CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Tarikh Islam education plays an important role in enhancing understanding of the history of Islamic civilization and strengthening the identity of the ummah. It not only reviews past events, but also fosters awareness of Islam's contribution to building world civilization.

History lessons are very important. This is supported by Ibn Khaldun regarding the importance of learning history. According to him, history must be able to answer basic questions such as what, who, when, and where events occur. However, he also emphasized the importance of 'why' and 'how' questions in writing history. For Ibn Khaldun, a critical approach is necessary, prioritizing direct testimony as the main source, and emphasizing in-depth interpretation of each historical event. Ilm al-'umran, or social and cultural science, according to Ibn Khaldun, serves as a tool to help interpret history, so that history can be understood as a reflection of the social dimensions of the past. [1]

During the times, the younger generation must understand *Tarikh Islam* so that they can position themselves and take lessons from the past to face current and future challenges. As a result, *Tarikh Islam* education is increasingly important, especially in contemporary education. [2]

The education system has undergone significant changes as a result of globalization. Now technology, the internet, and social media are essential to everyday life, including the education process. This makes it a challenge for teachers to remain relevant and engaging for students who are used to the digital

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[1] Saidin Hamzah and Andi Khaerunin Nisa, "*Metode Sejarah dalam Perspektif Ibnu Khaldun (Telaah Kitab Mukaddimah),*" CARITA: Jurnal Sejarah dan Budaya 2, no. 1 (January 2, 2024): p. 35.

[2] Mulyadi, Mahfida Inayati, and Nor Hasan, "Revitalisasi Pendidikan Islam Tradisional Dalam Era Transformasi Digital," *Al-Qodiri: Jurnal Pendidikan, Sosial, Keagamaan* 20, no. 3 (January 2023):p. 459

world. Conversely, traditional Islamic values, especially those related to learning *Tarikh Islam*, face challenges due to globalization. [3]

Therefore, designing a curriculum that can handle today's globalized challenges is crucial. The curriculum should not only explain *Tarikh Islam* in general, but also provide a deep understanding of it. The aim is for the younger generation to internalize and apply the universal and timeless values of Islam in their daily lives and have a solid foundation of Islamic teachings to face the challenges of the times.

The Muslim philosopher group Ikhwan As-Shafa flourished in the 10th century and espoused the idea that education should be holistic, uniting spiritual values with rational science. Their ideas are still relevant today. They emphasized that in addition to getting moral guidance from a teacher, humans should learn through experience, the five senses, and reason. They argued that education should not only aim to inform people, but also to build good character, critical thinking, and morality. This concept is very relevant to be applied in *Tarikh Islam* education, where students are not only given knowledge about historical events, but also invited to consider the values contained in these events. [4]

An effective curriculum in the modern era should not only provide lessons to students, but also help them think critically, creatively, and innovatively.

To make learning *Tarikh Islam* more in-depth and relevant, a curriculum that considers the thought of Ikhwan As-Shafa can help. The curriculum should be designed so that it not only tells history but also encourages students to understand why and how the events happened. In this way, students can take lessons from history and use them as guidelines for modern life full of challenges around the

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[3] Yhesa Rooselia Listiana, "Dampak Globalisasi Terhadap Karakter Peserta Didik dan Kualitas Pendidikan di Indonesia," *Jurnal Pendidikan Tambusai* 5, no. 1 (2021): p. 1547

[4] Benny Kurniawan, "Konsep Kurikulum Pendidikan Islam Holistik Telaah Pemikiran Ikhwan As-Shafa," *An-Nidzam : Jurnal Manajemen Pendidikan dan Studi Islam* 7, no. 2 (December 5, 2020): p.11.

world. This comprehensive method will also help students in developing balanced cognitive, affective, and psychomotor. [5]

Therefore, it is imperative to develop an *Tarikh Islam* curriculum that incorporates the educational ideas of Ikhwan As-Shafa. This method is expected to produce a generation that not only understands history but also has strong morals, critical thinking skills, and the ability to adapt to the changing world. Thus, *Tarikh Islam* education will be able to maintain Islamic values and remain relevant despite the changing times.

