

**MODERNISASI SISTEM PENDIDIKAN DI PESANTREN DALAM
MENGEMBANGKAN KETERAMPILAN SANTRI DI ABAD KE-21
(Studi di Pondok Pesantren Ihyaul Ulum Manyar dan Al-Fattah Siman
Kabupaten Lamongan)**

Disertasi

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Doktor dalam
Program Studi Pendidikan Agama Islam



**UIN SUNAN AMPEL
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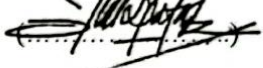
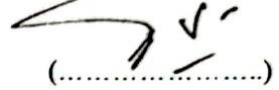
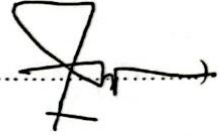
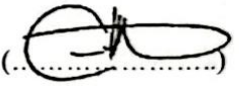
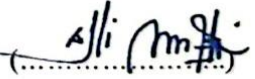


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ABSTRAK

- Judul : Modernisasi Sistem Pendidikan di Pesantren dalam Mengembangkan Keterampilan Santri di Abad ke-21 (Studi di Pondok Pesantren Ihyaul Ulum Manyar dan Al-Fattah Siman Kabupaten Lamongan)
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Lembaga pendidikan pesantren di Abad ke-21 tengah menghadapi tantangan untuk menyesuaikan sistem pendidikannya dengan tuntutan zaman modern. Penelitian disertasi ini bertujuan menganalisis bentuk pola modernisasi, strategi implementasi dan perbandingan modernisasi sistem pendidikan yang terdapat di kedua pesantren dalam mengembangkan keterampilan santri di Abad ke-21.

Penelitian ini menggunakan metode kualitatif studi multi kasus pada dua pesantren, yaitu Pondok Pesantren Ihyaul Ulum Manyar, dan Pondok Pesantren Al-Fattah Siman Lamongan yang tengah melakukan program modernisasi sistem pendidikan. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Sedangkan analisis data melalui proses pengumpulan data, kondensasi data, penyajian data dan penarikan simpulan. Untuk uji keabsahan data menggunakan teknik triangulasi sumber dan metode.

Hasil penelitian disertasi ini menunjukkan bahwa. Pertama: pola modernisasi sistem pendidikan yang terdapat di Pesantren Ihyaul Ulum menghasilkan pendekatan salaf-modern (non-formal) yang menekankan aspek fleksibilitas. Sedangkan Pesantren Al-Fattah pola modernisasi yang dihasilkan dengan mengintegrasikan sistem pendidikan formal dengan sistem pendidikan pesantren yang memungkinkan efektivitas dalam mengembangkan keterampilan Abad ke-21. Hal ini sesuai dengan teori AGIL yang menekankan pentingnya responsibilitas terhadap perubahan dan kemampuan untuk beradaptasi dengan lingkungan yang terus berubah. Kedua: strategi implementasi di Pesantren Ihyaul Ulum lebih menekankan pendekatan *bottom up* yang memungkinkan akomodir kebutuhan lokal dan global. Di sisi lain, Al-Fattah menggunakan pendekatan *top down* dengan menyesuaikan sistem pendidikan pesantren dengan kurikulum nasional yang lebih terstruktur dan tersistematis. Berdasarkan analisis teori AGIL, pendekatan *bottom-up* dan *top-down* memiliki kelebihan dan kekurangan masing-masing menyesuaikan tujuan dan kebutuhan pesantren. Ketiga: perbandingan modernisasi sistem pendidikan di kedua pesantren ini menghasilkan konsep baru, yaitu konsep "fleksibilitas-integratif dalam modernisasi pendidikan pesantren". Konsep ini menggambarkan bahwa pendekatan yang berhasil dalam mengembangkan keterampilan Abad ke-21 yaitu dengan mengkombinasikan aspek fleksibilitas dan integrasi dalam modernisasi sistem pendidikan di pesantren.

ABSTRACT

- Title : Modernization of the Education System in Islamic Boarding Schools in Developing Students' 21st Century Skills (Studies at the Ihyaul Ulum Manyar and Al-Fattah Siman Islamic Boarding Schools, Lamongan Regency)
- Author : Muhammad Iqbal Nashrullah
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- Keywords : Islamic Boarding School, 21st Century Skills

Islamic boarding school educational institutions in the 21st Century face the challenge of adapting the education system to the modern era's demands. This dissertation research aims to analyze implementation patterns and strategies and compare them to modernizing the education system in Islamic boarding schools to develop 21st-century skills.

This research uses a qualitative multi-case study method at two Islamic boarding schools in Lamongan, which implemented an education system modernization program, namely the Ihyaul Ulum Manyar Islamic Boarding School and the Al-Fattah Siman Lamongan Islamic Boarding School. Data collection was carried out through in-depth interviews, observation, and documentation. Meanwhile, data analysis goes through data collection, condensation, presentation, and conclusion. Meanwhile, to validate the data, the triangulation technique of sources and methods was employed.

