Systematic review of the literature on islamic religious education design in indonesia: the role of parents in islamic religious education

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Abstract

The majority of Islamic religious education institutions still segregate themselves from public education. The purpose of this study is to analyze the design of Islamic religious education in Indonesia. Research methods utilizing the systematic literature review (SLR) refer to methods for finding, judging, and interpreting all available literature related to the formulation of problems or areas of topics studied. Nvivo software was used to help analyze the research data. There are 72 documents discussing the design of Islamic education. However, after screening according to the criteria, there are only 10 documents left that are then analyzed. Document data is obtained through a dimensional database. Research results show that there are four main themes that have the most potential in the discussion of Islamic education design. The four sub-themes include integration of Islamic values in the education system, shift of the Islamic education paradigm, hadith concept in Islamic religious education, and the role of parents in Islamic religious education. This is related to the design of Islamic religious education in Indonesia.

Keywords: Islamic religion education, globalization, modernization, educational design

Introduction

Focusing on Islamic religious education is important for the indonesian country as a whole because it helps shape its character and identity (Hendayani, 2019; Khoiruddin & Sholekah, 2019; Muliadi, 2012; Rasyid, 2016; Yulianti, 2018). Since colonial times, Islamic education in Indonesia has changed a lot, both in terms of the curriculum, how it is taught, and the places where it is taught (Ilyasir, 2017). Unfortunately, the design of Islam in Indonesia is still constrained by a number of problems that require the attention of all relevant parties (Saepudin 2019; Amin 2015).

The fact that Islamic religious education and public education do not work together well is a big problem. The majority of Islamic religious education institutions in Indonesia continue to isolate themselves from public education (Tan 2014; Künkler and Lerner 2016), prevent students from gaining the necessary knowledge and abilities in other subjects (Hefner 2009; Azra, Afrianty, and Hefner 2007). This

makes it hard for people with an Islamic religious education to compete in a world of work that is getting more and more complicated.

There are problems with the quality of substandard Islamic religious education teachers. Although there are many Islamic education institutions in Indonesia, there are still many teachers who do not have the necessary qualifications and teaching skills (Muttaqin et al. 2020; Parker and Raihani 2011). As a result, the quality of Islamic education in Indonesia is still below standard, and fewer graduates are competing. Another problem is that there is no teaching material available today. Most of the teaching materials used in Islamic education institutions in Indonesia still rely on outdated books that no longer fit the contemporary social and cultural situation (Abdullah 2017; Hakim 2020). This will reduce the students motivation and enthusiasm for learning.

The lack of funds for Islamic religious education is a further problem. The majority of Islamic religious education institutions in Indonesia still rely on public funds or donations, making it difficult to build institutions and improve the quality of education (Rosser 2018; Efferi 2014). Of course, this makes it difficult for Islamic religious education institutions to compete with more complete public education institutions (Abdullah 2017; Pewangi 2016).

The problem of lack of enthusiasm among students in Islamic studies The majority of students still view Islamic education as a boring and pointless topic. This may be the main reason why students are less motivated to study, so academic achievement is low. The weak supervision of Islamic religious education institutions is a matter that needs to be considered (Ilyasir 2017; Mahfud 2009; Abdullah 2017).

Even though there are many Islamic religious education institutions in Indonesia, there are still some that don't have official permission and don't meet the quality standards set by the government.This may be the main reason why the quality of Islamic education in Indonesia is still below standard.Researchers want to learn more about how Islamic religious education is set up in Indonesia based on the information above. This is done as a matter of knowledge and development in the field of education. Analysis is performed using articles that have passed screening.

Method

Systematic Literature Review (SLR) refers to the method for finding, judging, and interpreting all available literature related to the problem formulation or topic area under study (Calderón and Ruiz 2015). The systematic literature review (SLR) process identifies, evaluates, and interprets all available study materials in an effort to provide answers to specific research questions (Kitchenham et al. 2009; Kitchenham 2004).

The purpose of this library's study is to derive theoretical foundations that can support the problem solving that is studied and reveal the various theories relevant to the case; more specifically, it examines in-depth the design of Islamic education in mental health Systematic Literature Review (SLR) Research

Phase Stage 1: Formulating Problems

During this phase, researchers formulated deep research questions. These research questions were developed to respond to the requirements of the selected problem:

PR: How is Islamic education designed in Indonesia?
Stage 2: Searching for Literature (Identified)

After coming up with a topic and stating the problem, the next step is to look for relevant publications. This is called the search process. This review of the library is a detailed rundown of different research studies that were chosen based on certain themes. The date of the literature search is 2020. The data used in this study are secondary data obtained not by direct observation but from the results of previous researchers' studies. Secondary data sources consist of publications from reputable national journals with predetermined topics. The literature search for this study was conducted using a dimensional database. The chosen English term is "design of Islamic education".

