

THE EDUCATIONAL THOUGHTS OF TGKH. MUHAMMAD ZAINUDDIN ABDUL MADJID IN THE WILLFUL REFLECTIONS OF NEW EXPERIENCES

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Abstract

This research aims to analyze the Islamic educational thoughts contained in the contemplative will of TGKH. Muhammad Zainuddin Abdul Madjid's new experiential period. The research method employed is literature analysis with a qualitative approach. Data were collected through literature studies and documentation related to the contemplative will. Data analysis was conducted by detailing the Islamic educational thoughts expressed in the will. The results of the research indicate that TGKH. Muhammad Zainuddin Abdul Madjid emphasizes the importance of Islamic education in shaping individual character, morality, and societal life. His thoughts also reflect the role of education in addressing the challenges of the times and fostering harmony between religion and science. The data analysis method involves identifying key concepts, interpreting meanings, and synthesizing the Islamic educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid. The implications of this research provide a deeper understanding of the values of Islamic education contained in the contemplative will, serving as a foundation for the development of curricula and practices in Islamic education that are more relevant to contemporary needs. In conclusion, the Islamic educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid in the contemplative will of the new experiential period contribute valuable insights to the development of holistic Islamic education in line with the demands of the times.

Keywords: Thoughts; Islamic Education; TGKH. Muhammad Zainuddin Abdul Madjid; Contemplative Will; New Experiential Period.

INTRODUCTION

Islamic education, as an integral part of individual and societal formation, plays a crucial role in facing various challenges of the time (Hitami, 2004, p. 13). In this context, profound and relevant Islamic education thinking

becomes a crucial foundation for curriculum development and educational practices. One of the acknowledged scholars who made an extraordinary contribution in this field is TGKH. Muhammad Zainuddin Abdul Madjid (Atsani & Nasri, 2023).

TGKH. Muhammad Zainuddin Abdul Madjid, as a charismatic scholar, is known for his wisdom and deep insights into various aspects of Islamic life (Atsani et al., 2023). His thoughts not only influence other scholars and Islamic intellectuals but also permeate into the realms of researchers, academicians, and education practitioners. His monumental works encompass various topics, including Islamic education, which has a significant impact on the understanding and development of the educational world (Nasri, 2023b).

This research examines the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid contained in the Wasiat Renungan Masa Pengalaman Baru. This testament is a valuable source that provides profound insights into the Islamic educational values firmly held by his disciples as a guide in developing education in Nahdlatul Wathan. The success of TGKH. Muhammad Zainuddin Abdul Madjid in unifying religious and scientific aspects, as well as providing holistic education direction, is appealing to researchers, academicians, and education practitioners.

The significance of this research lies in its contribution to providing a deeper understanding of the educational thinking of TGKH. Muhammad Zainuddin Abdul Madjid and laying the foundation for the development of relevant Islamic education in response to contemporary demands. By identifying and detailing these thoughts, this research is expected to make a constructive contribution to the literature of Islamic education and motivate further efforts to explore the intellectual richness of this charismatic scholar.

The problem solved involves a deep analysis of the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid contained in the Wasiat Renungan Masa Pengalaman Baru. The uniqueness (novelty) of this

research lies in its specific approach to Islamic education thinking in the context of the Wasiat Renungan Masa Pengalaman Baru, which has not been comprehensively explored. Therefore, the research questions in this study are three: First, how is the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid reflected in the testament of new experience contemplation? Second, what is the contribution of the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid to the formation of individual character, morality, and community life? Third, what is the role of Islamic education, according to TGKH. Muhammad Zainuddin Abdul Madjid's perspective, on overcoming the challenges of the time and establishing harmony between religion and knowledge?

The main objective of this research is to analyze, identify, and detail the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid contained in the testament of new experience contemplation. Thus, this research is expected to make a significant contribution to understanding and applying the Islamic educational values bequeathed by an influential charismatic scholar.

This research further emphasizes its novelty when compared to similar studies. For instance, a study conducted by Agus Muliadi and Muhammad Zainul Fahmi in 2021. The main difference between the previous study titled "Holistic Education Based on Character in the Tasyrih of the Wasiat Renungan Masa by TGKH. Muhammad Zainuddin Abdul Majid" and the upcoming study titled "Islamic Education Thought of TGKH. Muhammad Zainuddin Abdul Madjid in the Wasiat Renungan Masa Pengalaman Baru" lies in the focus and research approach (Muliadi & Zainul Fahmi, 2021).

