

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF RESEARCH

Modernity, modernism, modernization, and modernity in relation to Islamic civilization appear to be a very important field of research. Basically, all discussions related to "modernity" in Islam involve a struggle between two civilizations, namely Islam and the West. This is because modernity, historically, is a product of the Western movement in the 16th century that sought to free itself from the moral values that had bound them for centuries, whether derived from philosophy or religion.<sup>1</sup> In the following centuries, efforts to achieve a state in line with the framework of modernity became known as modernization.<sup>2</sup> In the framework of civilization, modernization has taken on the role of challenging the traditions of previous societies.

In the context of Islamic education, the challenges of modernization seem to have succeeded in eliminating some traditional Islamic educational institutions—in this case, the concept of modernization still refers to the concept of Western civilization. Historically, the first case occurred in *madrasas*, traditional Islamic educational institutions in Turkey that had to contend with new model schools with secular and liberal concepts. *The medresse's* inability to overcome the challenges of modernization posed by these new school models ultimately led to the disappearance of *the medresse* altogether.<sup>3</sup> The second case can be seen in what happened to *the surau*, the Pesantren of the Minangkabau people, which had to compete with colonial schools that were set up to produce employees for the colonial government. Similar to *the medresse*, the *surau's* inability to resolve the issue of

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<sup>1</sup> Ahmad Syafii Maarif, *Membumikan Islam: Dari Romantisme Masa Silam Menuju Islam Masa Depan* (IRCiSoD, 2019).p.130

<sup>2</sup>Cambridge University, *Cambridge Advanced Learner's Dictionary*, 4th edn (Cambridge University Press, 2013). p. 991

<sup>3</sup>Azyumardi Azra, *Pendidikan Islam: Tradisi Dan Modernisasi Di Tengah Tantangan Milenium III* (Kencana, 2012). p.118

modernization led to the disappearance of the surau as an Islamic educational institution.<sup>4</sup> Based on the cases of *the Medresse* and *Surau*, there is no doubt that the challenge of modernization is a serious threat to the existence of Pesantren.

The existence of Pesantren that still survive today shows that they are still able to survive amid the challenges that exist. At the very least, the challenges faced by Pesantren are reflected in the statement of a colonial education figure, Sutan Takdir Alisjahbana. For him, "*Islamic boarding school education must be abandoned, or at least transformed so that it is able to lead Muslims to the gates of rationality and progress. If it is maintained, it means maintaining the backwardness and stagnation of Muslims.*"<sup>5</sup> Alisjahbana's statement at least illustrates the challenges faced by pesantren education in the context of Western modernity. The modern era is indeed an era dreamed of by society, because modernity is synonymous with rational progress. The benchmark is achievement in science and technology.<sup>6</sup>

The idea of modernization in the context of Indonesian national education seems to have begun during the New Order with the idea of *developmentalism*. The education model developed by the government is "*link and match*." In this model, education is directed to have *links* and *matches* in accordance with market needs. In other words, education is mobilized as a place to produce individuals who are competent for industry and companies. As a result, technology-based skills such as typing, computer assembly, and robotics became ideal. In this paradigm, hedonistic culture took precedence over intellectual culture, because the orientation and projection of education were focused on the needs of the market and industry.<sup>7</sup>

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<sup>4</sup>Azyumardi Azra, *Surau : Pendidikan Islam Tradisional Dalam Transisi Dan Modernisasi* (Logos Wacana Ilmu, 2003). p.146

<sup>5</sup>Azra, *Pendidikan Islam: Tradisi Dan Modernisasi Di Tengah Tantangan Milenium III*. p. 121

<sup>6</sup>Suparta and Anis Masykur, *Menakar Modernisasi Pendidikan Pesantren : Mengusung Sistem Pesantren Sebagai Sistem Pendidikan Mandiri* (Barnea Pustaka, 2010). p. 3

<sup>7</sup>Suparta and Masykur, *Menakar Modernisasi Pendidikan Pesantren : Mengusung Sistem Pesantren Sebagai Sistem Pendidikan Mandiri*. , p. 7

