

Islamic Education Methodology in the Context of Traditional and Modern Pesantren: A Historical Review of Education in Pesantren

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Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan dan menganalisis metodologi pendidikan Islam di sekolah asrama tradisional dan Pesantren kontemporer dengan tinjauan historis di pesantren. Sebagai lembaga pendidikan Islam, Pesantren memainkan peran strategis dalam membentuk tokoh dan pemahaman komunitas. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui penelitian literatur dan pengamatan praktik pembelajaran di beberapa sekolah asrama di Banten. Hasil penelitian menunjukkan bahwa sekolah asrama tradisional mempresentasikan metode Sologun, Bandungangan, dan Wetnan. Sementara itu, pesantren modern mengimplementasikan integrasi sistem klasik, kurikulum agama dan umum, dan penggunaan metode diskusi, presentasi, dan teknologi. Ada perbedaan antara pendekatan ini, tetapi keduanya adalah pembentukan Santri, yang memiliki tujuan yang sama: moralitas yang kuat dan wawasan Islam yang kuat. Studi ini menyimpulkan bahwa integrasi nilai-nilai tradisional dan pendekatan modern telah menjadi strategi yang efektif dalam menjawab tantangan Banten tentang pendidikan Islam kontemporer.

Kata kunci: pesantren tradisional, pesantren modern, pendidikan islam.

Abstract

The purpose of this study is to explain and analyze the methodology of Islamic education in traditional boarding schools and contemporary pesantrens with a historical overview of pesantrens. As an Islamic educational institution, pesantren play a strategic role in shaping the personalities and understanding of the community. Using a qualitative approach, data was collected through a literature search and observation of educational practices in several boarding schools in Banten. The results showed that traditional boarding schools introduced the methods of Sulugun, Bandungangan, and Witnan. Meanwhile, the modern pesantrens applies the integration of the classical system, religious and general curricula, and the use of discussion, presentation, and technology methods. There are differences between these approaches, but both are of Senti formation that have the same goal: Strong morals and strong Islamic insight. The study concluded that the integration of traditional values and modern approaches was an effective strategy in answering Banten's challenges regarding contemporary Islamic education.

Keywords: traditional pesantren, modern pesantren, islamic education.

INTRODUCTION

Islamic education is formal, informal and unofficial. Therefore, Islam is a religion that calls for the existence of evil in the inner and outer life. The Islamic method of education is a general step in delivering material to achieve educational goals, which are based on certain assumptions about the nature of Islam as a

suprasystem. Meanwhile, Islamic educational techniques refer to concrete steps taken by educators when carrying out teaching in Islamic boarding schools, both traditional and modern. Thus, the technique is the implementation of the method, while the method serves as the elaboration of the basic assumptions underlying the Islamic material approach.

on the other hand, the research method of Islamic education consists of two parts: the research method and Islamic education itself.

Islamic education research method is a scientific way to collect data or information from various sources that want to be studied, especially regarding learning models in traditional and modern boarding schools. These two types of pesantren have significant differences in providing methods and points of view according to scholars and Islamic education experts, which reflect existing circumstances, not just expectations or idealizations. In this context, it is important to understand the scope, models, types, and criteria of Islamic education research in order to carry out better and useful research.

METHODS

In this journal, the approach used with historical research is data collection methods that are carried out in various ways to be understood by studying theories from various literature that are relevant to this (Sugiyono, 2023). Researchers also identify permasalahan and history of education in boarding schools read a number of textbooks as a reference to analyze the existing material. The books used cover the history of Islamic education with the methodology of Islamic education in the context of traditional and modern boarding schools. In addition, this

study also utilizes literature review methods from various written sources related to the theme of the study, such as books, journals, encyclopedias, research results, and information from the mass media (Darmalaksana, 2020).

After the data collected, from primary and secondary data, the author will do according to the circumstances that have been collected. documents that have been compiled into a narrative text. The content of this text will be correlated. With a theoretical framework that was previously to be tested that stuck to the philosophical approach, until reaching the inference process (Sukmana, 2021).

RESULTS AND DISCUSSION

Historical Definition of Islamic Education

According to the terminology, the history of the Arabic word is called date. This is said to mean mass determination. On the other hand, the term means information that has been created in the past or at this point. The word date is also used to count the year. The meaning of date science is the knowledge that is used to know that previous conditions or events or that occurred between people it refers to information that happened to human beings in the past or today. The importance of historical science is the science of past situations and events, or what is happening now. Widely recognized as a scientific discipline history shows not

only the religious and cultural past, but also political, economic, and social events.

Political, economic, social, religious and cultural events of a part of a nation, state, or the world. History describes the events and cultures and political, economic, social, and religious cultures of a nation, state, or the world. History describes the events and cultures and political, economic, social, and religious cultures of a nation, state, or the world.

