The Problems of Islamic Religious Education at Madrasah Ibtidaiyah Ypsm Bulupasar Pagu Kediri

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Abstract

The problems faced by Ypsm madrasa in general are: quality, relevance, and management. This problem occurs in education by general in Indonesia, including Islamic education at Ypsm madrasa which are judged to be bigger problem. The methodology in this research is case study research in meaning study this focused on case (phenomenon) which then in understanding and in analysis by deep. Method study this used for describe by holistic and comprehensive about symptoms and incident in problem Islamic education, especially in Ypsm Madrasah. The purpose of writing this article is to express the problems that exist in Madrasah so that they can become guidelines for the future so that Ypsm madrasa can be better and independent. As for results Study from Form problematic Education Islam in Madrasa Ypsm among other are the weak morals of students at the Ypsm Madrasah, the lack of student contributions in broadcasting Islamic teachings in the community, the reduced interest of students compared to previously, and many Things which choose student for move to school general. As for Discussion from study this is problematic which faced by Madrasa Ypsm in education Islam with view of two side problematic The main problems are internal problems and external problems. Other factors that significantly general faced by Madrasa Ypsm is public it seems not enough have freedom to manage in their own way, because almost anything related with education already determined by holder authority education.

I. Introduction

Everyone has known and known with various forms and types Islamic educational institutions or institutions in Indonesia, such as between other education, Islamic boarding schools, public and private madrasas, public schools which characterized Islam or which more in know moment this with school base Islam integrated (SDIT), state and private Islamic universities and types of foreign Islamic education other schools, such as educational parks Al- Qur'an (TPA) and so on. All that, actually is assets and wrong one from the configuration of the education system national which there is in Indonesia this, even part of it already since long existence. The existence of these educational institutions , as educational treasures and expected could build and empower people Islam in Indonesia by optimal, but in fact in the world of Islamic education such as madrasas in Indonesia no have opportunity which large for competing with institution other Islamic education in order to build a great Muslim community in Indonesia. Naturally, as executor program education, institution education madrasa.

These are the main actors to carry out these educational programs. in the implementation of programs and objectives that have been agreed upon by the institution

18512

education, of course, cannot be separated from various problems and problems other problems that must be solved by educational institutions, including: Islamic educational institutions (Burhanuddin, 2011) . Madrasah educational institutions in Indonesia is like an organization (institution) in the world of Islamic education develop accordingly with the rhythm of Islamic history itself not only in quality but historical fluctuations has reflected the quantitative growth of Islamic educational institutions (Mahmud, 2011). In Indonesia, it is not known exactly when the term madrasa was first used used for an educational institution. Merely, seeing the development understood that madrasa not something which indigenous in map world education in Indonesia, as where which in show me by term madrasa that alone.

Madrasah in the treasures of Indonesian human life is a phenomenon a culture that is over a century old is not even an exaggeration madrasa has become a relatively socialization process intensive. The indication is the fact that the existence of this cultural entity has been recognized and accepted society, gradually but surely it has entered the mainstream of builders nation towards the end of the 21st century this. In the census of basic education institutions by the government (BAPPENAS), Madrasah Ibtidaiyah (MI) side by side with Elementary school (SD) is the target of this income.

The entry of the educational model schools have an unfavorable impact on Muslims today , which This led to the birth of the dichotomy of religious science (Islam) and secular science (general science and religion). knowledge secular Christian). Dualism educational model which the confrontational has inspired the emergence of the reform movement in education in the early twentieth century one. The reform movement aims to accommodate the secondary school education system in a boarding school environment.

This type of education model quickly spreads, doesn't it? only in remote areas of Java but also outside Java , that's where the madrasa embryos come from born. In addition, the emergence of a mythological education room which was confirmed by rituals education. That is, the nation's children in face it with competence rituals, election favorite school, giving "offering" money for the use of new uniforms, buying "potion potion " book book new package and myriad ritual other. Appearance ambiguity that is policy government which are actually as manager potency child nation, however government precisely Becomes Security myth education. Government very confidently choose a position that is more in favor of the elite , then come up super that is auction education.

