

**THE DEVELOPMENT OF ISLAMIC EDUCATION SYSTEM
AT AL-IKHSAN ISLAMIC BOARDING SCHOOL BEJI
KEDUNGBANTENG BANYUMAS 2014**



THESIS

**Submitted to the Islamic Education and Teacher Training Faculty
of IAIN Purwokerto to Fulfill the Requirements
for Obtaining the Scholar Degree in Islamic Education Program**

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AT AL IKHSAN ISLAMIC BOARDING SCHOOL
BEJI KEDUNGBANTENG BANYUMAS 2014**

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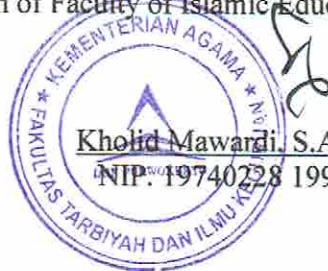
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The writer dedicates this thesis to:

My beloved parent Ibu Banirah and Bapak Saiman, beloved brothers Imam Gustamto and Iman Pujianto, and beloved sister Dwi Beti Setyaningrum.

This is an apology from my deepest heart.



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The Development of Islamic Education System
at Al Ikhsan Islamic Boarding School
Beji Kedungbanteng Banyumas 2014

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ABSTRACT

Islamic boarding school gives much enough contributions in reaching the aims of Islamic education. It is also trusted as an alternative of education problems solution. One of Islamic boarding school developments is the development of Islamic Education System. It has an important role in succession the education targets in Islamic boarding school. One of Islamic boarding school which is develop the Islamic education system is Al-Ikhsan Islamic Boarding School which is located in Beji, Kedungbanteng, Banyumas.

This research explains about the development of some aspects of Islamic education system in Al-Ikhsan Islamic boarding school. The aims of this research is to know objectively the development of Islamic education system in Al-Ikhsan Islamic Boarding School.

The type of this research is qualitative field research. The writer uses observation, interview, and documentation method to collect the data. For analyzing the data, the writer uses data reduction, data display, and conclusion drawing method.

The result of this research is the development of three aspects Islamic education system in Al-Ikhsan Islamic boarding school. There are aim, curriculum, and method aspect. The development of aim aspect is done by focusing the here after life and the worldliness aims. In the development of curriculum aspect, *Kyai* and teachers do not totally eliminate traditional programs, but defend some traditional programs and create the new innovative education programs as the effort to improve the quality of learning for the students. Then, *Kyai* and teachers develop the learning methods by using active learning methods both in intra and extra programs.

There are some suggestions of the writer. For the *Kyai* and the teachers, the writer suggests to open to the development of technology. They are also expected to organize the training of writing skill both in English and Arabic.

Key words : Islamic Education System, Al-Ikhsan Islamic Boarding School

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to our God Allah who has bestowed the writer abundant mercies, so, due to those the writer has enough courage and patience to finish this thesis properly. Peace and salutation be upon the great prophet Muhammad PBUH and his faithful followers who strive in Allah's religion, Islam.

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The writer deeply thanks to both of her respected parent who have been praying for her night and day for her success. The writer's appreciation and her

deepest love are always sent to her family and her friends who always support her and give her motivation to finish this thesis. May God bless us and keep us on the right path. Amien.

Purwokerto, August 18th 2015

The Writer

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TRANSLITERATION

The author using the Arab-Latin transliteration by Religion Minister and Education and Culture Minister's decision on January 22th, 1988 No. 157/1987 and 059b/1987. Number 158 year 1987.