In relation to Pesantren, this paradigm certainly poses unique challenges, because Islamic boarding school education once again has to face the dilemma of modernization. On the one hand, Pesantren function as centers of Islamic education that rely on traditional intellectual traditions to produce scholars and leaders in the community. On the other hand, Pesantren are also expected to meet market demands (industrial needs) to encourage development. Therefore, it is not surprising that in these conditions, if Pesantren misconceive modernization in their efforts to adapt to the challenges of the times, this will certainly have negative implications for the tradition and existence of Pesantren.<sup>8</sup>

Upon further examination, the dynamics of modernization in pesantren education are not merely practical issues, but ultimately stem from profound philosophical issues. The core issue lies in the modernism that will be realized in the modernization of pesantren education. In this context, modernism is understood as an understanding of modernization.<sup>9</sup> Differences in modernism will have implications for the framework of modernity that will be applied. In other words, the question is what kind of modernity will be promoted in the modernization of pesantren education. Based on this, differences in modernism in the idea of modernizing pesantren education will have implications for the projection, orientation, and existence of pesantren in the future.

The differences in modernism in the idea of pesantren modernization can be seen in the thoughts of Azyumardi Azra and Abdullah Syukri Zarkasyi. Azyumardi Azra argues that maintaining traditional thinking and institutions will only perpetuate the stagnation of Muslims in the face of modern progress.<sup>10</sup> According to this view, Azra considers pesantren capable of surviving the

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<sup>8</sup>Azyumardi Azra, *Pendidikan Islam : Tradisi Dan Modernisasi Menuju Milenium Baru*, 4th edn (Logos Wacana Ilmu, 2002). p. 51

<sup>9</sup>Duski Samad, Suryadi Fajri, and Fatmi Fauzani Duski, *Pengantar Studi Pemikiran Islam* (Rumahkayu Pustaka, 2023). p. 61

<sup>10</sup>Azra, *Pendidikan Islam: Tradisi Dan Modernisasi Di Tengah Tantangan Milenium III*. p.

challenges of the times because they adapt to existing dynamics.<sup>11</sup> As an effort to adapt (modernize), Azra uses a "system approach" as his framework for thinking to initiate ideas for the modernization of pesantren education. Although Azra basically uses this approach to look at Islamic education in general, pesantren are certainly included in this scope.

Unlike Azra, K.H Abdullah Syukri Zarkasyi assumes that modern Pesantren, despite being modern, are still Pesantren.<sup>12</sup> Basically, K.H Abdullah Syukri Zarkasyi's ideas on the modernization of pesantren education are a continuation of the ideas of one of the three founders of Pondok Modern Darussalam Gontor, namely K.H Imam Zarkasyi. One of these continuations of ideas can be seen in the idea of integrating general knowledge with religious knowledge, which was initiated by K.H Imam Zarkasyi. To accommodate the integration of these sciences, K.H. Syukri developed a comprehensive education system known as the totality of pesantren life. Upon closer examination, the ideas of Azyumardi Azra and K.H. Syukri on the modernization of pesantren education differ in terms of epistemology and methodology. On this basis, it is interesting to compare the ideas of these two figures on the modernization of education.

Figures such as Azyumardi Azra and Abdullah Syukri Zarkasyi in the field of Islamic education have attracted many researchers to study their thoughts in recent years. At least in the last ten years, several studies have been conducted as a basis for further research. Several previous studies have at least succeeded in revealing the following: (1). Revealing the philosophical structure behind Azra's thinking on the idea of modernizing Islamic education in general.<sup>13</sup> (2). Revealing Azra's comments on the phenomenon of pesantren

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<sup>11</sup> Wahyuddin Noor, 'Azyumardi Azra: Pembaruan Pemikiran Dan Kelembagaan Pendidikan Islam Di Indonesia', *Tarbawy: Jurnal Pendidikan Islam*, 5.1 (2018), pp. 19–28, doi:10.32923/tarbawy.v5i1.827.

