



THE DEVELOPMENT OF NATIONALISM EDUCATION APPROACHES IN ISLAMIC BOARDING SCHOOLS

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Abstract:

The study on nationalism remains a hot topic today, especially in the field of education, which plays a crucial role in shaping the nation's future generations. This includes Islamic boarding schools, currently numbering over 30,000 with more than 4 million students. In Malang Regency alone, there are over 600 pesantrens, signifying the potential impact of students as the nation's future generation and the need to focus on their understanding of nationalism. This is particularly relevant as, in 2016, around 19 pesantrens were suspected of teaching radical ideologies. Therefore, there is a need for strategies to teach nationalism using different approaches. This research utilizes a qualitative descriptive approach with a multi-case study involving three pesantrens: Pesantren Raudlatul Ulum 1, Pesantren Modern Al-Rifa'i, and Pesantren An-Nur al-Huda. The analysis reveals diverse approaches in the strategies for instilling nationalist values, including integrative, contextual, and collaborative approaches. These involve various activities, ranging from delivering materials on Pancasila and citizenship, studying the *Idzatun Nasyiin* book, engaging in social service and philanthropy, to participating in national flag ceremonies such as on August 17 and National Santri Day. However, the implementation of these strategies faces challenges, such as a lack of understanding of nationalism, a shortage of discipline among students, and limitations in facilities and infrastructure.

Keywords: *Approach, Nationalism, Islamic Boarding School.*

INTRODUCTION

In recent years, the issue of radicalism has become a prominent topic of discussion, raising concerns about the emergence of radical ideologies conflicting with the values embraced by the Indonesian nation (Pakpahan et al., 2021). It is considered a malady that undermines the spirit of nationalism among the nation's youth. This condition serves as an alarm for all stakeholders, including educational institutions such as pesantren. The history of Indonesia acknowledges that pesantren has played a significant role in strengthening faith, fostering piety, cultivating noble character, and promoting community self-reliance. Additionally, pesantren has actively contributed to empowering Indonesian society through informal, non-formal, and formal education methods (Fitri & Ondeng, 2022). Furthermore, the pesantren law outlines at least three objectives for these educational institutions. Firstly, it aims to shape individuals who excel in various sectors by instilling a deep understanding and application of religious values, encouraging the development of experts in religious studies who are faithful, pious, morally upright, knowledgeable, independent, collaborative, balanced, and moderate. Secondly, it seeks to cultivate a moderate understanding of religion and spirituality, instill love for the homeland, and promote behaviors that contribute to harmony among people of different faiths. Lastly, it strives to enhance the quality of life

for the community by fostering individuals capable of meeting the educational needs of citizens and contributing to social welfare (Telaumbanua, 2019) .

The history of the Indonesian nation notes that Islamic boarding schools, known as pesantren, have played a significant role in strengthening faith, enhancing piety, nurturing noble character, and fostering community self-reliance. Furthermore, Islamic boarding school education has a primary focus on extending the values of the boarding school as part of an Islamic-oriented educational culture for the students (Yulia, 2023) . Additionally, it also actively contributes to empowering the Indonesian community through informal, non-formal, and formal education (Fitri & Ondeng, 2022) . As one of the oldest educational institutions in Indonesia, pesantrens play a crucial role in character development and the personality of their students (Aliyah, 2021) . Being the oldest Islamic educational institution in Indonesia, pesantrens have deep roots in Indonesian Muslim society. Over time, pesantrens have successfully maintained their existence with a resilient survival system and have embraced an education model that involves various aspects (Fitri & Ondeng, 2022) . One crucial characteristic that needs to be instilled in pesantren students is nationalism. Nationalism represents a love for the homeland and nation manifested through devotion, loyalty, and dedication to the country (Awaliyah et al., 2022) . The origin of pesantrens in Indonesia is closely tied to the spread of Islamic teachings in the archipelago. This dissemination is believed to have occurred through traders from Gujarat, an area that is now part of India during the 11th century. These traders or nobles were the early adopters of Islamic teachings.