The previous study focused on the holistic character-based education aspect found in the commentary (tasyrih) of the testament of contemplation of the works of TGKH. Muhammad Zainuddin Abdul Majid. The upcoming study focuses on the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid contained in the testament of new experience

contemplation. Its focus is broader, encompassing the concept of Islamic education in general that can cover various aspects.

Research Approach: The previous study used a more specific approach to character-based holistic education, which could involve the analysis of specific concepts and specific educational practices. The upcoming study is more general and holistic, identifying the Islamic education thinking comprehensively found in the testament of new experience contemplation, without limited focus on holistic character-based characteristics only.

Novelty of the Upcoming Research: The upcoming research brings novelty by exploring and analyzing the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid contained in the testament of new experience contemplation. This aspect may not have been comprehensively explored before, thus providing a new contribution to the understanding of Islamic education values from this charismatic scholar.

While the previous research focused more on the implementation of character-based holistic education, the upcoming research places more emphasis on the Islamic education thinking in general that can encompass various dimensions of life. Therefore, the novelty of the upcoming research lies in a more comprehensive approach to the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid in the context of the testament of new experience contemplation.

Islamic Education Thought

Islamic Education Thought refers to a collection of concepts and fundamental principles that form the basis of understanding the goals, methodology, teacher roles, and the relationship between religion and science in the context of Islamic education (Abdullah Idi, 2002, p. 55). Some key concepts included in this theoretical foundation are:

a. Islamic Education Goals

This theory discusses the primary objectives of Islamic education, extending beyond the transfer of religious knowledge to encompass the

formation of character, morality, and personality in line with Islamic teachings (Kurniawan Arizona et al., 2022). This thinking provides a foundation for understanding how education can serve as a means to achieve religious and moral goals in society (Mohammad Asrari, 2008).

b. Teaching Methodology

Islamic Education Thought also includes theories on effective teaching methods in the Islamic context. It involves a learning approach that integrates traditional and modern methods, enabling students to explore Islamic values while understanding the modern world's context (Muslihin et al., 2022). This foundation guides how learning can be organized to maximize understanding and application of Islamic teachings (Arofah, 2015).

c. Teacher's Role

This theory clarifies the role of the teacher as an educational leader and moral exemplar. It highlights that the teacher is not only a disseminator of religious knowledge but also a guide and role model for students in shaping character and behavior by Islamic teachings. This creates the basis for understanding the importance of interaction between teachers and students in the education process (Sabarudin, 2017, p. 33).

d. Relationship between Religion and Science

This theoretical foundation discusses how religion and science can complement each other in Islamic education. It includes the concept that scholarship and understanding of religion can synergize, creating a holistic perspective on knowledge. This theory can help understand Tgkh. Muhammad Zainuddin Abdul Madjid's approach to the integration of religion and science in the context of education (Mufid, 2013).

By understanding and applying the theoretical foundation of Islamic Education Thought, research related to the thinking of TGKH. Muhammad Zainuddin Abdul Madjid can explore and assess how these concepts are reflected in the testament of new experience contemplation and how this thinking can contribute to the development of Islamic education.

1. Theory of Scholarly Vision

The Theory of Scholarly Vision is a theoretical foundation that explores Islamic scholarly concepts found in the Wasiat Renungan Masa Pengalaman Baru by TGKH. Muhammad Zainuddin Abdul Madjid (Shihab, 1999, p. 35). Some key concepts included in this theoretical foundation are:

a. Tafsir

The concept of tafsir includes explanations and interpretations of verses from the Quran. A deep understanding of the tafsir concept can provide insights into how Tgkh. Muhammad Zainuddin Abdul Madjid integrates the understanding of Quranic verses into the context of Islamic education. How tafsir concepts are used to form the ethical and moral foundations in the education process (Baidan, 2011, p. 13).

b. Hadith

The concept of hadith includes the teachings and traditions derived from the words, actions, and approvals of Prophet Muhammad SAW. Understanding hadith provides insights into how the teachings of the Prophet become the foundation for the values of Islamic education. How hadith is used as a source of law and moral guidance in the context of education (Junaedi, 2022).

c. Fiqh

The concept of fiqh relates to the understanding and application of Islamic law. A deep understanding of fiqh provides insights into how Islamic laws are integrated into the education process. How the fiqh concept is used to guide actions and decisions in the context of education.

d. Aqidah

The concept of aqidah relates to beliefs and faith in Islam. Understanding aqidah provides insights into how fundamental Islamic beliefs form the basis of education. How the concept of aqidah is used to shape religious identity and spirituality in the context of education (Hendriadi, 2017).

