

KH Imam Zarkasyi's Educational Thoughts

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ABSTRACT

This article examines the concept of Islamic education from KH Imam Zarkasyi's perspective starting from his life history, the works he produced, as well as his educational thoughts which are relevant to Islamic education. The reality is that Islamic education is not yet ready to answer such complex challenges. In it, the difficulties faced are related to the aspect of Islamic teaching as an instruction program, in particular: the problem of the dichotomy of education, the wrong orientation of Islamic education, a narrow understanding of the nature of Islamic teachings, and the continued exclusivity (separated from others) of the implementation of Islamic education. Meanwhile technological progress, where one side can have an influence, creates external challenges. On the other hand, this has the potential to be very unfortunate for students. The difficulties faced by Islamic education have empowered Islamic pioneers in Indonesia to contribute their thoughts in realizing Islamic schools in Indonesia. This paper uses library research with a qualitative approach. The results of this research are that KH Imam Zarkasyi's educational thoughts include 1) Educational Goals, 2) Learning Methods, 3) Educational Materials and Curriculum, 4) Mindset and freedom.

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A. INTRODUCTION

Inheritance biggest from process education is progress knowledge knowledge, which cannot be separated from the progress of human civilization. The educational process can be said to take place in every aspect of life somebody, start from House And his school until its people And so on. Lately This seen that education Islam more increasing. Contrasting development with different sciences. Development of scientific studies very required For overcome matter this with

quick. Islamic education like Wrong One figure that is Priest Zarkasyi Which seen as reformer Islamic education in Indonesia. Imam's struggles and thoughts Zarkasyi very deep. Enhancement teaching Islam during This followed by various Islamic educational foundations, especially educators. Fusion General Studies and Religious Studies material constitutes a significant portion in expansion of Islamic boarding schools with contemporary aesthetics. In the era of globalization, not only it takes several generations to become proficient in religious knowledge but also in technology and natural sciences. The name KH Imam Zarkasyi became famous Because build cottage This. performance KH Imam Zarkasyi lead Gontori Islamic boarding school because he has a modern view of Islamic boarding schools, institution education. Like Which expressed by KH Imam Zarkasyi, according to him soul students are the same importance with his lessons. Spirit This guarantee the endurance of the students and determine the reasons for the existence of the students. Imam Zarkasyi created what he called Pondok Panca Jiwa-sincerity, simplicity, self-subsistent, Brotherhood Islamiyah, And soul free-to soul farmer.

The brilliance of Imam Zarkasyi's thinking can be seen in the results of his thoughts Which make sure that Islamic education, specifically touching boarding school all aspects of the santri soul. The subject is not the main thing in Islamic education, the subject is just a tool. Nata said: "Imam Zarkasyi is of the opinion that Yang The most important thing for a student is not only his teachings but also his soul. Soul This ensures the survival of the students and determines their philosophy of life para santri." (Muhammad Amran, 2022).

B. METHODS

Study This use study literature (library research) (Mestika Zed, 2008). Study library is movement related to library information sorting techniques and reading, stockpiling, and handling exploration materials. This research obtains

materials study through utilization source References with utilise approach descriptive qualitative For identify incident And existing problems Because they want to examine the current state of the object, research This produce results Which objective.

C. FINDINGS AND DISCUSSION

1. HISTORY LIFE KH. PRIEST ZARKASYI

Imam Zarkasyi was born in Gontor, Ponorogo, East Java, on the 21st March 1910. People old Imam Zarkasyi named Kyai Santoso Anom Besari, the third person who manages the Gontor Lama Islamic Boarding School. Imam Zarkasyi is the seventh child. Imam Zarkasyi's father died when Imam Zarkasyi was 8 years old, after his father died, two years later his mother He also died, right in 1920. After the death of his father and mother In fact, Imam Zarkasyi did not lack in terms of education, even he have the opportunity to carry out education in two institutional models education, the first is traditional Islamic boarding school and the second is education maderasah style modern. He studied elementary school at Ongko Loro Elementary School in Jetis Ponorogo. Besides Elementary school, he also studied at Josari Islamic Life Experience School, Ponorogo. Besides that, he studied at the Joresan Ponorogo cottage. Ponorogo continue his education at Ongko Loro School after getting his diploma there. He continued education in boarding school Mambaul 'Ulum with register in Boarding school Jamsaren, Solo, and Madrasah Adabiyah under the direction of Ustadz al-Hasyim. Imam Zarkasyi very interested learn Language Arab And try improve it while attending Madrasah Adabiyah. chaplain Al-Hasyimi, the Teacher, own influence Which significant to thinking Priest Zarkasy about modernization education Islam. Imam Zarkasyi continue his education in Padang Long, Sumatra West, until year 1935, after success finish his education in Solo. the teacher, Mahmud Yunus, approach him about lead school after he graduated. However, Imam

