

Challenging Fourth Industrial Revolution: Independent Learning And Kh Imam Zarkasyi's Legacy

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Abstract: *In the face of changing times that continue to develop in the era of the industrial revolution 4.0, the government initiated an independent learning curriculum, in which teachers have the freedom to determine for themselves what is best for their students to learn. Freedom is the fifth motto in the Five Souls and one of the mottos that underlies all activities at the Darussalam Gontor Islamic Boarding School, launched by KH Imam Zarkasyi. This gives the santri the freedom to choose and determine what is best for them in a variety of ways after fulfilling other obligations. The purpose of this research is to examine the relevance of the independent learning curriculum in relation to KH Imam Zarkasyi's educational thinking in the face of the Industrial Revolution 4.0. The method used in this research is library research, and the primary data source in this study is documentation data from KH Imam Zarkasyi in the form of recordings, writings, and figures. While the secondary data in this study is in the form of journals, books, and websites related to the research topic, Data collection techniques were carried out by collecting data from various literature, documentation, magazines, newspapers, and other related sources to then carry out a literature review. Data analysis techniques were carried out by reducing data, presenting data, and drawing conclusions. The findings of this study will be presented in the form of an overview of how far the relevance of the independent learning curriculum aligns with educational thinking according to KH Imam Zarkasyi, as well as several actions that can be taken to meet the challenges of the Industrial Revolution.*

INTRODUCTION

The era of the industrial revolution 4.0 has had a major influence on various lines of life, including in the world of education. So that recently the government of the Ministry of Education and Culture of Ristekdikti initiated an independent learning curriculum, this independent learning curriculum is devoted to giving freedom to Indonesian education, especially the elements involved in education to be more daring to be creative, innovating, in learning while still basing it on the Pancasila character and competence. 21. The independent learning curriculum proclaimed by the government in the era of the industrial revolution 4.0 is

used as a way to restore educational conditions, which is expected to create a more enjoyable teaching and learning process for students and teachers, and also aims to create superior human resources, competent, and have a Pancasila student profile. The independent learning curriculum initiated by the Ministry of Education and Culture is used as a medium for realizing inclusive learning, in which learning is not only about the needs of students, but to create learning that accepts differences in terms of religion, ethnicity, race, regardless of the physical and identity of students. (DKK 2022)

However, if we pay attention to how Teaching and Learning Activities (KBM)

generally occur in schools today, we will find the fact that there is still a lot of learning that is not fully student-focused so that students cannot fully express themselves. In addition, during teaching and learning activities there are still many schools that have not placed teachers as facilitators, but there are still many teachers who position themselves as learning resources so that students are not used to thinking critically and relying only on the knowledge possessed by the teacher. And also there are still many Teaching and Learning Activities in schools which are limited to using the lecture method and memorizing lessons no matter what the material is, plus the material taught is only sourced from predetermined textbooks at school, so students do not yet have the opportunity to look for materials from various other sources that can increase broader curiosity so that you can get used to thinking creatively or thinking at a higher level. (Maisa 2020)

According to Nadim Anwar Makarim, the development of the Industrial Revolution 4.0 apart from increasing the automation of a job will also have a sizable impact on the use of technology in other daily lives. the ability to analyze or reason, the ability to think creatively and innovatively, as well as higher order thinking (HOTS) is a necessity that cannot be avoided anymore to face the times.(Editor, n.d.) Marked by the presence of robots, artificial intelligence, machine learning, biotechnology, blockchain, internet of things (IoT), and driverless vehicles, in the world of Industrial Revolution 4.0 education which can be utilized to support learning patterns and thinking patterns and develop creative and innovative innovations from participants educate. (Cholily, Putri, and Kusgiarohmah 2019)

For this reason, in order to prepare the nation's generation to face the challenges of the times during the Industrial

Revolution 4.0, the government continues to strive to improve the quality of education through assessments and proclaims the concept of independent learning. In fact, one of the reasons for the abolition of the National Examination (UN) is because the National Exam contains more items that measure low-level thinking competencies.(Editor, n.d.)

