

CONTEMPORARY ISLAMIC EDUCATION: OPPORTUNITIES AND CHALLENGES IN SOCIETY ERA 5.0

Imam Tabroni
STAI Dr. KH. EZ. Muttaqien Purwakarta
imamtabroni70@gmail.com

Muhammad Naafi'ul
STAI Dr. KH. EZ. Muttaqien Purwakarta
rini.purnamasari.tabroni@gmail.com

Nurazizah
STAI Dr. KH. EZ. Muttaqien Purwakarta
Rahmatapendi1984@gmail.com

Puja Fauzia Rizqita
STAI Dr. KH. EZ. Muttaqien Purwakarta
Kurniadeden60@gmail.com

Abstract

This study describes a title of "Contemporary Islamic Education" which begins the important issue of why instruction. Contemporary Islam as far as its origins and its application to the objectives of this study the training needs of Islam are being considered with its Conception and Application. While this examination can provide hypothetical commitments and commitments where hypothetical commitments can be used as another worldview to lead the investigation of contemporary Islamic Education. While grounded commitment, that Islamic schools are very important and agents to be recognized in its origins and contemporary applications today, where this information discipline is consistently advanced, original, created, and at all times and ages. Moreover, this research is a library research. By looking at various literary works related to "Contemporary Islamic Education", with a focus on writings compiled by specialists of traditional and contemporary Islamic schools. Although the strategy to be used in this examination of course and investigation. These two strategies are not introduced independently, but will be solved independently of the integrated technique used, because in the show it will provide a general representation of the problem to be pondered, then, at that time, of the far-reaching translation information will be held. For a while, scientific strategies are used to see the basic problems that lie behind the problems seen. Information handling methodology using inquiry content.

Keywords: *Contemporary, Islamic Education*

INTRODUCTION

Teachings is one condition essential in existence human depicting how undergo the life of this world for follow the life and calling of those who do kholiq for love. Man as given animal favors by Allah SWT with type sense in humans who don't owned by a different animal in his life, that for develop his brain required example teaching through cycle study (Winfred F.Hill, 2012), (Newstrom, 2006).

Although Islamic teaching as discipline logical has considered as field study and have

interesting legitimate attention for student for more concentrating to him, because field studies that are still develop discipline this not yet develop fast (Tabroni, 2019). with various field different Islamic investigations. Honestly, let or no problem mergency in Islamic training is seen as something terrible (Arifin, 2005).

Based on Constitution National Education System No. 20 of 2003 Chapter I, that teaching is something conscious and organized effort for realize atmosphere learning and learning process so that student by effective develop ability for have strength, wisdom, character, knowledge, and wisdom strict world, honorable person, as well as required ability without other people, society, and state. (Nasional, 2003).

From understanding this that instructions is deployment coordinated power imply that training completed by deployment power conscious human with clear premise and reason stages and there not quite enough answer together in interaction instructive (Tabroni & Dodi, 2022). Arrangement imply that training set before, with a careful estimation process and network supporter different emotions ready (Takaya, 2013).

Persistent implies that training constant along live, as long as people experience cycle instructive however will required, other than from when people die, no once again need interaction instructive. For ins and outs addition, we will investigate more in about thinking teaching contemporary, goal school contemporary, kind training contemporary, challenge in school contemporary, and problems in contemporary Islamic teaching (Tabroni & Purnamasari, 2022).

LITERATURE REVIEW

Islamic education is teaching acquired and created from lessons and traits main contained in sources essential, especially the al-Qur'an and As-Sunnah (Imam Tabroni, Putra, Adawiah, & Rosmiati, 2022). According to Mohammad Hamid an-Nasyir and Kulah Abd Al-Qadir Darwis (Muchsin & Wahid, 2009), Islamic schools are characterized by as eye coordinating lessons change the event (ri'ayah) of humans on the side of actual, reason, language, behavior, social and strict life that are relied on for reach perfection. Contemporary Islamic Education conducted by planned and methodical for grow potency children in looking at strict Islamic teachings like now (Tabroni, Nasihah, & Bahijah, 2021).

Goals of Contemporary Islamic Education must in accordance with destination appropriate national education with the National Education System Act 2003 Article 1 paragraph (2), in particular training based on Pancasila and the 1945 Constitution of the

Republic of Indonesia which began with tight quality, culture public and willing accept request difference time.

