

The Essence of Teachers and Ideal Islamic Religion Teachers: Thought of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori

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ABSTRACT

This research investigated Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori viewed about the essence of teachers and ideal Islamic Religious Education teachers. By using review literature approach, this research showed systematic and focused research methodology. First, research identified research problem and searched relevant literature source. Then literature sources were selected and evaluated based on inclusion and quality criteria. Data were collected and analysed to answer research problem. The view of Ki Hajar Dewantoro emphasized students' freedom, creativity and spirituality, with Islamic Religious Education teachers stimulating spiritual values and inter-religious tolerance. KH. Ahmad Dahlan proposed moderate and inclusive Islamic education, with Islamic Religious Education teachers who taught Islamic values in balanced and as model. KH. Hasyim Asy'ari saw knowledge, wisdom and noble moral in Islamic education, with criteria of professional, loving, authoritative, look after themselves, kept working, good teaching and broadminded Islamic Religious Education Teachers. Hamka initiated comprehensive understanding of religion, involving all aspects of life, and created responsible human. Maria Montessori emphasized experience-based approach, where Islamic Religious Education teachers created learning environment that supported students' exploration, creativity and direct experience. This research result summarized the conception of ideal Islamic Religious Education teachers and teachers, including freedom, creativity, spirituality, moderation, science, wisdom, noble morals, comprehensive understanding of religion, and experience-based approach. These findings gave deep insight into the importance of holistic education that configured the character of young generation who character and responsibility.

Keywords: Teacher, Education, Value, Thought

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INTRODUCTION

Teachers have important role in configuring the character, moral and intellect of young generation. Islamic Religious Education teachers have special responsibility in educating students so that they have good understanding of religion and high moral. Many educational figures and great thinkers have valuable contributed in determining the essence of ideal teacher. In this context, the thoughts of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori provide different views, but they complete each other in configuring image of teachers and ideal Islamic Religious Education teachers.

Ki Hajar Dewantoro is the founder of Taman Siswa, an educational movement in Indonesia that emphasizes education that respects local culture and tradition. According to him, ideal teacher is someone who not only teaches knowledge, but also creates learning climate that motivates students to think critical and creative and he is able to guide students to achieve their best potential and gain useful knowledge in daily life (Musanna, 2017). As the founder of Muhammadiyah, KH. Ahmad Dahlan says that ideal teacher is

someone who is able to be model for students and provides the best figure for them. Meanwhile, ideal Islamic Religious Education teacher is one who is able to educate students with correct Islamic values, as well as provides understanding of religion that comes from the Koran and Hadith. The ideal Islamic Religious Education teacher must also have noble morals, be model for students, and have social concern for surrounding community (Sasmita, R., & Arqam, 2022).

As the founder of Nahdlatul Ulama, KH. Hasyim Asy'ari teaches that ideal teacher is someone who is able to understand students' need and provide appropriate guidance according to those need. Meanwhile, ideal Islamic Religious Education teacher is one who is able to teach religion with deep and wise understanding (Rahman, F., & Muhlis, 2021). Islamic Religious Education teachers must be able to answer students' doubt with strong and convincing argument, so that students can understand and practice religious teachings with full confidence. Hamka is an Indonesian cleric, litterateur and politician who teaches that ideal teacher is someone who is able to inspire students to learn and achieve their life goal. Meanwhile, ideal Islamic Religious Education teacher is one

who has broad and deep religious knowledge. Islamic Religious Education teachers must be able to relate religious teachings to students' daily life, so that students can see relevance and usefulness of religious teachings in their life (Husaini, A., & Setiawan, 2020). Maria Montessori is an Italian doctor and educator who develops Montessori education method. According to Montessori, ideal teachers, including Islamic Religious Education teachers, must understand the uniqueness and potential of each student (Cipta, D. A. S., Kartika, E. D., & Kurniawati, 2020). Teachers must provide supportive learning environment, give freedom to students to explore their interest and talent, and provide wise guidance according to students' individual development to learn independently and explore the world around them.

By summarizing thoughts of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori, we can understand that teachers and ideal Islamic Religious Education teachers are they who not only have knowledge and teaching skill, but also have moral integrity, concern for students, and ability to create learning environment that supports the students holistic development. Thus, teachers and ideal Islamic Religious Education teachers are they who can combine life values with innovative learning approach and support students' optimal development physically, mentally, emotionally and spiritually to achieve their best potential and gain useful knowledge in daily life.

METHOD

The research methodology that you design to conduct literature review on thought of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori about the essence teachers and ideal Islamic Religious Education teachers seen systematic and focused. First, determining research problem which will be answered in this research, those are about thought of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori about the essence of teachers and ideal Islamic Religious Education teachers. Searching for relevant literature sources with research topic. Selecting relevant literature sources with research topic and fulfilling the inclusion criteria.

