Islamic Educational Reformation of Abdullah Ahmad in Education System in Indonesia

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Abstract

Abdullah Ahmad's worked as a figure in the modernization of Islamic education by establishing two educational institutions in the form of private schools in 1915, namely the Adabiah School and Association of Islamic Teacher. This research explores the renewal of Islamic education carried out by Abdullah Ahmad in the education system in Indonesia, namely at Adabiah and Association of Islamic Teacher. This research uses qualitative methods with an individual life history approach. All data is collected through character biographies, literature, documents, and evidence of relics in terms of written and physical data. Data collection is carried out by collecting, reducing, and presenting data followed by conclusions. Overall, the results of the research show that there were four reforms in Islamic education carried out by Abdullah Ahmad in Adabiah. Then there are also four reforms in Islamic education at Association of Islamic Teacher. Meanwhile, the realization of Abdullah Ahmad's renewal of Islamic education in Adabiah prioritized the vision of creating a generation with civilized, ethical character in the content of *akhlaqul karimah* with faith and sincerity to shape the etiquette of the nation's generation and Association of Islamic Teacher. In contrast to Association of Islamic Teacher the dynamics Association of Islamic Teacher, which was founded from 1978-1983, developed, in 1988-1993 it began to decrease, then in 1993-1998 it began to increase again, entering the 2000s Association of Islamic Teacher began to decrease, both in terms of school quality and graduate, the number of students and the latest realization from Association of Islamic Teacher schools has also experienced a setback with a small number of students.

INTRODUCTION

At the beginning of the 20th century, the renewal movement in Minangkabau re-emerged, this second renewal was carried out by the students of Sheikh Ahmad Khatib Minangkabawi who had just returned from Mecca (Indrawati, 2016; Maideja et al., 2023; Rivauzi, 2019; Satria, 2019; Wirman, 2019). Conditions of attitudes towards diversity and traditions that have been passed down from generation to generation and cannot be changed are being challenged by reform groups (Nofrianti & Mirdad, 2018). This second stage of renewal appears with a different style to that carried out by reforms which tend to prioritize militarism, but this renewal is more about intellectual upheaval (Afdayeni & Sistem, 2017; Al Farabi, 2020; Pratama, 2019).

In 1909 in Padang, the Adabiah College was founded under the auspices of the Syarikat Oesaha Foundation, which was the first religious school in West Sumatra to use a classical system using tables and chairs, whereas ordinary religious schools still used the halaqah system by sitting on the floor around the teacher. Abdullah Ahmad tried to realize education by changing a learning method which in the past was monotonous.

During its development in 1915, the education system at Adabiah was the first public school to include Islamic religious studies and the Alquran as mandatory subjects in its system or curriculum. This is what differentiates it from the HIS established by the Dutch government. This is the real advantage of Abdullah Ahmad's pioneering work as a pioneer of modern Islamic-based education in the archipelago (Rajab & Putra, 2023).

Meanwhile, Abdullah Ahmad also tried to establish Association of Islamic Teacher as part of the Adabiah College. The university aims to educate the life of the nation and religion. Association of Islamic Teacher is trying to get out of the educational dilemma of secular Dutch schools and traditional Islamic educational institutions. Association of Islamic Teacher was established in such a way as to attract parents' interest in sending their children to the Abdullah Ahmad Association of Islamic Teacher Padang Foundation. The foundation has a different structure and management from other educational institutions that emerged during the Dutch East Indies government. Association of Islamic Teacher High School implements a dormitory system, where students are required to study and practice the Islamic teachings received during the teaching and learning process at the foundation (Karo, 2020; Megahati et al., 2019; Pairin, 2012).

Association of Islamic Religious Teachers as a forum for religious teachers in the field of da'wah and education to produce a curriculum to develop Islamic education with the unity of general education, so that in itself has positive value and should be developed in the frame of *tafaqqahu fiddin* (Alfarisi, 2020; Mustaqim, 2010). Association of Islamic Teacher is led directly by H. Abdullah Ahmad with the organizational aim of uniting traditional ulama (old people) with modern ulama (young people). Supporting religious activities, Association of Islamic Teacher built a mosque that can be used by students and teaching staff at this foundation. Association of Islamic Teacher teaches and gives good examples to help each other in religious life.

