THE ISLAMIC EDUCATIONAL LEARNING AT SANGTHAM SUKSA PATTANI SCHOOL, PATTANI, SOUTHERN THAILAND, THAILAND

IAIN PURWOKERTO

THESIS

Submitted to The Faculty of Tarbiya and Teacher Training IAIN Purwokerto To Fulfill One of The Requirements To Obtain a Title in Islamic Education (S.Pd)

By:

**Mohamad Rezza Tio Samhong
S.N.1223301206**

**STUDY PROGRAM OF ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO
2018**

CHAPTER I

INTRODUCTION

A. **Background Of The Problem**

Islamic Education for children is very important science to be taught. The Islamic Education brings value that needed of children in globalization era. Islamic Education will lead the children to understand the problem of life, how to respect to the others, how to be a formidable human and how to be the man who can take care of the environment.

The purpose of Islamic Education always emphasizes on formed educational graduate which has noble character. Noble character is indicated by existing of norm awareness and awareness to work. Children need to fortify themselves to choose which one good and bad are.

In addition, science on the Islamic education, it is not just about good characters and morals, but also teaching about the *Ilmu alat* . The *Ilmu alat* used to take the values of Al Qur'an like Arabic education, shorof, nahwu, balaghoh, tafsir and etc. This is needed to divide zakat, inheritance and muamalah. The *Ilmu alat* decides and takes a law chronicle / history, dates *tasyri '*, maqoshid sharia and fiqh. Many sciences of *ilmu alat* that needed to understand the religion of Islam omits.

Additionally, Muslims needed to learn these sciences in order to understand religion as a whole. The Islamic science is an obligatory law to be studied by the Muslims, so the science not extinct from Islam. The

sciences will equip children to be understood a law that has adapted to the globalization era. So that, the Muslims are not rigid in practicing an Islamic law. They will be able to take the right decision in resolving a problem who they faced.

Furthermore, religion is a universal necessity and basic guidelines for humans. According to Mukti Ali in Sigit Muryono's book, that religion is the most powerful base for building moral of children and adolescents. Religion is something that should be taught from an early age by parents to their children, because it will guide them for the future. Religion is also a control of the system in the community.[1] Humans need religion, According to Henri Bergson as quoted by Muhammad Alim, said that religion cannot be separated from human life, because religion is essential that accompanies humans in their life. The Religion will emerge as the instinct of life.[2]

Further, many new sciences arise in the globalization era, and the children have to learn it. However, the sciences have not been a reason for the Muslim student to abandon the Islamic sciences that already exist. The children, Precisely with the rapid globalization, have to learn the sciences of Islam to be an independent self. They will be strong, ready in any situation and able to find a problem-solving. The school should teach the

---

[1] Sigit Muryono, *Empati, Penalaran Moral dan Pola Asuh: Telaah Bimbingan Konseling*, (Yogyakarta: Gala Ilmu Semesta, 2009), p.114.

[2] Muhammad Alim, *Pendidikan Agama Islam: Upaya Pembentukan Pemikiran dan Kepribadian Muslim*, (Bandung: PT. Remaja Rosdakarya, 2008), p. 49.

student about Islamic education at the same time teach the student about common science.

In brief, when the writer stayed in Thailand, the writer saw there was several conflicts between the Muslim minority and Buddhist majority. One of which is the writer saw in the education side, that the Royal schools (public schools which auspices by kingdom) at Thailand more focus to academic subject learning than religion learning. They did not teach Islamic education to Muslims student well. They taught in the Islamic education introduction and some forms of Islamic worships only. Actually, in Pattani province the civil majority are Muslims. The Kingdom as the government did not see the culture and the custom there. A public school in Thailand started Kindergarten, Elementary, junior high schools and colleges, they insert values of Buddhism into their learning curriculum.

In additionally, Islamic Educational Learning in public schools or kingdom schools are not considered by the government. That makes worried for followers of Islam. View the majority of Islamic people there, are not fair, they did not know their religion well.

Further, the incessant Flow of Globalization made rapid development in Thailand. Almost every side, as the field of industry, the film industry, tourism, construction of facilities, and others have grown up. Kingdom fully supports the renewal and the presence of investors from outside the country. The Kingdom made a lot of updates in many aspects, but the kingdom did

not give a change in the field of Islamic education. In the fact, many of the Islamic Boarding School in Pattani are not financed.[3]

Furthermore, injustice also occurs by Kingdom in schools based on Islam. Public schools are educational institutions that follow the curriculum learning of kingdom, the school will be given intensive money for building money schools, books, teacher salaries, student allowances and other benefits. While the boarding schools and the private Islamic educational institutions not financed by Kingdom.[4] For that, the thinkers of education made innovation and breakthrough in education there.