Evaluating on quality selected literature sources by using certain quality criteria. Collecting data from relevant literature sources with research topic. Analysing data that has been collected from literature sources to answer research problem. Writing research result report in paragraph form by using data analysis result from literature sources. In the conclusion, research methodology with literature review approach can be used to answer research problem about the essence teachers and ideal Islamic Religious Education teachers by utilizing thought of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori as literary sources.

RESULTS AND DISCUSSION

Islamic Religious Education teachers have important role in configuring the character of young generation. In perspective of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori, the essence of teachers and ideal Islamic Religious Education teachers have different values. In this analysis, we will explore these figures thoughts and search patterns of similarities and differences in their conceptions about teachers and ideal Islamic Religious Education teachers.

1. Ki Hajar Dewantoro: Education for Independence

Ki Hajar Dewantoro, founder of Taman Siswa, views teacher as inspirer who help students understand and develop their potential. According to him, teachers must create learning environment that supports students' freedom, creativity and independence. In Ki Hajar Dewantoro's view The ideal Islamic Religious Education teacher is one who is able to stimulate sense of students' spirituality and morality, as well as open their minds to religious tolerance and plurality.

According to Ki Hajar Dewantoro the essence of ideal teacher is teacher who has three main roles, they as tutor, coach and leader. Teacher as tutor must be able to provide good figure to their students, in accordance with the motto of Ing Ngarso Sung Tuladha. Teacher as coach must be able to develop the potential and creativity of their students, in accordance with the motto of Ing Madyo Mangun Karso. Teacher as leader must be able to provide encouragement and guidance to their students, in accordance with the motto of Tut Wuri Handayani.

According to Ki Hajar Dewantoro the essence of ideal Islamic Religious Education teacher is teacher who has four teacher competencies, they are pedagogical, professional, social and personality. Islamic Religious Education teachers who are pedagogically competent must be able to understand the characteristics and needs of students, as well as design and implement effective and enjoyable learning process. Islamic Religious Education teachers who are professionally competent must be able to master Islamic Religious Education learning materials, methods and medias, and develop themselves continuously. Islamic Religious Education teachers who are socially competent must be able to communicate and interact positively with students, parents, colleagues and community. Personally competent Islamic Religious Education teachers must be able to show honest, discipline, responsibility, polite and model behavior in daily behavior.

2. KH. Ahmad Dahlan: Moderate Islamic Education

KH. Ahmad Dahlan, founder of Muhammadiyah, emphasizes the importance of moderate and inclusive Islamic education. According to him ideal Islamic Religious Education teacher is one who teaches Islamic values with full of wisdom

and peace. They must provide balanced religion understanding, avoid extremism, and relate inter-religious dialogue. The ideal Islamic Religious Education teacher must also be role model in daily life.

According to KH. Ahmad Dahlan the essence of ideal teacher is teacher who has characteristics such as affection, model, advice, good morals, respect for knowledge, and practice for knowledge. The ideal teacher must also be able to adapt oneself with the abilities and needs of students, and convey knowledge easy to be understood and useful. According to KH. Ahmad Dahlan the ideal Islamic Religious Education teacher is teacher who not only teaches religious knowledge, but also practices and exemplifies Islamic teachings in accordance with Al-Qur'an and As-Sunnah. The ideal Islamic Religious Education teacher must also be able to guide students to become obedient, knowledgeable and have noble morals Muslim.

3. KH. Hasyim Asy'ari: Knowledge and Wisdom

KH. Hasyim Asy'ari, founder of Nahdlatul Ulama, emphasizes the importance of knowledge and wisdom in Islamic education. According to him, the ideal Islamic Religious Education teacher must have deep religion understanding and be able to connect religious teachings with the context of modern life. They must combine tradition with current development, and teach Islam as solution to social and moral problems.

According to KH. Hasyim Asy'ari the essence of ideal teacher is teacher who has seven criteria mentioned in his book *Adab al-'Alim wa al-Muta'allim*. These criteria are:

- a. Kamilat Ahliyyatuh or professional, it is teacher who has perfect expertise in his field and is able to master the material being taught.
- b. Tahaqqiqat Syafaqatu or loving, it is teacher who has affection and empathy to his students, and is not harsh, angry or abusive.
- c. Zaharat Muru'atuh or authoritative, it is teacher who has authority and credibility in view of his students, and protects himself from sinful and immoral acts.
- d. 'Urifah Iffatuh or self-care, it is teacher who is known as someone who keeps his honor and dignity, and is not involved in acts that demean or defame his good name.
- e. Isytaharat Shiyanatuh or continue working, it is creative, productive and innovative teacher in producing scientific and practical works that are beneficial to society.
- f. Ahsana Ta'lim or good at teaching it is teacher who has ability and effective, interesting and enjoyable teaching method for his students, and is able to create learning interest and motivation.
- g. Ajwa Tafhim or broad-minded, it is teacher who have extensive knowledge and understanding about various fields of science, both religious and general, and is able to integrate these sciences.