1. Consonant

Arabic Letter	Name	Latin Letter	Name
ا	Alif	No Symbol	No Symbol
ب	Ba'	B	B
ت	Ta'	T	T
ث	Sa	S	S (by dot on the top)
ج	Jim	J	J
ح	H	H	H (by on the bottom)
خ	Kha'	Kh	K and H
د	Dal	D	D
ذ	Zal	Z	Z (by dot on the top)
ر	Ra	R	R
ز	Zai	Z	Z
س	Sin	S	S
ش	Syin	Sy	S and Y

ص	Sad	S	S (by dot on the bottom)
ض	Dad	D	D (by dot on the bottom)
ط	Ta'	I	T (by dot on the botom)
ظ	Za'	Z	Z (by dot on the bottom)
ع	'ain'....	Capsize comma on the top
غ	Gain	G	G
ف	Fa'	F	F
ق	Qaf	Q	Q
ك	Kaf	K	K
ل	Lam	L	L
م	Mim	M	M
ن	Nun	N	N
و	Waw	W	W
ه	Ha'	H	H
ء	Hamzah	'	Apostrophe
ي	Ya'	y	Y

2. Vocal

1) Singel vocal (monoftong)

Symbol	Name	Latin Letter	Name
َ	Fathah	A	A
ِ	Kasroh	I	I
ُ	damah	U	U

Example : كَتَبَ — kataba يَذْهَبُ — yazhabu

فَعَلَ — fa'ala سُئِلَ — su'ila

2) Double vocal (diftong)

Symbol and Letter	Name	The letter combination	Name
	Fathah and ya	Ai	a and i
	Fathah and wawu	Au	a and u

Example : كَيْفَ -kaifa هَوْلٌ -hauḷ

3. Maddah

Symbol and Letter	Name	Symbol and Letter	Name
اَ...اِ...يْ	Fathah and alif or ya	A	A and line on the top
اِ.....يْ	Kasroh and ya	I	I and line on the top

.....ؤ	Dammah and wawu	U	U and line on the top
--------	--------------------	---	--------------------------

Examples: قَالَ -qāla

قِيلَ -qīla

رَمَى -ramā

يَقُولُ -yaqūlu

4. Ta Marbutah

Transliteration for *ta marbutah* divided by two forms

1. *Alive Ta marbutah*

ta marbutah alive was written by /t/.

2. *Ta marbutah mati*

Ta marbutah die was written by /h/.

3. If in the end of word was *ta marbutah* which is followed by word that used article “al”, and also the second word separated, the *ta' marbutah* was transliterate by ha (h).

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Examples :

رؤفة الأطفال	Raudah al-arfāh
الدينه النوره	Al-Madinah al Munawwarah
طلحه	Talhah

5. Syaddah (tasydid)

Syaddah (tasydid) was written by the same word as the word that was marked by that syaddah.

Examples :

رَبَّنَا – robbana نَزَّلَ – nazzala

6. Article Alif + Lam

1. The article which is followed by *syamsiyyah* letter was transliterated suitable with that voice, the letter /l/ was changed by the same letter as directly follow the article.
2. The article which is followed by *qamariyah* letter was transliterated suitable with the rule that was explain before and suitable with the voice.

The article was written in separate from word which followed and was connected by hyphen.

Examples:

القران - al-Qur'an

القلم – al-qalamu

القياس – al Qiyas

7. Hamzah

Hamzah was transliterated by apostrophe. Even though, it was in the end of word. If hamzah in the beginning of word, it was symbolized as alif in Arabic letter.

Examples:

Hamzah in the beginning	اكل	Akala
Hamzah in the middle	تا فدون	Ta'khuduna
Hamzah in the end	النوء	An-nau'u

8. The Word Written

The writing of word such as *fi'il*, *isim* or *huruf* was written separated. For special word which was written by Arabic usually together with the other word because, there was a word or *harakat* which is lost, so that in the transliteration those word was by two ways: separated or attached. The author using the word written separated.

Example:

وان الله هو خير الرازقين : wa innallāha lahuwa khair ar-rāziqīn

فاوفوا الكيل والميزان : fa awfū al-kaila wa al-mīzana

9. Capital Letter

Nevertheless, there was no transliteration on Arabic written system but is still used in here. The using of capital letter was for writing the first letter, name, but not for article.