Problematic which in facing education in Indonesia by general this, is

quality, relevance, elitism , and management . Various quantitative indicators are put forward regarding with fourth problem in on Among other analysis comparative which Comparing the educational situation between countries in the Asian region . The four problems This is a big, fundamental, and multidimensional problem , so it's hard to find the end of the solution. This problem occurs in education in general in Indonesia Indonesia, including education Islam at the madrasa which in value precisely more big the problem . According to (Musrifah, 2018) education national experience problematic of them first , mistake philosophical which mean quality with index achievement, second , weak empowerment power educator islam , third , management education Islam is centralized , structuralistic , bureaucratic , fourth , the learning system is paternalistic , charismatic , mileteristic , and monologue.

One of the important questions that need to be raised is how society towards Islamic educational institutions , judging from its history at least there are two important factors behind the emergence of madrasas (Muhaimin, 2012) namely, first, there is a view that says that the Islamic education system Traditionally, it is felt that they are unable to meet the pragmatic needs of society, both of which are concerns over the rapid development of

Dutch schools which will lead to thinking secular in society. Other factors generally faced by madrasas is Public it seems not enough have freedom for manage with own way, because almost all things related to education determined by the education authority. In other words, education providers national in do by bureaucratic-centralized , which put madrasa as education providers are very dependent on bureaucratic decisions that have which is very long and sometimes the policies issued are not appropriate with local madrasa conditions. Thus the madrasa loses its independence, motivation and initiatives to develop and advance the institution, including quality improvement education as wrong one destination education national.

II. Research Method

The methodology in this research is case study research in the sense of research This study focuses on cases (phenomena) which are then understood and analyzed thoroughly deep. This research method is used to describe holistically and comprehensive about the symptoms and events in the problems of Islamic education in particular YPSM Madrasa. Analysis of research data was carried out by means of qualitative analysis, this analysis continues to be carried out at every stage of the research, from planning, implementation, and research results. Qualitative analysis is carried out by describing the process situation learning and research subjects' views on learning so that researchers gain a holistic understanding and interpretation of the contextual meaning of the problem happening in the object. The purpose of writing this article is to reveal problems that exist in the YPSM Madrasah so that it can be a guide for future so that madrasa ypsm can better and independent.

III. Result and Discussion

3.1 Results Study from Form Problematic Education Islam in Madrasa Ypsm Among other is:

1) Weakness morals student in Madrasa Ypsm
2) Lack of contribution student in Broadcast teachings Islam in Public around.
3) decrease interest student in compare on previously, and many which choose for move to school general.
    Reason why problem that occur
1. As for reason problem number one that occur at least there is four reason :
    a) Dha'ful Faith, which is weak Faith.
        Steady faith makes a person bound to all forms the provisions of Allah SWT and do not dare to deviate in his path, because of that If a person has a steady and perfect faith, he will surely have morals which good.
    b) Bi'ah Al- Sayyiah , that is environment which bad.
        The environment is very influential on humans, if the environment is bad very potential change person become someone which bad, so also on the contrary, one of them is TV, cellphone, social friends, family environment and other etc.
    c) Dha'fu Al- Mutaba'ah , that is Weak Control.
        A person's moral damage includes weak control (supervision), both from self alone, family, teachers, and Public large.
    d) Progress technology.
        The impact of technological globalization can indeed have a positive impact but it is undeniable that this can also have a negative impact on damage moral, development

Internet and cell phone technology tall sometimes impact very dangerous when not used by person right.

2. As for the cause of the second problem , it happened because of the weakness of the system Islamic education , because the Islamic education system has a very important role significant in human resource development and character building, so that the society created is a reflection of Islamic society. With thereby Islam truly Becomes grace lil'alamin , grace for the whole of nature.