Methods of Islamic Education

"Methodology" is a Greek term that has its origin in the word "methodos", which is made up of two sounds: one meaning "metha" and the other "horo" meaning through or through, and both sound like "path" or "way" thus, the approach can be considered as the route taken to achieve a goal. Methodological science involves the use of a specific approach to finding the truth, adapted to the subject under examinationl (Aminda et al., 2023).

Islam focuses on education. By providing proper and high-quality education, we can create civilized individuals who will eventually lead a virtuous social life. Unfortunately, while many educational institutions have been equipped with adequate facilities and quality, the expected results, such as the birth of cultured individuals, remain unfulfilled. It's because of this, the vision

and mission of education that focuses on the formation of cultural character often gets less attention in the goals of these educational institutions. The importance of teaching students to live according to good moral and spiritual principles is very significant and should not be overlooked. In essence, simply put, the most important thing is the substance. Education in pesantren has a clearer direction and measurement, both through traditional and modern approaches, because each method has its own way and purpose.

A. Approaches in Islamic education methods

After the data is collected, both primary and secondary data, the author will study it in accordance with the objectives set. The term "approach" reflects a general view of how the process takes place. Based on the study of this understanding, the approach is the first step in developing an idea to look at a problem or object of study. This approach will greatly influence the direction of implementation of the idea in describing the treatment applied to the problem or object to be addressed (Juwari, 2022).

Essentially, these methods were used with various variations and mergers in subsequent eras. In the classical period, the method applied by the Prophet and the scientists at

that time also involved the combination of various methods. Among the methods that have been combined are: (1) The oral method includes dictation, in which teaching is carried out by means of direct writing of the teacher's speech, (2) The method of dictation (writing) is a set of techniques applied at different levels of classical knowledge. This method aims to provide accurate and secure understanding, through which students can produce better writing, (3) The al-asma method or better known as the lecture method is an approach in which a teacher gives an explanation or learns from a book, while students interact with each other in the learning process, (4) Discussion methods play an important role in classical Islamic education, creating a space for dynamic and interactive learning between scholars and students. In various discussion councils, scholars and students gather to explore and discuss various aspects of religion, philosophy, law, and other sciences, (5) In addition, the evaluation strategy of religious learning is also an important element in this educational process.

The teaching and learning process carried out by teachers needs to be improved so that the desired results can be achieved better. One way to improve learning outcomes, as

part of efforts to improve the quality of education, is through a grading system. In the context of assessment and learning outcomes, strategy is important.

According to Kamus Besar Bahasa Indonesia, strategy is a mature plan of activities to achieve certain goals. In general, a strategy can be defined as an outline of the actions taken to achieve a predetermined goal. In relation to the teaching and learning process, strategy can be interpreted as general patterns used by teachers and learners in carrying out teaching and learning activities, in order to achieve the goals set (Latifah & Ngalimun, 2023).

Evaluation is an important part of learning that measures students' understanding of the material. The Data collected from the evaluation is used to improve the student's learning methods, so that they function in a formative way.

Learning strategies are the ways that teachers choose learning activities during the learning process. Teachers consider a variety of things, such as the situation, learning resources, student needs, and characteristics of each student. The purpose of all this is to achieve the learning objectives that have been set.

B. Development of character and noble character within the framework of Islamic values

Morality or character is the main purpose of education in Islam, as stated in the hadith that advises to teach kindness to children. Islamic Education sees that human beings are born with three potentials: to do good to nature, to damage nature, and the potential of Divinity. This potential needs to be developed through a holistic educational approach, which combines science, morals, and faith. The formation of morals becomes a priority to achieve life balance and success in other education (Idhar, 2022).

In his works, Al Ghazali explained the concept of education that aims to get closer to Allah SWT. He emphasized the importance of spiritual and moral education, as well as how science should be used for good purposes. Al Ghazali believed that education focuses not only on academic knowledge, but also on the development of character and relationship with God (Muttaqien, 2013). Through education, one is expected to understand and practice the teachings of religion, so as to live in accordance with the will of God.

Traditional Boarding School Context

This institution has existed since 300 to 400 years ago and became an important

part of the life of Muslims in Indonesia. The term "salaf" or "salafiyah" comes from Arabic, which refers to a group of Muslims who want to return to the teachings of the Qur'an and Sunnah, especially the life of the early generation of Islam, assalafussholeh. They sought to unite the divided Ummah with reference to the teachings, distinguishing between salaf (traditional) and khalaf (modern) scholars (Ahmad Suwardi & M Mansyur, 2021).