The spread of Islam reached various kingdoms, including Central Java, the Ternate Sultanate, Tidore in the Maluku Islands in the East, and further expanded to Sumatra, eastern Malaya in the 14th century, Brunei Darussalam, southern Philippines, and Malacca (now Malaysia) in the 15th century (Mukani & Rifatuz, 2021) . Since its inception, pesantrens have played a role not only in providing Islamic education but also historically contributed significantly to safeguarding Indonesia's independence. The history records Indonesia's independence as the result of collective efforts from all Indonesian citizens, including the contributions of Islamic scholars and students. This underscores the significant role pesantrens played in achieving Indonesia's independence (Baharun, 2017) . Several wars in Indonesia involved pesantrens, and even after the Diponegoro conflict, around 130 battles occurred, engaging pesantren communities for the sake of Indonesia's interests (Ahmad, 2022). However, Indonesia currently faces the emergence and growth of radicalism, which contradicts the initial praise for the country's majority Muslim population for its tolerance. Unfortunately, some incidents involving religion as a triggering factor have tarnished Indonesia's reputation. Several radical Islamic organizations in Indonesia have portrayed Islam as a terrorist religion (Dijk & J.G. Kaptein, n.d.) . This situation cannot be overlooked, especially by the pesantren community. Since their inception, pesantrens have been considered crucial. They not only contribute to education but also historically played a role in maintaining diversity and safeguarding Indonesia's independence. Ironically, in 2016, there was a phenomenon of pesantrens suspected of shifting their ideological direction towards radicalism, with the number rapidly increasing from three to nineteen pesantrens (Armenia, n.d.) . Moreover, there is a lack of focused research on developing strategies for teaching values in pesantren, despite the vast number of these indigenous educational institutions. In 2021, there were more than 30,000 pesantrens (Annur, n.d.-b) , with 4.37 million students (Annur, n.d.-a) , scattered across Indonesia, including 1,907 pesantrens in East Java, with 657 in Malang Regency alone (Admin, n.d.) . These figures present a significant challenge for both the government and pesantren leaders to produce students well-versed in nationalism, exhibiting characteristics such as sacrifice readiness, love for the homeland, respect for the Indonesian nation's good name, pride in being Indonesian citizens, unity spirit, discipline, courage, honesty, and a commitment to hard work (Nurgiansah & Rachman, 2022) . Special attention is required for the strategies, models, and approaches used to instill nationalist values in pesantrens. Pesantrens have unique characteristics: a strong presence of Islamic values, student-centered learning, and daily life based on noble values. These factors can assist

in shaping nationalist-minded students (Syafe'i, 2017) . In conclusion, the strategies employed in pesantrens to instill nationalist values are still evolving and need further development. Despite the vast number of pesantrens, many still use traditional methods, with learning models revolving around sorogan, bandongan, and wetonan (Kamal, 2020) . Therefore, there is a need for a more modern approach to instill nationalist values in pesantren students.

RESEARCH METHODS

The type of research used is qualitative descriptive research. This type was chosen because the goal is to describe, record, analyze, and interpret the conditions and models of nationalism- based Islamic values learning at Islamic boarding schools. To achieve more comprehensive results, the researcher also employed a multisite study design, where various models and approaches used in several locations were examined to understand the similarities and differences among these cases (La Ode, 2018) . The locations include:

Raudlatul Ulum 1 Islamic Boarding School; Raudlatul Ulum 1 Ganjaran Islamic Boarding School, located in Malang Regency, East Java, is one of the oldest Islamic educational institutions in the region. Established in 1948 by KH Yahya Sabrowi, the pesantren has contributed to Islamic education for several decades.

Modern al-Rifaie Islamic Boarding School; Modern Ar Rifaie Islamic Boarding School in Malang focuses on providing modern and contemporary Islamic education. The school aims to integrate traditional Islamic values with a modern approach in the learning process. The educational program includes formal subjects such as mathematics, science, and language, in addition to Islamic studies.

An-Nur al-Huda Islamic Boarding School; An Nur Al Huda Islamic Boarding School is a highly respected Islamic educational institution located in Ngawonggo Village, Tajinan District, Malang Regency, East Java, Indonesia. Established in 1990 by KH.M. Ridwan Alkanma, S.Ag., the pesantren emphasizes the mastery of religious knowledge and social sciences. Its excellence lies in its focus on cultivating good moral character and instilling strong nationalist values among the students. Primary data sources in this research include administrators of the boarding schools and students from three different types: Salaf, Modern, and the Convergence of both (Nihwan & Paisun, 2019) . Secondary sources include supporting data such as teacher reviews and other relevant information.

RESULTS AND DISCUSSION

Instilling Nationalism Values in Islamic Boarding Schools

In the cultivation of nationalism values, Islamic boarding schools in Malang Regency use several approaches, namely integrative, contextual, and collaborative approaches.