METHODS

The research method uses the library. The data is in the form of relevant literature on contemporary Islamic education. The literature is reviewed through the editing process, theme classification, content analysis, finding the thesis, raising the anti-thesis, and finding a synthesis between related literature. The results of the discovery of the data used as the basic concept of Islamic education era 5.0 based on the interpretation of the data which is a collection of relevant articles (Zed, 2004).

RESULTS AND DISCUSSION

Types of Contemporary Islamic Education

1. Cottage Boarding school

Cottage boarding school is strict institution, which provides instruction and educating as well as create and distribute strictly Islamic information (Imam Tabroni & Rahmania, 2022). However, in Indonesian Islamic boarding schools, especially on the Java, more similar a climate accommodation remote, especially lodging separated base becomes the rooms which are the place stay student.

For change this skewed image, of course requires sufficient process long and not so natural (Sari & Sunarno, 2018). At stage this, boarding school faced with difficulties among custom and progress. When boarding school more choose for no move to innovation, and only play around and follow reality custom show conventional, with teach those who disturb the Qur'an and Al- Hadith and books their old style, without systemically, then at that's boarding school must prepared abandoned by society.

2. Integrated Islamic School

Like known population by overall, Integrated Islamic Schools depend on reconciliation science and Islam. Plan education enter Tahfizul Qur'an or eye lesson for defending the al-Qur'an and additions deep substance in eye lesson everyday. School Tahfidzul al-Qur'an custom until moment this still organized by TPA (Taman

Pendidikan al-Qur'an). However, because Elementary, middle, and high school students are increasingly busy, they moment this no enter to the landfill (Schunk, 2015).

For Meanwhile, memorizing the al-Qur'an complete and explicit must done in schools experience Islamic life that the poor have need they for develop outlook knowledge knowledge by simultaneously. Temporary, families who discuss the al-Qur'an in Indonesia can depending on the finger along with development time and development fast school based, exist other things and more many individuals who remember the Qur'an (not all over several section).

With all consideration, IT schools can build return method life memorize the al-Qur'an in the middle Indonesian culture that focuses on and values training academic. Tragically, in part big student IT school no continue to more level high in the same school, several choose state funded school because they considered have more many possibility for what will come. Students who left IT school experienced problem in guard memorization they because style life memorizing the al-Qur'an is not brought to them house.

So no amazed if many college student less IT graduates memorization even though they has master 5 parts with easy to memorize. Besides that we should too see importance schools in build the al-Qur'an in Indonesia. The task as foundation school conventional that is seen by the authorities public so far quality should also be description for Islamic school whole. In face the era of the world, of course need will great researchers in the field of scholastic nor in quality ethics and worldliness is essential needs. Due to growing innovation fast no could increase civilization man without the people who have enter information about science and Islam.

3. Madrasah (Islamic School)

Madrasah is the place education that provides training and education under the auspices of the Ministry of Religion. What is remembered for this madrasa class is foundation Ibtidaiyah, Tsanawiyah, Aliyah, Mu'allimin, Muallimat, and Diniyah. Madrasa is just the Arabic word for school, which means position study. Madrasas in Arabic handle expression the for all schools in general, but in Indonesia used for eye Islamic schools lesson main is eye Islamic religious lessons.

Introduced organization this is continuation from framework in realm school experience life Islam in it there is components principle Islamic live in school. For while, in madrasa framework, no there is condition for bungalows, mosques and recitations old style Islamic books. Components that can be accessible at the madrasa is pioneers, educators, students, tools, programming, and displays lesson Islam.

Start from this madrasa guide, coaching and teaching addressed for shape individuals really solid formative intellectual, have information and capabilities, can grow imagination and full fight, can push mentality based on popularity, and can grow high knowledge and combined by energy, honorable person, who loves country and love the individual in accordance with contained settings in the 1945 Constitution.

Part of The characteristics of madrasas are :

- a. Organization instructive that has methodology similar with school.
- b. Islamic religious subjects in madrasas are used as eye lesson main, though lesson.

Challenge in Contemporary Islamic Educationis

1. Does framework able becomes point focus greatness for enhancement knowledge knowledge and innovation that is not sans, in particular create knowledge knowledge and innovation with study of the Qur'an and Sunnah.
2. Will framework Indonesian Islamic training is able becomes point focus true Islamic thought ready react to the troubles of the times without cover up issues that must followed.
3. Will the experts Islamic education can grow really character accept and commit to Allah complete with ability think not logical know limit end.

