

## Philosophy of Islamic Education in the Context of Pesantren; an Analytical Study

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**ABSTRAK;** This study was conducted with the aim of analyzing the development of Islamic education philosophy in the context of pesantren. This research uses an analytical descriptive method with a qualitative approach in data collection and analysis. This research is expected to provide a deeper understanding of the development of Islamic education philosophy in the context of pesantren and make a positive contribution to the development of pesantren as a quality Islamic education institution. The method used in this research is descriptive analytical method. This method is used to describe and analyze the development of Islamic education philosophy in the context of pesantren. This research uses a qualitative approach in data collection and data analysis. Data were obtained through literature studies, observations, and interviews with Islamic education experts and pesantren managers. The data obtained were analyzed using qualitative data analysis techniques, such as data reduction, data presentation, and conclusion drawing. In addition, this research also uses a comparative approach, which compares the development of Islamic education philosophy in pesantren with the development of Islamic education in other Islamic education institutions to find differences and similarities in the development of Islamic education. In this study, the evaluative method was also used to evaluate the effectiveness of the development of the philosophy of Islamic education in pesantren. The evaluative method is used to assess the success and shortcomings of the development of the philosophy of Islamic education in pesantren, so that it can provide appropriate recommendations for developing pesantren as quality Islamic education institutions. The results showed that the development of Islamic education philosophy in the context of pesantren needs to pay attention to epistemology, ontology, axiology, and pedagogical aspects to produce quality graduates and be able to answer the challenges of the times. The development needs to be carried out continuously and continuously, following the times and the needs of the community.

**Keywords:** Philosophy, Islamic Education, Pesantren

## INTRODUCTION

Islamic education is a teaching and learning process that includes religious, moral, social, and intellectual aspects to strengthen religious beliefs and improve one's character. Islamic education aims to achieve salvation in this world and the hereafter by worshiping and doing good deeds.

Some cases that occur in Indonesia related to Islamic education are:

1. Lack of quality standards for Islamic education in Indonesia. Islamic education in Indonesia still faces various problems such as the lack of quality standards, the lack of qualified teachers, and the lack of access to education for people living in remote areas. This is a challenge that must be faced by pesantren in developing quality Islamic education (Arifin, 2021; Rozi, 2020).
2. Controversies related to the Islamic education curriculum in Indonesia. The Islamic education curriculum in Indonesia still faces controversies related to the curriculum that is less relevant to the needs of society and the times. This triggers discussions and debates about the importance of developing a curriculum that is in accordance with the demands of the times and the needs of society (Achmad, 2021; Makmur, 2020; Yunof Candra, 2019).
3. Issues related to radicalism and intolerance in Islamic education. The issue of radicalism and intolerance among Islamic education is an important concern for pesantren and the general public. This triggers a discussion about the importance of educating Muslims with a correct and moderate understanding so that they do not fall into radical and intolerant views (Botma, 2020; Kusainun, 2020; Luthfiah, 2019).
4. The need for pesantren to continue to innovate and develop. Pesantren need to continue to innovate and develop to remain relevant in the modern era and be able to face existing challenges. This triggers discussions about the importance of developing holistic and integrated Islamic education that includes spiritual, intellectual, emotional, and social aspects (Hasan, 2015; Setyaningsih et al., 2019).

In facing these various problems, the development of Islamic education philosophy becomes very important to be implemented in the context of pesantren in Indonesia. This can help pesantren to remain relevant and produce quality graduates who are able to compete in the era of globalization.

Islamic education is an important part of the lives of Muslims (Giladi, 2009; Lisnawati, 2018; Siddiqi, 1993; Thalgi, 2019; 2018, يوسف إبراهيم), and pesantren is one of the Islamic educational institutions that has an important role in the development of Islamic education in Indonesia (Arjiarna et al., 2020; Marzuki et al., 2020; Nahdiyah KY & Maunah, 2021). Pesantren in Indonesia have been established for a long time and have produced many Muslim figures who played an important

role in the struggle for Indonesian independence and nation building (Dahlan, 2018; Falikul Isbah, 2020; Said, 2011). However, pesantren are also faced with various challenges in facing the times and changes that occur in society (In'ami et al., 2020; Kholili, 2021; Thoyib et al., 2020). Therefore, it is necessary to develop and renew the development of Islamic education in pesantren, including the development of Islamic education philosophy.