NO	Approach		
	Integrative	Contextual	Collaborative
Rauldatul Ulum 1	Formal: Nonformal: The Ubudiyah activity, filled with lessons on ethics and nationalism through the book "Idzatun Nasyiin."	The Ubudiyah activity, filled with lessons on ethics and nationalism through the book "Idzatun Nasyiin." kemerdekaan.	The pesantren program includes flag-raising ceremonies for Indonesia's Independence Day and National Santri Day, as well as activities related to the Scout movement (Pramuka) and martial arts training (Pagar Nusa).
Pesantren Modern al-Rifai'e	Formal: The curriculum includes Pancasila (the philosophical foundation of Indonesia) and Civics Education.	Implementation of social assistance during new student orientation and conditionally, such as during natural disasters.	

	Non formal: Discussions led by caregivers regarding nationalism.		
Pesantren An-Nur al-Huda	Formal: The curriculum includes Pancasila (the philosophical foundation of Indonesia) and Civics Education. Non formal: -	Social assistance during natural disasters.	

Table : Approach to Instilling Nationalism Values.

Integrative Approach

The integrative approach signifies a method encompassing the infusion of nationalist values into both general and religious subjects (S. Hidayat, 2021) . To illustrate, certain pesantrens, like Pondok Pesantren Raudlatul Ulum 1, have strategically incorporated curricula or subjects containing elements of patriotism, such as the study of "Idzatun Nasyi'in" by Syekh Musthafa Ghulaini. This sacred text, delving into matters of ethics, morality, societal conduct, and nationalism, is diligently taught every Monday during religious activities, intending to cultivate an awareness of societal ethics among the students. This was emphatically stated by one of the pesantren administrators, Muhammad Syarif Hidayatullah (M. S. Hidayatullah, personal communication, January 2, 2024) : "As a part of our commitment to providing education and fostering awareness among the students, we have established a dedicated class every week. This class focuses exclusively on topics ranging from ethics to nationalism, centering around the &Idzatun Nasyi'in& text. The objective is to instill a profound love for our homeland." Similar initiatives are replicated by the administrators of Pondok Pesantren al-Rifaie Malang. Functioning as a modern pesantren, mandatory subjects for students include the study of Pancasila and citizenship. As conveyed by a teaching staff member, Ust. Abdul Haris (A. Haris, personal communication, January 3, 2024a) : "Pancasila is integrated as a core subject taught at al-Rifa& modern pesantren. The teaching sessions are conducted in classrooms, tailored to each batch. This strategic approach aims to nurture a robust sense of nationalism in the students, with the hope that they carry this ethos back to their respective homes." From the experiences of these two pesantrens, a comprehensive observation leads to the conclusion that they have successfully implemented a curriculum integration approach. This approach serves as a deliberate effort to augment students& understanding of nationalism, thereby fostering sentiments of love for the homeland and unity.

Contextual Approach

The contextual approach, often referred to as contextual teaching and learning (CTL), emerges as a pedagogical methodology concentrating on establishing connections between the learning process and everyday life (M. S. Hidayat, 2012). This methodological stance is grounded in constructivism principles, positing that learning is a dynamic process wherein students actively construct knowledge for themselves. Extracurricular programs, such as Bahstul Masail, are selectively conducted, providing a platform for discussions on contemporary issues (waqi'iyah). Topics pertaining to nationalism are consistently integrated into these sessions, fostering discourse amongst senior students or Ulya. The Bahstul Masail program at Pesantren Raudlatul Ulum 1 functions not merely as an exercise to enhance critical thinking but, crucially, as an initiative to correlate these discussions with contemporary issues. Consequently, this initiative is designed to equip students with a nuanced understanding of various national

issues, viewed through the lens of classical Islamic literature. Meanwhile, at Pondok Pesantren Al-Rifa'ie, social activities take center stage, particularly during the orientation of new students. This is elucidated by a staff member, Ust. Abdul Haris (A. Haris, personal communication, January 3, 2024b) : "During the orientation of new students, the pesantren engages in social assistance initiatives. A portion of the students' resources is set aside and subsequently utilized to procure groceries, which are then distributed to communities surrounding the modern al-Rifa'ie pesantren."

