

THE CONCEPT AND SCOPE OF THE HISTORY OF ISLAMIC EDUCATION

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Abstract

This article outlines the basic concepts of history, education, and Islam, and their relationship within Islamic education. History, derived from the Arabic word "tarif" and the English word "history," is the study of past events to understand the present and future. Education is the process of changing attitudes and behaviors through guidance, while Islamic education aims to form good Muslims by guiding physical, mental, and intellectual development. The history of Islamic education includes the growth and development of both informal and formal Islamic education. The research methods in the history of Islamic education involve oral, observational, and documentary approaches with descriptive, comparative, and comprehensive analytical methods. The benefits of studying the history of Islamic education include general and academic aspects, providing insights into the development of Islamic education and inspiration to address current educational challenges. The roles of history include moral education, reasoning, politics, policy, change, future, aesthetics, and as a support for science. The history of Islamic education fosters new perspectives and its relevance to the development of knowledge.

Keyword: History, Education, Islam, Scope.

Abstrak

Artikel ini menguraikan konsep dasar sejarah, pendidikan, dan Islam, serta hubungannya dengan pendidikan Islam. Sejarah, yang berasal dari kata Arab "tarif" dan kata Inggris "history," adalah studi tentang peristiwa masa lalu untuk memahami masa kini dan masa depan. Pendidikan adalah proses mengubah sikap dan perilaku melalui bimbingan, sementara pendidikan Islam bertujuan membentuk Muslim yang baik dengan membimbing perkembangan fisik, mental, dan intelektual. Sejarah pendidikan Islam mencakup pertumbuhan dan perkembangan pendidikan Islam informal dan formal. Metode penelitian dalam sejarah pendidikan Islam melibatkan pendekatan lisan, observasional, dan dokumenter dengan metode analisis deskriptif, komparatif, dan komprehensif. Manfaat mempelajari sejarah pendidikan Islam mencakup aspek umum dan akademis, memberikan wawasan tentang perkembangan pendidikan Islam dan inspirasi untuk mengatasi tantangan pendidikan saat ini. Peran sejarah mencakup pendidikan moral, penalaran, politik, kebijakan, perubahan, masa depan, estetika, dan sebagai pendukung ilmu pengetahuan. Sejarah pendidikan Islam mendorong perspektif baru dan relevansinya terhadap perkembangan pengetahuan.

Kata kunci: Sejarah, Pendidikan, Islam, Cakupan.



INTRODUCTION

The history of Islamic education is crucial for understanding the progress of Islamic civilization. Education, in this context, is not only seen as knowledge transfer but also as a means of shaping the character and morals of future generations. Islamic education has its roots in the teachings of the Qur'an and Sunnah, beginning during the Prophet Muhammad's era. As the first educator, the Prophet Muhammad taught both religious and worldly knowledge using a holistic approach. The foundation of Islamic education aligns with constructivism theory, emphasizing the development of knowledge through social interaction and real experiences. This approach mirrors the principles of Islamic education, which stress the importance of dialogue and discussion in teaching and learning processes. (Azra & Thaha, 2017).

Islamic education has evolved in response to social, political, and cultural contexts. Since its inception, it has played a central role in creating knowledgeable and moral societies, with institutions like *madrasas* and *pesantrens* (Islamic boarding schools) acting as pillars of knowledge dissemination. The integration of religious and secular sciences distinguishes Islamic education from other systems. Therefore, studying the history of Islamic education covering phases from the early Islamic era to modern educational reforms in Muslim countries is vital. (Daulay, 2018).

The study of Islamic education history examines the development of educational systems in the context of Islam over time. This exploration involves analyzing social, political, economic, and cultural factors that influenced the evolution of Islamic education. A profound understanding of this history is essential for evaluating contemporary Islamic education systems and strategizing future improvements.

The aim of this research is to provide a comprehensive understanding of the definition, scope, and benefits of the history of Islamic education. Specifically, the research seeks to: identify and define the concept of Islamic education from a historical perspective, explain the various aspects that form the scope of Islamic education, and analyze the benefits of the history of Islamic education for the development of contemporary education. Thus, this study is expected to contribute to contemporary Islamic educational thought.

This research has significant benefits. For academics and researchers, the findings of this study can serve as a valuable reference for further studies on Islamic education. For education practitioners, this research provides essential insights into integrating Islamic educational values into curriculum development and effective teaching methods. For the general public, understanding the history of Islamic education increases awareness of the importance of education based on religious and ethical values. Overall, this research is expected to strengthen the foundation of education that balances knowledge and morality (Nata, 2020).