<sup>12</sup> Abdullah Syukri Zarkasyi, *Gontor Dan Pembaharuan Pendidikan Pesantren* (Raja Grafindo Persada, 2005). p. 184

<sup>13</sup> Achmad Masrur, 'Modernisasi Pendidikan Islam (Telaah Pemikiran Azyumardi Azra Tentang Modernisasi Pendidikan Islam Di Indonesia)', *Tesis* (UIN Maulana Malik Ibrahim Malang, 2014) <<http://etheses.uin-malang.ac.id/8029/1/12770009.pdf>>.

modernization that is taking place.<sup>14</sup> (3). Revealing the solutions offered by Azra to the problems faced by Pesantren.<sup>15</sup> (4). Revealing the modernization of Islamic boarding school management by K.H Syukri in five aspects.<sup>16</sup> (5). Concluding the ideal education concept according to K.H Syukri.<sup>17</sup> (6). Revealing the concept and renewal of Islamic Boarding Schools according to K.H Syukri.<sup>18</sup>

Based on the results of the above research, studies conducted on Azyumardi Azra's thoughts tend to only reveal Azra's perspective on the phenomenon of modernization, rather than looking at the basic ideas of modernization of pesantren education in his thoughts. Similar to Azra, research on K.H Syukri's thoughts seems to be slightly better at revealing his thoughts on management, ideal education, and the renewal of "Islamic Boarding Schools." However, no research has succeeded in revealing the basic ideas of modernization of pesantren education in K.H Syukri's thoughts in depth. Ultimately, the difference between this study and previous studies lies in its focus, which is to reveal the basic ideas behind the modernization concepts of both figures, along with their implications for the concept of modernizing Islamic boarding school education as a whole.

In addition to attempting to reveal the basic ideas, the comparative approach used in this study is also a novelty from previous studies. The importance of conducting this comparative study is based on two reasons. *First*, based on preliminary studies, there are differences in modernism between the

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<sup>14</sup> Ilham Arif, 'Modernisasi Pondok Pesantren (Studi Pemikiran Azyumardi Azra)' (UIN Sunan Kalijaga Yogyakarta, 2015) <[https://digilib.uin-suka.ac.id/id/eprint/16851/1/08470115\\_bab-i\\_iv-atau-v\\_daftar-pustaka.pdf](https://digilib.uin-suka.ac.id/id/eprint/16851/1/08470115_bab-i_iv-atau-v_daftar-pustaka.pdf)>.

<sup>15</sup> M Heriyudanta, 'Modernisasi Pendidikan Pesantren Perspektif Azyumardi Azra', ... : *Jurnal Kajian Pendidikan Islam* 2016, 2016, doi:10.18326/mudarrisa.v8i1.145-172 Modernisasi.

<sup>16</sup> Widyangsih, 'Pembaharuan Manajemen Pendidikan Pondok Pesantren (Studi Analisis Manajemen Pesantren Oleh Dr. Kh. Abdullah Syukri Zarkasyi, MA.)' (Sekolah Tinggi Agama Islam Negeri Curup, 2016) <<http://e-theses.iaincurup.ac.id/id/eprint/414>>.

<sup>17</sup> Saifuddin Alif Nurdianto and Ajat Sudrajat, 'Totalitas Kehidupan Pesantren: Tinjauan Historis Pemikiran K.H. Abdullah Syukri Zarkasyi Tentang Konsep Pendidikan Yang Ideal Di Indonesia (1985-2011)', *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 8.01 (2018), p. 35, doi:10.25273/ajsp.v8i01.1700.

<sup>18</sup> Muhammad Thoriqul Islam, Imam Qodari, and Nawa Marjany, 'Islamic Boarding School Education and Its Renewal According to K.H. Abdullah Syukri Zarkasyi', *PAEDAGOGIA*, 27.1 (2024), p. 103, doi:10.20961/paedagogia.v27i1.83899.

two figures, which further imply the tendencies and orientations of each figure's ideas on the modernization of pesantren education. *Second*, many figures and scholars identify Azyumardi Azra as a liberal Muslim thinker<sup>19</sup> who advocates religious pluralism.<sup>20</sup> In this context, it is necessary to reexamine the ideas proposed by Azyumardi Azra in the modernization of pesantren education, as a form of caution regarding the existence of pesantren as a representative of Islamic educational institutions in Indonesia. Based on this, comparing Azra's ideas with those of Abdullah Syukri Zarkasyi is a form of dialectic of ideas to achieve the ideal idea in the modernization of pesantren education. To see more specifically the comparison between the ideas of Azyumardi Azra and Abdullah Syukri Zarkasyi in the modernization of pesantren education, this study is divided into four aspects, namely institutional, management, curriculum, and methodology.