In additionally, the Islamic educators always looking the way of new thinking and new breakthroughs to reconstructing and innovating Islamic education in Pattani. Their Innovation is motivated to keep the spirit of Islamic science and Islamic education from extinction. In the early, Islamic Education was just taught in the Islamic Boarding school only. The school did not teach about Islamic education, and the Islamic boarding school did not teach about academic sciences.

The Urgency implementation of Islamic education for the younger generation is felt by elders educators there. They felt that the morals of students should be formed early. Sangtham Suksa Pattani School is a one realization form of the education thinkers who concerned about the sustainability of Islam. The school not only focus on the sciences (academic

---

[3] interview with H. Sya'ri ismae as the *Mudir Ma'had* in Sangtham Suksa Pattani School on Wednesday , november, 16, 2014.

[4] interview with Hj Duriyah Baeqo as the Founder and director of Sangtham Suksa Pattani School on sunday, November 13, 2014.

science), but also taught the Islamic sciences. This is called *Madrasah* in Indonesia.

According to Abdul Mujib and Jusuf Mudzakkir in Jamal's book, The background forming of *Madrasah* are:

1. Implementation and realizing conditional renewal from Islamic Educational System.

2. The effort of perfecting about Islamic Boarding School system which giving opportunity the graduate to get the equal rights in work and diploma.

3. Mentality of Muslim people who amazed the West progress with the education system, and

4. As the effort integrating traditional education system in ths Islamic boarding school with modern education that demand the times.[5]

Sangtham Suksa Pattani School as the *Madrasah*, combined the Islamic education with the science. The Sangtham Suksa Pattani School has a mission to practicing the Islamic educational value of student. This is the educational institution which sponsored by government with Islamic educational learning in their teaching learning. In the practicing learning, the Islamic teaching learning in this school in the morning, while academic teaching learning in the afternoon. The separation of this teaching learning as

---

[5] Jamal Ma'mur A., *Kiat Melahirkan Madrasah Unggulan* (Yogyakarta: DIVA PRESS, 2013), p. 28

a purpose for getting the intensive money from government. So, The Islamic Educational Learning in this School was unique, different with Indonesian Schools in common.

Above all, based on this background, the writer is interested in doing research in the field of Islamic educational learning in the implementation of learning at the Sangtham Suksa Pattani School, because this school is different from the public School in general, which is also different from the existing Indonesian schools. The Sangtham Suksa Pattani School is a school-based learning Islam, but the focus education cannot be separated from the general science learning. This school still exist standing even after 14 years. Islamic sciences are taught until today there. the writer has done research for more than 5 months in the field of education that will be noted in this thesis with the title "The Islamic Educational Learning at Sangtham Suksa Pattani School".

B. **Operational definition**

To make it easier to understand the title of the study and to avoid a misunderstanding, it is essential that the writer gives an operational definition (understanding that can be measured) associated with the title of the study, namely:

1. Learning

Learning is defined as a deliberate effort, directed and aimed by a person or a group of people (including teachers and textbook writer) so

that other people (including students), can obtain meaningful experience. This effort is an activity centered on the interests of the students.[6]

According Wikipedia, learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by human, animal, plants, and some machines. Progress over time tends to follow a learning curve. Learning does not happen all at once, but it builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of fact and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.[7]

From the above understanding, so the writer mean with the Learning is a process teacher activity with the student in teaching and learning.

2. Islamic Education

Islamic education is a conscious and planned effort in preparing the students to know, understand, and appreciate to believe, pious and noble in the teachings of Islam from its main source of the holy book of the Qur'an and the Hadith through the activities of guidance, teaching,

---

[6] Sardiman, A.M, *Pembelajaran* (jakarta: Rajawali Pers, 2011), p. 20
[7] *https://en.wikipedia.org/wiki/Learning* on Friday on january 2, 2017 at 8.00 PM.

practice and the use of experience.[8] The purpose of Islamic Education in this research is the subject related to the Islamic religion in Sangtham Suksa Pattani School, Pattani, South Thailand..