3. As for reason problematic number three that occur is :
   a) low interest participant educate for understand sciences religion Islam.
   b) low interest and abilities of participants educate for can read and understand Al-Qur'an .
   c) Students do not yet have a strong foundation of faith and piety, so easy for carried away current.
   d) The more many participant educate which behave deviate from moral religion, association free the more increase.
   e) Participant educate used to with drugs, violence, and act anarchist.

a. Impact from problem the to education Islam

1) The impact of the number one problem is the portrait of education in Indonesia Indonesia smudged by a number of incident (case) embarrassing which conducted by a number of perpetrator education, a number of print media as well as electronics preach including student and student brawls, not just a learning process and disrupted teaching, but not a few students and students were injured fight to the death. The spread of pornographic videos either through cellphones , Internet nor CD/DVD already very worrying, free sec among students, Indonesian youth aged 10-24 years have reached 62 million, 15 percent of Teenagers have had sex outside of marriage, what are the causes? the occurrence of this especially in our world of education, the answer is because damage morals among para student and student (Maarif , 1987).

2) As for the impact of problematic numbers two happened is a lack of contribution student in society, it will result in bad Islamic education in society this will result in a complex of problems in the midst of society such as student brawls, free sex, drugs, and so on. At the same time, the bad situation of society clearly creates values that may have worked implanted in the family and school or campus becomes less than optimal. Moreover, if the education received at school or campus is also not good, so complete destruction from education the (Fakh, 2000).

3) The impact of the number three problem that occurs is the impact on education Islam that will come because students are immature people and have amount potency (ability) base which still need developed. On the other hand, education functions to shape the child's personality, develop so that they are confident and achieve personality independence, education is move to realize the perfect development and prepare it in life, helping to have positive social interactions in society, grow strength and ability and give something he has as much as possible. Also raises strength or spirit creativity, enlightenment and transparency and discussion or analysis therein. Students are measure of the success of an education. People always judge success education from the output that comes from students. Problems that arise from participant educate is generally student which has study During 12 year (SD, JUNIOR HIGH SCHOOL, and high school), where religious subjects are only taught two hours in one week, there are still many who have not been able to read the Qur'an properly and correctly, not performing the obligation to pray regularly, not fasting in the month Ramadan, and the most important is not enough can behave by Correct.

3.2 Discussion Study
a. Study Education Islam

For balancing development secularism , so Public Muslim, especially the Reformers trying to reform through development efforts Madrasa education and empowerment. According to al-Munjid the word " Madrasah" is

isim eat from the word: darasa-yadrusu-darsan wa durusu wa feel which means : erased, lost traces, erase, make use , train, learn. View From this understanding, the YPSM Madrasa is a place to educate the students students, eliminating ignorance or eradicating their ignorance,

and train their skills according to their talents, interests and abilities. Knowledge and Skills somebody will fast worn in tune with acceleration progress science and technology development era, so that Madrasa on basic as a vehicle for developing intellectual sensitivity and information, as well as updating knowledge, attitudes and skills on an ongoing basis, in order to stay up to date and no fast worn.

The other factors generally faced by YPSM Madrasas are : society seems to lack the freedom to manage in their own way alone, because almost all Thing which related with education already determined by education authorities. In other words, the administration of education National education is carried out in a bureaucratic-centralized manner , which places Madrasas as organizer education very depends on decision bureaucracy which have track which very long and sometimes policy which the issuance is not in accordance with the conditions of the local Madrasah. Therefore, Madrasas lose independence, motivation and initiative to develop and advancing their institutions, including improving the quality of education as one of the destination education national.