One of the scholars who remains famous for his educational thoughts, and is also still relevant if applied in the current era is KH. Imam Zarkasyi, he also belongs to the trimurti founder of Pondok Modern Darussalam Gontor with his two older brothers, KH. Ahmad Sahal and KH. Zainuddin Fannanie. Apart from being known as a scholar who is productive in writing, he is also known as an activist in the fields of education, social affairs, and state politics. In this regard, he left a lot of scientific work which can still be enjoyed today. This is in line with his opinion expressed at the opening of the 1936 KMI, when he said "If I don't succeed in teaching in this way, I will teach with a pen".(M. R. Zarkasyi 2016)

From the description of the context above, this study will discuss how the concept of independent learning and its relevance to KH's educational thinking. Imam Zarkasyi in facing the industrial revolution 4.0

METHOD

This study slightly refers to Dwi Budiman Assiroji work entitled "The Concept of Islamic Education According to Kh. Imam Zarkasyi". This study discusses the achievement of educational goals that are integrated between religious lessons and general subjects, which are taught through good teaching methods (Dwi Budiman Assiroji, 2018).

This study uses the Library Research method, in which the data sources come from books, articles, the web, Google Scholar and several other print and non-print media that are relevant to this

research.(Zed 2004) While data analysis in this research uses content analysis. Content analysis itself is an analysis of the contents of the text used in library research to describe data objectively, generally and systematically.(Asfar 2019)

RESULT AND DISCUSSION

Independent Learning Concept

In 2020 the Minister of Education and Culture launched a new innovation related to the concept of educational renewal which is termed "Freedom to Learn". Freedom of learning itself can be interpreted as giving freedom to autonomy and educational institutions, which in the future will be directed at being free to choose the right and relevant method for an educator to be able to teach students properly. and also the concept of independent learning is the result of a philosophical breakthrough by Kh. Dewantara, according to whom the essence of education is oriented towards independence and self-sufficiency.(Froilan D. Mobo 2021)

Basically, Merdeka Learning focuses on the principle of independence in applying essential and flexible material according to the needs, interests, and characteristics of students, providing free learning opportunities for students in a calm, happy, relaxed, and without pressure, while still paying attention to talents. naturally possessed by students without forcing them to study a field beyond the limits of their hobbies and abilities. So that from this later the concept of independent learning proclaimed by Nadim Makarim can provide freedom for teachers and students to apply an effective and fun learning system so that from this it can improve the quality of the national education system.(Widyastuti 2022)

The direction of curriculum change contained in Merdeka Learning Episode 15 is a curriculum structure that is more flexible, focuses on essential material, provides flexibility for teachers to use

various teaching tools according to the needs and characteristics of students, as well as applications that provide various references for teachers to continue to develop. practice teaching independently and sharing good practices.(Kemendikbut-Ristek 2022a)

For the implementation of the independent learning curriculum well, there is a need for innovation. Curriculum innovation cannot be separated from success in education. Educational progress depends on the extent to which teachers understand the implementation of their duties at school, including understanding of the curriculum. Because it is essential for educators in student education to understand curriculum innovation strategies, it is difficult to know for sure how educational progress can be known without teachers carrying out curriculum innovation. The issue of curriculum innovation is related to related principles such as cognitive, psychological and social.(Kurniati et al. 2022)

Mutual cooperation is also one of the aspects that form the basis of the implementation of independent learning which is carried out by Nadim Makarim to be able to run the independent wheels of learning, especially in implementing the prototype curriculum which will currently be carried out by the entire education sector in Indonesia. Related to this, gotong royong is also used as the basis for the transformation of education in Indonesia, which later from mutual cooperation in the concept of independent learning is aimed at realizing universal and quality education, digital technology in education, partnership solidarity, and preparation for the world of work. post covid-19.(Kemendikbut-Ristek 2022b)

Educational Thought Kh. Priest Zarkasyi

The pattern of educational thinking Kh. Imam Zarkasyi is more patterned and focused on modernity, which is the main

characteristic that is evident in the entire educational process of Darussalam Gontor's modern Islamic boarding school. The modern definition of pesantren education meant by KH. Imam Zarkasyi covers modernity in all aspects of education which are very broad, substantive and universal. In order to achieve this, according to him, the modernity of pesantren education must be imbued with five souls in the form of:

- a. sincerity,
- b. Simplicity,
- c. independence,
- d. Ukhuwah Islamiyah, and,
- e. Freedom.

And also Islamic boarding schools must be clad with the Islamic boarding school education motto in the form of:

- a. Virtuous,
- b. able-bodied,
- c. Knowledgeable, and,
- d. Free thinking.