Problems of Contemporary Islamic Education

1. Internal Factor
 - a. Relation the power and orientation of Islamic education the motivation behind basic training only one, in particular cultivation human, or enhancement nobility human, for become caliph on earth with obligations and obligations for develop life and care climate. Destination learning that has been arranged until moment this of course it's ideal for said, because too big, goal the no once

implemented with good.

- b. Direction teaching, tried by wide, maybe no certain with development of the times, or lost direction, like example fair life in Indonesian culture. Must be researched that globalization no solely because results constructive, with offices moment this, but various decision the life it brings make school confused. Teaching in general will based on need sense healthy, or performance market requirements, so soul Islamic training as booster culture, quality depth, and development social lost.

- 1) Approach / Method Learning

Task teacher or very big speaker in working characteristic student / student ability. In teach, he must have choice for produce potency instructor, inspire, give and move student / student through design imaginative and oriented learning context (setting moment this use satisfactory innovation). Example learning like that will respect tall achievement schools general and nature ready graduate compete in progress of the times this.

College student or Students who don't have insight. All Thing considered same, he have amount big very different encounter. With this method, even in class, students basically must read truth class, and get ready for research it. Start from the ideal state, we understand that until moment this still many students who like educated with learning strategies, such as lecture, directed, because more easy and not there is test for think.

- 2) HR Professionalism and Quality

One problem seriously faced training in Indonesia since the new order is lack of Skills instructor and staff great education ordinary. By quantitative, quantity instructors and faculty training others are perfectly adequate, however so far quality impressive skills that actually no in accordance with assumptions. A lot of energy educators and staff still school not yet worthy, less quality, and mutual cross, so that they no or not enough ready for introduce and give real training subjective.

3) Tuition Fee

Component cost education is something important, and become another same problem very no clear about who is responsible answer for problem this. Related with protected order as poured in the revision of the 1945 Constitution, as well as the National Education System Law no. 20 of 2003 concerning framework school general who trains the state to allocate at least 20% of the APBN and APBD in each area, except until moment this not yet fulfilled. Honestly, authority public has distribute plan finance school even 20 % till 2009 as planned in instructions plan vital output. (Mastuhu, 1999).

2. Factor External

a. Dichotomic

Issue big deal universe Islamic education is split in a number of perspective, especially among religion and science general, between revelation and intellect, which is equal between revelation and nature. The rise issue polarity with beginning has in progress long enough. You could say manifestation this start appeared in the century middle. According to Rahman, in describe sciences islam century middle, he disclose that fight strength Among regulations and religious philosophy for get title as crown, everyone equivalent.

b. Too General Knowledge

Deficiency following in realm Islamic education is thinking his insight is still too wide and less consider effort think critical. Items next more often not enough grounded and less in line with elements society. According to Syed Hussein Alatas, the ability of for resolve various problem, characterize, investigate and then track plan out / handle problem this is someone and something important for smart people. He add, component major non-scientific is lack of ability think and not capable see the result.

c. Lack of Spirit of Inquiry

One more issue annoying big progress universe Islamic education is low power for direct exploration / inspection. Syed Hussein Alatas touch on affirmation of The Spiritus Chancellor Islamic modernism, Al Afghani, judges

low "Spirit Intellectual" maybe becomes element main reason destruction of Islam in the Middle East.

d. Memories

Drop continuously principles science that lasts a very long time of course just lies in reality that, because total recorded book in plan education little, expected time for study too a lot. short for student for dominate always material challenging for understood, about parts tall knowledge knowledge at a common age young and teenagers. This thing make learning more based on text than understand referenced subject. Pushed for study through framework repetition (remembering) of agreement real. Reality show that the end of old times just analysis that doesn't counted amount and basically no unique work (Deming, Cahill, & Orsini, 2013).

e. Certificate Oriented

The examples created at the beginning of Islam, especially talab al'ilm, have been give consolation for Muslims for look for information, take long distance, full with danger, for get reality a hadith, looking for educators in different places, etc. This thing show that attribute researcher Muslim during look for information is organized information. So it's not business normal that moment that, there many figure outside the one who gives many commitment important, book reference researcher, work outside usual ever there is.