Zarkasyi was only willing to fulfill his invitation the order was for one year, because even though his position was very high tall, He feel position the it's not objective mainly after concentrate in there. Mahmud Yunus realize that Imam Zarkasyi own talent education Which outside normal And Gontor need His presence is more than before. In addition, his brother Ahmad Sahal, who devoted much effort to improving Gontor's education system, no allowed Imam Zarkasyi to stay away from Gontor for a long time. By therefore, Imam Zarkasyi handed over the situation to Mahmud Yunus And choice final return to Gontor (Muhammad Amran, 2022).

During the Japanese occupation, he served as an educator and instructor in the ranks of Hezbollah in Cibarusa, West Java. After Indonesian independence, Imam Zarkasyi plays an active role in advancing the Ministry of Religion RI, specifically in environment Department Religion, Where the minister moment That is HM Rasyid. Apart from that, as a minister in the Ministry of Education and Culture, Ki Hadjar Dewantara need Lots power And skill.

Position important other Which he held is Chair Organization Exploration Instructive Devotion, Devotion to year 1946. He took office mandate as chairman of the Indonesian Islamic Teachers Association for eight years, from 1948 to 1955. PGII) . and member of the Ministry's Planning Commission Education For Regulation Base about Education Private (1957). On In 1959 President Soekarno also sent him as one of Meeting General Introduction. During journey year 1962 to UNI Soviet, Imam Zarkasyi lifted become member delegation Indonesia. Then, after One decade, He selected as delegation Indonesia on Mu'tamar Majma al-Buhuts al- Islamiyah (Meeting Islam World) seventh in Cairo, Egypt. He Once become member Board Consideration Assembly Indonesian Ulema. on date 30 April 1985, twenty-one o'clock. He died world at Madiuni Hospital, leaving behind a wife and eleven people child. This is children Imam Zarkasyi:

Abdullah Shukri Zarkasyi, Siti Khuriyyah Subaki, Siti Rosyidah, Good cause Fathullah Zarkasyi, women Fatimah Tijani, Siti Farid Ismail, Maimunah Alamsyah, Ahmad Hidayatullah Zarkasyi, Hamid Fahmi Zarkasyi, Nasrallah Zainul Muttaqin, Muhammadiyah Ridho (Abuddin Nata, 2001).

2. WORKS KH IMAM ZARKASYI

About works KH Imam Zarkasyi is as following:

- a. Durus al-Lughah al-'arabiyyah 1 and 2 are Arabic textbooks Base based Gontor.
- b. Durus al-Lughah al-'Arabiyyah Dictionary 1 And 2 Al-Tamrinat 1-3, is a Qawa'id Preparation Book and a high level book (rules of signs read), uslub (style Language), sentence And expression (style Language).
- c. Al-Tamrinat 1-3 proof. Diary Notes I and II are books Which load examples sentence i'rab Which Correct.
- d. Al-Alfahz al-Mutaradifah, a book about how some say base Language Arab similar.
- e. Qawa'id al-Imla, Book Regulation writer original Arab.
- f. Search know method read letter Arab I A, IB. in Language Java, AndII.
- g. Lesson recitation, book lesson Language Indonesia Which explain method read Al-Qur'an Which Correct.
- h. Lesson advanced about reading Al-Qur'an correct And knowledge recitation of language Arab.
- i. Briefing Confidence, Book Aqidah For knowledge baseAnd reading child young.
- j. Ushuluddin, Book Aqidah Ahlus Sunnah Wal Pilgrims For advanced section And intermediate For beginner, k. Lesson Fiqh I And II, lesson intermediate, And text Right Fiqh used For worship simple.
- k. Weapons Pengandjoer, composition together his sister KH Zainuddin
- l. Rule Instructions Moment This. Together his brother, KH Zainuddin Fanani, he write For Islam.