According to KH. Imam Zarkasyi pesantren which with all its aspects must be neutral, and must stay away from any practical politics. The concept of educational modernity proclaimed by him, was only to purify intentions and aims to "*li-'izzi-l-Islam wa-l-Muslimin*".¹

Darussalam Gontor since its establishment in 1926 has implemented the concept of modernity in pesantren education. This concept is believed to be the most important concept in an educational institution, and this concept will be able to answer educational challenges in the future. The concept in question includes systematic and structured boarding life (boarding) with all its variables, the competence of the kiai figure as the central figure in all forms of social interaction with the santri, both as teachers and caregivers in transforming the values of life that are driven from the mosque as a mental or spiritual center.(Yapono 2015)

The concept of modernity in Islamic boarding schools was initiated by KH. Imam Zarkasyi was aimed at perfecting the "image", which was originally ordinary students who were known and impressed with the "sarong people", as a result of the modernity of the santri boarding school they became more familiar with "trousers, jackets, ties, shoes and others. other. Even from that, students must take part in sports, scouting, arts, skills activities in a comprehensive manner, in which students are given the freedom to think about participating in these activities according to their interests and talents.(Nawawi 2018)

In Darussalam Gontor's modern Islamic boarding school education, freedom becomes one of the five existing five souls. Freedom is used as a reflection of the Islamic boarding school's anti-colonial and oppressive attitude, free from negative external or foreign influences, as well as a pillar of strengthening independence, so that it is free from outside intervention and focuses on carrying out the vision and mission of its struggle. The freedom of thought proclaimed by Gontor is not in the sense of closing oneself from other people's thoughts, and not wanting to accept the opinions of others, but the free thinking that is meant in the motto of Gontor's education is open thinking, not old-fashioned (frozen), blind fanatics. Freedom of thought is intended to lead to goodness and truth, free thinking that is active, positive, can contribute to realizing the values of truth, goodness and is devoted to building not destroying. In Islam, freedom of thought is also encouraged to convey good things that are prioritized in Islam, which are specifically in the framework of Tanashub to advise each other, and in order to make people aware of the challenges of struggle that really must be fought for and explain what they must do. Freedom of thought, opinion

¹ (Nawawi 2018) Hlm. 3-6

and expression is guaranteed in Islam, as long as it is used for good purposes, such as defending the truth and extinguishing the fires of evil.(Suharto 2014b)

Free-thinking is used as one of the mottoes of education in Gontor, but it is placed fourth, after being highly virtuous, able-bodied and knowledgeable. This means that it is not justified, if someone immediately wants to think freely without conditions and stages of mature competence. Free thinking can only be justified after someone is knowledgeable, and has strong personal integrity with noble character. Free thinking is used as a principle and is applied in the education and teaching curriculum at Gontor, including in the form of a fiqh curriculum, starting with madhabi fiqh, followed by bulughul maram and perfected in muqarin fiqh (Bidayatul Mujtahid). In other matters, students are also given the freedom to choose the type of activity according to their talents, which is followed by the development of interests (arts, skills, sports, and scientific fields). Free thinking and opportunities are given to students to be creative in showing their abilities, which cannot be separated from the educational framework through various artistic performances, sports, scouting and others. It is hoped that in the future the students will be able to have an openminded mind, be open minded to accept the goodness and truth given by others, want to improve themselves and be ready to be repaired, and have a broad field of struggle later in various fields of real community life.(Suharto 2014b)

The Relevance of the Concept of Independent Learning with Educational Thinking According to Imam Zarkasyi

The independent learning curriculum initiated by the minister of education Nadim Anwar Makarim was basically inspired by educational ideas according to national hero figures in the field of education namely from the thoughts of Ki

Hajar Dewantara which is based on the principle of independence, where this principle means that humans are given freedom from God Almighty. to regulate their lives by remaining in line with the rules that exist in society.(Kemendikbud 2022b) In addition, one of the big agendas in implementing the independent learning curriculum is to abandon old habits in the world of education that are no longer in line with the challenges and needs of the times. As well as fostering enthusiasm to continue to carry out various innovations, create change and novelty in the world of education which will lead us to jump into a better future.(Kemendikbud 2022a) In line with this, KH Imam Zarkasyi also has a similar and relevant educational view on the importance of freedom in education as stated in the Five Souls and the motto of education at the Islamic boarding school he founded. The forms of educational thought according to KH Imam Zarkasyi that are relevant to independent learning include freedom of thought, freedom to innovate, curriculum flexibility with the times, and mutual cooperation.

First, freedom of thought, in line with the goal of Freedom to learn as written in the motto of Pondok Modern Darussalam Gontor which reads "Free thinking" where it instills a spirit of freedom in the students to have broad and free thoughts and not be shackled by ignorance or a particular thought.(Suharto 2014a) So that he can determine what is best for himself. The curriculum designed by KH Imam Zarkasyi gives freedom to students to choose and explore various activities according to their interests and talents so that they will be able to awaken, hone and mature their potential to be useful in their future lives. In addition, even though the educational institution he founded was a boarding school based on deep Islamic values, KH Imam Zarkasyi never forced his students to become a preacher or an ust. He always gives freedom to his students to

choose a career according to their interests and talents.