Temporary that, when contrasted with example search information moment this, show trend for move from direction information to direction authentication. Look for information just interaction for get statement or validation, while quality and essence knowledge is need following. (Roqib, 2009).

CONCLUSION

Islamic teaching is found and created school from lessons and values essential contained in sources fundamentals, especially the Qur'an and As-Sunnah. Temporary, contemporary Islamic education is a the moves made by planned and precise for build ability children in accordance with current Islamic standards this. Types of contemporary Islamic education are: Boarding school, Integrated Islamic School, Madrasah.

REFERENCES

- Arifin, M. (2005). *Filsafat Pendidikan Islam*. Jakarta: Bumi Aksara.
- Deming, W. E., Cahill, D. D., & Orsini, J. (2013). *The Essential Deming: Leadership Principles from the Father of Quality*. McGraw-Hill Education.
- Tabroni, I., Putra, D. D., Adawiah, N., & Rosmiati. (2022). Forming Character With Morals Prophet Muhammad Saw. *East Asian Journal of Multidisciplinary Research*, 1(1 SE-Articles), 41–48. <https://doi.org/10.54259/eajmr.v1i1.455>.
- Tabroni, I., & Rahmania, S. (2022). Implementation of Akhlaqul Karimah Through Islamic Religious Education Approach In Early Children. *East Asian Journal of Multidisciplinary Research*, 1(1 SE-Articles), 33–40. <https://doi.org/10.54259/eajmr.v1i1.454>.
- Mastuhu. (1999). *Memberdayakan Sistem Pendidikan Islam*. Jakarta: Logos.
- Muchsin, B., & Wahid, A. (2009). *Pendidikan Islam Kontemporer*. Bandung: PT. Refika Aditama.
- Nasional, D. P. (2003). *Undang-Undang Sistem Pendidikan Nasional 2003*. Jakarta: Sinar Grafika.
- Newstrom, J. (2006). *Organizational Behavior: Human Behavior at Work*. McGraw-Hill Education. Retrieved from <https://books.google.co.id/books?id=hKSEAAAACAAJ>
- Roqib, M. (2009). *Ilmu Pendidikan Islam*. Yogyakarta: LKiS Yogyakarta.
- Sari, N., & Sunarno, W. (2018). *The Analysis Of Students Learning Motivation On Physics Learn- Ing In Senior Secondary School*. 17–32.
- Schunk, D. H. (2015). *Learning Theories: An Educational Perspective* (Schunk, D.). Pearson Education.
- Tabroni, I. (2019). *MODEL PENDIDIKAN ISLAM: Teknik Mendidik Anak dengan Treatment di Era 4.0*. Bandung: CV Cendekia Press.
- Tabroni, I., & Dodi, J. (2022). Family Education in The Book 'Uqūd Al-Lujjain fī Bayani Huqūqi Al-Zaujain. *Muttaqien; Indonesian Journal of Multidiciplinary Islamic Studies*, 3(1 SE-Articles), 55–66. <https://doi.org/10.52593/mtq.03.1.04>
- Tabroni, I., Nasihah, F., & Bahijah, I. (2021). THE IMPLEMENTATION OF SCHOOL CULTURE-BASED CHARACTER EDUCATION IN SALEM STATE ELEMENTARY SCHOOL, PONDOKSALAM SUBDISTRICT, INDONESIA. *Erudio Journal of Educational Innovation; Vol 8, No 2 (2021): Erudio Journal of Educational Innovation*. Retrieved from <https://erudio.ub.ac.id/index.php/erudio/article/view/544>
- Tabroni, I., & Purnamasari, R. (2022). Kajian Yasinan Mingguan dalam Membina Karakter Masyarakat Pada Masa Covid-19 di Perumahan Lebak Kinasih Purwakarta. *Sivitas* :

Jurnal Pengabdian Dan Pemberdayaan Masyarakat, 2(1), 9–18.
<https://doi.org/10.52593/svs.02.1.02>

Takaya, K. (2013). *Jerome Bruner: Developing a Sense of the Possible*. Springer Netherlands.

Winfred F.Hill. (2012). *Theories of Learning*. Bandung: Nusa Media.

Zed, M. (2004). *Metode penelitian kepustakaan*. Yayasan Obor Indonesia.