3. Sangtham Suksa Pattani School Pattani South Thailand

The Sangtham Suksa Pattani School is a formal educational Institution under the auspices of the Thailand Kingdom. It is located at Bangkhau A. Nongjik Ch (Khlongmai), Yarang, Pattani, South Thailand. This School is under Foundation of *Ma'had Al Fatih* (Islamic Boarding School *Al Fatih*) Founded by H.j. Duriyah Baeqo.

The Sangtham Suksa Pattani School has 7 class levels of formal Religious Education and 6 class of formal Science Education. The level of educational religion begins from *ibtida'* 2 class, and then *Mutawasith* 3 class (secondary school), and then *Tsanawi* 3 class(senior high school). This level is same in Indonesia except *ibtida'*. The learning to formal religious education class in the morning until the afternoon. While The formal science education are *Mathium* (The *Mathium* means a secondary school to senior high school. The *Mathium* gradings are, *Mathium* 1, *Mathium* 2, *Mathium* 3, *Mathium* 4,*Mathium* 5, and *Mathium* 6.[9] This grade equal with secondary high school and senior high school in Indonesia. The teaching learning in the morning and the afternoon is

---

[8] Dep. Pend. Nas., *Standar Kompetensi Mata Pelajaran PAI SMA & MA,* (Jakarta: Pusat Kurikulum Depdiknas, 2003), p. 7

[9] interview with Hj Duriyah Baeqo. on thursday, November 13, 2014.

same student, but different class and a different classmate depend they grade in each one another.

C. **Problem statement**

Departing from the background issues that the writer describes above, the formulation of the problem that will be the focus of this research as follows: how is implemented of Islamic Educational Learning at Sangtham Suksa Pattani School Yarang, Pattani, South Thailand?

D. **Objectives and significance of the research**

1. Research objectives

    a. To find a picture or description how to the Islamic educational learning at Sangtham Suksa Pattani School Yarang Pattani South Thailand be implemented.

    b. To analyze the Islamic education implemented in Sangtham Suksa Pattani School.

    c. To know the material related with Islamic education in Sangtham Suksa Pattani School.

    d. To know the students activity during The Islamic Educational Learning prosses.

    e. To know the supporting factor and inhibiting factor of implementation of Islamic educational learning in Sangtham Suksa Pattani School.

2. Benefits of The Research

The results are expected to provide clear information about Islamic educational learning at Sangtham Suksa Pattani School, so it can provide the following benefits:

a. Theoretically

1) This research is expected to be able to give participation for the Islamic education development, science or other scientific discipline, especially in the Faculty of Tarbiyah and Teacher Training of IAIN Purwokerto and makes human knowing other mindset about The Islamic Educational Learning.

2) This research may become experience and provide information about The Islamic Educational Learning at Sangtham Suksa Pattani School Yarang Country Pattani Province South Thailand.

3) This research can be a references to another writers

4) This research is expected to add the writer knowledge's of The Islamic Educational Learning in Thailand.

b. Practically

This research can provide feedback, contribute ideas, and as a material consideration in the development and fostering students at the Sangtham Suksa Pattani School. So the schools can find the best

methods and keep the Islamic education as a compulsory subject in the school.

E. **Literature Review**

Before the writer conducted a research, the writer read in several books and examine the result of thesis research that has been done by previous Writers to dig up some theory or statements of the experts associated with this thesis proposal as following:

The first, Almungadim's (092331131) Thesis from degree programmer 1 STAIN Purwokerto, 2013 with the title *"Pembelajaran Pendidikan Agama Islam Kelas X di SMK Tamtama 2 Sidareja Tahun 2013/ 2014."* This thesis discusses the applied teaching Islamic education in the Vocational high school classroom's, the consisting of planning, implementation and evaluation. [10]

The second, thesis written by Rustinah (1123304118) degree Programmer 1 STAIN Purwokerto, 2014. Entitled *"Pendidikan Agama Islam di SDN 2 Karangcegak, Kecamatan Kutasari, Kabupaten Purbalingga"*. This thesis discusses the Religious Education Learning Design used in SDN 2 Karangcegak containing PAI curriculum for the crew that has been set by the department of education, then the PAI material in accordance with the

---

[10] Almungadim, *Pembelajaran Pendidikan Agama Islam Kelas X di SMK Tamtama Sidareja. Tahun 2013/2014, Thesis* (Purwokerto: STAIN Purwokerto Faculty of Tarbiyah, 2014)

curriculum and the methods, strategies and instructional media PAI for Student.[11]