However, free thinking taught by KH Imam Zarkasyi is not liberal, or as free as free, but freedom based on Islamic principles or can be interpreted as an independent mind that is free to choose the good from the bad.(H. F. Zarkasyi 2020) freedom here must be within the lines and boundaries of discipline and all positive activities, and accompanied by attitudes and responsibilities so that students can then develop the character of discipline, creativity, curiosity and responsibility. That is why the motto of freethinking comes fifth, after being highly virtuous, able-bodied and well-informed. This indicates that even though KH Imam Zarkasyi teaches freedom, a santri must first carry out the other four Five Souls as the motto of the Islamic Boarding School.

Second, the freedom to innovate. Every activity carried out at the pondok basically always adheres to the principles in the *fiqhiyah* rule which reads, “*al-muhafadhotu 'ala qodimis sholih wal akhdzu bijadidil ashlah*” which means maintaining good old traditions and adopting new, better habits. Therefore, innovation is an integral part of every educational activity implemented at Pondok Modern Darussalam Gontor, where every activity at the boarding school is always dynamic and continues to make improvements by presenting innovations in the world of education which are not only limited to education in the classroom but education in the broad meaning that is given to the life of a santri who lives life at Pondok Modern Darussalam Gontor.(Nurdianto 2017)

Third, the flexibility and relevance of the curriculum with the times. If we talk about the curriculum in Gontor, it will be lacking if we only look at the learning process carried out in the classroom, because learning in Gontor takes place 24 hours a day, all activities carried out in Gontor as a whole are always educational in nature. As

emphasized by KH Imam Zarkasyi that “everything you see, you hear, you experience in Gontor is for the sake of education”.(H. F. Zarkasyi 2020) Therefore, Gontor always moves dynamically to improve his curriculum flexibly and relevantly and does not close himself to the times. In addition, in the opinion of researchers, the curriculum is not only the arrangement of a number of subjects to be taught in class, but also all student activities in the domain of informal and non-formal education. This non-academic curriculum is currently also known as “Hidden Curriculum”.

Even from the early days of the establishment of the pondok, KH Imam Zarkasyi had integrated the curriculum he had adopted from modern madrasas, and divided subjects into two theoretical categories: religious studies and social-natural sciences. In addition, he also obliges the students and all residents of the boarding school to use English and Arabic as the language of instruction in class as well as everyday language. Meanwhile, in terms of the Hidden curriculum area, there are many activities which are still relevant to the needs of the times, such as *Muhadhoroh* (Speech) activities, Language activities, Art Performance activities, as well as various existing organizations, starting from the smallest realm of class administrators, room administrators, hostel administrators, and *Munadzomah* administrators in which there is a lot of education about leadership, socializing, working together and there is still very much that is still relevant and needed in today's developments.(Zulkarnain 2016)

Fourth, *gotong royong* and the spirit of socialization in the community, as previously mentioned that mutual cooperation is one of the aspects that underlies the independent learning curriculum, in line with this the concept of education applied at the Gontor Islamic Boarding School has implemented and

accustomed its students to live socially in harmony despite having different languages, characters, customs, and backgrounds. If we look at all the activities of the santri as a whole, we will find that there are many forms of mutual cooperation that they carry out in social life. Starting from cleaning the residence and the surrounding environment which is carried out routinely by all members of a hostel every day. As well as other activities such as certain events that sometimes require the energy of many people.(Abdullah 2015)

CONCLUSION

The concept of independent learning which was coined by the minister of education Nadim Anwar Makarim was basically inspired by the thoughts of education according to national hero figures in the field of education namely from the thoughts of Ki Hajar Dewantara which is based on the principle of independence, where this principle means that humans are given freedom from God Almighty. to regulate their lives by remaining in line with the rules that exist in society. In addition, one of the big agendas in implementing the independent learning curriculum is to abandon old habits in the world of education that are no longer in line with the challenges and needs of the times. As well as fostering enthusiasm to continue to carry out various innovations, create change and novelty in the world of education which will lead us to jump into a better future.

In line with this, KH Imam Zarkasyi also has a similar and relevant educational view on the importance of freedom in education as stated in the Five Souls and the motto of education at the Islamic boarding school he founded. The forms of educational thought according to KH Imam Zarkasyi that are relevant to independent learning include freedom of thought, freedom to innovate, curriculum flexibility with the times, and mutual cooperation.

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