RESEARCH METHODS

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This research, conducted from November 15 to 30, 2024, at the Central Library of UIN Syarif Hidayatullah Jakarta, employs a qualitative approach to explore the phenomenon of Islamic education during the era of Islamic kingdoms in Indonesia. Data were obtained from secondary sources such as relevant historical books and academic journals, using a literature study method that involved data collection, reading, documentation, and processing. Content analysis techniques were used to classify, reduce, and interpret data to uncover patterns of Islamic education, teaching systems, and the role of scholars in kingdoms such as Samudera Pasai, Demak, and Aceh. The research results are expected to provide a rich description and in-depth interpretation of the characteristics, development, and contributions of Islamic education to the social and religious life of the society at that time.



RESULTS AND DISCUSSION

The History of Islamic Education consists of three words: history, education, and Islam. There are various theories explaining the origin of the word *history*. Some argue that the word *sejarah* comes from the Arabic term *syajara*, meaning "tree." However, the reasoning behind this is not explicitly explained. The term *syajara* might have been used because a tree typically consists of roots, trunks, branches, twigs, and leaves, all of which are part of a growth process—starting from a seed, growing, standing upright, blooming, bearing fruit, and eventually withering. Some theories compare history to a tree: it grows, develops, bears fruit, and sometimes dies before bearing any fruit.

Additionally, there is a theory that the word "history" originates from the English word *history*, which itself comes from the Greek term *historia*, meaning "knowledge" or "inquiry." The Greek philosopher Aristotle used the term *historia* to describe the systematic examination of natural phenomena. History is defined as the study of humanity's past. The term can also be compared to the German word *geschichte*, derived from *geschehen*, which means "something that has happened" (Nata, 2020).

According to the *Kamus Umum Bahasa Indonesia*, W.J.S. Poerwadarminta states that history has three definitions:

1. Classical literature: history, origins;
2. Events and occurrences that truly happened in the past; and
3. A field of knowledge that studies narratives about events and occurrences that genuinely took place in the past.

According to J. Bank, history consists of all events and occurrences of the past. Furthermore, he asserts that history is also a means to understand past, present, and future actions. As stated by Sayyid Qutb, history is not merely a series of events, but rather the interpretation of those events and the understanding of relationships between tangible and intangible aspects that shape and give dynamism to history over time.

Based on these perspectives, the study of history can be defined as an effort to reconstruct what occurred in the past using various sources, including valid data and facts, systematically

organized with specific methods and approaches. These data and facts relate to objects, time, place, actors, background, and the purpose of events. For example, records of the Diponegoro War include information and facts about the event itself, the time, the location, and the individuals involved in the war. The goals and background of the event are also discussed. Since the facts and data about the Diponegoro War were previously scattered, undocumented comprehensively, and often contained conflicting opinions, organizing the historical facts and data systematically allows them to be easily understood, providing lessons to be learned from the event.

History is a discipline that analyzes past events with the aim of understanding the changes and developments that occur within society. History is not merely a series of events but also reflects interpretations involving a dialogue between the past and the present. This allows individuals to draw lessons from historical experiences in order to understand the current social and cultural context. From the perspective of history as a process, we can observe how values, norms, and social structures are formed and evolve over time. As stated by R.G. Collingwood, history is an effort to understand the thoughts and feelings of people in the past. Thus, history becomes essential in shaping collective identity and providing a foundation for future generations.

The history of Islamic education is the study of the development and growth of Islamic education over time, from the era of Prophet Muhammad (peace be upon him) to the present. This includes the study of Islamic educational institutions, prominent educational figures, as well as the development of thought and educational practices in the Islamic world (Nata, 2020).

The history of Islamic education is not limited to chronological records of educational events but also includes an in-depth analysis of the factors influencing the development of Islamic education, including social, political, and cultural aspects (Zuhairini, 2008). This is an effort to understand how Islamic education has developed and adapted to various challenges and changes throughout history (Suwito, 2005).

Linguistically, "Education" can be interpreted as teaching, upbringing, pedagogy, instruction, breeding, raising. In Arabic, the word "*tarbiyah*" refers to the process of nurturing and developing a person's potential physically, mentally, socially, and spiritually. Additionally, the term "*tarbiyah*" can also mean to nurture and mature students, give meaning, improve (*ashlaha*), beautify, master tasks, care for and maintain, raise, regulate, possess, and ensure the continuity of someone's life.