The reform of Islamic education carried out by Abdullah Ahmad at Adabiah aimed to be able to compete with elite Dutch schools. Adabiah School is the first public school to combine general education with religious education. Adabiah School includes Islamic religious studies and the Alquran as mandatory subjects in its system or curriculum. Furthermore, Association of Islamic Teacher aims to focus the curriculum on general knowledge education based on the Islamic religion, the language of instruction in each subject is

delivered in English, Arabic, and Indonesian.

Association of Islamic Teacher, as an institution founded based on deepening Islamic religious knowledge, is no longer like what was initiated by Abdullah Ahmad. Judging from its curriculum, Association of Islamic Teacher uses national education in its implementation. Currently, Association of Islamic Teacher is more similar to other general education. Likewise, Adabiah, a school that was initiated to be able to compete with other schools in general and religious knowledge, seems to have not been able to demonstrate its existence (Adipratama et al., 2018; Desmareza, 2012).

Abdullah Ahmad founded Association of Islamic Teacher as the first madrasa in Indonesia which had a curriculum with more emphasis on teachings such as monotheism, morals, worship, muamalah based on the Alquran and Sunnah. Another factor in establishing the Association of Islamic Teacher college was that Abdullah Ahmad did not want the Minangkabau Islamic generation to be subjected to the secularism system brought by the Dutch colonial era.

Adabiah School consists of various educational institutions within it, namely Adabiah Kindergarten, Adabiah Elementary School, Adabiah Middle School, Adabiah High School 1, Senior High School Adabiah 2 and STIA Adabiah. Meanwhile, the current condition of the Association of Islamic Teacher school also consists of various educational institutions within it and is currently experiencing setbacks with a small number of students, namely: this educational institution consists of the Association of Islamic Teacher Kindergarten, Association of Islamic Teacher Elementary School, Middle School or Tsanawiyah to High School or Aliyah Association of Islamic Teacher.

The updates carried out by Abdullan Ahmad can still be felt now. Where in certain areas there are still madrasas that were started on Abdullah Ahmad's ideas. The madrasa system is a classical model of religious education, equipped with benches, tables, blackboards, a standard curriculum, a certificate, and the vision of its graduates adapted to current developments (Engkizar et al., 2021). Apart from mastering Islamic religious knowledge, graduates also master general knowledge and skills and can speak foreign languages, especially Arabic and English.

System changes that occur in the world of education along with the times have provided many improvements in various aspects, such as the curriculum, teaching methods, and the facilities and infrastructure that make it a university. Efforts to change this system are a reflection of the principles held by namely: "*Al-Muhafazatu 'There is nothing between the old al-Shalih and the Holy and the new al-Ahdhoh*" "keep the old and take the new for the better".

Departing from the dynamics above, the author is encouraged to study further the role and contribution of these Minangkabau figures from the educational aspect, especially Islamic education. After the author tried to collect data, read, examine and analyze various literature and previous research related to this study, it had not been widely discussed or studied by previous researchers. Therefore, the author feels the need to dig deeper regarding the renewal of Islamic education in the education system in Indonesia. This is because Abdullah Ahmad is the most appropriate figure to use as a reference as a person who has dedicated himself to the field of education with his work which still exists today, and has even become a reference in the future.

METHODS

This research uses qualitative methods with an individual life history approach. With this approach, all data taken from various sources comes from classical scriptures, books, theories, and opinions of Islamic education experts (Azzahra et al., 2021; Bengtsson, 2016; Erlingsson & Brysiewicz, 2017; Kyngäs, 2020; Liao & Hitchcock, 2018; Mayring, 2023). According to Ariani, (2016); Lewis, (2015); Primadesi, (2012); Yuniseffendri, (2014) design of this research approach can be carried out to discuss certain problems, issues or topics obtained from the literature collected thoroughly and then take themes that are appropriate to the required data. After the author has collected all the data, the next step is to select the required data according to the problems raised in this article (Chen & Boore, 2010).