## **B. PROBLEM FORMULATION**

Based on the background and urgency of the research described above, this study attempts to answer the following questions:

1. How does Azyumardi Azra view the of modernization of pesantren education?
2. How does Abdullah Syukri Zarkasyi view the modernization of pesantren education?
3. How does the modernization of pesantren education in the perspectives of Azyumardi Azra and Abdullah Syukri Zarkasyi compare?

## **C. PURPOSE OF THE RESEARCH**

Based on the research formulation, the objectives of this study are as follows:

1. To understand the idea of modernization of pesantren education

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<sup>19</sup>Budi Handrianto, *50 Tokoh Islam Liberal Indonesia: Pengusung Ide Sekularisme, Pluralisme, Dan Liberalisme Agama* (Hujjah Press, 2007). p. 96

<sup>20</sup>Hartono Ahmad Jaiz, *Ada Pemurtadan Di IAIN* (Pustaka Al-Kautsar, 2005). p. 96



from the thought of Azyumardi Azra.

2. To understand the idea of modernization of pesantren education from the thought of Abdullah Syukri Zarkasyi.
3. To determine the comparison the ideas of modernization of pesantren education in the thoughts of Azyumardi Azra and Abdullah Syukri Zarkasyi.

#### **D. SIGNIFICANCE OF THE RESEARCH**

The benefits of conducting this research, based on theory and practice, are as follows:

##### **Theoretical Benefits**

1. To add to the body of knowledge related to the modernization of pesantren education, particularly in the context of the thinking of Azyumardi Azra and Abdullah Syukri Zarkasyi.
2. To provide academic references for the development of Islamic education studies relevant to the dynamics of modernization.
3. To generate new insights into strategies for integrating traditional values and modern innovations in pesantren education.

##### **Practical Benefits**

1. Providing guidance for pesantren administrators in formulating adaptive educational policies in line with contemporary developments.
2. Serving as a reference for the government and stakeholders in designing pesantren empowerment programs that are more relevant to the needs of modern society.
3. Assisting educators and educational staff in pesantren in implementing integrative teaching methods that combine Islamic scholarly traditions and modern knowledge.

## E. RELEVANT RESEARCH RESULTS

1. Researcher : Achmad Masrur<sup>21</sup>
- Title : Modernization of Islamic Education (A Study of Azyumardi Azra's Thoughts on the Modernization of Islamic Education in Indonesia)
- Method : Library Research
- Result : This study successfully revealed the structure philosophical framework underlying Azyumardi Azra's modernization thought. This thought falls under the Neo-modernist school, rooted in a contextual-falsificationist perennial-essentialist framework. Furthermore, this study also successfully identified the main pillars supporting the institutional modernization of Islamic education in Azyumardi Azra's thought, namely the unification of religion, science, and technology; rationality and inclusivity; and transformation and democratization.
- Relevance : This research supports further studies. The object and method of research are the same, examining Azyumardi Azra's modernization thoughts using the literature method. The findings of this study conducted by Achmad Masrur serve as a foundational basis for examining Azyumardi Azra's ideas on the modernization of pesantren education. The modernization of pesantren education proposed by Azyumardi Azra is inherently tied to the philosophical framework of his neo-modernist thought, which is rooted in a contextual-

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<sup>21</sup>Masrur, 'Modernisasi Pendidikan Islam (Telaah Pemikiran Azyumardi Azra Tentang Modernisasi Pendidikan Islam Di Indonesia)'.



falsificationist parenial-essentialist approach. Furthermore, this study also provides insights into the main pillars supporting the institutional modernization of Islamic education in Azyumardi Azra's thought, namely the unification of religion, science, and technology; rationality and inclusivity; and transformation and democratization.