Example:

وَمَا مُحَمَّدٌ إِلَّا رَسُولٌ : Wa mā Muhammad illā rasūl

وَلَقَدْ رَآهُ بِالْأَفْقِ الْبَيْنِ : Wa laqad ra'āhu bi al-ufuq al-mubīn



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ABBREVIATION

AEDC	: Al-Ikhsan English Debate Community
AEDS	: Arabic English Development Skill
BUMP	: Badan Usaha Milik Pesantren (Islamic Boarding School Business)
HTS	: Hard Teaching System
JET	: Junior English Training
MA	: Madrasah Aliyah (Islamic Senior High School)
MTs	: Madrasah Tsanawiyah (Islamic Junior High School)
PBUH	: Peace be upon Him
TESC & TASC	: Training English & Arabic Speech Contest
TOT	: Training of Trainer

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. The Problematical Background

Education is the most important side of life and human development. It is the efforts of the teachers to make the optimal growth of the students.¹In Indonesian Dictionary, it is a process of behavior change of a person or a community in order to effort the maturing by learning or training.²

In Islam, education is the real and planned efforts to create the media and learning process for the students so they can develop their potencies actively for having spiritual intelligent, self control, intelligent, behavior, and skills that needed by themselves, society, and the nation based on Islam.³ Far the more, Endang Saefudin Anshari's opinion which is quoted by Azyumardi Azra. He said that education is psychic and physical guidance of the students with the material, method, and media for reaching their good manner based on Islam.⁴

From the definitions above, the aims of Islamic education concern to the hereafter life and to the worldliness. It means Islamic education

¹Ahmad Tafsir, *Pendidikan Dalam Perspektif Islam*, (Bandung: PT. Remaja Rosdakarya, 2004), p.28

²Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1995), p. 232

³Imam Barnadib, *Sistem Pendidikan Nasional Menurut Konsep Islam* dalam "*Islam dan Pendidikan Nasional*", (Jakarta: Lembaga Penelitian IAIN, 1983), p. 135-136

⁴Azyumardi Azra, *Pendidikan Islam Tradisi dan Modernisasi Menuju Milenium Baru*,(Jakatra: Logos Wacana Ilmu, 1999), p. 65

makes the students have good manner, faith and obey to Allah SWT. Then, the worldliness shows from having the intelligent and skills.

Islamic education system is the important thing of Islamic education. It is total interaction and integrated cooperation between education elements to reach the aims of Islamic education.⁵ The elements are aim, curriculum, methodology, and management. It affects each other. Therefore, it is the general basics about how the Islamic education institution can reach the aims.

Islamic boarding school is the oldest Islamic education institution as the culture product of Indonesia. Its existence is started since Islam comes in Indonesia with adopted the Islamic education system which is developed before. As the It gives enough contributions in Indonesian History.⁶ It is a center of Islamic learning process.

It is a traditional educational dormitory where is all its students stay together and study with the teachers or clerics, namely *Kyai*. They are in a place where is a mosque for praying, rooms for studying, and the Islamic activities. It is surrounded by the wall in order to monitor the students activities as the valid roles.⁷

But according to Mastuhu, the focus of Islamic education system in Islamic boarding school is more concern to the hereafter life than to the

⁵Mastuhu, *Memberdayakan Sistem Pendidikan Islam*, (Jakarta: Logos Wacana Ilmu, 1999), p. 123

⁶*Peran Pondok Pesantren* <http://id.wikipedia.org/wiki/Pesantren> downloaded on January 26th, 2016 at 11:15 a.m

⁷*Pesantren*, <http://id.wikipedia.org/wiki/Pesantren> downloaded on August 24th, 2014 at 8:59p.m

worldliness.⁸ Its curriculum consists of 100% Islamic subjects with no general subject, skills, and mastering technology programs. The teachers teach the students about Islamic subjects, such as *hadits*, *tafsir*, *ushul fiqh*, *fiqh* and the others and they do not teach common subject such as biology, physics, math, history, civilization, skills (language, decorating, lettering, etc), computer system and internet.