Data collection techniques through observation, interviews, and documentation studies. The data sources in this research are books related to Abdullah Ahmad and the administrators of the Adabiah and Association of Islamic Teacher Foundations, then the principals of schools within the Adabiah and Association of Islamic Teacher environments. This research uses an analytical method approach. Apart from that, a socio-historical approach is also used about the biographies of figures who are used as objects, namely research that aims to develop (generating) theory or hypothesis through the disclosure of facts.

RESULT AND DISCUSSION

The form of reform of Islamic education carried out by Abdullah Ahmad in Adabiah

Based on the research results, it was found that 4 Islamic education reforms were carried out by Abdullah Ahmad in Adabiah. As seen in figure 1 below:
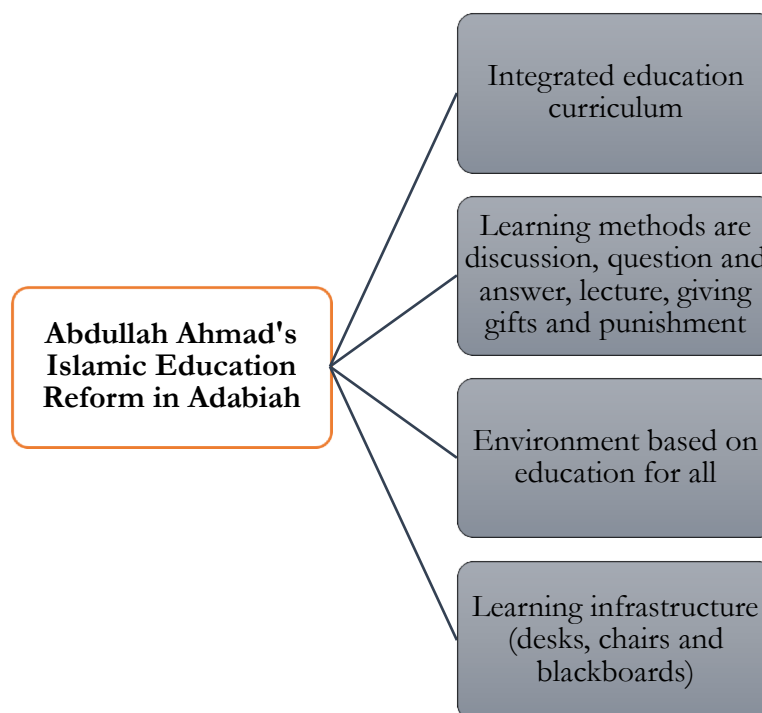

Fig 1. Abdullah Ahmad's Islamic Education Reform in the Education System in Adabiah

Based on the picture above, there are four educational reforms carried out by Abdullah Ahmad in the education system at Adabiah, namely: i) education curriculum, namely the concept of an integrated education curriculum, ii) learning methods, such as discussion method (debating club), question and answer method, lecture method, reward and punishment method (*targhib wa tarhib*), iii) the educational environment implemented in is based on education for all where there is no prohibition on anyone wishing to gain knowledge from studying at the Adabiah educational institution provided they are Muslim and iv) facilities and infrastructure with complete facilities and infrastructure to support learning with desks and chairs and blackboards and formed a Foundation.

The idea in the update carried out by Abdullah Ahmad is about the curriculum in education. As is known in history, the Adabiyah school was changed to HIS Adabiyah by policy Full Day School in 1915. According to Mahmud Yunus, HIS Adabiyah was the first in Minangkabau to include religious studies in its teaching. At HIS Adabiyah, not only general lessons are taught but religious lessons are also taught. This is what differentiates Dutch HIS from Adabiyah HIS (Manti et al., 2016; Nurul Syalafiyah & Budi Harianto, 2020; Rasmin, 2018; Supriadin, 2014).

In the history of national education, the Full Day School policy is actually not a new idea. That's because approximately a century ago (1915), a prominent native teacher from Minangkabau had already initiated it. Haji Abdullah Ahmad, the first initiator of Full Day School, saw weaknesses in the indigenous education system (*surau* and Islamic boarding school) and the colonial education system, so the idea arose to establish an alternative educational institution called the Adabiyah School.