Impact or problem which main faced by Ypsm madrasa on generally that is :

1) Ypsm madrasa identity problems , so the development program is often not enough clear and no directed.
2) The problem of the type of education chosen as the basic alternative to be managed for create one education system which still have point press religion (IMTQ), but science and technology (science, technology and art) remains given a balanced portion as a basis for anticipating community development increasingly global. In a sense, how to build balance in portion which same and do not overlap Among one with other.
3) The more rare the generation of Muslims who are able to master the teachings of Islam, the better quantitatively and qualitatively, especially until it is rare to master totality religion (belief, sharia and morality). This shows the decline in the quality of teaching Islam, which has implications for the shallow understanding of Islam and the emergence of perception exclusive and etc.
4) Problems with existing internal resources and their use for development madrasa Ypsm alone in time front.

Fourth problem the the main thing is related with aspect managerial, that is YPSM Madrasah development management which has not departed much from the vision and mission as well as clear goals and objectives, so that management is often lacking directed and even left the Madrasah identity itself. Madrasas can also it must be managed that way. Moreover, Madrasas are now the same as SD so that required characteristic typical Islam. Characteristic typical this don't interpreted Madrasa must isolate self from development era.

On the contrary, with characteristic to In Islam , madrasas welcome the progress of the times with optimism. Here we are need madrasa pilot and this is where the government's funds can be used (Dawn, 2010).

Letter decision on date 8 March 1819, in book Karel A. Steenbrink , Governor-General Van der Capellen ordered a study

about education Public Java, with destination increase ability read and write among them. From the results of this study, it is expected that

implementation of laws and education regulations can be improved. In particular also researched, whether existing teachers should be used and motivated through regulation which in accordance, or need create something the situation that different same very.

1) Problematic Madrasa Ypsm in Education Islam

Problematic which faced by Madrasa ypsm in education Islam with see from two sides problematic tree that is problematic internal and problematic external. Following the explanation:

1. Problematic Internal

a. Professionalism Teacher

Wrong one component important in activity educator and process learning is educator or teacher. However progress technology has provide various tool for increase effectiveness process in learning activities, however position educator / teacher is variable important for success educator. wake up teacher that profession they is profession professional is "effort beginning" which must conducted in skeleton standard achievement process education in accordance with hope (Sanjaya, 2010).   There is still an assumption that anyone can become a teacher, as long as they could convey material is also in the lesson, Thing that is something view which wrong and must also be straightened out. Because task and function teacher that no only just can get delivery Theory just, will but is something process change attitude and behavior participant educate in accordance with destination which expected. By because that in a process can with learning there is activity guide, practice Skills, motivate so that student could solve various problem life. For that para expert education has formulate a number of criteria teacher / educator which professionall .

as following :

1) Have the ability and expertise in the field in accordance with the his profession.
2) Have in-depth knowledge to support his profession and knowledge the only possible obtained through institution education teacher.
3) Having professional ability based on background education which recognized by Public.
4) Have a sensitivity to the dynamics of community development, good development social, culture, political, nor development technology.

Based on the criteria of the teacher/professional educator. Then clear that the teaching profession is not just a side business or a motorcycle taxi job (moor-lighter). But really must be based on the field of science, carried out with full awareness and full sense of responsibility (trust). However, the reality on the ground shows that there are teachers / educators which in general cannot be said to be professional . These include

influenced by the background of the average educator whose quality is still low, in addition to the motivation to become a teacher / educator is more based on religious motivation . According to Abuddin Nata, the problem was caused by : by a number of because :

1) Lots among educators /teacher came from institutions non education.
2) They recruited Becomes power educator because reason needs or other reasons that are far from academic considerations and competence professional (Nata, 2013).

b. Learning Methodology

From a philosophical view of education, the method is a tool used to achieve educational goals. The tool has a dual function, namely: " poly pragmatic " and " monopragmatic ". Responding to the learning methodology which is used by some religious teachers so far has reaped a lot criticism, as expressed by Muhaimin in his book " Education Paradigm " Islam "that: The methodology of Islamic Religious Education has not changed, he running in conventional-traditional and monotonous. While in progress The learning method plays a very important role. The success of a learning is largely determined by the way the teacher provides learning, because learning objectives can only be achieved properly through the use of learning methods. Even Mahmud Yunus in the extreme once said that mastery of learning methodologies is much more important than gift Theory learning.

c. Curriculum

About government policies to improve quality, relevance and efficiency in the national education system continues to be implemented. Among the efforts that have been made for increase quality and relevance education the is with curriculum improvement. Changes and improvements to the curriculum is a mistake one effort for jack up quality education. Namum change and The improvement of the curriculum that has been carried out so far does not seem to show results which significant to enhancement quality education in Indonesia .