Because of hereafter life concern, it influences to the method that use in teaching. Usually the teachers use traditional methods, like *sorogan*, *bandongan* and memorizing method.⁹ The students memorize the rule of language like grammar, structure, *Qawaid*, *Shorof*, vocabularies, etc with little speaking and they do not learn to use actively. Consequently, they do not speak and write well in Arabic although in simple sentences.

The applications of Islamic education system as mention above are factors why the students of Islamic boarding school are not qualified to compete in the globalization era. They cannot get jobs which is required mastering the general subjects, skills, and technology. They also called out of date because they do not know about the modern technology.

According to Nurcholish Madjid, “the effort to realize civil society will be realized if Islamic boarding schools pay attention to the

⁸Abdurrachman Mas'ud, dkk, *Paradigma Pendidikan Islam*, (Semarang: Fakultas Tarbiyah IAIN Walisongo, 2001), p. 184

⁹*Sorogan* is one of Islamic learning method which is every student must master recitation and translation of classical book correctly, and they can get the other material if they have learned the previous material repeatedly. *Bandongan* is an Islamic learning method which is a community of the student (between 5 up to 500 students) hear an Islamic teacher who reads, translates, and explains the classical book. Every student pay attention to their classical book and make a note (both the meaning and the notice) about word or difficult sentences of their classical book. It is also called *wetonorhalaqah*. Look Zamakhsyari Dhofier, *Tradisi Pesantren; Studi Pandangan Hidup Kyai dan Visinya Mengenai Masa Depan Indonesia*, (Jakarta: LP3ES, 2011), p. 54

development of the modern era".¹⁰ Mastuhu also considers that Islamic boarding schools cannot close themselves off from social change.¹¹ It means this requirements should be a challenge that needs to be responded by Islamic boarding school. Islamic boarding schools cannot avoid the responsibility in facing the challenges, because if it avoids, the students or the alumnus of Islamic boarding school may be difficult in facing the global changes.

Therefore, according to the experts the Islamic education system of Islamic boarding school is ought to develop. By developing the Islamic education system, the Islamic boarding school is be able to make the students who are able to develop themselves and be meaningful to the society. It can be done by developing the aspects of Islamic education system. The aspects of Islamic education system consist of aim, curriculum, method, and management.

The aim aspects direct it for getting the balance of life happiness in the world and hereafter. In curriculum aspect along the same line as aims aspects, it is not only consists of Islamic subjects, but also includes common subjects which are supported by mastering active English and Arabic skills. In method aspect, direct it to the pragmatic functional system. It means make the students use or practice their all competence in their daily activities, especially their language skills. It is a solution of passive language skills problem. Then, in management aspect, the

¹⁰Nurcholis Madjid, *Bilik- Bilik Pesantren Sebuah Potret Perjalanan*, (Jakarta: Paramadina, 1992), p. 95-96

¹¹Mastuhu, *Memberdayakan Sistem*, p. 123

centralistic management is no longer suitable with the development era that require the democratic, transparence, and accountability, so the democratic, transparent and objective management can be a solution for the existence of the Islamic boarding school without losing its leader.¹²

One of Islamic boarding schools which has the balances between hereafter life and worldliness is Al-Ikhsan Islamic Boarding School. It is one of Islamic boarding school in Banyumas district, especially in Satria Street, Beji, Kedungbanteng. Based on interview (Thursday, May 29th, 2014 in Al-Ikhsan Islamic Boarding School) with the teachers of Al-Ikhsan Islamic Boarding School, Miss Aniqotul Milah Zakiyah, S.SI and Miss. Mukhasanah, S.Pd.I, there are some sample of education system development in Al-Ikhsan Islamic Boarding School that different from the earlier when it was be built, such as in aims, curriculum, and method aspect.

In aims aspect, Kyai develops it to respond the development era. It is written and programmed as vission and missions. As Miss Aniq said that one of Al-Ikhsan Islamic boarding school's vission is reach "Al-Ikhsan Go International".

In curriculum aspect, beside the students get Islamic traditional subjects, like *hadits*, *tafsir*, *ushul fiqh*, *fiqh* and the others, they also get common subjects such as biology, physics, math, history, civilization, and skills, especially language skill. The teachers teach Arabic and English to the

¹²Abuddin, *Tokoh-Tokoh Pembaruan*,...p. 217

students. They hope the students master both languages as their language skills.