Abdullah Ahmad tries to combine the classical way of learning (sitting around the teacher giving a lecture) with the modern way of learning with various more interesting approaches and learning methods. Another integration carried out by Abdullah Ahmad is also clearly visible in the curriculum aspect, so far the classical Islamic education curriculum only teaches religious knowledge, then Abdullah Ahmad designed how the modern Islamic education curriculum also teaches other general subjects such as writing, reading, arithmetic, earth sciences, and language (Manti et al., 2016; Suneti, 2012).

Based on the description of the opinion above, it can be concluded that the educational curriculum concept promoted by Abdullah Ahmad in Adabiah is the concept of an integrated educational curriculum, namely the integration of general knowledge with religious knowledge and language in educational programs and then arranged systematically according to level and class.

The form of reform of Islamic education carried out by Abdullah Ahmad at Association of Islamic Teacher

There were 4 Islamic education reforms carried out by Abdullah Ahmad at Association of Islamic Teacher as seen in figure 2 below:
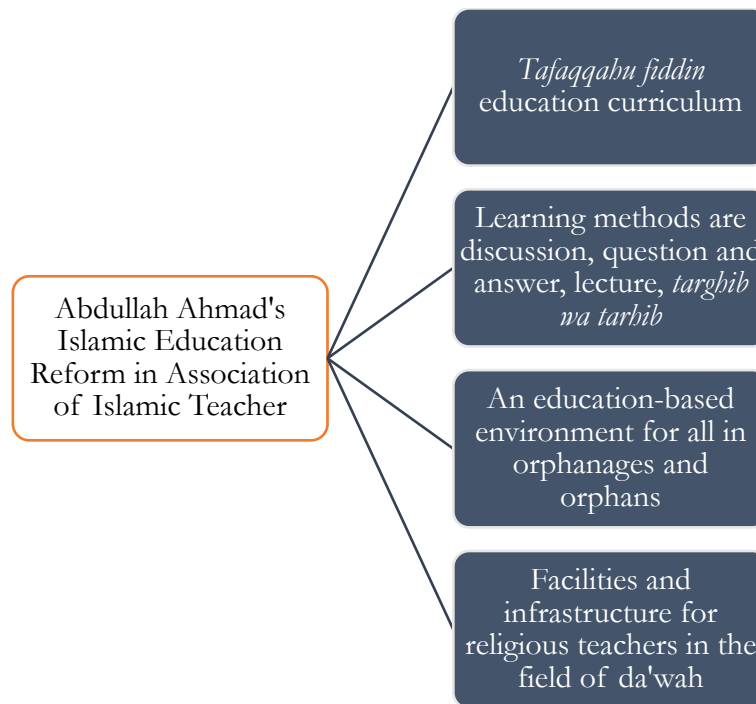
Fig 2. Abdullah Ahmad's Islamic Education Reform in the Education System in Association of Islamic Teacher

Based on the picture above, there are four educational reforms carried out by Abdullah Ahmad in the education system at Association of Islamic Teacher, namely: i) the education curriculum, which is a combination of general education, so that in itself has a positive value and should be developed in the framework of *tafaqqahu fiddin*, ii) learning methods at Association of Islamic Teacher apply such as: discussion method (debating club), question and answer method, lecture method, prize-giving and punishment method (*targhib wa tarhib*), iii) the educational environment applied at Association of Islamic Teacher is education based on education for all plus the presence of orphanages or orphanages and iv) facilities and infrastructure by creating a bond of religious teachers in the field of da'wah and education.

Proceeding from the statement above, the curriculum used at the beginning of the formation of Association of Islamic Teacher is a curriculum to understand religion in depth (*tafaqqahu fiddin*). The term tafaqqahu fiddin which is ideal for Abdullah Ahmad is in line with the following surat at-Taubah 122:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِنْهُمْ طَائِفَةٌ لِيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنْذِرُوا

قَوْمَهُمْ وَلِيُنْذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

Meaning : *it is not proper for the believers to go all (to the battlefield). why not go from each group among them some people to deepen their knowledge about religion and to warn his people when they have returned to him so that they can take care of themselves (QS. At-Taubah:122).*

The orientation of this educational goal is also stated in the Association of Islamic Teacher Budget, namely to advance knowledge and work that leads to goodness and progress in the world and the hereafter according to the wishes of the Islamic religion. Thus it can be concluded that the initial purpose of the formation of the Association of Islamic Religious Teachers is as a forum for the association of religious teachers in the field of da'wah and education to produce a curriculum to develop Islamic education with the unity of general education, so that in itself has a positive value and should be developed in the

framework *tafaqqahu fiddin*.