The philosophy of Islamic education is a system of thoughts and concepts that become the basis for developing Islamic education (., 2017; Bahri, 2020; Zubaidillah, 2018). The development of Islamic education philosophy in the context of pesantren needs to be considered so that pesantren are able to produce quality graduates and be able to answer the challenges of the times. In developing the philosophy of Islamic education in pesantren, it is necessary to consider epistemology, ontology, axiology, and pedagogical aspects.

The philosophy of Islamic education is very important for pesantren today because pesantren are Islamic educational institutions that have an important role in shaping the character and morals of Muslims. Islamic boarding schools also have an important role in maintaining and developing Islamic culture in Indonesia. (Rusydiyah, 2017; Saifuddin, 2016; Triyono, 2017)

In the context of education in pesantren, the philosophy of Islamic education can provide a strong conceptual foundation in developing curriculum and teaching methods that are in accordance with Islamic values. The philosophy of Islamic education can also help pesantren to develop a holistic and integrated education that includes spiritual, intellectual, emotional, and social aspects.

In addition, with the development of a good philosophy of Islamic education, pesantren can produce graduates who not only master Islamic religious knowledge, but also have the skills and expertise needed in modern society. This can help pesantren to remain relevant in the era of globalization and the advancement of information technology that continues to grow.

Therefore, the development of Islamic education philosophy in the context of pesantren is very important as an effort to produce qualified pesantren graduates who are able to compete in the era of globalization. In addition, the development of Islamic education philosophy can also help pesantren to maintain its existence as an Islamic educational institution that has an important role in shaping the character and morals of Muslims in Indonesia.

Previously, several studies have been conducted related to the development of Islamic education philosophy in the context of pesantren, among others:

1. Research by Khoiruddin (2018) which discusses the development of the Islamic education curriculum in pesantren through the science integration approach. This research shows that the integration of science in the Islamic

education curriculum in pesantren is able to improve the quality of Islamic education in pesantren.

2. Research by Asriani (2019) which discusses the role of pesantren in developing the character of students. This research shows that pesantren have a very important role in shaping the character of students who are qualified and have high integrity.
3. Research by Hamid (2020) which discusses the development of teaching methods in Islamic education in pesantren. This research shows that the development of effective and innovative teaching methods can improve the quality of Islamic education in pesantren.
4. Research by Subari (2021) which discusses the development of Islamic education in pesantren through the use of information and communication technology. This research shows that the utilization of information and communication technology in Islamic education in pesantren is able to increase the effectiveness and efficiency of Islamic education in pesantren.

These studies make an important contribution to the development of the philosophy of Islamic education in the context of pesantren. The results of these studies can be used as references and reference materials in the development of Islamic education in pesantren.

This research is different from previous studies because this research focuses more on the development of the philosophy of Islamic education in the context of pesantren, while previous studies discuss more about curriculum development, teaching methods, and the use of information and communication technology in Islamic education in pesantren.

This research also focuses more on aspects of Islamic education philosophy, including epistemology, ontology, axiology, and pedagogy. The purpose of this research is to develop a philosophy of Islamic education that is able to provide a strong conceptual foundation in the development of Islamic education in pesantren. In addition, this research also uses more analytical approaches, both theoretically and empirically. This research analyzes the theories of Islamic education philosophy that are relevant to the context of pesantren, as well as analyzing the results of interviews and observations conducted in several pesantren to obtain more complete and accurate empirical data.

Therefore, this study was conducted with the aim of analyzing the development of Islamic education philosophy in the context of pesantren. This research uses an analytical descriptive method with a qualitative approach in data collection and analysis. This research is expected to provide a deeper understanding of the development of Islamic education philosophy in the context of pesantren and make

a positive contribution to the development of pesantren as a quality Islamic education institution.

## **METHOD**

In this research, the theory used is the theory of Islamic education philosophy. This theory discusses important aspects in the development of Islamic education, including epistemology, ontology, axiology and pedagogy. In addition, this theory also discusses the principles of Islamic education that are able to shape the character of students with high quality and integrity. In this study, the philosophy of Islamic education theory is used as a foundation to develop the philosophy of Islamic education in the context of pesantren. This theory is also used as a reference material in analyzing the research results.

In this research, the analysis used is qualitative analysis. Qualitative analysis is used to analyze data obtained from interviews and observations conducted in several pesantren. Qualitative analysis is an analysis method that is more oriented towards the meaning or interpretation of the data obtained, not just counting numbers or numbers.

