



IMPLEMENTATION OF JJ ROUSSEAU'S EDUCATIONAL THEORY AT THE CENTRAL INSTITUTE FOR AL-QURÁN SCIENCE EDUCATION, NURUL JADID ISLAMIC BOARDING SCHOOL

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Abstract:

This research analyzes the integration of Jean-Jacques Rousseau's educational theory into the Islamic education system at the Nurul Jadid Islamic Boarding School, Probolinggo. Rousseau's theory, which emphasizes freedom, natural development, and respect for individual uniqueness, is considered relevant in strengthening the learning of the Koran and the formation of Islamic character. With a qualitative approach, this research explores the application of active learning, direct experience, and the development of students' potential in the context of Islamic values. The implementation of this theory will provide a more expansive space for intellectual exploration and increase in-depth understanding of Islamic teachings. The research results show that Rousseau's approach can support a relevant natural-based curriculum and strengthen the formation of Islamic character. Challenges arise in aligning modern educational concepts with traditional methods of Islamic education, but collaborative efforts are believed to be able to overcome these obstacles. The integration of Rousseau's theory creates a holistic foundation for Islamic education, enabling the Nurul Jadid Islamic Boarding School to become an educational model that is adaptive to current developments.

Keywords: *Education, Jean-Jacques Rousseau, Islamic Boarding School*

INTRODUCTION

Education is one of the most important pillars in forming a person's character and personality. Over time, various educational theories have emerged to guide the design of effective and appropriate education systems. One of the greatest contributors to educational theory was the 18th century French philosopher Jean-Jacques Rousseau.

The development of science is largely determined by the development of the world of education, where the world of education has a strategic role in determining the direction of progress and decline of education (Sayuti, 2022). In Law of the Republic of Indonesia number 20 of 2003 concerning the National Education system which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence. , noble morals, and skills needed by himself, society, nation and state (Education, 2022). With this, education has a big influence on the process of human maturation through knowledge of the theories and practices that they will later face in society.

The Central Institute for Al-Quran Science Education at the Nurul Jadid Islamic

Boarding School is an Islamic educational environment that aims to produce a generation with noble character and mastery of Al-Quran knowledge. To achieve this goal, the practice of Rousseau's educational theory can make a positive contribution.

This article examines how the concepts and principles of Rousseau's educational theory can be integrated into educational institutions. Next we will see how this approach can improve the quality of learning and develop student character in line with Islamic values. By applying Rousseau's educational theory at the Nurul Jadid Islamic Boarding School, we have created a school that is more comprehensive and focuses on individual potential, and not only mastering the knowledge of the Koran, but also having a strong personality. Strong and loyal to Islamic moral values.

Theories about education are the basis for the formation of a particular system created by an education expert (Rozak, 2021). Mudyahardjo (2002) explains that educational theory is a view or series of opinions about education presented in a conceptual system. Education as a system means a certain group that at least has a special reciprocal relationship and has information.

In linguistic terms, the definition of 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 efforts (Utari et al., 2020). According to a pedagogical expert from the Netherlands, Langeveld, the definition of education is guidance given by adults to immature children to achieve goals, namely maturity (Aprillia & Purnamaningsih, 2023).

According to GBHN 1973, essentially education is a conscious effort to develop the personality and abilities of students inside and outside school and lasts a lifetime. This illustrates that education is a means of forming a person's characteristics and thoughts from birth to adulthood, not only within the scope of school but starting in a small environment known as the family.

Jean Jacques Rousseau, a French philosopher, suggested the concept of "back to nature" and a natural approach in children's education (Nursusanti et al., 2022). "Natural man" here, in a broad sense, means two things: (1) he is able to act by following what he feels in his heart; and (2) he is not under the power of others so that he is truly equal to others.

In essence, several understandings about education are the same, so it can be concluded from these opinions that education is a conscious effort, not a haphazard act so that one can become a responsible and independent adult human being.

Rousseau's educational theory created a new foundation in understanding how the learning process should take place. The focus is on the natural development of the individual, freedom, and respect for the uniqueness of each child. In the context of Islamic education, the implementation of Rousseau's theory can be an interesting framework for designing an education system that is more holistic and in line with Islamic values.

RESEARCH METHODS

This research is field research at the Central Institute for Al-Qurán Science Education, Nurul Jadid Islamic Boarding School, Paiton, Probolinggo. The research method used is qualitative research.

According to Arikunto⁹¹, the characteristics of qualitative research are as follows: Inductive thinking (empirical-rational or bottom up). This means that this method is used to obtain grounded theory, namely a theory that comes from data and not from hypotheses. Thus, the research is theory generating in nature, really prioritizing and respecting the perceptions or opinions of participants or sources.

The researcher's interest is mostly focused on the perceptions and meanings of the participants, which include: identity; action; social interactions; influencing aspects and interaction of actions. The research design is natural, so it does not use a standard research design as in quantitative research. Qualitative research aims to understand, look for the meaning behind the data, find the truth, both empirical, logical and theoretical truth.