The findings of this dissertation indicate that: first, the modernization patterns of the educational systems at Pesantren Ihyaul Ulum result in a salaf-modern (non-formal) approach that emphasizes flexibility in designing programs for developing both the soft and hard skills of students. Meanwhile, Pesantren Al-Fattah's modernization pattern integrates formal education systems with pesantren education systems, allowing for effectiveness in developing 21st-century skills. This aligns with the AGIL theory, which emphasizes the importance of responsiveness to change and the ability to adapt to a constantly changing environment. Second, the implementation strategies at Pesantren Ihyaul Ulum emphasize a bottom-up approach, accommodating local and global needs. On the other hand, Al-Fattah employs a top-down approach by aligning the pesantren education system with a more structured and systematic national curriculum. Based on AGIL theory analysis, bottom-up and top-down approaches have their respective strengths and weaknesses, adapting to the goals and needs of the pesantren. Third, the comparison of the modernization of educational systems in developing 21st-century skills at these two pesantrens yields a new concept: the concept of "flexibility-integrative in pesantren education modernization." This concept illustrates that successful approaches to developing 21st-century skills among students involve combining flexibility and integration aspects in modernizing educational systems at pesantrens.

الملخص

العنوان: تحديث نظام التعليم في المعهد الديني الإسلامي لتطوير مهارات القرن الحادي والعشرين (الدراسة في معهد إحياء العلوم منيار والفتاح سيمان في منطقة لامونجان)

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الكلمات الرئيسية: المعهد الديني الإسلامي، مهارات القرن الحادي والعشرين

تواجه المؤسسات التعليمية في المعهد الديني الإسلامي في القرن الحادي والعشرين التحدي في تكييف نظامها التعليمي مع متطلبات العصر الحديث. يهدف البحث في هذه الأطروحة إلى تحليل أنماط التحديث والاستراتيجيات بالإضافة إلى المقارنات في تحديث نظام التعليم للمعهد الديني الإسلامي لتطوير مهارات القرن الحادي والعشرين.

يستخدم هذا البحث طريقة نوعية متعددة الحالات في المعهد الديني الإسلامي، وهما معهد إحياء العلوم منيار و معهد الفتاح سيمان في لامونجان الذين ينفذين برنامج تحديث نظام التعليم. جمع البيانات من خلال المقابلات المتعمقة والملاحظة والتوثيق. وتحليل البيانات بعملية جمع البيانات وتقليل البيانات وعرض البيانات واستخلاص النتائج. لاختبار صحة البيانات باستخدام تقنيات تليلت المصدر والطريقة.

وتظهر نتائج البحث في هذه الأطروحة أن. أولاً: نمط تحديث نظام التعليم في معهد إحياء العلوم ينتج منهجا سلفيا حديثا (غير رسمي) يؤكد على جوانب المرونة. وفي الوقت نفسه، يعد معهد الفتاح نمطا تحديثيا تم إنتاجه من خلال دمج نظام التعليم الرسمي مع نظام التعليم في المعهد الديني الإسلامي مما يسمح بالفعالية في تطوير مهارات القرن الحادي والعشرين. وهذا يتوافق مع نظرية التكيف وتحقيق الأهداف والتكامل والكمون التي تؤكد على أهمية المسؤولية عن التغيير والقدرة على التكيف مع البيئة المتغيرة باستمرار. ثانيا: تؤكد استراتيجية التنفيذ في معهد إحياء العلوم على اتباع نهج من القاعدة إلى القمة يسمح بتلبية الاحتياجات المحلية والعالمية. من ناحية أخرى، يستخدم معهد الفتاح نهجا من أعلى إلى أسفل من خلال تكييف نظام التعليم في المعهد الديني الإسلامي مع منهج وطني أكثر تنظيما وانتظاما. استنادا إلى تحليل نظرية التكيف وتحقيق الأهداف والتكامل والكمون، فإن النهج من أسفل إلى أعلى ومن أعلى إلى أسفل له مزاياه وعيوبه وفقا لأهداف واحتياجات المعهد الديني الإسلامي. ثالثا: إن المقارنة بين تحديث نظام التعليم في تنمية مهارات القرن الحادي والعشرين في هذين المعهدين الدينيين الإسلاميين تنتج مفهوما جديدا، وهو مفهوم "المرونة-التكاملية في تحديث التعليم في المعهد الديني الإسلامي". ويوضح هذا المفهوم أن النهج الناجح في تنمية مهارات الطلاب في القرن الحادي والعشرين يكون من خلال الجمع بين جوانب المرونة والتكامل في تحديث نظام التعليم في المعهد الديني الإسلامي.

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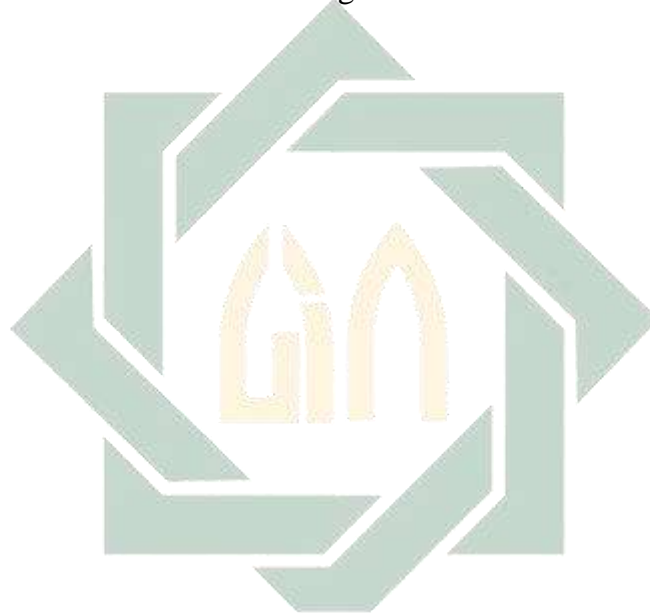
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