The researchers build a framework of thought underlying assumptions, presumptions, or research hypotheses. The researcher can assume that the Islamic Education Thought of TGKH. Muhammad Zainuddin Abdul Madjid in the Wasiat Renungan Masa Pengalaman Baru is intrinsically connected to the concepts of tafsir, hadith, fiqh, and aqidah. Additionally, the researcher can assume that a deep understanding of the scholarly context can help unearth the meaning and implications of Islamic education thinking.

In the context of the Wasiat Renungan Masa Pengalaman Baru, the researcher assumes the Islamic education thinking of TGKH. Muhammad Zainuddin Abdul Madjid can be analyzed by considering how the concepts of tafsir, hadith, fiqh, and aqidah are reflected in the educational messages conveyed. Thus, the analysis will focus on how scholarly vision forms a theoretical foundation for the educational concepts found in the testament.

METHODS

This research employs a qualitative approach to delve into and analyze the Islamic education thoughts of TGKH. Muhammad Zainuddin Abdul Madjid in the testament of new experience contemplation (Ramayulis, 2005). This approach is chosen because it is more suitable for the research objective of understanding the meaning and context of the thoughts contained in the text (Nasri, 2023a).

The study utilizes a content analysis strategy to unearth and identify concepts of Islamic education in the testament of TGKH. Muhammad Zainuddin Abdul Madjid. This strategy assists the researcher in detailing and comprehending the thoughts contained in the text thoroughly (Creswell, J. W., 2008).

The type of data used is textual data, specifically the text from the testament of new experience contemplation by TGKH. Muhammad Zainuddin Abdul Madjid. The primary data source is the original manuscript of the contemplative testament, while additional sources may include literature

related to the thoughts on Islamic education (Bamberger, 2000). Data collection techniques involve literature review and document analysis (Ahmadi, 2005). A literature review is employed to gather information related to the thoughts on the Islamic education of TGKH. Muhammad Zainuddin Abdul Madjid. Document analysis is conducted on the testament of new experience contemplation to identify concepts of Islamic education contained within it (Moloeng, 2018).

The data analysis technique used is content analysis. This analytical process involves the identification, categorization, and interpretation of the meanings of Islamic education concepts found in the contemplative testament (B. Miles et al., 2014). Content analysis aids in detailing and systematically organizing the thoughts of TGKH. Muhammad Zainuddin Abdul Madjid (Sudaryono, 2016). Through the combination of a qualitative approach, content analysis strategy, and adapted data analysis techniques, this research is expected to provide in-depth insights into the Islamic education thoughts of TGKH. Muhammad Zainuddin Abdul Madjid and illustrates the relationship between the concepts of scholarly vision and the values of Islamic education contained in the testament of new experience contemplation (Emzir, 2010).

RESULT AND DISCUSSION

A. The Educational Thoughts of TGKH. Muhammad Zainuddin Abdul Madjid Reflected in the Testament of Contemplation on New Experiences

The Islamic educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid are reflected in his monumental work titled "Testament of Contemplation on Past and New Experiences." The following are excerpts conveying his thoughts on Islamic education (TGKH. Muhammad Zainuddin Abdul Madjid, 2002):

1. Loss of Morality

Islamic education emphasizes the importance of good moral character as an integral part of education. The loss of morality, as mentioned in the verse, serves as a warning about the need to shape individuals with strong moral values.

2. Outward and Inward Goodness

TGKH. Muhammad Zainuddin Abdul Madjid stresses that goodness should not only be apparent (outward) but also reflected in the heart (inward). The concept of being harmful (*memberak*) can be associated with TGKH's idea of the importance of harmony between external and internal behavior.

3. Regard for Parents

Islamic education emphasizes respect for parents and family values. The expression "*ibu bapaknya dipandang budak*" reflects the importance of honoring parents and upholding family values in TGKH. Muhammad Zainuddin Abdul Madjid's thoughts.

4. Beyond Material Wealth

Referring to TGKH. Muhammad Zainuddin Abdul Madjid's thoughts on the importance of not being fixated on material possessions and worldly wealth. Good Islamic education should teach values such as honesty, simplicity, and sincerity without overly focusing on material wealth.

