

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a life. Then all activities related to education should be concerned about the life skill and life competency for students in facing the real life. In the general meaning, as stated by Stephen Ross, he argues that the meaning of education is broader. Education is not just about endowment of skills or the process of maturation or growth. It is a dimension of human life and an essential element in society.¹ Every part of human life is the new thing. They need a long process and many efforts to know many things and to survive with the various conditions that they can be exist. That is why education as the underlying thing in human life, brings human to be better.

The constitution of 1945 number 20 of 2003 as the foundation of the state constitution places the education as an urgent point in all aspects of life. The definition of education in the basic laws of 1945 includes the goals of education.

“Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State”.²

Education mentioned in the constitution is a process that goes wide in three-educational centers such as family, school and society. They have a common situation because transferring of values takes place in those three boundaries. The educators (parents, teachers, and citizens) execute it to the

¹ Stephen Ross, *the Meaning of Education*, Springer, Netherlands, 1966, p. 6.

² Act of the Republic of Indonesia Number 20, Year 2003 On National Education System.

students (children to adult). However, education in family is belonged the principal and the essential part.

Children enter to the preparation period in family. Initially they interact and communicate the outside world through family.³ Parents have a big responsibility to provide the education of their children.⁴ They teach and educate the basic knowledge and fundamental rules to them. Whereas, teachers helps parents by giving them wide-ranging knowledge and global values at school. Both teachers and parents prepare the children to be the intellectual people and the moral people by education.

Furthermore, Stephen Ross states the connection between education and human values in society is very close and deep. The ethical and spiritual values are greatly more important subject matters of education than any kind of technical skill or scientific competence.⁵ The moral people are the educated people. It is inadequate if the parents or teachers only focusing in one aspect such as focuses on the lesson score. They need to notice all aspects because education makes the man accomplish the goals of life.

In the Islamic religion, education has a specific position. Ismail SM. concludes that Islamic education is a process of transferring knowledge and values to students through the growth and the development of students' nature. This process can align their lives in all aspects so that they can succeed their goals as Caliph of Allah on the earth, and as an *insan kamil* who lives peace until here after.⁶

Supporting the term above, Sayyid Sabiq believes religion has strong base, which brings human to attain the crowning perfection in the material

³ Abd. Rachman Assegaf, *Filsafat Pendidikan Islam: Paradigma Baru Pendidikan Hadhari Berbasis Intregatif-interkonektif*, Rajagrafindo Persada, Jakarta, 2011, p. 52.

⁴ Seamus Carey, *The Whole Child Restoring Wonder to the Art of Parenting*, Rowman & Littlefield Publishers, Inc., Lanham, 2003, p. 81.

⁵ Stephen Ross, *Op.Cit.* p. 7.

⁶ Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*, Rasail Media Grup, Semarang, 2011, p. 36.

and spiritual in the other side. Furthermore, he says that Islam is an educational religion as the only religion that meets two elements (spiritual and material). Its source derives from the Al-Qur'an and al-Hadith, which is free from misinterpretation, valid and comprehensive teaching resources as we read in His words *sūrah Fuṣṣilat* verses 41-42.⁷

إِنَّ الَّذِينَ كَفَرُوا بِالذِّكْرِ لَمَّا جَاءَهُمْ وَإِنَّهُ لَكِتَابٌ عَزِيزٌ ۖ لَا يَأْتِيهِ
الْبَطْلُ مِنْ بَيْنِ يَدَيْهِ وَلَا مِنْ خَلْفِهِ ۚ تَنْزِيلٌ مِّنْ حَكِيمٍ حَمِيدٍ ۝٤٢

*Surely those who disbelieve in the reminder when it comes to them, and most surely, it is a Mighty Book. Falsehood shall not come to it from before it nor from behind it; a revelation from the Wise, the Praised One.*⁸

Parents are not alone in building the character of children. Besides, children's peers and teachers at school affect the children's lives. It is understandable that parents spend enormous quantities of time and energy to think about, to discuss, and to provide anything for their children. Those activities have a major impact on family life. Both parents and teachers are people who have a big role even they determine the success or the failure of students in learning. Parenting becomes the strong foundation in the progression of children's education. Whereas, the learning process that teachers do becomes a benchmark for the quality of education.

In more detail, teachers take the most part in the children's development considering that children are more interactive at school. The ideal and professional teacher is a teacher who understands what his or her roles, duties and responsibilities. In Javanese language there is jargon, which is inherent in the teacher self, *digugu lan ditiru*. It is supposed to be measured. One of the teacher's role is as the educator who has a function in

⁷ Sayyid Sabiq, *Membumikan Prinsip-Prinsip Islam*, translated to Indonesian by Yasir Tajid Syukri, Karya Agung, Surabaya, 2010, p. 12.