Education in ancient Greek is "Pedagogy", from the root words "Paid", which means "Child", and "Ogogos", which means "to guide". From these few words, it can be concluded that education is a science that studies the art of educating children. However, in English, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training carried out in accordance with educational procedures. (Zuhairini, 1997)

Education can be defined as a systematic and planned process to develop individual potential, both academically and character. Education is not only related to the transfer of knowledge, but also the formation of values, attitudes and skills needed in everyday life (Tohirin, 2021). Holistic education integrates cognitive, affective and psychomotor aspects, so that students not only have knowledge, but are also able to apply this knowledge in a social context. In the context of Islamic education, this approach is very important because it emphasizes moral and ethical development that is in line with religious teachings.

Next is the meaning of Islam. Literally, Islam comes from Arabic vocabulary which means preserved, not harmed, awake. Said Hawa in his book al-Islam, defines Islam as follows. "Islam is the religion of all the Apostles and Prophets. From Adam to the message of the Prophet Muhammad SAW, which concluded the message of Allah SWT."

Islam is a religion taught through revelations received by the Prophet Muhammad SAW, including the teachings contained in the Al-Qur'an and Sunnah. Islam is not just a belief system, but also a comprehensive guide that regulates all aspects of human life, including relationships with God, fellow humans, and nature. Islamic teachings prioritize moral and ethical values, which are important in shaping individual character. Islamic education functions as a means to apply these values in everyday life, guiding individuals to become individuals with noble and responsible character.

Concept of Historical Islamic Education

It can be concluded that the history of Islamic education is a field that studies various aspects or parts of education that have been carried out by Muslims. This is done based on Islamic teachings as contained in the Koran and Sunnah. In this history of education, various parts and elements of education are studied not only from the time and place they were created and implemented, but also from the person or party who organized or formulated them, their background, aims and objectives.

Much of the information about the time, place, actors, background, aims and objectives of each educational component or element is taken from academically reliable data and facts about its existence and validity. Writings, such as manuscripts, charters, letters of agreement, decrees, and announcements, as well as recordings, photos, drawings, paintings, and historical buildings, such as mosques, educational institutions, research centers, museums, palaces, forts, and dams, even clothing and household utensils, war equipment, educational and teaching equipment, artifacts, graves, and much more.

History, especially the history of Islamic education, was compiled using these sources. Thus, the history of Islamic education is included in the group of Islamic social sciences, not positivism or social science which is based on human theory alone, but also on the principles of Islamic teachings. Therefore, the history of Islamic education is comparable and congruent with other Islamic social sciences, such as Islamic history, Islamic psychology, Islamic economics, Islamic politics and Islamic education. This shows that Islamic education is not static, but always develops according to the social and cultural context. Therefore, a thorough understanding of the meaning and definition of Islamic education from a historical perspective

is very important to create a relevant and appropriate education system in modern society. (Rohmani & Halimatussa'diyah, 2022)

The history of Islamic education began during the time of the Prophet Muhammad SAW, who acted as the first educator. Education at that time was very simple, but prioritized effective methods, such as discussion and direct practice. During the Caliphate period, Islamic education developed rapidly with the establishment of educational institutions such as madrasas and universities. These institutions not only taught religious knowledge, but also general knowledge, thus producing scholars who made major contributions in various fields, including science, mathematics, and philosophy. This development shows how important education is in the social and cultural context of Islamic society. (Azra, 2017)

Scope of Historical Islamic Education

The scope of discussion of the history of Islamic education includes the following object and methods:

1. Object of Historical Islamic Education

History is usually written and studied from the perspective of several facts or events related to a nation's civilization. Thus, the History of Islamic Education includes facts relating to the growth and development of Islamic Education both informally, formally and non-formally. So you will get or obtain what is called "History of all objects". This is in accordance with the role of Islam as a missionary religion that invites goodness, prevents evil and leads to a life of physical and spiritual prosperity (physical and spiritual). However, as a scientific discipline, the goals of Islamic education in general are not much different from the goals achieved in historical education, especially in terms of its characteristics. In other words, this is "history of all subjects". (Zuhairini, 2015)