Differences	: This study focuses on examining the structure of Azyumardi Azra's thought in the concept of modernization of Islamic education in general. Meanwhile, the research to be conducted will examine the structure of Azyumardi Azra's thought in the concept of modernization of pesantren education in particular. Additionally, a comparative approach by comparing Azyumardi Azra's thought with that of Abdullah Syukri Zarkasyi serves as a distinguishing factor in this study. Azyumardi Azra's ideas on the modernization of pesantren education must be acknowledged as having only reached the conceptual stage. In contrast, Abdullah Syukri Zarkasyi's ideas have moved beyond the conceptual stage and are now based on his breakthroughs in leading the Pondok Modern Darussalam Gontor.
2. Researcher	: Ilham Arif <sup>22</sup>
Title	: Modernization of Pesantren (A Study of Azyumardi Azra's Thoughts)
Method	: Library Research
Result	: This study presents Azyumardi Azra's comments on the phenomenon of pesantren modernization in three

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<sup>22</sup>Arif, 'Modernisasi Pondok Pesantren (Studi Pemikiran Azyumardi Azra)'.

aspects: institutional, the incorporation of secular knowledge into pesantren education, and the pesantren curriculum. According to Azyumardi Azra, the institutional aspect tends to lead to a decline in pesantren identity. Regarding the integration of secular knowledge, Azra argues that it needs to be re-examined due to epistemological issues in teaching secular knowledge within an Islamic framework. In terms of the curriculum, Azra comments that the rigid pesantren curriculum prioritizes cognitive aspects alone and neglects the development of students' character and personality.

**Relevant** : The research objects and methods used both examine Azra's views on the modernization of pesantren education. In this regard, this study only presents Azra's comments on the phenomenon of the modernization of pesantren education. Although only Azra's comments were revealed in this study, they can at least serve as a guide to identify more deeply the ideas and concepts of the modernization of pesantren education by Azyumardi Azra.

**Differences** : This study does not merely examine Azra's comments on the phenomenon of modernization in pesantren education but delves deeper and more comprehensively into his ideas using new perspectives and approaches. The new perspective through the theory of *multiple modernities* and the comparative approach to the thoughts of Azyumardi Azra and Abdullah Syukri Zarkasyi in this study constitute the innovation offered. Azra's ideas on the modernization of pesantren education are compared

with Abdullah Syukri Zarkasyi's innovations in modernizing the Pondok Modern Darussalam Gontor.

3. Researcher : Muhammad Heriyudanta<sup>23</sup>
- Title : Modernization of Pesantren from the Perspective of Azyumardi Azra
- Method : Library Research
- Result : This study successfully identified four problems faced by Pesantren education in the modern era and presented Azyumardi Azra's views as solutions to these problems. The problems faced by Pesantren are the centralization of the kyai as leaders, weak methodology, an outdated curriculum, and disorientation. the solutions proposed by Azyumardi Azra to these problems are the renewal of the leadership system, which must be transformed into collective leadership, contextualization and improvisation of learning methodologies, contextualization of the curriculum, and the implementation of the legal principle of *Al-Mukhafadzatu 'ala al-qadim al-ashalih wa al-akhzu bi al-jadid al-ashlah*.
- Relevance : This study can be used as supporting research because it discusses a similar subject, namely the modernization of pesantren education. Through the solutions offered by Azyumardi Azra to the problems faced by pesantren, his ideas on the modernization of pesantren education can be identified in a more radical and comprehensive manner.

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<sup>23</sup>Heriyudanta, 'Modernisasi Pendidikan Pesantren Perspektif Azyumardi Azra'.

Differences : The solutions revealed in the results of this study are not strong enough to explain Azyumardi Azra's ideas on the modernization of pesantren education. Therefore, a more in-depth and comprehensive study is needed. Additionally, this study only focuses on Azyumardi Azra's thoughts, while further research will compare Azra's ideas with those of Abdullah Syukri Zarkasyi in the modernization of pesantren education.

4. Researcher : Widyarningsih<sup>24</sup>
- Title : Renewal of Pesantren Management (A Study of Islamic Boarding School Management Analysis by Dr. KH. Abdullah Syukri Zarkasyi, MA.)
- Method : Library Research
- Result : The results of this study indicate five aspects of educational management reform in Pesantren education by Abdullah Syukri Zarkasyi, namely: financial management; infrastructure and facilities management; leadership management; human resource management; and values management
- Relevance : Given the similarity in subject matter and methodology, this study can serve as a foundation and guide for further research on Abdullah Syukri Zarkasyi's core ideas regarding the modernization of pesantren education. Considering that management is one of the key aspects of pesantren education.
- Differences : This study focuses on only one figure, while the previous study compares the modernization of pesantren education between two figures. The

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<sup>24</sup>Widyarningsih, 'Pembaharuan Manajemen Pendidikan Pondok Pesantren (Studi Analisis Manajemen Pesantren Oleh Dr. Kh. Abdullah Syukri Zarkasyi, MA.)'.

comparative approach and the perspective of new theories clearly distinguish this study from previous research.