To solve a problem formulation (PR), a search procedure or search process is used to find relevant sources in a multidimensional database. Based on the identification results, 72 articles were obtained from

Scopus (https://app.dimensions.ai). Then the whole article was copied based on the abstract in the document.

Stage 3: Selecting literature search results that match the quality assessment (feasibility screening.

This step determines whether or not the data was found for use in SLR research. Using the PICOS method, inclusion and exclusion criteria are established at this stage (Budgen and Brereton 2006). Population, Intervention, Comparison, Outcomes, Study It is the criteria that looks like the table below:

Table 1 <Format PICOS>

Criteria	Inclusions (which enter the creteria of the selected article)	Eksklusi (who didn't come to the criteria article has been selected)
Population	A Study on the design of Islamic religious education in Indonesia	A study that is not related to the design of Islamic religious education in Indonesia
Intervension	No action	No action
Comparison	No Comparison	No Comparison
Outcome	The design of the religion of islam in relation to Education in Indonesia	-
Design Study	Qualitative Approach	Qualitative Approach
In The publication	In year 1970-2020	before the year 1970-2020
Language	Indonesia	Other than Indonesian

1. Population: the population here in question is various studies on the design of Islamic education in Indonesia.
2. Intervention: Since this study involves social science research, researchers do not include intervention/action components (not medical research).
3. Comparison: Researchers did not include comparative aspects in this study because they did not compare the results of the study on the design of Islamic religious education in Indonesia. obtained or not.
4. Outcome: The outline in question is how the research on the design of Islamic religious education in Indonesia works.
5. Study: Using qualitative research studies, this study was conducted by researchers using qualitative methodology.
6. Publication year: researchers limit research year 1970–2020 to focus research on the latest topics and limitations of researchers' resources.
7. Language: researchers restrict Indonesian-only articles

For permitted articles to achieve the required criteria, Quality Assessment (QA) / Quality assessment of article eligibility shall be conducted, and shall meet the following quality assessment criteria:

Table 2 Quality Assesment (QA)

Quality Assesment	Description
QA 1	Is the journal's identity complete?
QA 2	In the abstract/conclusion section does the article tell you about Islamic education design?
QA 3	Does the article contain the factors that most influence the design of Islamic education in Indonesia?
QA 4	On the advice, whether the article include suggestions for topics that will be discussed at the next research?
QA 5	Does the article include what types of research, data collection techniques and research tools are used to research the design of Islamic religious education in Indonesia?
QA 6	Was it published from 1970 to 2020?
QA 7	Does It Speak Indonesian?

In this case, researchers only present the articles that have passed in the above 6 criteria. The terms of each of the questions above are:

1. Y (Yes) to article that got away with 6 the criteria.
2. N (No): for Articles that do not qualify with 6 with creteria

Table 3 <Kualifikasi Artikel Terpilih>

No	authors	Title	Link Journal	QA QA 1	QA 2	QA 3	QA 4	QA 5	QA 6
1.	Haidir Ali, Ibrahim Aji, Muhammad Hilmy Ghazali	Desain Pendidikan Islam di Pondok Pesantren Sindangsari Al-Jawami Cileunyi Bandung Dalam Menghadapi Generasi Milenial	https://doi.org/10.34001/tarbawi.v16i1.998	Y	Y	Y	Y	Y	Y
2.	Syaripudin Basyar	Pendidikan Islam Di Era Globalisasi: Antara Konsepsi dan Aplikasi	https://doi.org/10.24042/alidarah.v8i1.3075	Y	Y	Y	Y	Y	Y
3.	Fiska Ilyasir	Pengembangan Pendidikan Islam Integratif di Indonesia; Kajian Filosofis dan Metode Implementasi	https://doi.org/10.21927/literasi.2017.8(1).36-47	Y	Y	Y	Y	Y	Y
4.	Mawar di Pewangi	Tantangan Pendidikan Islam Di Era Globalisasi	https://doi.org/10.26618/jtw.v1i1.347	Y	Y	Y	Y	Y	Y
5.	Azzah Nor Laila, Fathur Rohman	Pesantren Amtsilati Sebagai Role Model Pendidikan Berbasis Anti Radikalisme Di Jepara	https://doi.org/10.30659/jspi.v1i2.3205	Y	Y	Y	Y	Y	Y
6.	Mahsun Mahfud	Paradigma Pendidikan Islam dan Keprofesionalan Guru dalam Menjawab Tantangan Global	https://doi.org/10.24090/insania.v14i1.315	Y	Y	Y	Y	Y	Y
7.	Ahmad Tafsir, Andewi Suhartini, Aji Rahmadi.	Desain Pendidikan Agama Islam dalam Keluarga	http://dx.doi.org/10.15575/ath.v5i2.8957	Y	Y	Y	Y	Y	Y
8.	Itah Miftahul Ulum	Desain Pendidikan Agama Islam Di Perguruan Tinggi Umum Berbasis Evolusi Budaya	https://ejournal.uin-suka.ac.id/tarbiyah/jpai/article/download/1386/1201	Y	Y	Y	Y	Y	Y
9.	Muhamad Basyrul Muvid	Konsep Pendidikan Agama Islam Dalam Tinjauan Hadits (Studi Analisis Tentang Hadits-Hadits Pendidikan)	https://doi.org/10.32332/tarbawiyah.v4i1.1733	Y	Y	Y	Y	Y	Y