RESULTS AND DISCUSSION

Theory of Freedom and Education at the Nurul Jadid Islamic Boarding School

Implementing the concept of freedom in education, as taught by Rousseau, can open up opportunities for students at the Nurul Jadid Islamic Boarding School to develop a more personal understanding of the Koran. This freedom does not mean without limits, but rather provides space for directed intellectual exploration. By giving students the freedom to explore knowledge, it is hoped that they can develop a closer relationship with the Koran and understand Islamic teachings in a deeper way.

Education is crucial in today's modern era, this is related to the learning aspects that will be applied to students who are prepared to become prospective students with Qur'anic morals. The history of the development of education is always marked by the birth of figures. In the 1700s, a person named Jean Jacques Rousseau (1712-1778) expressed his thoughts to encourage leaders to pay attention to the nature, needs, abilities and interests of students.

Rousseau's thoughts about education are fully explained in his work entitled *Emile*, as written by Rosalinda A. San Mateo and Maura G. Tangco that, "His educational views contained in his book, *Emile*, became an educational classic." Rousseau's views on education later became a classic work. It is explained in *The World Book Encyclopaedia*, that, his thinking emphasizes that children must be taught with the principle of an interest approach and not through discipline and strict lessons, but on the other hand, children's thinking behavior must be controlled. Rousseau believed that education should follow the natural development of children, allowing them to learn through direct experience and exploration. Children should not be forced to understand abstract concepts before they are ready.

The basic idea of education put forward by Rousseau is that education must be formalized according to the individual characteristics and needs of each child. Every child's impulses should not be limited. Rousseau said that a child is born with good qualities, he only has evil qualities if there is influence from adults who usually guide him wrongly, namely with harsh discipline and bad examples. Overall, the aim of Rousseau's education is to form free, autonomous and independent humans in accordance with the state of nature (Garnodin & Hagoldin, 2021).

The freedom in question can be interpreted as being naturally free or free from intervention even though education itself is controlled by experience and the senses. The philosophy that humans, including children, have naturalistic abilities or intelligence when placed outdoors (Munajahah & Supena, 2021).

Children's education that is spontaneous towards the natural surroundings can be demonstrated through,

1. High interest in others and nature conservation
2. Love of Farming
3. Cares about pets and likes traveling in nature.

As for Rousseau's view of the curriculum as expressed by San Mateo and Tangco (1997:36), Rousseau's view of the curriculum is explained as follows: "The curriculum consists of activities and interests manifested by the child in the process of growing up. Education was to be a natural unfolding of the child's potential to meet his natural needs." (Study & Community, 2020) For Rousseau, curriculum is the activities and interests realized by children in the process of their growth so that education becomes natural and the child's potential is revealed to fulfill natural needs. (Ma'sum, 2018). In accordance with his concept of 'back to nature', Rousseau really emphasized an educational curriculum that returned to nature. His naturalistic view is the basis for emphasizing that the curriculum must return to nature.

Rousseau's educational theory emphasizes the importance of active learning and direct experience. This can be implemented at the Nurul Jadid Islamic Boarding School by strengthening learning methods that involve students actively in the learning process. For example, involving them in discussions, research projects, or direct experience in worship practices. In this way, they not only understand the theory of the Koran, but can also experience it in everyday life

CONCLUSION

The implementation of Jean-Jacques Rousseau's Educational Theory at the Central Institute for Al-Qur'an Science Education at the Nurul Jadid Islamic Boarding School opens the door to opportunities to create Islamic education that is more holistic, inclusive and in line with the demands of the times. Several key aspects in implementing this theory include freedom in learning, an active learning approach, natural self-development, and the integration of Islamic values in character formation. Through understanding and application of these concepts, the Nurul Jadid Islamic Boarding School can produce a generation that is not only intellectually intelligent but also has a strong Islamic personality.

The importance of giving students the freedom to develop their personal understanding of the Koran can create a deeper bond with Islamic teachings. Active learning and real-world experiences open the door to a more thorough understanding, enabling students to not only memorize the text of the Qur'an but also understand and apply its teachings in everyday life.

The concept of natural self-development leads to the recognition and development of each individual's unique potential. By detailing the talents and interests of students, Nurul Jadid Islamic Boarding School can provide more relevant and meaningful education, according to each individual's needs. This supports the vision of forming Islamic character which is not only reflected in religious knowledge but also in real actions and ethics in everyday life.

The integration of Islamic values in character formation provides a strong moral dimension. By combining the principles of Islamic ethics with the concept of morality from Rousseau's theory, the Nurul Jadid Islamic Boarding School can form individuals who are not only socially responsible but also have a deep moral awareness.

Although there are challenges in aligning modern concepts with traditional approaches in Islamic education, collaborative efforts and continued development can help overcome these obstacles. With all these efforts, the Nurul Jadid Islamic Boarding School can become a model of Islamic education that is not only relevant but also adaptive to current developments.

Thus, the implementation of Jean-Jacques Rousseau's Educational Theory at the Nurul Jadid Islamic Boarding School creates a strong foundation for forming a generation that is not only knowledgeable but also moral, bringing hope for the progress of a more holistic Islamic education in the future.

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