5. Researcher : Saifuddin Alif and Ajat Sudrajat<sup>25</sup>
- Title : The Totality of Pesantren Life: A Historical Review of K.H. Abdullah Syukri Zarkasyi's Thoughts on the Ideal Concept of Education in Indonesia (1985-2011)
- Method : Library Research
- Result : This study successfully revealed the educational framework in Abdullah Syukri Zarkasyi's thought, which is education based on religious teachings, human values, and national awareness. Additionally, this study also uncovered how Abdullah Syukri Zarkasyi envisioned ideal education, known as the "Totalitas Kehidupan" concept. In this concept, Abdullah Syukri Zarkasyi integrates all extracurricular, interscholastic, and co-curricular activities into a comprehensive educational system.
- Relevance : The focus of this research is the ideal education in the thoughts of Abdullah Syukri Zarkasyi, which is built upon his educational philosophy. *Totalitas kehidupan* is one of the points of modernization of pesantren education in the view of Abdullah Syukri Zarkasyi. Therefore, the of this research is one of the pillars supporting the examination of the ideas of modernization of pesantren education according to Abdullah Syukri Zarkasyi.
- Differences : The research object and approach in this study are clearly different from those of the upcoming study.

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<sup>25</sup>Nurdianto and Sudrajat, 'Totalitas Kehidupan Pesantren: Tinjauan Historis Pemikiran K.H. Abdullah Syukri Zarkasyi Tentang Konsep Pendidikan Yang Ideal Di Indonesia (1985-2011)'.

This study focuses solely on Abdullah Syukri's thoughts on the totality of pesantren life. Meanwhile, the upcoming study will focus on comparing Abdullah Syukri's ideas with those of Azyumardi Azra.

6. Researcher : Muhammad Thoriqul Islam, et al.<sup>26</sup>
- Title : Islamic Boarding School Education and Its Renewal According to K.H. Abdullah Syukri Zarkasyi
- Method : Library Research
- Result : This study effectively reveals three key aspects of the renewal of Islamic Boarding School education according to Abdullah Syukri Zarkasyi: the totality of life within the educational process, integral education, and education oriented toward Islamic Boarding School principles. Furthermore, this study fundamentally affirms that the modernization of pesantren education proposed by Abdullah Syukri Zarkasyi does not deviate from the traditional values of pesantren that have existed previously.
- Relevance : The object of this study is the same as one of the objects that will be studied further, namely the modernization of pesantren education according to Abdullah Syukri Zarkasyi.
- Differences : The research object, perspective, and approach in this study appear to be significantly different from the upcoming research. The research object in this study only aligns with one of the research objects to be studied. The perspective on pesantren appears flawed in this study by using the term "Islamic boarding

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<sup>26</sup>Islam, Qodari, and Marjany, 'Islamic Boarding School Education and Its Renewal According to K.H. Abdullah Syukri Zarkasyi'.



school" to replace the term "pesantren." Similarly, the descriptive approach used differs from the comparative research method that will be employed.

## F. RESEARCH METHOD

### 1. Type of Research

In this study, the researcher adopts a library research approach, which is a type of research that limits its activities to library collections and consists of a series of activities related to the methods of collecting, reading, and recording library data, as well as processing research materials. Library research is used to obtain conceptual-theoretical problems, both about educational figures and specific educational concepts such as objectives, methods, and educational environments.<sup>27</sup> This study examines the ideas, concepts, and opinions expressed by Azyumardi Azra and Abdullah Syukri Zarkasyi on the topic of Modernization of Pesantren Education, obtained from books, journals, articles, and other documents.