Collaborative Approach

The collaborative approach, characterized by a pedagogical stance fostering collaboration among students to accomplish tasks or attain shared objectives (Amiruddin, 2019) , is actively deployed across various pesantrens. A spectrum of activities, including flag-raising ceremonies in commemoration of Indonesia's Independence Day or National Santri Day, are integral components of these extracurricular programs. These endeavors are meticulously orchestrated by the administrators of both Pondok Pesantren Raudlatul Ulum 1 and Pondok Pesantren Al-Rifa'ie, featuring the routine flag-raising ceremonies on August 17th and observances of National Santri Day. Moreover, these flag-raising ceremonies are replicated on National Santri Day, observed annually on October 22nd. The program also extends to organized events such as communal film screenings, portraying narratives of the struggle for independence. This is an intentional effort aimed at a systematic deepening of nationalist values among the students. According to Ustd. Ihyaul Ulum (I. Ulum, personal communication, January 3, 2024) , serving as the secretary of Pondok Pesantren Raudlatul Ulum 1, the flag-raising ceremonies on August 17th and October 22nd are deliberate initiatives undertaken by the pesantren to inculcate a profound appreciation and cultivate love for the homeland. Hence, on these two significant dates, the agenda typically encompasses not only flag-raising ceremonies but also events like film screenings, portraying narratives of independence. Furthermore, the pesantren program incorporates artistic performances, as witnessed at Pesantren Raudlatul Ulum 1, offering a platform for students to showcase cultural practices and traditions, mirroring the diversity of their respective regions.

Challenges in Instilling Nationalist Values

The initiatives to instill nationalist values among pesantren students in Kabupaten Malang confront several formidable challenges, including:

Limited Understanding Within the context of pesantren education, students predominantly immerse themselves in the profound study of Islamic theology. The overarching challenge is the integration of nationalist values within the firmly established and traditionally recognized educational framework of pesantren. This transformative process necessitates paradigm shifts within the pesantren educational landscape, infusing the curriculum with components emblematic of nationalism, and fostering an environment conducive to the evolution of national identity.

Lack of Discipline A consequential challenge stems from the existence of students who exhibit a lack of engagement in pesantren activities, particularly during flag-raising ceremonies or socio- educational initiatives. This lacuna is attributed to the absence of clear rules and sustained guidance and supervision.

Infrastructure Limitations The constraints imposed by limited infrastructure, encompassing human resources, teaching staff, learning materials, and instructional tools, can significantly impede the inculcation of nationalist values within pesantrens. Students inevitably encounter hurdles in comprehending and internalizing nationalist values when the learning environment lacks the essential facilities and infrastructure to support their academic journey.

CONCLUSION

In summary, the efforts of Islamic boarding schools (pesantren) in the Malang Regency to instill nationalist values involve a range of approaches. These approaches aim

to cultivate a sense of patriotism and national identity among the students. The key strategies employed include:

Integrative Approach: The integrative approach involves the infusion of nationalist values into various subjects, encompassing Pancasila, citizenship education, ethics, societal norms, and nationalism. Notably, this is facilitated through the incorporation of the "Idzatun Nasyi'in" text into the curriculum. Additionally, mentoring sessions conducted by caretakers delve into discussions about national identity. Contextual Approach: The contextual approach is manifested through extracurricular programs, such as specialized discussions (bahstul masail) tailored for senior students, social service initiatives, and charitable activities. These endeavors are strategically designed to enhance students' understanding of national issues by connecting theoretical concepts with real-life situations.

Collaborative Approach: The collaborative approach entails the implementation of extracurricular activities, including national day ceremonies such as August 17th Independence Day and National Santri Day. Involvement in scout activities, traditional martial arts (pagar nusa), and artistic performances further contributes to a holistic approach in instilling nationalistic values.

Despite the commendable efforts made by the pesantrens, challenges persist:

Limited Understanding: One of the primary challenges is the insufficient understanding of the meaning of nationalism among students. The deep immersion in Islamic studies often leads to a gap in comprehending broader nationalistic ideals. This calls for a more profound exploration of nationalism's significance within the pesantren education system.

Discipline Issues: The lack of discipline among some students poses a significant challenge. Non-participation in essential activities like flag-raising ceremonies and social initiatives is often attributed to a dearth of clear rules and consistent guidance. Addressing this issue requires a more stringent enforcement of regulations and continuous mentoring.

Infrastructure Limitations: The inadequacy of infrastructure, spanning human resources, teaching staff, educational materials, and learning tools, emerges as another obstacle. A well-equipped learning environment is crucial for students to fully grasp and internalize nationalist values. Consequently, there is a pressing need for increased human resources, improved facilities, and additional budgetary allocations. In conclusion, while the pesantrens in the Malang Regency have implemented diverse strategies to instill nationalist values, overcoming challenges demands a multifaceted approach. Efforts should be directed towards enhancing the understanding of nationalism, fostering discipline through stringent regulations and mentorship, and addressing infrastructure limitations through increased resources and financial support. A collective commitment from all members of the pesantren community is essential to create an environment conducive to the holistic development of students with a strong sense of national identity.

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