Education in traditional pesantren focuses on material from classical Islamic books and uses methods such as sorogan and bandongan. Its distinctive feature is the emphasis on memorization and comprehension of classical books. This education also has a number of patterns, such as the close relationship between clerics and students, the tradition of obedience, simple life, the spirit of mutual cooperation, strict discipline, and high religious life (Abu Kholish & Wafa, 2022).

a. The teacher-student relationship is very personal and spiritual

A teacher's morals reflect their personality and are an important part of being an educator. The teacher acts as an example for developing children, after parents. The unfavorable behavior of the teacher can negatively affect the morale of the students, who are easily affected by the figure they

admire. The mismatch between the teacher's behavior and the values taught at home can lead to confusion or mental disorders in students (Sakir, 2018).

Being a teacher also means taking responsibility for being an example, which is a major part of the identity of this profession. Each profession has its own demands, and to ignore those demands is to deny the essence of that profession.

b. Religious character and culture in Pesantren

Character education in Islamic boarding schools aims to instill character values in students. The process includes knowledge, awareness, and concrete actions to implement these values. This education must follow a predetermined design to form individuals who are good to themselves, others, the environment, and the nation, so as to create human beings *kamil* (Najmudin et al., 2023).

Religious culture in Islamic boarding schools resulted from the application of the values of religious teachings that became a tradition in the behavior and organization of students. By making religion a living tradition, *santri* continues these values. Religious

values are important in the formation of character, and people of good character are of a religious nature, although religious attitudes do not necessarily imply the formal practice of religion.

The Context of Modern Pesantren

In the context of modern boarding schools, curriculum development is highly dependent on the type of curriculum used, both school curriculum and general education. The process of developing the vocational curriculum follows the directives of the relevant ministries (Kusmana, 2019). Over time, the way to teach discipline has changed. Discipline does not have to come through violence. The existing system was updated to match modern values. The curriculum has several important components.

a. Learning Curriculum

The learning curriculum in modern Pesantren follows the curriculum of KMI Gontor, which comes from Kulliyatul Mu'allimin Al-Islamiyah. This curriculum was first implemented in Pondok Darussalam in Gontor, Ponorogo, East Java, known as Pesantren Gontor. The purpose of the KMI gontor curriculum is to form a teaching spirit in its students. One example is the obligation of sixth grade students to practice teaching. The exam is held every six months,

consisting of oral and written exams (Anam, 2021).

b. Curriculum shaped skills

Pesantren not only use the learning curriculum, but also apply skills-based curriculum. These skills include physical aspects such as scouting, silat, khot, muhadasah, and speech training. In addition, there are also spiritual skills that focus on memorizing the Qur'an (Dini et al., 2023).

c. The curriculum is experiential

Modern boarding schools use curricula that focus on experience and emphasize the importance of discipline. All santri activities are organized in a structured way for 24 hours a day (abdul razak, 2017).

d. Quality of Education In Modern Boarding Schools

The quality of education in pesantren is assessed from the quality of educators and learning outcomes of students. Educators must have an effective learning strategy to help students succeed. Educators are said to be qualified if they meet educational standards, including academic qualifications and competencies. Students learning outcomes are also important as indicators of curriculum success, including teaching methods and teacher skills, so that students can

understand the lessons well. (Nurhamzah et al., 2020).

e. Comparison & Integration of Both

Modern pesantren combine religious education with general knowledge, while Salafi pesantren focus more on understanding and teaching religion based on the curriculum of Salafi scholars.

Curriculum focus: Modern pesantren: combine religious education with general knowledge such as science, math, and computer science. Salafi pesantren: Focuses on deepening religious knowledge, especially the sciences of the Quran, Tawhid, and Fiqh. Alumni: Modern pesantren: Graduates usually have broader general knowledge and skills in various fields. Salafi pesantren: Graduates usually have a deep understanding of religious knowledge and the ability to preach.

Integration between different systems is quite possible and necessary to overcome the challenges of the Times. There are different ways to integrate these two systems (Zuhri & Syamsi, 2023). (1) Traditional values are preserved, the character of patience, sincerity, tawadhu', and mutual help that is taught in salaf boarding schools is still important

and becomes a solid foundation in modern boarding schools.

(2) The classical method is modified in the modern approach. The yellow book is still used for learning, but with more active methods such as group discussions and contextual studies. (3) Modernization does not eliminate spirituality. The use of modern technology and management does not detract from the moral values that are important in boarding school education.

(4) The role of pesantren as a center of education & peace. Pesantren, both salaf and khalaf, play a role in religious development, maintain harmony between people, and produce tolerant figures. (5) Collaboration among alumni as the strength of the people. Alumni from both types of pesantren make great contributions in the religious, social, political, and educational fields, forming a Strong Community Empowerment Network.

CONCLUSION

The methodology of Islamic education in traditional and modern boarding schools in Banten has important similarities. They complement each other, not contradict. Combining classical methods that build spirituality with modern approaches can

produce students who excel and are globally competitive, while still maintaining their Islamic identity.

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