Various analyzes of education experts indicate that our national education Currently, we are faced with various crises that need to be handled appropriately serious enough. The state of emergency (education crisis) is proven by bringing new facts from the field that show data on the low quality of education in Indonesia.

According to Fasil Jalal in the book Educational Reform in the Context of Autonomy Regions , stated that the low quality of education so far is partly due to by a curriculum that is not in accordance with the needs and development. Framework With that thought, the government initiated a new curriculum called

Independent Learning Curriculum (KMB). Via KMB this is what the government hopes canyon the gaping gap between education and development and needs world work could resolved (Mulyasa , Curriculum Level Unit education , 2011).

Therefore, it is said that KMB is a form of reform education that gives autonomy to schools and educational units to develop a curriculum according to the potential, demands and needs of each respectively . In Thing this could said that however good something curriculum, then update it very determined by professionalism teacher in doing learning.

3.3 Problematic External

Problematic external education Islam on basic influenced by dimensions of development from outside, such as: social, cultural, economic, political, even influenced by the global dimension. From various external problems Islamic education today, only two problems will be raised which writer consider important:

a. Problematic dichotomy Education

Although today the Islamic education system has been addressed and can be perfected, however in system institutional still feel existence dualism in education, that is education general and education religion it seems is inheritance from thinking Islam classic which choose Among knowledge general and knowledge religion or knowledge ghirussy shari'ah and knowledge shari'ah , like which seen in draft al -Ghazali about knowledge.

Dualism or dichotomy in system education which apply now is problematic which must Becomes thinking, no just because it can arrive moment this not yet found the solution, but also the longer it can cause jealousy social which on finally will be able cause difference which the more conspicuous. According to Shafi'i Ma'arif , dichotomy education on basic will give birth to figure man which limping. Desire for unite handling in something education system national, no matter how good and naturally that desire, often still is hassle separately. The problem located in worries will guarantee handle which truly and professionals, if education Islam the no handled by party people religion (Department Religion)

b. Problematic Globalization

The era of globalization is often understood as a giant force that will influence system life world by thorough, simultaneous and impact multiplayer effects . With the influence of globalization, the world feels small and transparent. There are almost no secrets of a country that are not known to the State.

What which occur in something Country this, day that also could is known by Country other. If globalization is associated with education, it means that it is integrated national education into world education. Therefore, globalization has starting to become problematic actual in education, especially regarding with output quality education in the future. As is well known, in the era of In this globalization there has been a paradigm shift regarding the superiority of a country from superiority comparative (comparative advantage) to superiority comparative (comparative advantage) which is based on the wealth of natural resources (SDA), while competitive advantage rests on the ownership of human resources (HR) which quality (Kuntowijiyo , 2011).

In the context shift paradigm superiority that, education Islam will face situation competitive which very high, because must be able to face with strength education global. Thing this very close relation

with the fact that globalization actually gave birth to the spirit of cosmopolitanism , where people may choose schools abroad as place for their children's education, especially if domestic schools competitively low quality (underquality). This trend has already started seen in college and it is not impossible that it will penetrate the level of secondary school. If the problem is only a competitive challenge, then the problem will not be crucial (emergency), but if the limitations or provisions that will later become international standard schools as output prerequisite education to gain access to the global labor market, then it will definitely be a pretty serious problem for education Islam.