⁸ Android Software iQur'an Version v2.2, Guided Ways Technologies, English translation (Shakir), *Fuṣṣilat*: 41-42.

developing personality, guiding, building character and providing direction to students.⁹ Therefore, Educators have to possess extra energy and deep knowledge for bringing this responsibility. Especially, the teachers' role as the executor in educational activity should be supported by a set of skills. They need commitment, responsibility and high loyalty.

In reality of the current globalization era, many social problems arise all over place of this country. Besides, it is true that our country is famous as the largest Muslim population. Group of hoodlum, anarchism, drugs, religious radicalism, sexual harassment, brawl, corruption even murder are frequently reported in mass media and happened in all regions in Indonesia.

The headline in our country related to social problems. Many stakeholders that are rated as educated and intellectual people carry out corruption. As stated by the Transparency International Indonesia, Corruption Perception Index in 2014 placed Indonesia as the country with highest level for doing corruption. Indonesia got the 117th rank from 175 countries around the world.¹⁰ It may well be because there is a gap between the intellectual people with their attitude. When we talk about education to make men better in this respect, the corrupted stakeholders have been educated but have learnt no values and have changed in no way for the better.

Another headline is about religious radicalism. Terrorisms by using *Jihad* as alibi gradually endanger our society and next generation. Recently the news about arresting terrorism in all regions in Indonesia seems like Islam teaches the follower to be rude and full of violence.¹¹ That is the religious radicalism, which need preventing. Religious radicalism happened because the way of understanding Islam is not completely thorough to all materials. Their understanding ends in textual meaning of Islamic teaching sources.

⁹ Ngainun Naim, *Menjadi Guru Inspiratif*, Pustaka Pelajar, Bandung, 2013, p. 23.

¹⁰<http://www.ti.or.id/index.php/press-release/2015/09/15/survei-persepsi-korupsi-2015> accessed on 20/01/2016.

¹¹ <http://m.republika.co.id/berita/dunia-islam/islam-nusantara/15/10/07/nvucpj384-paham-radikalisme-agama-harus-ditolak> accessed on 20/01/2016.

However it is necessary to interpret the Islamic teaching sources such as Al-Qur'an and Hadith by textual and contextual meaning. All social problems mentioned above could mean that there is something wrong in our education system moreover Islamic education.

Moral crisis, mental crisis, credibility crisis even leadership crisis are education's problems that never stop to be fixed and corrected.¹² The wrong thing is caused by two elements. Firstly, in family the parents fail to give examples and strong faith foundation for children. They should apply the strong foundation of faith in the children's selves when they are in early life, by being able to know the Lord, choose and do everything that He commanded.¹³ Nevertheless, parents have lack of sensitivity in this regard because they often burden the task of educating to the teachers because of their business.

The second cause is the effects of the learning process in schools. During this time, many teachers only carry out the scheduled learning and systemized materials without concerning the ability and understanding of students. The way of delivering the lesson materials is still concerning on method that is one-way lecture from the teachers to students. The teachers do not pay attention to students' ideas because the active people here are only teachers.

In line with R.S Peters says that any method of education employed by teachers must put the students in a situation where some sorts of task are presented to them. Nevertheless, teachers may try to condition children to pick up certain things without their realizing that they are picking anything up.¹⁴

In the general environment, it is believed that perfect score in lesson can prove the intellectual of students, and then students who gain the perfect

¹² E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, Rosda Karya, Bandung, 2013, p. 41.

¹³ Khosrow Bagheri, *Islamic Education*, Al Hoda, Tehran, 2001, p. 72.

¹⁴ R.S Peters, *The Concept of Education volume 17*, Routledge, New York, 2010, p. 2.

score can be successful later in life. Whereas the intellectual element is not sufficient, personal skills and creativity that also bring a person to be able to be successful. Moreover, the achievement of a moral character is the main goal of life as stated by the constitution and by Islamic religion.

Related to the lack of attention by the educators for developing and forming the children's moral character, al Attas says since in Islam the purpose of seeking knowledge is ultimately to become a good man then the system of education in Islam must reflect to man and not the state.¹⁵ In fact, there is no change in our educational system it is just the longer adoption of Western educational system that the content and purpose are extremely different from Islam itself. For instance, its decline is the unclear direction or lack of vision in Islamic educational institutions, so that can affects the output of Islamic educational institutions. The society demands an educated man or graduated man to do many things required. Whereas, in the school the students get lessons by dichotomy framework. In our educational institutions, still carry out the educational process by dividing the religious lesson and the general lesson. It is said that religious lesson only to brings human to the peace in here after, then for earning money and be successful in the world teachers concern in giving general lesson. It is not true that Islam teach us to divide the lesson. Islam teach us to be balance in all things. As we read in His word in *sūrah Al-Qaṣaṣ* verse 77.

وَابْتَغِ فِيمَا ءَاتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ
الدُّنْيَا وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفَسَادَ فِي الْأَرْضِ
إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ ﴿٧٧﴾

And seek by means of what Allah has given you the future abode, and do not neglect your portion of this world, and do good (to

¹⁵Syed Muhammad Naquib al-Attas, *the Concept of Education in Islam: a Framework for an Islamic Philosophy of Education*, ISTAC, Kuala Lumpur, 1999, p. 38.

