



INTERNALIZATION OF ISLAMIC EDUCATION IN THE TAMADUN MANDIRI PROGRAM IN THE ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM IN UNIVERSITAS PEMBANGUNAN PANCA BUDI MEDAN

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ABSTRACT

This research aims to analyze the form of the program, implementation and results of the implementation of the internalization of Islamic education in the Tamadun Mandiri campus program. This research uses a qualitative method with a case study approach. This research uses three steps in collecting research data, namely: observation, interviews and documentation studies. Data analysis techniques are carried out by collecting data, reducing data, presenting data, and drawing conclusions. The results of the research show that: the forms of internalization of Islamic education programs in the independent Tamadun campus program are: Koran village program, Al-Qur'an study program or thematic study of the Koran, workshop program and program to commemorate Islamic holidays. Furthermore, the process of implementing internalization is carried out through: learning and teaching activities in lecture rooms, commemorating Islamic holidays, studying Islamic knowledge, implementing a clean civilization culture. The results of internalizing Islamic education in the independent Tamadun campus program are: the formation of a culture of clean civilization, the formation of a love for Al-Qur'an knowledge, respecting and observing Islamic holidays, and the formation of a Koran village program..

Introduction

Universitas Pembangunan Panca Budi (UNPAB) Medan is a university that aspires to foster a civilization within its campus. This civilization is characterized by the local wisdom of its academic community, born from the consensus and social values of

its campus community. To foster this civilization, a program called the Independent Campus Civilization Program is implemented.

The Independent Campus Civilization Program itself is a platform for fostering a campus civilization characterized by local wisdom. Establishment of the Independent Campus Civilization Program at Universitas Pembanguana Panca Budi (UNPAB) especially in the Islamic Religious Education study program was delivered on January 4, 2016, as an effort to continue the noble ideals of Kadirun Yahya, namely instilling the values of his order in formal education as a form of devotion, as explained in the Panca Budi Charter. The contents of the charter are: First, Devotion or worship to God (devotion to Allah SWT) Second, Devotion or worship to the nation (devotion to the Nation) Third, Devotion or worship to the country (devotion to the State) Fourth, Devotion or worship to the world (devotion to the World) Fifth, Devotion or worship to mankind and humanity (devotion to Humanity and Humanity). (Yahya, 1981: 7).

Mastori (2021) explains that the progress and glory of Islamic civilization contributed significantly to the development and advancement of Western civilization. This was achieved through the preaching of earlier scholars, making Islam a center of scientific development at that time. Hamid Fahmi Zarkasy explains that historically, when Islam entered a region, science developed rapidly, bringing prosperity and well-being to its people.

However, implementing the independent civilization campus program is not easy, as many obstacles and challenges remain. One issue that arises is the lack of comprehensive socialization of the program within the academic community, including staff, lecturers, and students. Further obstacles are the existence of both internal and external inhibiting factors. Internal factors arise from within the campus community, who lack a clear understanding of how to implement the independent civilization campus program. According to the author's analysis, the emerging problems are not only technical but also academic (Internalization of Islamic Education) as the foundation for building a civilization (Tamadun) that upholds local wisdom. This also significantly impacts the success of this program.

Therefore, in the author's opinion, one of the most realistic and expected solutions to the aforementioned problems is to optimize and internalize Islamic education in accordance with the university's vision, which is to foster progressive thinking by producing various tangible works that benefit the community.

Research Method

This research employed a qualitative method with a case study approach. Data collection utilized triangulation techniques, including observation, interviews, and document study. Data analysis employed the Miles and Huberman technique, which consists of data reduction, data presentation, and conclusion drawing.

Result

One of the programs carried out in an effort to internalize Islamic education on the Mandiri Tamadun campus is the Koran Study Village Program. The Koran Village Program is a manifestation of the Panca Budi Charter which is one of the basic understandings of the Tamadun Mandiri Campus, a form of self-devotion to the community and is also part of the Tri Dharma of Higher Education. Another Tamdun Mandiri Campus program is carrying out Al-Quran Study activities or Islamic studies which are called Al-Qur'an Thematic Studies and are routinely carried out in the PAI

Study Program where Islamic study material is taken from verses of the Al-Quran and adapted to the realities of life that are lived every day.