2. Method of Historical Islamic Education

The historical method in Islamic education, although it has its own characteristics, still applies the rules contained in historical writing. The habit of studying and writing history involves a special blend of intellectual skills. Historians must master the analytical tools to assess the authenticity of source documents and the combinations necessary to assemble and interpret these materials into a meaningful story. As a professional historian, historians must have a critical thinking framework both in the study of material and in the use of sources. (Ramayulis, 2011)

In general, previous historians placed more emphasis on the issue of the historical object itself in their discussions. In contrast to today's historians, their historical research is not only concerned with the object itself, but places more emphasis on the interpretation of the object. Because history is not a collection of past events, but rather the result of a thought process to understand past events. History is thus an interpretation, an effort of human thought with its advantages and disadvantages. In connection with this problem, Sayyid Qutub emphasized that "history" is not events, but rather interpretations of those events, and an understanding of the relationship between real and unreal, which weaves all the parts together and gives them dynamism in time and place.

Changes or events that occur by themselves without human intervention are called object-oriented history, while changes or events as a result of human work and effort are called subject-oriented history. The historical object of Islamic education includes facts related to the growth and development of Islamic education, both formal, non-formal and informal. As a branch of knowledge, the object of the history of Islamic education is not much different from the object of the history of education in general, namely in the form of aspects of Muslim life related to the internalization of Islamic values, both to the younger generation as the successor to Islamic leadership, and to the older generation in order to perfect the practice of religious life (Islam).

To achieve these two strategic targets, various supporting facilities are needed, institutions that were born to accompany the steps of the journey of Islamic education and various thought patterns from educational figures that developed in the field of education as well as various policies that have been implemented by Islamic education experts and Islamic leaders. , also includes the scope of study objects from the history of Islamic education.

Considering that the historical object of Islamic education is closely related to religious values, philosophy, psychology and sociology, it is necessary to place the target object thoroughly and fundamentally. In accordance with these characteristics and attitudes, the method that must be adopted is the historical method of Islamic education. Even though there are things that are special, the rules that apply in writing history still apply. (Toicha, 2015)

Studying and writing history involves a special combination of intellectual skills. A historian must master the analytical tools to assess the truth of actual materials, and the combination to collect and interpret these materials into a meaningful story. As an expert, the historian must have a critical thinking framework both in studying the material and in using it. the sources. To understand the social history of Islamic education, an approach or method that can be taken is an integration of descriptive methods, comparative methods and systematic analysis methods.

- a. Descriptive method, namely a method that comprehensively describes the state of Islamic education from the time of the Prophet SAW until now according to the nature of Islamic education which is clearly explained. By explaining the Islamic teachings brought by Rasulullah SAW, contained in the Al-Qur'an explained by the As-Sunnah, especially those directly related to Islamic education, they can be described and explained as they really are. As time goes by, this is how someone can understand the contents of Islamic teachings.
- b. The comparative method tries to compare the objectives of Islamic teachings about education and the guidance of educational facts that lived and developed in a particular time and place. This method can reveal the similarities and differences that exist in these two things so that possible solutions can be proposed for both if a gap occurs.
- c. The synthetic analysis method is used to critically analyze the terms or meanings

given by Islamic teachings, thereby showing the advantages and uniqueness of Islamic education. In time, using the synthesis method, accurate and thorough conclusions can be obtained from the discussion of the history of Islamic education. This method can also be used for the benefit of the process of inheritance and development of Islamic human culture. (Samsul, 2020)

Benefits of the History of Islamic Education

In general, History brings enormous benefits to human life. The history of Islamic education has its own uses, including as an exemplary factor, mirror, comparison, and improvement of conditions. As an exemplary factor, it is understandable because the Al-Qur'an as a source of Islamic teachings contains many historical values as exemplary examples. Guided by the verses of the Qur'an, Muslims can emulate the process of Islamic education since the time of the apostle Muhammad SAW, Khulafaur Rasyidin, great scholars and leaders of the Islamic education movement.

As a mirror, historical science seeks to interpret past human experiences in various activities. However, in line with the development that not all human activities run smoothly, sometimes we encounter certain obstacles so that in the process of our activities we get something unexpected, we need to reflect or in other words take lessons from past events so that the date becomes the future. mirror and its benefits can be taken, especially for the development of Islamic education. As a comparison, an event that takes place from time to time certainly has similarities and specificities. In this way, the results of the comparison process between the past, present and future are expected to contribute to the development of Islamic education because in fact this date is a mirror of comparison for the new era. As an improvement, after trying to interpret past human experiences in various activities, we also try to improve situations that were previously less constructive to become more constructive. (Sutarjo, 2014)

The benefits of Educational History itself consist of two aspects. These are general benefits and also academic benefits. As a general benefit of the History of Education, it has the use of exemplary factors which are of course in line with the following verse.