Here also about The third, thesis written by Abdul Hamid degree progammer 1 STAIN Purwokerto 2011. With the titled of *"Pelaksanaan Pembelajaran PAI di SMKN 2 Purwokerto, Tahun 2010/201"*. This thesis discusses the process of Islamic education learning in the Vocational High School about the Islamic education subject. The explanation in this thesis is about procedure, material, and activity class in the subject Islamic education.[12]

F. **Structure of The Study**

Structure of The Study is a descriptive explanation of cases which will be written. Generally, it encompasses introduction, substance and closing. This research consists of five chapters. Each chapter consists of several sub-chapters. For more details, the writer will present below:

Chapter I is the introduction. This chapter has background of the problem, operational definition, problem statement, objective and significance of the research, literature review, research method and systematic of writing.

Chapter II is objective base, this chapter will contain the theory of Islamic educational learning. This chapter includes the Islamic education

---

[11] Rustinah, *Pendidikan Agama Islam di SDN 2 Karangcegak, Kecamatan Kutasari, Kabupaten Purbalingga Tahun Ajaran 2013/ 2014, Thesis* (Purwokerto: STAIN Purwokerto Faculty of Tarbiyah, 2014)

[12] Abdul Hamid, *Pelaksanaan Pembelajaran Agama Islam di SMKN 2 Purwokerto Tahun 2010/2011, Thesis (Purwokerto: STAIN Purwokerto Faculty of Tarbiyah, 2011)*

definition and Islamic school. The first part of the definition of learning which including the concept of teaching and learning approaches, the second part is Islamic educational learning (PAI) which including of understanding, the basics of the implementation of Islamic educational learning, the function of Islamic education learning, Objectives of Islamic educational learning as well as the characteristics and importance of Islamic educational learning.

Chapter III, this chapter has research method. It encompasses a type of research, research subject, collecting data techniques and data analysis method.

Chapter IV, it generally contains the Islamic educational learning at Sangtham Suksa Pattani School. Its contents are an overview of Sangtham Suksa Pattani School. Then, the Islamic educational learning at Sangtham Suksa Pattani School.

Chapter IV is the result of research and discussion of the core from the thesis, which analysis data on Islamic educational learning (PAI) which include an overview of the Sangtham Suksa Pattani School, school goals and the Vision and Mission, The state of the teacher, the state of Students, State of Infrastructures, overview of the Islamic educational learning (PAI) and learning system. Data Analysis of Islamic educational learning, proponent and obstacle factors of Islamic educational learning (PAI) implementation.

Chapter V, it has the conclusion and suggestions as the end of the explanation in this research.

The last part from the thesis will consist from the bibliography and appendices related to research, the writer biography and curriculum vitae.

.

CHAPTER V

CLOSING

A. Conclusion

Based on the analysis the writer in the previous chapters, the implementation of Islamic educational learning in Sangtham Suksa Pattani School, implemented through several activities, namely: introduction, core activities, and closing.

The learning factors that implemented in Sangtham Suksa Pattani School, such as:

1. The curriculum used in the Islamic educational learning (PAI) was   still the curriculum come from the school self. Many Teacher not use the curriculum and syllabus.

2. The Lesson Plans (syllabus and RPP) are snot exist and not used by the teacher. The teacher prepare to the Islamic educational learning with read the material before enter the class.

3. Teaching and learning activity, in the class, the teacher has used apperception. it can improve the spirit of the learner to recall the past lesson material and be able to bring the teacher closer to the learner. In the core activity, the teacher focus to deliver the material not looking to the student situation. In the clossing, the teacher not forget to ask the student who dont understand with the material lesson, and give the advice to the student.

4. The method and strategy, the teacher used lecturer method to teach the student. This is teacher center only. So, in practice, in implementation was not too bad and less conducive, however, that in accordance with the material condition which taken from Arabic book, and the teacher background from senior high school graduate, who less knows about the method of teaching-learning.

5. The material lesson, emphasized on the cognitive side. And some material about worship in Islam, and ethic (attitude) and faith.

6. Evaluation, the teacher make evaluation in the exam of semester. Some teacher used reading and writing test to daily examination, the student reading the Arabic book and then transliting to melayu language. Only 2 student every meeting. And the teacher use the closing time to ask some question about the material.

B. Suggestion

Additionally, when a teacher will make learning innovations, a teacher will be hampered by the amount of material that must be conveyed and time constraints. so if innovation is to be done in this material, it is necessary to review the learning curriculum and overhaul some school policies, such as removing some materials from the curriculum, so that students can focus and teachers can be more innovative learning in the classroom. And the School

should to make the guidance of religious teachers to know the methods of learning that can be used in the teaching and learning.

