School is divided into two parts, those are Islamic educational system and general educational system.

Based on the background of the problem above, so the writer is interested to do research about *The Modernization of Pesantren: The Portrait of H. Abdulkadir Abdulmanaf's Idea On Improving Formal Education On Muassasah Al-Ishlahiyah Ad-Diniyah (Bakong Pittaya School), Pattani, Thailand.*

¹⁰ Mujtahid, *Reformasi Pendidikan Islam: Meretas Mindset Baru, Meraih Peradaban Unggul*, (Malang: UIN-MALIKI PRESS, 2011), p.104-105.

B. Problem Statement

Based on the background of problem above, so the formulation of the problem in this research is:

“What Kind of Improving Formal Education in Bakong Pitaya School, Pattani, Thailand based on the Idea of H. Abdulkadir Abdulmanae?”

C. Purpose and Benefit of Research

The purpose of this research is to describe the kind of improving formal education in Bakong Pitaya School, Pattani, Thailand based on the Idea of H. Abdulkadir Abdulmanae.

The benefit of this research is:

1. Theoretically, this research give contribution of knowledge about modernization of *pesantren* and can used to be learning source for the readers.
2. Practically, the benefit of this research for researcher is for knowing about the portrait of modernization of *pesantren* deeply in other country. This research is useful for object of research to be plus value on institution development.

D. Literature Review

From the literature review from some erudition that have corelation with the theme with this reaserch, some of those eruditions are:

1. Thesis of Narisan (04410775) entitled “*Sistem Pendidikan Pesantren Menurut Nurcholis Madjid*” UIN Sunan Kalijaga Yogyakarta 2008.

This thesis described about modernization of educational system in

pesantren on Nurcholish Madjid's perspective. In this thesis, the explanation focused on three aspects from of Nurcholish Madjid's thought. Those are about the teaching method in *pesantren*, educational purpose, and curriculum in *pesantren*.

2. Thesis of Radliyah (D51206163) entitled "*Modernisasi Pendidikan di Pondok Pesantren Aswaja Umbulsari Jember*" IAIN Sunan Ampel Surabaya 2010. This thesis described about the shape of modernization of education in *Pesantren Umbulsari Jember*, include curriculum, material, method, and evaluation of education.
3. Thesis of Wargo Silanto (070110301024) entitled "*Modernisasi Pendidikan Pesantren Salafiyah Syafi'iyah Sukorejo Kabupaten Situbondo, 1968-1992*" Universitas Jember 2014. This thesis described about *Pesantren Salafiyah Syafi'iyah* before and after be modernized and its impact to education.

From some kind of literatures review that have a same concern, the writer can conclude the position of the research in this thesis if compare with the similar thesis, those are:

1. This research is digging the process of modernization of *pesantren* from original *pesantren* until being private Islamic school.
2. This research focussed on improving formal education in *pesantren*, both of Islamic education and general education.

3. This research took the object in Pattani, Thailand that still rare to do by the college student of IAIN Purwokerto so this research can give plus value to the institution.

E. Procedure of Thesis Writing Plan

The writing of this Thesis will use writing procedure below:

CHAPTER I is normative base, include the background of problem, problem statement, purpose and benefit of research, literature review, and procedure of thesis writing plan.

CHAPTER II is objective base, include the theories of *Pesantren*, Formal Education, and Modernization of *Pesantren*.

CHAPTER III is explained about the analysis technique that is used on this research. This chapter is included the research method.

CHAPTER IV is the explanation about research result and analysis of data.

CHAPTER V is closing, include conclusion, suggestion and closing.

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CHAPTER V

CLOSING

A. Conclusion

Based on the research result and analysis, so the researcher conclude the answer of problem statement as follows:

1. The educational system of *pesantren* before modernized is traditional system. There are learning al-Qur'an and learning *Kitab Kuning* in *pesantren*. Both of learning used traditional methods.
2. The educational system of *pesantren* after modernized was changed. The leader of *pesantren* established formal education, those are Kindergarten, Elementary school, and High school. The learning time of al-Qur'an and *Kitab Kuning* in *pesantren* are subtracted and mostly entered to the formal education. The curriculum of formal education consist of Islamic education and general education.
3. The subjects in Bakong Pittaya School consist of Islamic religious subjects and general subjects. There are 33 subjects in High School level.
4. The introduction language on the learning process on Bakong Pittaya High School are two, those are Thailand and Malay Language. *Thai* language is used by the teachers in the learning of general sciences. Malay language is used by the teachers in the learning of Islamic sciences.

5. Extracurricular in Bakong Pittaya High School are Nasyid, football, and English Club.
6. The modernization of *pesantren* caused internal impact and external impact. The internal impacts are: the students can learn Thai language and general sciences; the institution get donation from Thailand Kingdom; the impact of technology and information; and clothes impact. The external impacts are: public perceptions of the students changed; the institution have wider channels and cooperation.
7. The challenges of *pesantren* modernization are economic problem and globalization. The economic problem is solved after the donation from Thailand Kingdom down. The challenge of globalization era or modern era is *aqidah* or trust. But it can be faced by strengthen the Islamic religious knowledge in the school. The challenges above also being the power and opportunity to develop and improve the educational system and administration of Bakong Pittaya School well.

B. Suggestions

1. For the other researchers and theoretician, can analyze and give thought contribution to the modernization of educational system in *pesantren* for the progress of educational system inside.
2. For the education practitioners can take positive sides from the pattern of education *pesantren* either on improving the administration, methodology and the purpose of *pesantren* educational system.

3. The government or private institution can establish an educational institution either formal or non-formal education by integrating traditional education model and modern education model.

C. Closing

Big thanks to Allah SWT, finally I can finish this thesis. The research about **“The Modernization of *Pesantren*: The Portrait of H. Abdulkadir Abdulmanae’s Idea on Improving Formal Education on *Pesantren*”** has not been totally perfect. This is caused this research just focused on one aspect, that is the improvement of formal education in *pesantren* by the qualitative approach.

Actually so many aspects, such as political or cultural aspects of *pesantren* that can be researched, but the limited literature that was read, and also the knowledge of research method that was learned, this research just focused on one aspect.

However, this thesis being the important and significant thing because is the one of scientific work that can increase the intellectual asset and one of literature that review more about the modernization of *pesantren*.

The research about the modernization of *pesantren*, especially that focused on improvement of formal education in *pesantren* both of in Indonesia or abroad, must always sought. Realized or not, the *pesantren* education have significant role on Islamic education of Moslems in every countries.

So, the modernization or renewal of *pesantren*, especially in education aspect must always done and reviewed. Those efforts purposed on the progress of *pesantren* itself and also the Moslems.

Thus this thesis I made correctly. I hope this thesis useful for the readers. The writer also do not close the critique and suggestion from the readers for improvement.



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