لَقَدْ كَانَ أَكْمَنِي رَسُولُ اللَّهِ أُسْوَةً حَسَنَةً لَمْنَ كَانَ يَرْجُوا اللَّهُ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: Indeed, in (the) Messenger of Allah there really is a good role model for you, (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and who remember Allah a lot. (Al-Ahzab [33]: 21).

From the verse above, Muslims can emulate the process of Islamic education from the time of the Prophet Muhammad, the time of Khulafaur Rasyidin, the era of the great ulama and those who promoted Islamic education. Because overall, the Islamic education process is basically a manifestation (manifestation) of their thoughts regarding the Islamic conception in the field of education, both theoretically and in practice (the time of the Prophet and beyond).

Meanwhile, on an academic basis, the benefits of the history of Islamic education are not only to provide a wealth of knowledge development (theory and practice), but also to foster new thinking in terms of finding the relevance of Islamic education to all forms of change and development of technological science. The benefits of studying the History of Islamic Education in the IAIN Tarbiyah Faculty Syllabus include the following:

1. Can know and understand the growth and development of Islamic education, from the time of its birth until now.
2. Can take advantage of the Islamic education process, to solve the problems of Islamic education today.
3. Can have a good attitude towards changes and renewal of the Islamic education system.

Apart from that, the history of Islamic education also has benefits in the context of building and developing Islamic education itself. In this case, the history of Islamic education will provide a direction for the progress that has been experienced and its dynamism so that growth and development will remain in a complete and fundamental perspective. (Zuhairini, 2015)

Studying the history of Islamic education has many important benefits for both individuals and society as a whole. One of the main benefits is increased awareness of the moral and ethical values contained in Islamic teachings. Understanding the history of Islamic education can increase individual awareness of their social and moral responsibilities. By knowing the development of Islamic education from time to time, individuals can better understand the importance of education based on religious and ethical values in building better character and civilization. (Mujib AS & Mudzakkir, 2018)

So it is clear that knowing and studying history, especially the history of Islamic education, is very important for us to do, because the benefits obtained are many and varied. Considering the importance of bringing about change and the development of better education in the present, it is necessary to instill a love of history in us.

Periodization of the History of Islamic Education

The history of Islamic education is essentially inseparable from Islamic history. Therefore, the periodization of Islamic education is within the periods of Islamic history itself. Prof. Dr. Harun Nasution roughly divides Islamic history into three periods, namely the classical, medieval and modern periods.

Then in the book Dra. Zuhairini explained that these periods were divided into five periods, namely:

1. The lifetime of the Prophet Muhammad SAW (571-632 M)
2. The period of Khalifaur Rashidin in Medina (632-661 M)
3. The period of Umayyah in Damsyik (661-750 M)
4. The period of Abbasiyah in Baghdad (750-1250)

5. The period from the fall of the Caliph's power in Baghdad 1250 M s/d now

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CONCLUSION

Studying the history of Islamic education has many important benefits for both individuals and society as a whole. One of the main benefits is increased awareness of the moral and ethical values contained in Islamic teachings. According to Hamid (2020), understanding the history of Islamic education can increase individual awareness of their social and moral responsibilities.

Research shows that students who study the history of Islamic education tend to better understand the importance of morals and manners in everyday life. In other words, knowledge of the history of Islamic education helps shape individuals towards integrity and responsibility. Apart from that, the history of Islamic education also contributes to the formation of students' cultural identity.

In a multicultural society, understanding the history of Islamic education helps students recognize and appreciate their Muslim identity. This research found that students who have a deep understanding of the historical background of Islamic education tend to be more confident and proud of their identity (Nuri, 2019). Incorporating historical values into the curriculum can create a more relevant and interesting learning experience and increase students' learning motivation.

Another benefit of studying the history of Islamic education is the development of critical and analytical skills. By understanding the historical context, it will be easier for students to analyze current problems from an Islamic perspective.

Some people believe that knowledge of the history of Islamic education helps them understand and respond to current social issues (Fadhli, 2021). Therefore, the benefit of studying the history of Islamic education is not only to expand knowledge, but also to develop the character and ethics needed to build a better society. The history of Islamic education functions as a tool to give birth to a generation that is not only intelligent but also moral and responsible.

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