3. THINKING EDUCATION KH IMAM ZARKASYI

KH Imam Zarkasyi is synonymous with Pondok Modern Darussalam Gontor. He who built it until his name became famous. KH Imam Zarkasyi's success in leading the Gontori Modern Islamic Boarding School Because his thoughts Which modern about Institution education. Imam Zarkasyi believes that the soul is more important than lessons the Islamic boarding school itself. It is the

soul that will continue to maintain the Islamic boarding school as it is That, And determine philosophy life his students (Imroatul Fatiha).

a. Objective Education,

According to KH Imam Zarkasyi is objective education No only make students smart and have a lot of knowledge, but it must be more than That. Imam Zarkasyi's hope is that the goal of education is to make students who is knowledgeable and applies the knowledge he has and conveys it knowledge the to person other (Abuddin Nata, 2005). Imam Zarkasy want so that his student class become man Which Ready enter life in public. However likewise No means Imam Zarkasyi He doesn't want his students to gain knowledge at university, instead he does advised his students to continue learning to the limit of their abilities. With say other, Imam Zarkasyi want his student capable participate active in process change social And Development public For control development knowledge knowledge knowledge And technology modern.

b. Method learning,

Gontor has a boarding school and a classical education system. Utilise the yellow book which is attached in such a way to eye readings lesson And customized with level education student. In system classical, students are guided through the development of grade levels in the amount of time Which has determined. Framework This unique in connection with framework boarding school long. However, method teaching This more effective. Meanwhile, religious education continues to use the packaged Yellow Book become books Which more practical And systematic depends level student education, Imam Zarkasy's changes only concern methodology teaching in class. Student truly get chance For uncover and master various yellow books from scientific disciplines Which different. Students expected capable read,

translate, And understand the book itself without the help of the kyai because of language skills Arabic. like case with method Sorogan or Wetonan boarding school traditional.

c. Structure And Management

For the sake of Islamic education which is still relevant today, Pesantren Gontor has been donated to the Waqf Board Gontor Islamic Boarding School by KH Imam Zarkasyi And second his brother. Third founding father Cottage has announce this waqf pledge to the public. Gontor Modern Cottage No Again become owned by individual or individual, like case institution education traditional, consequence signed charter waqf. As a result, Pondok Modern Gontor is institutional is belongs to Muslims Which owned by all over people Islam. Establishment Body Waqf This Then become body highest in Gontor Cottage. The appointment of kyai for five years is the responsibility of the body This. As a result, cleric responsible answer to Body Waqf And serves as a mandate. The waqf board has five programs for this purpose: sectors education and teaching, equipment and building sector, waqf sector and funding sources, cadre formation and welfare sectors, as well as the waqf sector and sources of funding. Santri Care, Cottage Maintenance and Expansion Foundation Waqf, Bond Family Cottage Modern, And Kulliyat Al-Mu'alimin Al- Islamiyah (KMI) is a number of organization Which is at in lower instruction head of the Gontor Modern Islamic Boarding School. Apart from five Such institutions exist three other organizations that also directly pay attention to Islamic boarding school initiatives However his position No level with five foundation in on, that is Center for Regional Preparation and Advancement, Road Repairs, and Islamic Live-in School Helpful Areas.

d. Material And curriculum education,

The curriculum used by Imam Zarkasy is one hundred percent common And one hundred percent religion (Mahmud Yunus, 1979). In boarding school traditional using a curriculum that only focuses on existing religious material in the classic book/yellow book. In this case, Imam Zarkasyi follows p the, However He Also add material information general on the educational organizations he leads. Gontor in general has educational materials and programs that constitute the entirety of household life itself is not separate from each other. Religion and general knowledge is the same for all students, regardless class level, and no There is difference. Fill in and curriculum shared become two categories: academic (intracurricular) and non-academic (extracurricular). Kulliyat Al-Mu'allimin Al-Islamiyah (KMI) is responsible for the curriculum intracurricular, while Organization Student Islamic Boarding School (OPPM) and move Scouts are responsible for extracurricular activities. English and Language Arab is two competence addition Which must mastered. According to he, ability For control two Language This And information different must be based on standard And principle Five Spirit for help achievement quality ethical and character Which dear.

e. Pattern think And freedom,

This concerns actual students. Each student is given guidance through improvement, adjustment and climate formation. In this case, students free determine period the front Alone And expected own personality Which strong so that capable stand in on foot Alone or independent. Students Also expected own soul honesty And flavor candor in undergo life daily.

D. CONCLUSION

Imam Zarkasyi is a figure who is knowledgeable in education Islam. He is a bachelor instructive Which produce Lots idea instructive. Apart from that, he is a drafter who is capable of developing draft activity education. Besides That, He is a educator Which put into practice his ideas and concepts about internal education activity Study teach in Boarding school Gontor. Imam Zarkasy own idea alignment between broad information and limited information tight ones must showed in cycle instructional with underline development idea Five Soul, that is Spirit honesty, sincerity, simplicity, independence, ukhuwah Islamiyah, and non-conformist (soul free) in every eye dominance lesson.

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