The general and religious integration-based curriculum at Association of Islamic Teacher has proven that Abdullah Ahmad is one of the figures for the movement and renewal of Islamic education in Indonesia. In fact, he is very familiar with Islamic norms, there is no need to doubt the depth of his knowledge in various fields of Islamic knowledge. The religious-based education style in Abdullah Ahmad's concept can be seen in the names of the colleges he pioneered, such as Association of Islamic Teacher (Afida, 2018).

The renewal of Islamic education carried out by Abdullah Ahmad at Association of Islamic Teacher aims to focus the curriculum on general knowledge education based on the Islamic religion, the language of instruction in each subject is delivered in English, Arabic, and Indonesian. This lesson is taught from morning to night, so with learning like this Abdullah Ahmad has implemented the full-day school concept which is a current school trend. Abdullah Ahmad founded Association of Islamic Teacher as the first madrasa in Indonesia which had a curriculum with more emphasis on teachings such as monotheism, morality, worship, muamalah based on the Alquran and Sunnah. Another factor in establishing the Association of Islamic Teacher college was that Abdullah Ahmad did not want the Minangkabau Islamic generation to be subjected to the secularism system brought by Dutch colonialism (Hamzah, 2014).

Based on the statement above, it can be concluded that the initial aim of establishing the Association of Islamic Teachers was as a forum for religious teachers in the fields of da'wah and education and to produce a curriculum to build Islamic education with a combination of general education so that in itself it has a positive value and must be developed within the frame of *tafaqqahu fiddin*. As a result of this curriculum, students who have graduated from Association of Islamic Teacher already have permission to teach at the elementary school level or below the Association of Islamic Teacher level.

The realization of Islamic education reforms carried out by Abdullah Ahmad in Adabiah and Association of Islamic Teacher

Adabiah College has developed under the guidance of YSO Adabiah until now. Until now, the realization of Abdullah Ahmad's thoughts has developed Adabiah by putting forward the vision of creating a generation with a civilized, ethical character in the content of akhlaqul karimah with faith and sincerity to shape the etiquette of the nation's generation and the Association of Islamic Teacher. In contrast to Association of Islamic Teacher, the dynamics of Association of Islamic Teacher, which was founded by Abdullah Ahmad Association of Islamic Teacher from 1978 to 1983, were very developed, from 1988 to 1993 it began to decrease, then from 1993 to 1998 it began to increase again, entering the 2000s, Association of Islamic Teacher began to decline, both in terms of school quality. , graduates, number of students, and current realization of Association of Islamic Teacher schools also consist of various educational institutions within them and are now experiencing setbacks with a small number of students References (Arnelis et al., 2016; Tanjung et al., 2020; Tusadiyah, 2020).

CONCLUSION

Based on research conducted by the author regarding the renewal of Islamic education by Abdullah Ahmad and its realization in Indonesia, especially in Adabiah and Association of Islamic Teacher, it can be concluded that there were four reforms in Islamic education carried out by Abdullah Ahmad in Adabiah. Then there are also four reforms in Islamic education at

Association of Islamic Teacher. Meanwhile, the realization of Abdullah Ahmad's renewal of Islamic education in Adabiah prioritized the vision of creating a generation with civilized, ethical character in the content of *akhlaqul karimah* with faith and sincerity to shape the etiquette of the nation's generation and Association of Islamic Teacher. In contrast to Association of Islamic Teacher, the dynamics of Association of Islamic Teacher, which was founded from 1978-1983, developed, in 1988-1993 it began to decrease, then in 1993-1998 it began to increase again, entering the 2000s Association of Islamic Teacher began to decrease, both in terms of school quality and graduates, the number of students and the latest realization from Association of Islamic Teacher schools has also experienced a setback with a small number of students.

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