Temporary education Islam still struggling with problematic - their internal problems , so the quality problems to achieve quality international still is struggle which enough long and exhausting. Responding to the influence of globalization on Islamic education, then already should since early expert education Islam thinking about quality improvement that is competitively reliable, both the institution as well as from the educational process. If all this time we are still lulled by historical romantic hymn, where we are proud to have had thinkers and scientists big as well as have contribution which big also for development of civilization and world science, so now the song The romance must be in a new arrangement , rearranged by giving spirit Islam to in quality education the.
3) Analysis Problematic Education Islam in Madrasa Ypsm
a) Analysis student or participant educate
Students are community members who are trying to develop potential through learning available on the pathway level and type certain education. Omar Hamalik quoted from Ari Hidayat and Imam Mahali defines students as an input component in the system

education which next processed in process education, so that be a quality human. The stages of student management according to Ari Hidayat and Priest Machali is as follows:

1. Analysis needs participant educate.
2. Recruitment participant educate.
3. Selection participant educate.
4. Orientation.
5. Placement participant educate.
6. coaching and mining participant educate.
7. Recording and reporting.
8. Graduation and Alumni.

Therefore, Islamic education student management when viewed from the perspective of In terms of stages in the study period at school/madrasah, it can be divided into three stages, namely, new student admissions, learning process and study preparation carry on or work. With term another, three stages the can be called listen

stages of screening, processing and distribution. All these stages requires maximum management in order to get maximum results .

b) Analysis power education

About USPN No. 20 of 2003 states that what is meant by education is educational personnel who are qualified as teachers, lecturers, counselor, tutor, widyaiswara. Tutors, instructors, facilitators, and designations other which in accordance with the specialty as well as participate in organize education. While educational staff are members of Public which devote self and lifted for support education administration. The teacher's very important role can be become a great potential in advancing or improving the quality of education Islam, or vice versa can also destroy it. When the teacher really apply professionally and can manage education well, of course they more enthusiastic in carrying out their duties and even willing to innovate learner for success learning participant educate (Qomar , 2010).

c) Analysis means physique school

Means education is all something which covers equipment and equipment which direct used in process education at school such as buildings, rooms, tables, chairs, props, textbooks and others. Meanwhile, the infrastructure of all components that indirectly support the way process learning in institution education the like Street going to school, page school, system tipped school and others.

By because that, means and infrastructure education Islam should strived as much as possible so that Islamic educational institutions Have power typical pull. If this happens, then the bargaining position of the institution against Public around is very high. This may happen if the means and infrastructure this get attention big from manager education Islam start Step planning until on care /maintenance.

d) Analysis curriculum, Theory education and process study teach

So far, the curriculum is considered as a determinant of educational success. including education Islam. Because that, attention para teacher, lecturer, head schools/madrasahs, the head of the rector, as well as education practitioners are concentrated on curriculum. Though the curriculum is not the main determinant. In the case of education in Indonesia for example.

The biggest problem facing this nation is actually no problem curriculum, though no means curriculum no cause problem, however problem awareness is problem which big. That is lack of awareness for achievement, awareness for success, awareness for

increase HR, awareness for remove ignorance, nor awareness for do which best (Qomar , 2010).

According to Mujamil Qomar which quoted from Al-Syaibani express a number of characteristic features curriculum education Islam, that is :

1. Highlighting the goals of religion and morality as goals, content, methods tool and the technique.
2. Have attention which large and content which thorough.
3. Have a balance between curriculum content in terms of science and art,　necessity, experience and activity teaching which diverse.
4. Inclination to subtle arts, educational activities , body, practice military, knowledge technique practice vocational and language foreign for individual nor they which have willingness, talent and desire.
5. Curriculum relationship with willingness, interest, ability, need, and difference individual in Among they.