By detailing each element in the verses and linking them to the concepts of Islamic education by TGKH. Muhammad Zainuddin Abdul Madjid, a deeper understanding of how these thoughts are reflected in the Testament of New Experience Contemplation can be gained (Atsani, Nasri, Walad, et al., 2023).

Verses from the Testament of New Experience Contemplation:

"Wahai ananda hidupkan taqwa

Matikan syaitan matikan hawa

Karena taqwa pembuka surga

Syaitan dan hawa pintu neraka"

"O my child, enliven the fear of God,

Suppress Satan, extinguish desires.

For taqwa is the key to heaven's door,

While Satan and desires are the gates to hell."

The verse "*Wahai Ananda Hidupkan Taqwa*" reflects essential values in Islamic education, particularly when connected with TGKH. Muhammad Zainuddin Abdul Madjid's theoretical framework (TGKH. Muhammad Zainuddin Abdul Madjid, 2002). The following breakdown provides a detailed analysis:

1. Goal of Islamic Education

The verse emphasizes the importance of taqwa as a primary goal in Islamic education. Taqwa is considered the foundation of a life devoted to Allah. In this context, the goal of Islamic education is to shape individuals with spiritual awareness, obedience to religious values, and the ability to resist temptations that may lead to sin (Saleh, 2005).

2. Teaching Methodology

The verses guide teaching methodology in Islamic education. "*Hidupkan taqwa*" and "*matikan syaitan serta hawa*" can be interpreted as a direct understanding and practice of Islamic teachings. The teaching methodology in this context may include a practical approach, incorporating real-life examples and direct applications of religious values in daily life (Erlan Muliadi & Ulyan Nasri, 2023).

3. Role of the Teacher

The verses assign the duty to the teacher or educator. The teacher plays a key role in transmitting religious values, guiding students to live with taqwa, and helping them avoid the temptations of Satan and

desires. The teacher is expected to be a role model and spiritual guide for students (Nasri et al., 2021).

4. Relationship Between Religion and Knowledge

The verses imply a close relationship between religion and knowledge. "Hidupkan taqwa" is considered the key to opening paradise, indicating that knowledge of religion and the practice of religious values bring blessings and happiness in this world and the hereafter. Conversely, "*matikan syaitan dan hawa*" is interpreted as refraining from temptations that can lead to incorrect knowledge or sinful actions (Ulyan Nasri, 2023c).

By connecting these verses with the theoretical framework of Islamic education, one can see that these messages support the primary goals of Islamic education—shaping individuals with taqwa, illustrating practical teaching methodologies, emphasizing the role of the teacher as a spiritual guide, and affirming the close relationship between religion and knowledge.

B. Contribution of the Educational Thoughts of TGKH. Muhammad Zainuddin Abdul Madjid to the Formation of Individual Character, Morality, and Social Life

In his work titled "Testament of Contemplation on New Experiences," TGKH. Muhammad Zainuddin Abdul Madjid emphasizes the formation of individual character, morality, and societal life. The following are reflections of his thoughts in his work:

*"Dekatkan dirimu kepada Tuhan
Jauhkan dari pembela syaitan
Amar-ma'ruf wajib tegakkan
Nahi-munkar tetap aktifkan"
"Draw yourself closer to God,
Keep away from the advocates of Satan.
Enjoin what is right, a duty to uphold,*

Forbid what is wrong, consistently activate."

These verses align with the educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid can be connected with concepts of character formation, morality, and societal life (TGKH. Muhammad Zainuddin Abdul Madjid, 2002). The analysis is as follows:

1. Concept of Character Education

The verses reflect important concepts in character education according to TGKH. Muhammad Zainuddin Abdul Madjid's thoughts.

"*Dekatkan diri kepada Tuhan*," "*jauhkan dari syaitan*," and "*amar-ma'ruf dan nahi-munkar*" indicate a focus on religious values, ethics, and morality (Zainuddin Atsani et al., 2023).

2. Formation of Individual Character

"*Dekatkan dirimu kepada Tuhan*" reflects the importance of spirituality and an individual's relationship with God in character formation. This aligns with the Islamic education concept emphasizing the cultivation of noble character, honesty, and piety towards Allah. Also, "*jauhkan dari pembela syaitan*" emphasizes the need to stay away from temptations that can harm individual character (Atsani & Nasri, 2021).

3. Influence on Morality and Social Life

The concept "*Amar-ma'ruf wajib tegakkan, Nahi-munkar tetap aktifkan*" highlights an active role in promoting goodness and rejecting evil. This reflects TGKH. Muhammad Zainuddin Abdul Madjid's views on the contribution of Islamic education in shaping individual morality and positively impacting overall societal life. This thinking is consistent with the concept of amar ma'ruf nahi munkar, encouraging good deeds and rejecting the bad in society (Atsani, Nasri, Walad, et al., 2023).