No	authors	Title	Link Journal	QA QA 1	QA 2	QA 3	QA 4	QA 5	QA 6
10.	Musmualim Musmualim, Muhammad Miftah	Pendidikan Islam Di Keluarga Dalam Perspektif Demokrasi (Studi Pemikiran Hasan Langgulung dan Abdurrahman an Nahlawi)	https://doi.org/10.21043/jupe.v10i2.1781	Y	Y	Y	Y	Y	Y

Based on the results of the assessment through quality assessment, in-depth study documents will be selected. So that later only a few articles meet the criteria that will be executed into coding with the help of Nvivo software.

Stage 4 Data Analysis

At this stage, the researcher did an analysis of some literature based on the results of the QA-based articles. Related to this study Bazeley & Jackson, (2013) The authors argue that NVivo is very effective in managing and analyzing research data for qualitative content analysis. Therefore, for NVivo 12 Plus research, it is used for data management and analysis, including the following processes: (1) data encoding; (2) verifying and purging data; (3) collecting data; (4) requesting data; and (5) analyzing data. Researchers use Nvivo software to help analyze data more accurately. Nvivo (Brandão 2015) is a piece of software that researchers use to help them analyze qualitative data like images, diagrams, audio, web pages, and other document sources.

Stage 5. Creating a Research Overview

Understanding the search results summarized in the analysis step is the fifth step. This section offers answers to questions presented in the problem formulation phase. The overall response only addresses the scope of the question, and the number of responses is comparable to the problem statement.

Results and Discussions

Nvivo's coding results obtained four main themes based on the analysis of 10 selected articles. The four themes address the integration of Islamic values in the Education system, the shift in the paradigm of Islamic education, teacher professionalism, and the role of parents in Islamic education. Based on this explanation, the following detailed description is discussed (Figure 1):
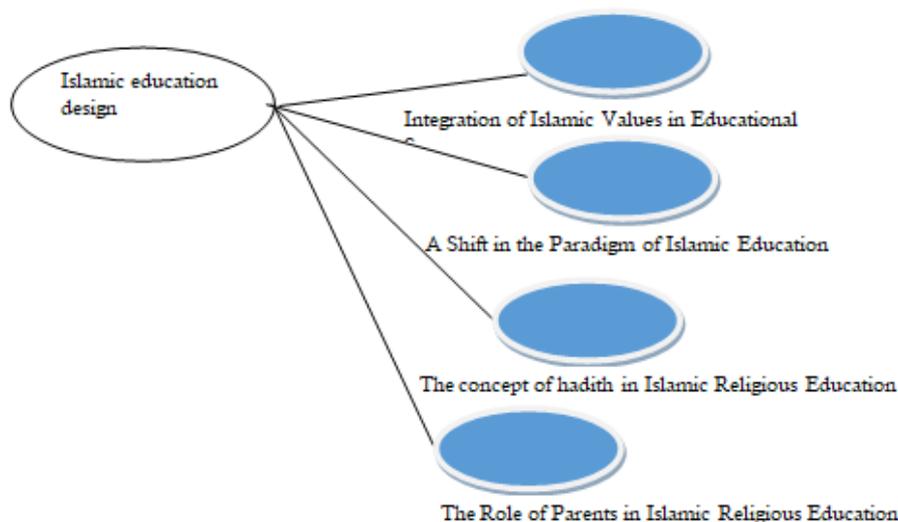

Figure 1 Islamic Religious Education Design Project Map

Integration of Islamic Values in Educational Systems

The development of an integrated Islamic education system in Islamic education institutions in Indonesia In the face of changes in modern society, Islamic educational institutions must solve dichotomy problems and be associated with the purpose and function of their institutions. The proposed measures include revising the philosophical foundation of educational institutions, integrating Islamic values into the learning process, and implementing them. At the implementation stage, the institution must carry out the integration of Islamic education into the learning system, including the learning objectives, learning materials, human resources, and environment. Thus, Islamic education institutions are expected to produce an integrated Islamic education design that can solve the problems faced in Indonesia (Ilyasir 2017).