*others) as Allah has done good to you, and do not seek to make mischief in the land, surely Allah does not love the mischief-makers.*¹⁶

Islamic education has purposed that students are not only successful in the realm of the material but are also successful in shaping the individual Muslim morality. However, if the way to educate is not in accordance with Islamic elements, it will be difficult to achieve the educational goals of Islam.

Ahmad Tafsir explains in the literature of science education that we can find many methods of teaching. The methods of educating is not quite a few discussed by experts. It is likely for the methods of teaching are clearer, more determined, more objective and universal. While methods of educating are more subjective, less clear, less decisive, it is more included as an art than science.¹⁷

From the literature, many western methods of teaching such as lecture, discussion, case studies, role-playing, videotapes, worksheets and brainstorming apply by teachers. All these methods are easy to find in literature because many experts discusses it and widely studies about it. He suggests that it is necessary to do more discussion about the various methods of education to develop a personal affective aspect towards the establishment of a Muslim.¹⁸ Stephen Ross states, “to be educated is to be endowed with certain skills, to be able to do certain things, to be able to accomplish certain tasks”. He adds that the quantity and value of the skills imparted are the measurement in the achievement of education. An education is successful if its methods succeed.¹⁹ It can be concluded many educational experts thinks the method leads students to accomplish the aim of education and the aim of education leads to the meaning of education.

¹⁶ Android Software iQur'an Version 2.4.4, Guided Ways Technologies, English translation (Shakir), Al-Qaṣaṣ: 77.

¹⁷ Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam*, 6th edition, Remaja Rosdakarya, Bandung, 2005, p. 131.

¹⁸ *Ibid*, p. 131.

¹⁹ Stephen Ross, *Op. Cit.* p. 3.

Philosophically Khosrow Bagheri has the same idea as Ahmad Tafsir. He concerns about the method of educating children in accordance with the principles of Islam. He expresses the understanding of Islamic education is a process that begins with knowing all about God, choosing God as the only God for them , and doing all God's rules and stay away from all prohibitions.²⁰ The method that is offered by him based on above definition leads to the formation of faith and commendable attitude in children. Faith education and ethical education are the most essential thing, which takes places family. How to educate the faith materials and to instill the ethical of Islam are the questions. Because the aim of Islamic education in faith education is so high definition and the message of Islam is to make Moslem to be good and to do good.

From the background above, the researcher realizes one relation between ideal conditions and facts. If this continues to happen, there will be a deep problem. Thus, the researcher takes the initiative to find solutions to problems that occur by doing research entitled "**The Concept of Islamic Educational Method (An Analysis of Islamic Education Book by Khosrow Bagheri)**"

B. Scope of the Study

The perspective of qualitative research is a symptom that is holistic so that authors need to limit problems. Boundary problem in qualitative research is called the focus.²¹

The focus of research or scope of the study here is written by showing the problem that the researcher concerns carefully so it is not widened everywhere and more detail. In the book of "Islamic Education" completely summarized the aspects of Islamic education. Focus of research which

²⁰ Khosrow Bagheri, *Op.Cit*, p. 71.

²¹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, Alfabeta, Bandung 2010, p. 286.

researcher will discuss, is on Islamic educational methods. They are the methods of educating children in accordance with Islamic law. Khosrow Bagheri submits the methods of education mentioned in chapter 5 in Islamic Education book.

C. Statement of the Problem

After looking at the background of study as the researcher explained above, then appear some of the issues that will be addressed in this study, the researcher can formulate the problem as follows:

1. How is the concept of Islamic Educational Method in the perspective of Khosrow Bagheri in the “Islamic Education” book?
2. What is the essence of the concept of Islamic Educational Method in the perspective of Khosrow Bagheri in the “Islamic Education” book and its contextualization in the recent situations?

D. Objectives of the Study

In accordance with the background and the formulation of the problem that has been described above, the purpose of this study directs to:

1. Point out the concept of Islamic educational method in the perspective of Khosrow Bagheri in Islamic Education book.
2. Find out the essence of the concept of Islamic educational method in the perspective of Khosrow Bagheri and its contextualization in the recent situations.

E. Significance of the Study

In this study, several significances are can be taken, such as:

1. Theoretical Significance

Theoretically, the results of this study are expected to add to the riches of knowledge about the Islamic educational method that is needed to be known by educators. In addition, this study also is expected to be an

information and reference materials for researchers in the future when their study are relevant to the theme.

2. Practical Significance

In practical terms, the results of this study are expected can be beneficial as written information for educators namely parents and teachers, especially in implementing the learning and Islamic education for their students. By paying attention in methods are used to educate, students are expected to be able to carry out educational process with optimal and maximal results.