In method aspect, the teachers do not leave the classical learning method as a character of traditional Islamic boarding school, but they add non-classical learning method that is supported by some advance instructional media like video, e-learning, etc. Non-classical learning methods used are discussion, demonstration, drama, etc. The students not always study indoor, but their teachers sometime ask them to study outdoor.

Therefore, the writer is interested in researching detail about the development of education system at Al-Ikhsan Islamic Boarding School with the focus on aims, curriculum, and method aspect. This research will be arranged in the thesis under the title *The Development of Islamic Education System at Al-Ikhsan Islamic Boarding School Beji Kedungbanteng Banyumas*.

B. The Question of Research

According to the problematical background that explained, the writer formulates the questions of research "*How is the Development of Islamic Education System at Al-Ikhsan Islamic Boarding School Beji Kedungbanteng Banyumas 2014?*"

C. The Aim and Benefit

1. The Aim of Research

The aim of research is to describe objectively the development of

Islamic education system at Al-Ikhsan Islamic Boarding School 2014.

2. The Benefits of Study

- a. Academically, it will give brief information about the development of Islamic education system at Al-Ikhsan Islamic Boarding School.
- b. The result of the study can be used as the reference for Al Ikhsan Islamic Boarding School.
- c. It can be used for the next study as the documentation and the additional collection of IAIN Purwokerto's library.

D. The Prior/Related Research

There are some related researches about education system of Islamic boarding school in IAIN Purwokerto, Islamic Education program with different subjects.

The researches before such as, a thesis of Khafid Abdul Aziz Mufti entitled "*The Education System of Asrama Islamic Boarding School Dawuhan Kulon Kedungbanteng Banyumas*". In this research, he focused to the curriculum which was applied in Asrama Islamic Boarding School. The curriculum of Asrama Islamic Boarding School is good enough with dormitory system.

The others are a thesis of Sri Yuliani (2001) entitled "*Education System of Al-Ihya Ulumaddin Islamic Boarding School Kesugihan Cilacap*" and a thesis of Nur Azizah (1999) entitled "*Implementation of Education System at Al-Ihya Ulumaddin Islamic Boarding School*

Kesugihan Cilacap". Both of them focus to explain the supported factors of learning process and the process of Islamic education by learning the classical books. The supported factors of learning process in Al-Ihya Ulumaddin Islamic Boarding School are curriculum, teachers, and facilities.

Based on three theses as the reference above there are some difference and similarity with the research of the writer. The difference is on the subject of the research. The similarity is on the object and the method of the research. Although the object of the writer research is about Islamic boarding school, for avoiding similar research so the writer focuses to explain about how is the development of Islamic education system applied in Al-Ikhsan Islamic boarding school. It shows the originality of this thesis that written by the writer.

E. The Systematic of Study

The Systematic of Study is frame of reference that gives information about the material or parts that will be explained in the thesis. There are three parts of the thesis, there are opening part, main part, and closing part.

The opening of the thesis consists of title, legalization statement, legalization, advisor's official note, abstract, transliteration, dedication, acknowledgment, table of content, abbreviation, and attachment list.

The main of the thesis consists of explanations of the problematical. It consists of five chapters.

Chapter I is introduction a normative foundation that will ensure this research can be carried out properly, which includes the problematical background, the question of research, the aim and benefits of study, the literature survey, and the systematic of study.

Chapter II consists of the theoretic of the development of Islamic education system. There are two points explaining; the development of Islamic education institution and the development of Islamic education system at Islamic boarding school. It consists of the history of Islamic boarding school, elements of Islamic boarding school, the aim and function of Islamic education system at Islamic boarding school, the definition of Islamic education system of Islamic boarding school, the definition of development, the development of aim, curriculum, and method aspect.

Chapter III is the research method, which are type of research, source of research, the method of data collecting, the method of data analysis.