The analysis process begins with data collection through interviews and observations, then the data is analyzed gradually and deeply by paying attention to the meaning and context of each data obtained. In qualitative analysis, data coding and categorization were also carried out to facilitate understanding of the findings that emerged.

Qualitative analysis in this study was also used to interpret the results of the analysis of Islamic education philosophy theory in the context of pesantren. The results of this analysis were obtained through literature studies from various references on the philosophy of Islamic education. Qualitative analysis in this study was carried out systematically and in depth, so as to provide a more comprehensive understanding of the development of the philosophy of Islamic education in the context of pesantren.

## **RESULTS AND DISCUSSION**

### **Results**

The development of Islamic education philosophy in pesantren is an important thing to do so that pesantren are able to produce quality graduates, able to meet the needs of the community, and able to answer the challenges of the times. Some aspects that need to be considered in developing the philosophy of Islamic education in pesantren are as follows:

### **Aspects of epistemology**

This aspect is related to the pesantren's understanding of the nature of science, the sources and methods of knowledge, and the criteria for knowledge truth. In developing the philosophy of Islamic education, pesantren need to consider an understanding of the Qur'an and Hadith as the main sources of knowledge, as well as the use of ijihad and qiyas methods as methods of knowledge.

Epistemology is the branch of philosophy that deals with the nature of knowledge, its sources, and the ways in which it is acquired and justified. In the context of pesantren, there are several aspects of epistemology that are particularly important. Firstly, pesantren emphasizes the importance of knowledge that is based on revelation (wahyu) and transmitted through a chain of authoritative sources (sanad). This is reflected in the emphasis on studying the Quran, Hadith, and other classical Islamic texts, and the use of a rigorous system of authentication to ensure the reliability of transmitted knowledge.

Secondly, pesantren places a strong emphasis on experiential knowledge (ma'rifah), which is acquired through direct personal experience and spiritual practice. This is reflected in the emphasis on spiritual purification (tazkiyah) and the cultivation of spiritual virtues such as humility, sincerity, and detachment from worldly desires.

Thirdly, pesantren emphasizes the importance of critical inquiry (ijihad) and independent thinking in the process of acquiring knowledge. This is reflected in the emphasis on studying various disciplines such as logic, philosophy, and history, and the encouragement of students to engage in debates and discussions to develop their reasoning and argumentation skills.

Fourthly, pesantren places a strong emphasis on the integration of knowledge with action (amal), which is reflected in the emphasis on ethical conduct and the cultivation of practical skills such as farming, handicrafts, and community service.

The epistemology of pesantren emphasizes the importance of a holistic approach to knowledge acquisition that integrates both spiritual and intellectual dimensions, and emphasizes the practical application of knowledge in the service of God and humanity.

### **Aspects of Ontology**

This aspect is related to the pesantren's understanding of the nature of reality, reality, and the meaning of life. In developing the philosophy of Islamic education, pesantren need to consider an understanding of the purpose of human life, the nature of life, and the nature of humans as caliphs on earth.

Ontology is the branch of philosophy that deals with the nature of existence and being. In the context of pesantren, there are several aspects of ontology that are particularly important.

Firstly, pesantren emphasizes the existence of a transcendent reality (al-haqiqah al-muta'aliyah) that transcends the material world and can only be apprehended through spiritual experience and revelation. This reality is understood to be the ultimate source of all being and the ultimate goal of human existence.

Secondly, pesantren emphasizes the importance of human agency and responsibility in shaping one's own destiny and relationship with God. This is reflected in the emphasis on spiritual purification (tazkiyah), ethical conduct, and the cultivation of virtues such as humility, sincerity, and compassion.

Thirdly, pesantren recognizes the interdependent relationship between humans and the natural world, and emphasizes the importance of environmental stewardship and sustainable living. This is reflected in the emphasis on practical skills such as farming, handicrafts, and community service, which encourage a harmonious relationship with nature.

Fourthly, pesantren recognizes the importance of social relations and the interconnectedness of all human beings. This is reflected in the emphasis on communal living and the cultivation of social virtues such as compassion, generosity, and mutual respect.

The ontology of pesantren emphasizes the importance of a holistic understanding of existence that integrates spiritual and material dimensions, and recognizes the interconnectedness of all things in the natural and social worlds.

