

IMPLEMENTATION OF THE POLICY ISLAMIC EDUCATION IN INDONESIA

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Abstract

Education is a conscious process to humanize humanity whose activities will fundamentally develop and develop human interests. It is in the human interest to build a noble human civilization based on a clear conscience to return to human identity. The direction of educational policy is to humanize humans through students in line with Islamic values, namely those who are able to optimize their potential to become people who believe and are devoted to Allah SWT. To achieve this ideal of humanizing humans, the role of Islamic educational institutions is especially needed by policy makers and all stakeholders, in this case the government together with the Indonesian Ulema Council (MUI) and institutions directly related to Islamic education. Therefore, Islamic education policy is all educational institutions starting from Kindergarten (TK) to tertiary institutions because these educational institutions will form human values towards complete intelligence. Policies to implement Islamic education in this context must be the main focus amidst the complex challenges facing the world of Islamic education.

Keywords: Implementation, Policy, Islamic Education.

INTRODUCTION

Islamic education in Indonesia cannot be separated from the framework of the National Education system, because of its position as a sub-system of national education. According to his understanding, Islamic education in Indonesia can be understood in three forms. *First*, Islamic education as a learning process and *second*, Islamic education as an institution; third, Islamic education as a result that can form just and civilized human values.

According to Zuhairi, et al. (1995:149), Islamic education is defined as an activity to develop all aspects of human personality that lasts a lifetime. In other words, (Islamic) education does not only take place in the classroom, but also outside the classroom. In this case it does not only mean formal, but also includes education in informal and non-formal forms.

In practice, according to Mochtar Buchori (1994: 50) Islamic education in Indonesia can be divided into 4 (four) *First*, Islamic Boarding School Education, namely Islamic education that is carried out traditionally, starting from the teaching of the Koran and Hadith, and designing all its educational activities are to teach students Islam as a way of life, Islam as *a way of life*; *Second*, Madrasah Education, namely Islamic education carried out in Western-style educational institutions, which use