In the world of Islamic education, especially in modern Islamic boarding schools, a balance between rational and religious approaches is needed to produce a complete individual. The thought of Ikhwan ash-Shafa, which emphasizes the importance of integration between rational and spiritual knowledge, becomes very relevant in this context. In the era of globalization, which is full of challenges in science and manners, modern Islamic boarding school need to develop a curriculum that focuses not only on religious knowledge, but also on rational science, so that students can compete in the modern world without losing their Islamic identity. By adopting Ikhwan ash-Shafa's educational philosophy, modern Islamic boarding schools can form a generation that is scientifically intelligent and has a noble character, following the main goal of Islamic education. [6]

Overall, the researcher offers a different and relevant perspective on how to design an *Tarikh Islam* curriculum in the era of globalization by using Ikhwan As-Shafa's educational thought. Unlike other studies that focus more on conventional approaches, this thesis delves deeper into how Ikhwan As-Shafa's holistic education concept can be integrated into *Tarikh Islam* learning to produce a generation that not only understands *Tarikh Islam* but also has a broad understanding of *Tarikh Islam*. This research not only offers solutions to the problems of Islamic education faced by globalization, but also offers an innovative and context-relevant

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[5] Erin Aprillia, Cut Nurhayati, And Anjani Putri Belawati Pandiangan, "Perubahan Kurikulum Pada Proses Pembelajaran," *Jurnal Ilmu Pendidikan Dan Sosial* 1, No. 4 (2023): P.406

[6] Nur Aisyah And Sawiyatin Rofiah, "Dakwah Modern Pada Era Konvergensi Media: Studi Kasus Youtube Pondok Pesantren Nurul Jadid," *Dakwatuna: Jurnal Dakwah Dan Komunikasi Islam* 8, No. 2 (June 23, 2022): P.133.

curriculum model. Therefore, the title of this research is Ikhwan As-Shafa's Philosophy of Education and *Tarikh Islam* curriculum design in Modern Islamic Boarding Schools, presenting a new idea that can be used to build Islamic education in the future.

B. PROBLEM FORMULATION

1. How are Ikhwan As-Shafa's educational thought and how to influence the design of the *Tarikh Islam* curriculum objective in modern modern Islamic boarding school?

2. How are Ikhwan As-Shafa's educational thought and how to related the design of the content and teaching materials of *Tarikh Islam* in modern modern Islamic boarding school?

3. How does Ikhwan As-Shafa Education thought and how it inflence design the learning experience of *Tarikh Islam* in modern Islamic boarding school?

C. RESEARCH OBJECTIVES

1. Analyse Ikhwan As-Shafa's educational thought and how it influences the design of *Tarikh Islam* curriculum objectives in modern modern Islamic boarding school.

2. Identify and explain how Ikhwan As-Shafa's educational thought is related to the design of the content and teaching materials of *Tarikh Islam* taught in modern Islamic boarding school.

3. Analyse Ikhwan As-Shafa's educational thought and how it influences the design of the learning experience of *Tarikh Islam* in modern modern Islamic boarding school.

D. RESEARCH BENEFITS

From this research, there are several benefits, namely:

1. THEORETICAL BENEFITS

a. Improving scientific research on Ikhwan As-Shafa's educational perspective

The purpose of this research is to delve deeper into Ikhwan As-Shafa's concept of education, which has been discussed more in the context of philosophy. It is hoped that this research will provide a

new perspective and enrich the existing literature, as well as show the relevance of classical thought in modern education by linking it to the Tarikh Isla curriculum.

b. Developing a discourse on Islamic education in modern Islamic boarding school

contribute to the development of academic discourse in the field of Islamic education, especially related to *Tarikh Islam* education in modern Islamic boarding school. This research can enrich the understanding of how Ikhwan as-Shafa's philosophy of education can be integrated into the *Tarikh Islam* curriculum. By examining in depth how Ikhwan as-Shafa's thoughts influence the objectives, teaching materials, and learning strategies of *Tarikh Islam*, this research is expected to open new perspectives in teaching *Tarikh Islam* in Islamic educational institutions. In addition, the results of this study can also provide a theoretical basis for the development of the *Tarikh Islam* curriculum that is more relevant to the needs of education in the modern era, both in terms of substance and methodology.

c. Contributing to Islamic education literature

This research will make a significant contribution to the literature of Islamic education by looking at the design of the *Tarikh Islam* curriculum that adopts the thought of Ikhwan As-Shafa. This research can also open opportunities for further research on Islamic education that is comprehensive and integrative, and shows that education not only includes academic aspects but also character and moral formation.

2. **PRACTICAL BENEFITS**

a. For teachers: the findings of this research can be used as a guideline to create a relevant, innovative, and contextualized *Tarikh Islam* curriculum that can attract students' interest and instill Islamic values deeply.

b. For Islamic educational institutions: the findings of this study can be used as a reference to improve or compile the *Tarikh Islam* curriculum in accordance with the needs of the times, but still maintain the essence of Islamic teachings.

c. For students: The proposed curriculum design can help improve students' understanding of *Tarikh Islam* comprehensively, as well as form a strong and noble character.

d. For other researchers: This research can be used as a reference for further research on the *Tarikh Islam* curriculum in modern Islamic boarding school, especially those related to the opinions of famous people such as Ikhwan As-Shafa.