### 2. Research Approach

This study is grounded in a philosophical approach. A philosophical approach is used to formulate the concepts underlying a way of thinking and to examine the logical consistency of a worldview, revealing its strengths and weaknesses as an ideological foundation for a particular way of thinking.<sup>28</sup>

In addition to a philosophical approach, this study also apply a comparative approach to compare the thoughts of two figures. Aswani Sudjud, as quoted by Arikunto, explains that comparative research aims to find similarities and differences in objects, work procedures, ideas, and criticism of people. Furthermore, it can also be used to compare similarities and changes in the views of individuals, groups, or countries

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<sup>27</sup>Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Obor Indonesia, 2004). p.67

<sup>28</sup> Ashif Az Zafi, *Metodologi Studi Islam* (Ahlimedia Press, 2022). p.108

regarding cases, people, events, or ideas.<sup>29</sup>

### 3. Research Subject

The research subject refers to the data sources needed in the context of the research. According to Arikunto, the research subject is the target of data collection, which can be people, objects, or institutions whose data is collected through respondents or instruments.<sup>30</sup> The research subjects in this study are divided into primary and secondary data sources.

#### a. Primary Data Sources

- 1.) Buku Azyumardi Azra, *Pendidikan Islam : Tradisi Dan Modernisasi Menuju Milenium Baru*. 4th ed. Jakarta: Logos Wacana Ilmu, 2002.
- 2.) Buku Azyumardi Azra, *Pendidikan Islam: Tradisi Dan Modernisasi Di Tengah Tantangan Milenium III*. Jakarta: Kencana, 2012.
- 3.) Buku Azyumardi Azra, *Esei-Esei Intelektual Muslim Dan Pendidikan Islam*. Jakarta: Logos Wacana Ilmu, 1999.
- 4.) Buku Azyumardi Surau : *Pendidikan Islam Tradisional Dalam Transisi Dan Modernisasi*. Jakarta: Logos Wacana Ilmu, 2003.
- 5.) Buku Abdullah Syukri Zarkasyi, *Gontor Dan Pembaharuan Pendidikan Pesantren*. Jakarta: Raja Grafindo Persada, 2005.
- 6.) Buku Abdullah Syukri Zarkasyi, *Manajemen Pesantren : Pengalaman Pondok Modern Gontor*. 2nd ed. Ponorogo: Trimurti Press, 2005.

#### b. Secondary Data Sources

Secondary data sources include all books, journals, articles, and writings that are relevant and supportive of this research, which discusses the modernization of pesantren education from the perspectives of Azyumardi Azra and Abdullah Syukri Zarkasyi.

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<sup>29</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Rineka Cipta, 2014). p.310

<sup>30</sup>Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. p.172

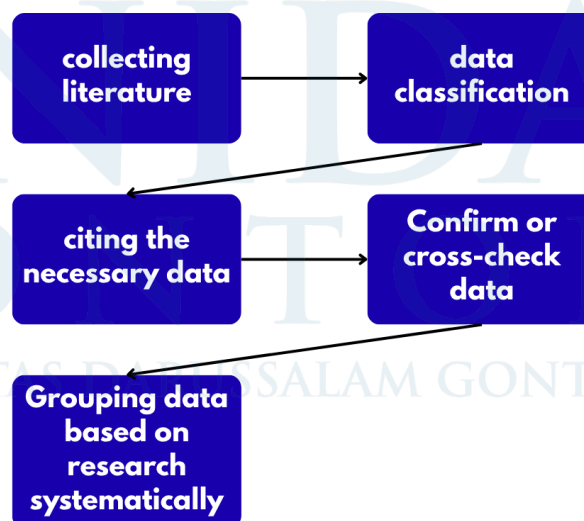
#### 4. Data Collection Techniques

The data collection technique used in this study employs the documentation method, which involves searching for available documentary materials in books, articles, journals, and other sources related to the research problem. The steps in this method are as follows<sup>31</sup> :

- a. Collecting literature related to the theme and objectives of the study.
- b. Classifying books, documents, or other data sources based on their level of importance – primary, secondary, and tertiary sources.
- c. Quoting the necessary data in accordance with the research focus, complete with sources in accordance with scientific citation techniques.
- d. Conducting confirmation or *cross-checking* of data from primary sources or other sources for the sake of validity and reliability.
- e. Grouping data based on the research systematically.