The implementation of internalization of Islamic education in the Tamdun Mandiri campus program is also carried out in Al-Qur'an studies or often called Al-Qur'an Thematic Studies, because the discussions are structured and measurable. The materials studied also align with the values of the Tamadun campus, which are based on the foundation's seven core values: worship of God, gratitude for the blessings bestowed by God, refraining from complaining, showing empathy, positive thinking, being helpful to others, and obeying leaders.

The results of internalizing Islamic education in the independent civilization campus program are: the formation of awareness and responsibility in protecting the environment from waste and is one of the cultures that exist in I, namely the Clean Civilization Culture which is abbreviated as Budabsih, and the formation of a Culture of Love for the Knowledge of the Qur'an and Islamic Knowledge..

Duscussion

Education is gradually instilled in humans. "A process of instillation" refers to the methods and systems for gradually instilling what is referred to as education (Fathurrohman, 2012). In this context, campuses are places where intelligent, idealistic, and critical citizens are formed. An intelligent society will have an advanced civilization. This advanced civilization is evident in the results of the creativity of its citizens, which provide benefits to others. As places for learning and self-development, campuses have a significant responsibility to equip and facilitate communities to achieve their life goals. Therefore, universities have a responsibility to provide direction and guidance to the community in an effort to shape a civilized life, one based on Islamic values, characterized by high-quality personalities, noble morals, and providing benefits to others through the tangible works they produce.

Therefore, to shape civilized individuals, those with advanced knowledge and noble morals. Therefore, universities need to internalize Islamic education in developing their program plans, aiming to create a civilized society. Islamic civilization developed rapidly due to the influence of Islam, specifically the Qur'an and Hadith, which serve as fundamental strengths and guidelines for the lives of Muslims. (Sirjani, 2014) This demonstrates that internalizing Islamic education, grounded in the Qur'an and Hadith, can foster global thinking and foster a civilized lifestyle. (Herlina, 2014)

The Independent Civilized Campus program in the Islamic Religious Education Study Program at UNPAB Medan serves as a platform for fostering a campus civilization characterized by local wisdom. This local wisdom manifests itself in the preservation of symbols, ornaments, and artifacts in the design of the environment, buildings, rooms, and clothing, all based on local culture and reflecting Islamic values. Achieving this Independent Civilized Campus program requires a shared vision and mission across all units, as well as strong collaboration with all relevant parties, stakeholders, and the surrounding community. Without shared concern and understanding, this program will not be implemented as expected. Therefore, it is necessary to demonstrate the program's commitment to implementation by providing intensive coaching to all campus members, both individually and in groups, to instill the values of civilization closely related to the internalization of Islamic education. Furthermore, to internalize Islamic education within the Independent Civilization Campus program, a standardized guideline is needed to

explain its implementation and the desired outcomes. This will provide a clear picture of the Independent Civilization program.

In the process of implementing the internalization of Islamic education within the Independent Civilization Campus program, inhibiting factors will inevitably be encountered. Therefore, all campus stakeholders, especially those involved in the Independent Civilization program, must take the initiative to find solutions to the problems encountered in the field so that all activities that hinder the institution's goals can be effectively implemented.

This explanation is internalized in faith, knowledge, and deeds which not only radiate very broad knowledge, but also produce extraordinary real works as a form of practice which is very high and beneficial for humanity, especially for Muslims (Karim, 2009).

Conclusion

Based on the results of research findings in the description and analysis of the internalization of Islamic education in the Tamadun Mandiri campus program in this research, it can be concluded that: (1) the form of the Islamic education internalization program in the Tamadun Mandiri campus program is a Koran village, Islamic education workshops, Thematic study of the Koran, and carrying out Islamic holidays, (2) the process of implementing the internalization of Islamic education in the Tamadun Mandiri campus program is: learning and teaching activities in lecture halls, commemorating Islamic holidays, studying Islamic knowledge, and implementing a culture of clean civilization, and (3) the results of internalizing Islamic education in the independent Tamadun campus program are: the formation of a culture of clean civilization, the formation of a love for the knowledge of the Koran, respecting and observing Islamic holidays, and the formation of a village program for reciting the Koran.

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