These characteristics illustrate the various demands that must be curriculum education Islam. demands this Keep going develop in accordance with the challenges of the times. Challenges of Islamic education in the era of today is certainly very different from the classical era. Challenges of the era now of course more complex. Educational curricula must be designed with as good as possible for produce output which satisfying.

e) Analysis administration and finance school

So far, there is an impression that finance is everything in advancing a business educational institutions. Without sufficient financial support , agency managers Education seems unable to do much in an effort to advance the institution education he leads. Because they think all efforts to advance always have to be capitalized with money. Efforts to advance components education without accompanied Support money will certain stagnant or congested in middle Street. There are at least two things that cause great attention on finance that is (Mulyasa , E, 2013) :

1. Finance is a key determinant of the survival and progress of the institution education. This fact has the consequence that the update program or development education can fail and untidy when no supported by fund which adequate.
2. Usually, large amounts of money are very difficult to obtain, especially institution education private which new stand up.

f) Analysis environment social Public

Institution education Islam need handle Public or connection institution Islamic education with Public. We must realized that Public have role which very important to existence, sustainability and even progress of Islamic educational institutions.

At least wrong One parameter that determines the fate of Islamic educational institutions is society. When there are advanced Islamic educational institutions, it is almost certainly one of the factors success is maximum community involvement. Vice versa, when there is institution education Islam which worrying , wrong one the cause can so Public hornbill support. Attitude Public this can so the result of other things in relation to Islamic educational institutions, good which character internal nor external.

Society has a dual position in Islamic educational institutions, namely: as object and as subject which both of them have meaning　functional for the procurement of Islamic educational institutions. When Islamic educational institutions are Promoting student/student admissions and new students, the community be an object absolutely needed . Meanwhile the response to that promotion placing them as subjects who have full authority to accept or reject it.

g) Analysis role government and Foundation

In the face of government policies that are considered less in favor of In the development of Islamic educational institutions , managers must be able to have a soul to grow up and bear what happens in the future to regulation and policy the (Prasetyo, 2011).

Generally not align the policy with what's on paper with what is in the field due to the absence of supporting policies. For example like application policy in operate standard national education in field process learning like which poured in Minister of National Education No. 22.23 and 24 year 2006, school or madrasas carry out a planned learning process is evidenced by the presence of teachers who make syllabus and lesson plans. This policy is actually a step forward that carried out by the government in an effective learning effort. But initially This policy also runs intermittently because when receiving the policy In this case, madrasa managers feel superior because of the policy it's not followed by supporting policies such as procurement of manufacturing training syllabus and lesson plans that are evenly distributed throughout Indonesia, financial assistance and technology information and communication which related with Thing the.

IV. Conclusion

In the role of Islamic education, it is faced not to be trapped in problems that the same, even if it is observed and then concluded that Islamic education is confined in decline, backwardness, inadequacy empowerment, and poverty, as also experienced by most Islamic countries and societies compared to those who are not Muslim. Let's just say, Islamic education is stuck in a circle that not visit done that is problem demands quality, relevance with needs, change era, and even education if given "frills Islam", considered connotes setback and backwardness.

Though now by gradually many of the Islamic educational institutions that have shown progress in his education. Apart from the various problems faced, both those that come from within systems such as management problems, input quality and the condition of the infrastructure, as well as from outside the system such as rigid accreditation requirements and other regulations, madrasas which has distinctive characteristics that other educational models do not have become one of the pillars of hope for modern humans to overcome the dryness heart from religious nuances and avoid the phenomenon of demoralization and dehumanization that is increasingly rampant along with the advancement of technological civilization and Theory. As a bridge between the pesantren education model and the educational model school, madrasa Becomes very flexible accommodated in various environment. From the description above, it is emphasized that Islamic educational institutions must designing models education alternative which in accordance with needs current developments. Expected to be able to face and answer challenges change which occur in life Public good social nor cultural going to new Indonesian society. To answer this question, borrowing the principle of essence Islamic education used by Hasim Amir, who argued that education Islam is an idealistic education, namely education that is integralistic, humanistic , pragmatics and rooted in culture strong.

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