The data collection process flow can be seen in the following diagram:

Chart 1 The flow data collecting techniques



<sup>31</sup> Amir Hamzah, *Metode Penelitian Kepustakaan* (Literasi Nusantara, 2020). p.60

## 5. Data Analysis Techniques

Data analysis in this study uses content analysis techniques sourced from the exploitation of library data. Content analysis is an analytical technique for drawing conclusions that can be replicated by involving the accuracy of the data. According to Klaus Klippendorff, there are six stages in content analysis techniques<sup>32</sup> :

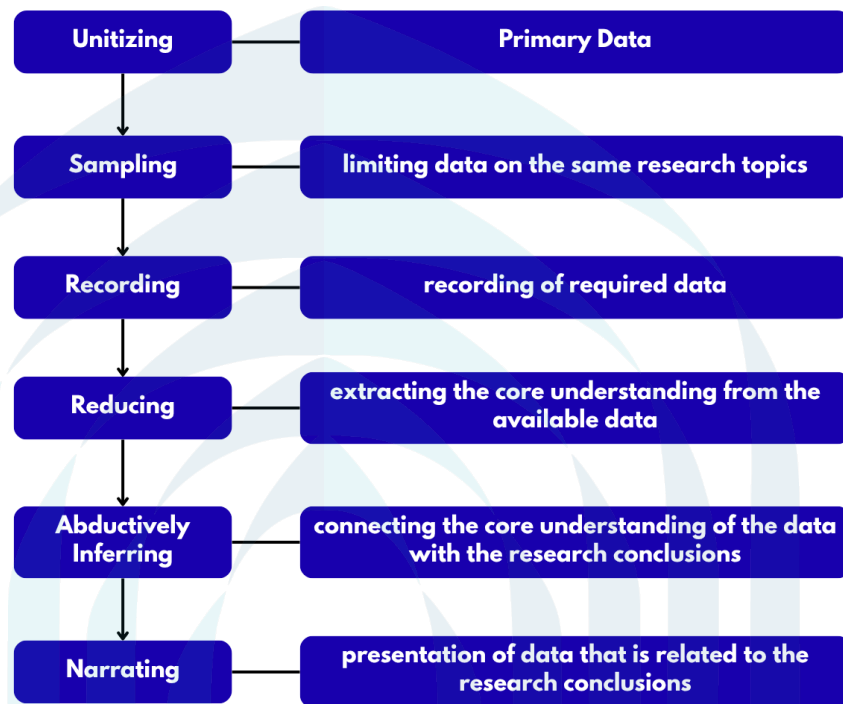
- a. Unitizing, taking data in the form of works by Azyumardi Azra and Abdullah Syukri Zarkasi that are relevant to the research and can be clearly measured.
- b. Sampling, simplifying the research by limiting the data analysis so that the collected data has the same theme, namely the modernization of pesantren education.
- c. Recording, documenting all data found and required for this study, specifically related to the modernization of pesantren education.
- d. Reducing, simplifying data to provide clarity and efficiency in the data obtained.
- e. Abductively Inferring, analyzing data more deeply to find the meaning of data that can connect the meaning of the text with the research conclusions.
- f. Narrating, presenting research data to answer the research questions that have been formulated.

The diagram below illustrates the data analysis process for better comprehension:

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<sup>32</sup>Klaus Klippendorff, *Content Analysis An Introduction to Its Methodology*, 2nd edn (Sage Publications, 2004). p.20

Chart 2 The flow analysis content



## G. SYSTEMATIC RESEARCH

The systematic discussion is a research framework used to provide an overview and guidance on the points to be discussed in this study. In general, in the preparation of the thesis, the systematic discussion consists of three parts, namely: the initial part, the main part, and the final part.

The initial section contains the title page, abstract, approval page, endorsement page, statement page, motto page, dedication page, foreword, table of contents, list of tables, and list of figures.

The main body contains the research description from the introduction to the conclusion, presented in the form of chapters as a single unit. In this thesis, the researcher presents the research results in four chapters.

Chapter I provides an overview of the thesis, including the background of the problem, problem formulation, research objectives, research significance, review of previous research, research methods, and discussion structure.

Chapter II contains a theoretical review, which is divided into several

theories, including: modernization theory, education theory, and pesantren theory.

Chapter III presents the data presentation and analysis. The discussion focuses on the analysis (philosophical, historical, and comparative) of the aspects of modernization in pesantren education from the perspectives of Azyumardi Azra and Abdullah Syukri Zarkasyi.

Chapter IV is the concluding section, containing conclusions and recommendations.

The final section of this thesis consists of a bibliography, appendices, and the author's educational background.