A Shift in the Paradigm of Islamic Education

Islamic education needs to shift from the paradigm of the past to the future. The feudal paradigm had to be replaced with an innovative and democratic paradigm that focused on advancing and pioneering progress. To achieve this, there needs to be suitable planning and mutual agreement that Islamic education must be oriented towards students, multicultural, and global-minded. Education should be a liberating process rather than a tool for social and cultural domestication. The importance of teacher professionalism in terms of competence, responsibility, honesty, discipline, and dedication to helping students achieve success (Mahfud 2009)

The concept of hadith in Islamic religious education

Hadits is considered the foundation for the concept, framework, and design of Islamic education. Hadith provides concrete reasons for the implementation of activities that must be developed in Muslim life. In the concept of Islamic education, the review of educational hadiths deals with several matters, including basic education, learning obligations, educational goals, educational institutions, learning materials, learning methods, educators, students, women's education, and learning evaluation. These ten became the basic frameworks in establishing Islamic religious education in accordance with the teachings and hadiths of the Prophet. Hadith is considered the second legal source after the Qur'an and provides practical guidance for Muslim life. Therefore, it is important to study hadith and apply it to Islamic religious education (Muvid 2020).

The Role of Parents in Islamic Religious Education

Islamic education in the family is important because it prepares children for their future in all areas of life. This is especially true for parents. The heart of Islamic education in families is how parents take care of their children as their future replacements. The goal of Islamic religious educational design is to help with the whole transfer of science and the cultivation of religious values and continuity, so that a God-given Muslim personality can be formed. In this case, Islamic education in the family is very important because, through the implementation process of daily life in the family, children can receive quality and sustainable religious education (Tafsir, Suhartini, and Rahmadi 2020).

In an Islamic family, it is the responsibility of parents to shape the personality and character of their children. Family is considered an important component in building a good society, and Islamic education in the family is seen as a fundamental means of educating children. The need for education to promote democratic values such as equality, justice, and respect for human rights. The study was conducted as a library study using various data collection techniques, such as documentation and content analysis, and the approach used was hermeneutic, philosophical, and democratic (Mumualim and Miftah 2016).

Some of the things that make it hard for Islamic boarding schools in Indonesia to become more modern are their top-down, hierarchical leadership and their lack of progress in education. But Pondok Pesantren Sindangsari Al-Jawami Cileunyi Bandung changed its approach to Islamic education to meet the needs of the millennial generation. Even though the Salaf Islamic boarding school still exists, Pondok Pesantren Sindangsari Al-Jawami Chileunyi Bandung offers a solution by keeping a style of Salafi learning that emphasizes respect for teachers to keep their values. In addition, this pesantren has special programs such as Corp. Da'wah Santri Al-Jawami (CDSA), commemoration of Islam's big day, santri deliberation, and extracurricular activities that can help net-generation students not to fall behind others (Ali, Aji, and Ghazali 2019).

The rise of radical religious and political thought in Indonesia and the threat it poses to the nation The role of educational institutions is significantly highlighted in preventing the spread of radicalism. Islamic boarding schools implement anti-radicalism education with classical and non-classical models. The need for active participation from all parties to prevent radicalization and terrorism (Laila and Rohman 2018). Islam gives the human race a choice to make, recognizes and protects the living rights of different cultures, and can cooperate in preventing damage and building societies (Ulum 2016).

Islamic Education Design in the Age of Globalization includes the design of goals, curriculum, and Islamic educational institutions. The importance of Islamic education is always up-to-date and actual, as well as following the development of the age and generation (Bashar 2018). Identifying and analyzing the challenges of Islamic education in the era of globalization These challenges were identified as science and technology advancement, democratization, and moral decadence. The need for Islamic education institutions to reform their curriculum to prepare superior and competitive human resources in the face of global competition Data are obtained through library studies and analyzed for relevance to current facts. Overall, there needs to be a development of Islamic education strategies to meet the challenges of globalization (Pewangi 2016).

Conclusions

There are four main themes that have the most potential in the discussion of Islamic educational design. The four sub-themes include integration of Islamic values in the education system, shift of the Islamic education paradigm, hadith concept in Islamic religious education, and the role of parents in Islamic religious education. Various aspects of Islamic education in Indonesia include challenges faced in the era of globalization, the need for modernization, and the role of Islamic educational institutions in preventing radicalism. One of the key themes in this study is the importance of integrating Islamic values into the educational system to prepare students for the challenges of the modern world. The need to shift the paradigm of Islamic education from feudal to innovative and democratic, with a focus on advancing and pioneering progress. The role of parents in providing Islamic education in the family is also emphasized. Then the importance of professionalism among teachers in terms of competence, responsibility, honesty, discipline, and dedication to helping students achieve success Overall, this article provides valuable insight into the current state of Islamic education in Indonesia and the challenges that need to be addressed to ensure its future success.

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