E. STUDY RELEVANCE

1. **Research Tittle:** Revitalisasi Pendidikan Islam Tradisional Dalam Era Transformasi Digital

    Reseacher: Mulyadi, Mahfida Inayati dan Nor Hasan

    instances: Institut Agama Islam Negeri Madura, Jawa Timur

    Type of study: Journal

    Method: Qualitative descriptive

    Result: Revitalising traditional Islamic education can be done in the era of digital transformation. In schools, maintaining Islamic values is not enough, but it is also necessary to instill religious values, by not letting students be blind to technology, even though it still has advantages and disadvantages in its implementation. However, it is still necessary to improve the quality of education by utilizing digital tools. So that learning becomes easier for students to understand.

    Similarity: This study and the previous one concentrate on Islamic education in the context of modernization, particularly digital transformation and globalization. Both emphasize how important it is to maintain traditional Islamic values in education, especially in places where the inculcation of religious values is crucial. In addition, both studies face the challenges of the times, as modern transformations both digital and

global require adjustments to learning methods so that students can understand and internalize the teachings of Islam deeply.

Difference: The main difference between this research and previous research lies in the methods used. Revitalizing traditional Islamic education by utilizing digital technology to facilitate education in schools was emphasized in the previous study. Meanwhile, this research concentrates on creating an *Tarikh Islam* course that incorporates the educational ideas of Ikhwan ash-Shafa to address the challenges of globalization. The previous research utilizes technology to teach, but this research uses philosophy to apply classical educational concepts to the modern world.

2. **Research Tittle:** Pemikiran Ikhwanus Shafa Tentang Pendidikan Dan Relevansinya Dengan Dunia Modern

   Reseacher: Budi Agus Sumantri

   instances: Institut Agama Islam Negeri Madura, Jawa Timur

   Type of study: Journal

   Method: Library Research

   Result: The result of his research is Ikhwanus Shafa's thought about education, namely according to them students who have not been educated and given the learning of the science of faith are likened to clean white paper that has not been stained at all. If it has been given learning and educated then the knowledge will not be easily lost and will continue to imprint. This organization also views education as empirical and rational, combining factual and intellectual views.

   Similarity: This research and your research have a similar focus on the educational thought of Ikhwan As-Shafa, especially in terms of the relevance of their educational concepts to the modern context. Both studies emphasize the importance of integration between spiritual and rational education, as taught by the Ikhwan As-Shafa, and how this thought can be applied to education today. They also both explore how educational teachings and philosophies from the past remain relevant and can contribute to the development of education in the modern era.

Difference: The main difference between the two studies lies in their scope. The research entitled Ikhwan As-Shafa's Thought on Education and Its Relevance to the Modern World' generally explores Ikhwan As-Shafa's educational thought in the context of the modern world without limiting it to a particular field. In contrast, your research is more specific in discussing the design of the *Tarikh Islam* curriculum by integrating Ikhwan As-Shafa's thought as a philosophical foundation in facing the challenges of globalization. Your research has a more in-depth focus on concrete applications in the *Tarikh Islam* curriculum, while previous research discusses the educational relevance of Ikhwan As-Shafa more broadly.

3. **Research Tittle:** Pemikiran Pendidikan Ikhwan Al-Shafa Tentang Religius-Rasional dan Relevansi di Era Modern

   Reseacher: Khaerul Anwar

   instances: UIN Sunan Kalijaga Yogyakarta

   Type of study: Journal

   Method: Library Research

   Result: Their thoughts have relevance to today's world of education whether it is in the formulation of learner characteristics, good teacher criteria, and so on. Especially the goals, methods, and curriculum are very relevant to education in this global era.

   Similarity: The research on Ikhwan Al-Shafa's educational thought and your research have similarities in focusing on Ikhwan Al-Shafa's religious and rational concept of education. Both emphasise the importance of integration between rational and spiritual knowledge in the educational process. In addition, both studies discuss the relevance of Ikhwan Al-Shafa's thought in the context of the modern world, where the challenges of globalization and educational transformation require the application of a holistic and contextual approach, following the times.

   Similarity: The research on Ikhwan Al-Shafa's educational thought and your research have similarities in focusing on Ikhwan Al-Shafa's religious and rational concept of education. Both emphasize the importance of

integration between rational and spiritual knowledge in the educational process. In addition, both studies discuss the relevance of Ikhwan Al-Shafa's thought in the context of the modern world, where the challenges of globalization and educational transformation require the application of a holistic and contextual approach, in accordance with the times.