### **Axiological aspect**

This aspect is related to the values and morals embraced by the pesantren. In developing the philosophy of Islamic education, pesantren need to strengthen and enrich moral values such as honesty, sincerity, justice, compassion, and humility.

Axiology is the branch of philosophy that deals with values and value systems. In the context of pesantren, there are several aspects of axiology that are particularly important.

Firstly, pesantren emphasizes the importance of ethical values in shaping human behavior and character. This is reflected in the emphasis on spiritual purification (tazkiyah), which aims to cultivate virtues such as humility, sincerity, and compassion, and in the emphasis on ethical conduct in all aspects of life.

Secondly, pesantren recognizes the importance of knowledge and education as values in themselves, and as means to attain spiritual and material well-being. This is reflected in the emphasis on knowledge acquisition, and the use of rigorous and structured methods of study to ensure the reliability and authenticity of transmitted knowledge.

Thirdly, pesantren recognizes the importance of social values such as solidarity, cooperation, and mutual respect in building harmonious social relations. This is

reflected in the emphasis on communal living and the cultivation of social virtues through participation in various community activities.

Fourthly, pesantren emphasizes the importance of the environment as a value in itself, and as a means to attain material and spiritual well-being. This is reflected in the emphasis on environmental stewardship and sustainable living practices, and in the cultivation of practical skills such as farming and handicrafts that promote a harmonious relationship with nature.

Overall, the axiology of pesantren emphasizes the importance of ethical values, knowledge and education, social values, and environmental values as means to attain spiritual and material well-being, and to build harmonious and sustainable communities.

### **Pedagogical aspect**

This aspect is related to the way pesantren develop and evaluate the education provided. In developing the philosophy of Islamic education, pesantren need to pay attention to effective learning methods, both in terms of the use of technology and traditional methods. In addition, pesantren also need to pay attention to effective and sustainable evaluation methods.

Pedagogy is the branch of education that deals with the theory and practice of teaching and learning. In the context of pesantren, there are several aspects of pedagogy that are particularly important.

Firstly, pesantren emphasizes the importance of a structured and rigorous approach to education that ensures the authenticity and reliability of transmitted knowledge. This is reflected in the emphasis on traditional methods of study such as memorization, repetition, and recitation, which have been refined and perfected over centuries of Islamic education.

Secondly, pesantren recognizes the importance of the teacher-student relationship as the foundation of effective teaching and learning. This is reflected in the emphasis on the role of the teacher as a mentor, guide, and role model, who not only imparts knowledge but also models ethical behavior and spiritual values.

Thirdly, pesantren emphasizes the importance of active and engaged learning, which involves the active participation of students in the learning process. This is reflected in the emphasis on group learning and discussion, and on the cultivation of critical thinking and problem-solving skills.

Fourthly, pesantren recognizes the importance of integrating religious and secular knowledge in the educational process, and of developing a holistic understanding of the world that integrates spiritual and material dimensions. This is reflected in the emphasis on the integration of Islamic and modern knowledge, and in the cultivation of practical skills that promote material well-being.



The pedagogy of pesantren emphasizes the importance of a structured and rigorous approach to education, the teacher-student relationship, active and engaged learning, and the integration of religious and secular knowledge in the educational process. These aspects of pedagogy are aimed at promoting authentic and holistic education that cultivates ethical behavior, spiritual values, and material well-being. In developing the philosophy of Islamic education in pesantren, it needs to be emphasized that the philosophy of Islamic education must be in accordance with Islamic values and can produce qualified graduates who are able to contribute to building a better society.

## CONCLUSIONS

The results of this study indicate that the development of Islamic education philosophy in the context of pesantren needs to pay attention to several important aspects, namely:

Epistemology aspect: The development of Islamic education philosophy in pesantren needs to pay attention to accurate and valid sources of Islamic knowledge and develop the right methodology for learning and teaching Islamic knowledge.

Ontology aspect: The development of the philosophy of Islamic education in pesantren needs to pay attention to the pesantren's view of the existence of humans and the universe and their role in developing Islamic education.

Axiology aspect: The development of Islamic education philosophy in pesantren needs to pay attention to Islamic moral and ethical values and develop programs that are able to shape the character of students who are qualified and have high integrity.

Pedagogical aspect: The development of Islamic education philosophy in pesantren needs to pay attention to effective and innovative teaching methods and develop programs that are able to improve students' skills in various fields.

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