According to KH. Hasyim Asy'ari the essence of ideal Islamic Religious Education teacher is Islamic Religious Education teacher who not only fulfils the seven criteria above, but also has three additional characteristics mentioned in his book *Risala Ahlussunnah wal Jama'ah*. These characteristics are:

- a. Following the teachings of Ahlussunnah wal Jama'ah, it is Islamic Religious Education teachers who follow the understanding and know of Ahlussunnah wal Jama'ah in understanding and practicing Islamic teachings, and do not deviate from Koran and Sunnah of Prophet.
- b. Teaching the faith of monotheism, it is Islamic Religious Education teachers who teach to their students about the faith of monotheism as the basis of faith and worship in Islam, as well as explain about the characteristics of Allah and how to relate to Him.
- c. Teaching noble morals, it is Islamic Religious Education teachers who teach to their students about noble morals as main goal of Islamic education, as well as provide example and model in behaving in accordance with Islamic teachings.

4. Hamka: Understanding of Kaffah Religion

Hamka, a famous cleric and litterateur, proposes the concept understanding of kaffah (comprehensive) religion. According to him, ideal Islamic Religious Education teacher is one who is able to teach Islam as teachings that covers all aspects of life, including morality, social, economic and political. They must guide students to become human who are responsible, fair and beneficial to society.

According to Hamka the essence of ideal teacher is responsible person for preparing and delivering students to have extensive knowledge, has noble character, and be useful for society life largely. Ideal teacher must have characteristics such as having faith, integrity, always learning and responding to current development, having noble personality, being able to practice good relationship between himself and his students, mastering teaching material, managing the class, understanding students' psychological development, easy to associate with anyone, keeping good relation with parents, fellow teachers and wide community, and understanding that educational success is very dependent on education in family, school and community environment. According to Hamka, the essence of ideal Islamic Religious Education teacher is teacher who has special competence in the field of Islamic Religious Education , it can teach Islamic teachings correctly, deeply and comprehensively to students. Ideal Islamic Religious Education teacher must have strong understanding about sources of Islamic teachings, they are Al-Qur'an and As-Sunnah, and can apply them in daily life. Ideal Islamic Religious Education teacher must also be model for students in worship, morals and manners.

5. Maria Montessori: Experience Based Education

Maria Montessori, a famous educator, views teacher as facilitator in learning process. In his view, ideal Islamic Religious Education teacher is one who is able to create learning environment that facilitates exploration, creativity and direct experience. They should guide students to discover their own spirituality through real experience and reflection.

The essence of ideal teacher is someone who has idea, responsibility, skill and affection to educate, teach, guide and develop students potential according to their need and interest. Ideal teacher must also be able to create conducive, interesting and meaningful learning environment for students. According to Maria Montessori's thought, ideal teacher is someone who respects the rights of students as unique, active and creative individuals. Ideal teacher must also be able to be observer, facilitator and catalyst in students' learning process. Ideal teacher must also be able to adapt methods, materials and learning media to development stage and characteristics of

CONCLUSION

Conclusion from the thoughts of Ki Hajar Dewantoro, KH. Ahmad Dahlan, KH. Hasyim Asy'ari, Hamka, and Maria Montessori emphasizes the importance of teachers role in configuring character, moral and intellect of young generation. Even though they come from different cultural and religious backgrounds, they have same vision about the importance of education in configuring character and moral of young generation. Ki Hajar Dewantoro emphasizes freedom, creativity and spirituality in education. KH. Ahmad Dahlan teaches Islamic values with wisdom and peace, while KH. Hasyim Asy'ari views aspects of professionalism, affection and insight. Hamka emphasizes comprehensive (kaffah) religion understanding, and Maria Montessori brings experience-based learning approach. Although their views vary, there are similarities in emphasis on morality, integrity, and students' personal development. By summarizing their ideas, we get description about the importance of holistic education, including intellectual, moral and spiritual aspects, which is needed to configurate character and responsibility young generation. These figures view the need of ideal Islamic Religious Education teachers, who not only have deep religious knowledge, but also support the development of students' spirituality, morality, creativity and independence. Ideal Islamic Religious Education teacher must teach life values with wisdom, avoid extremism, relate inter-religious dialogue, and be model in daily life.

students. The essence of ideal Islamic Religious Education teacher is someone who has academic qualification, professional competence, and Islamic personality to teach Islamic Religious Education to students. Ideal Islamic Religious Education teacher must also be able to be murabbi (coach), mu'allim (teacher), and muaddib (disciplinarian) at once. Ideal Islamic Religious Education teacher must also be able to teach Islamic values in their students and configurate them into believer generation with the personality of ulul albab and kamil human. According to Maria Montessori's thought, ideal Islamic Religious Education teacher is someone who not only teaches religious knowledge theoretically, but also provides real example in the practice of daily life. Ideal Islamic Religious Education teacher must also be able to integrate Islamic values with other science in educational curriculum. Ideal Islamic Religious Education teacher must also be able to help students achieve balance between world and hereafter life.

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