REFERENCES

Alim,Muhammad. 2008. *Pendidikan Agama Islam: Upaya Pembentukan Pemikiran dan Kepribadian Muslim*. Bandung: PT. Remaja Rosdakarya.

Almungadim. 2014. *The* Islamic *Educational Learning class X in Tamtama Vocational High School Sidareja, Cilacap Regency, academic year 2013/2014*. Thesis. Purwokerto: STAIN Purwokerto Faculty of Tarbiyah.

Arifin, M. 2011. *Ilmu* Perndidikan *Islam "Tinjauan Teoritis dan Praktis Berdasarkan Pendekatan Interdisipliner"*. Jakarta: Sinar Grafika Offset.

Arifin. 2011. *Filsafat Pendidikan Islam.* Bandung: Pakar Raya.

Azwar, Saifudin. 2003. *Metode Penelitian* Yogyakarta: Pustaka Pelajar.

Baharudin, Rahmawati. *2009*. *Islamic Educational Reform.* Malang: UIN-Malang Press.

Dep. Pend. Nas. 2003. *Standar Kompetensi Mata Pelajaran PAI SMA & MA*. Jakarta: Pusat Kurikulum Depdiknas.

Hamid, Abdul. 2011. *The Implementation of Islamic education Learning in SMKN 2 Purwokerto year 2010/2011*. Thesis. Purwokerto: STAIN Purwokerto Faculty of Tarbiyah.

Haryati, Nik. 2011. *Pengembangan Kurikulum*. Bandung: ALFABETA.

Hasbullah. 2001. *Dasar-dasar iIlmu Pendidikan*. Jakarta: PT. Raja Grafindo Persada

https://en.wikipedia.org/wiki/Learning on Friday on january 2, 2017 at 8.00 PM.

Ma'mur A, Jamal. 2013. *Kiat Melahirkan Madrasah Unggulan*. Yogyakarta: DIVA PRESS.

Moleong, Lexy J. 2006. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

Mujib, Abdul. 2006. *Ilmu Pendidikan Islam*. Jakarta: KENCANA

Muryono, Sigit. 2009. *Empati, Penalaran Moral dan Pola Asuh: Telaah Bimbingan Konseling*. Yogyakarta: Gala Ilmu Semesta.

Musnamar, Tohari. 1985. *Bimbingan dan Wawanwuruk sebagai Suatu System*. Yogyakarta: Cendekia Sarana Informatika.

Roqib, Moh. 2009. *Ilmu Pendidkan Islam; Pengembangan Pendidikan Integratif di Sekolah, Keluarga, dan Masyarakat*. Yogyakarta: LKIS.

Rustinah. 2014. *The Islamic Educational Learning in SDN 2 Karangcegak, Kutasari District, Purbalingga Regency, academic year 2013/ 2014*. Thesis. Purwokerto: STAIN Purwokerto Faculty of Tarbiyah.

S. Margono, 2003 *Metodologi Penelitian Pendidkan*. Jakarta: PT RINEKA CIPTA.

Sardiman. 2011. *Pembelajaran*. jakarta: Rajawali Pers.

Shulhan, Muwahid. 2013. *Manajemen Pendidikan Islam; Strategi Dasar Menuju Peningkatan Mutu Pendidikan Islam*. Yogyakarta: Teras.

Subagyo, Joko. 1991. *Metodologi Penelitian Teori dan Praktik*. Jakarta: Rineka Cipta

Sudjana, Nana. 1995. *Dasar- Dasar Proses Belajar Mengajar.* Bandung: Sinar Baru Algesindo.

Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sukardi. 2008. *Evaluasi Pendidikan; prinsip dan operasionalnya*. Jakarta: Bumi Aksara.

Suwarno. 1985. *Pengantar Umum Pendidikan*. Jakarta : aksara Baru.

Usman, Basyirudin. 2005. *Metodologi Pembelajaran Agama Islam*. Ciputat: PT Ciputat Press.

Wiyani, Novan Ardi, Barnawi. 2012. *Ilmu Pendidikan Islam "rancangan bangun konsep pendidikan monokotomik-holistik*". Jogjakarta: AR-RUZZ MEDIA.

Zuhairini, dkk. 1993. *Metodologi Pendidikan Agama*. Solo: Ramadhan.