Difference: The main difference lies in the scope of the research focus. My research focuses on Ikhwan Al-Shafa's concept of education in general, with an emphasis on the balance between religious and rational aspects. In contrast, your research is more specific to the design of the *Tarikh Islam* curriculum, which not only emphasises the religious and rational aspects, but also integrates Ikhwan Al-Shafa's thoughts more directly in learning *Tarikh Islam*. In addition, your research is more focused on curriculum challenges in the era of globalization, while the other research covers the relevance of Ikhwan Al-Shafa's education in the context of the modern world more broadly.

F. RESEARCH METHODS
1.   TYPE OF RESEARCH

This research uses the literature review method with a critical analysis approach. This method is used to gain a better understanding of the Ikhwan As-Shafa's educational thought and how it contributes to the creation of the *Tarikh Islam* curriculum in the modern era.

2.   RESEARCH APPROACH

   a. Inductive: This method is used to collect data from various literature sources. This information is then processed to find new patterns or problems related to Ikhwan As-Shafa's educational thought and its application in the *Tarikh islam* curriculum. This analysis will produce general conclusions about the subject of research.

   b. Deductive: This method is used to evaluate existing theories, including the educational thought of Ikhwan As-Shafa, and how they can be applied in the *Tarikh Islam* curriculum. More specific arguments and solutions will be made from these theories.

   c. Historical: A historical approach is used to understand how Ikhwan As-Safa's educational theory developed in a historical context, as well as how this theory can be applied in modern Islamic education. This includes looking at how the teaching of *Tarikh Islam* is affected by educational challenges in the era of globalisation and how the ancient principles are still relevant.

3. Data Source

   The data sources used in this study consist of:

   a. Primary Data: primary data can be obtained from books written by Ikhwan As-Shafa, the book of reference is the book *Rasai'l Ikhwan As-Shafa*, which provides an in-depth view of Islamic Education.

   b. Secondary Data: sources obtained from various writings related to the research to be discussed consist of articles, scientific journals, and previous research that examines Islamic Education, Islamic Curriculum and challenges faced in Islamic Education in the Era of Globalisation.

4. Data Collection Technique

   Data collection techniques in this study are through library studies, where researchers need to collect and analyse information from literature sources that become references for researchers in discussing the issues raised. This technique uses an inductive, deductive and historical approach.

5. Data Analysis Technique

   The collected data will be analysed by the following steps:

1. Categorisation: Categorising the data based on themes or concepts that emerged from the research, such as the challenges of globalization, Ikhwan As-Shafa's thought, and curriculum design.

2. Interpretation: Analysing and interpreting the data with an inductive approach to find patterns and themes, and with a deductive approach to test existing theories.

3. Synthesis: Combining the results of the analysis to formulate an ideal *Tarikh Islam* curriculum design in the era of globalization based on Ikhwan As-Shafa's educational thought, taking into account the historical context.

G. SYSTEMATICS OF WRITING

The systematic writing of this thesis is designed to provide a clear and structured flow, making it easier for readers to follow and understand the content of the research. In the first part, there are important administrative components. It begins with an Abstract, which summaries the objectives, methods, and results of the research. Next, is a Supervisor Approval Page, a Dean's Endorsement Page, and an Examination Team Endorsement Page, which shows support and endorsement from academic parties. Also included is a Researcher's Authenticity Statement Sheet with a stamp, confirming the authenticity of this work. In this section, the reader will also find an inspiring Motto Page, an Offering Page, and Acknowledgements that show appreciation to those who have supported the research.

After the administrative part, this thesis proceeds to the Core Part, which consists of four main chapters. CHAPTER I: INTRODUCTION discusses the Background of the Problem which explains the research context, followed by the Problem Formulation which summarises the research questions. It also outlines the Purpose of Writing and the Usefulness of Research, which provides an overview of the expected contribution of this research. Furthermore, there is a Review of Previous Research Results that examines previous studies, and Research Methods that explain the approach used. Not to forget, the writing system is also explained to guide to the reader.

CHAPTER II: THEORY STUDY is the next section, which discusses various important concepts. Here, the reader will find the Concept of Learning according to Ikhwan As-Shafa Theory, which provides insight into educational approaches that can be applied to the curriculum. In addition, this study also discusses the Learning Concept according to Edgar Dale's Theory, as well as explaining the Islamic Cultural History Subject in Madrasahs that are relevant to the research context.

Moving on to CHAPTER III: DATA PROCESSING AND ANALYSIS, this section focuses on the presentation of data obtained from the research and in-depth analysis of the data. Here, readers will be invited to understand the key findings resulting from this research.

Finally, CHAPTER IV: CLOSING summarises the conclusions of the research results and provides suggestions for further development, so the research can be useful for Islamic education in the future.

As the final part of the thesis, there is a Bibliography that presents the references that used during the research and Appendices that contain additional documents or information that support this research. With a structured and clear writing system, it is hoped that this thesis will not only provide useful information, but will also be able to be used as a reference for further development.