Chapter IV is the presentation of data and data analysis. It consists of the general description of Al-Ikhsan Islamic boarding school and the development of Islamic education system in Al-Ikhsan Islamic boarding school.

Chapter V includes conclusions and suggestions.

The closing part consists of bibliography, attachment, and curriculum vitae of the writer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The writer has conclusions about the development of Islamic education system at Al-Ikhsan Islamic boarding school, they are:

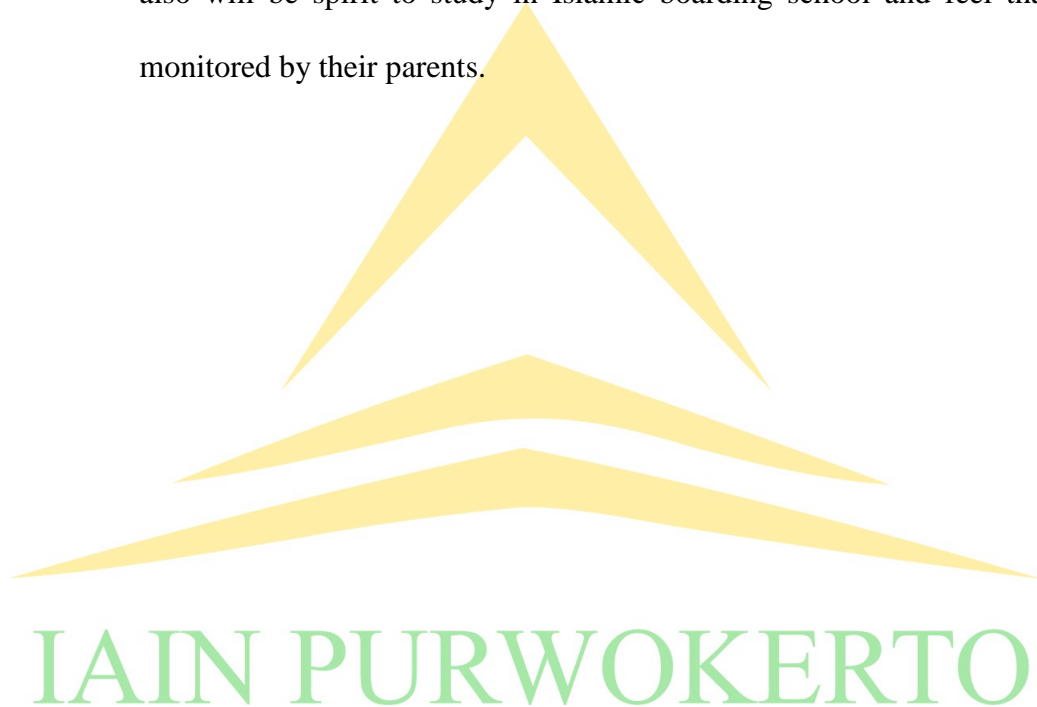
1. The development of aim aspect is begun from focusing the here after life only to the wordliness also.
2. In the development of curriculum aspect, *Kyai* and the teachers do not totally eliminate traditional programs, but defend some traditional programs and create the new innovative education program as the effort to improve the quality of learning for the students.
3. *Kyai* and the teachers develop the learning methods by using active learning methods in intra and extra program.

B. Suggestions

From this research, there are some suggestion:

1. For the *Kyai* and the teachers, the writer suggest to open to the development of technology by create the education program which is the students can access and use the technology wisely. They are also expected to organize training of writing scientific papers well in Indonesian, English, and Arabic which has become the basis of language skills in Al-Ikhsan Islamic boarding school. So the results which consist of Islamic boarding school values can be presented to the public by print media.

2. For the students, the writer suggests to obey the regulation and follow all programs diligently so they can get the knowledge optimally that can be useful for their future.
3. For the parents, they have to cooperate with the teachers in educating their children by giving attention, motivation and advice to their children. So they will know the growth of their children. Their children also will be spirit to study in Islamic boarding school and feel that monitored by their parents.



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