These verses, as part of TGKH. Muhammad Zainuddin Abdul Madjid's thoughts, contribute to the formation of individual character, the

strengthening of morality, and a positive influence on societal life. These messages provide practical guidance for living a life in harmony with religious and ethical values, in line with the principles of Islamic education.

C. The Role of Islamic Education, According to TGKH. Muhammad Zainuddin Abdul Madjid, in Addressing Contemporary Challenges and Fostering Harmony Between Religion and Science

TGKH. Muhammad Zainuddin Abdul Madjid's thoughts are expressed in the verses of poetry titled "Testament of Contemplation on New Experiences." The substance of his thoughts on Islamic education serves as a guide in fostering harmony between religion and science. The following are reflections of his thoughts in his work:

*"Zaman ini zaman munkarat
memerlukan banyak membaca shalawat
Membaca Qur'an Dhikir dan Taubat
Mengingat Tuhan setiap saat"

"This era, the era of vices,
requires abundant recitation of blessings,
Reading the Qur'an, engaging in remembrance (dhikr), and repentance,
Remembering God at every moment."*

The verses reflect TGKH. Muhammad Zainuddin Abdul Madjid's thoughts on contemporary challenges and how to address them, as well as efforts to foster harmony between religion and science. The analysis is as follows:

1. Analysis of Contemporary Challenges

The verse "Zaman ini zaman munkarat" reflects an understanding of the contemporary challenges faced, emphasizing the existence of munkarat (evils) in this era. TGKH. Muhammad Zainuddin Abdul Madjid may perceive these challenges as outcomes of social, cultural, and value changes in society (Zulkarnaini, 2019).

2. Role of Islamic Education as a Solution

The verses present a solution-oriented approach by suggesting concrete actions to address contemporary challenges. Mentioning reading shalawat, reading the Quran, dhikr, and taubat are parts of Islamic education aimed at purifying the heart, strengthening faith, and addressing evils. From TGKH. Muhammad Zainuddin Abdul Madjid's perspective, Islamic education can play a role as a solution to combat evils and respond to contemporary challenges with religious values (Khoiron Nasihin et al., 2023).

3. Harmony between Religion and Science

The verse "*Mengingat Tuhan setiap saat*" emphasizes the importance of a personal relationship with God, aligning with TGKH. Muhammad Zainuddin Abdul Madjid's view on the harmony between religion and science. Remembering God is not only seen as a spiritual aspect but also as a form of applying in-depth religious knowledge.

4. Practical Implementation

A society actively engaged in reading shalawat, the Quran, dhikr, and taubat has a strong moral foundation to counter evils. This can create a more harmonious environment aligned with religious values (Abdul Majid, 2012).

Therefore, these verses can be seen as an expression of TGKH. Muhammad Zainuddin Abdul Madjid's thoughts in facing contemporary challenges and fostering harmony between religion and science through active and practical Islamic education.

TGKH. Muhammad Zainuddin Abdul Madjid has made significant theoretical contributions to the field of Islamic education. Some theoretical implications or contributions from his thoughts involve:

1. Importance of Spirituality in Education

TGKH. Muhammad Zainuddin Abdul Madjid emphasizes the importance of spirituality and diversity in education. This contributes theoretically to the view that education is not only about intellectual

knowledge but also the formation of moral and spiritual character (Fathul Mufid, 2013).

2. Integration of Religious Values in Addressing Social Issues

The verses reflect TGKH. Muhammad Zainuddin Abdul Madjid's theoretical stance on the role of Islamic education in addressing contemporary challenges. The emphasis on reading shalawat, the Quran, dhikr, and taubat signifies the integration of religious values as a means to counteract societal issues, providing a theoretical foundation for addressing social problems through an Islamic educational framework (Khoiron Nasihin et al., 2023).

3. Harmony Between Religion and Science

TGKH. Muhammad Zainuddin Abdul Madjid's thoughts on fostering harmony between religion and science contribute to the theoretical discourse on integrating religious values into scientific education. The emphasis on "Zaman ini zaman munkarat" and the prescribed actions reflects the theoretical framework of achieving a balance between religious principles and scientific advancements in education (Majid, 2012).

4. Islamic Education as a Solution to Contemporary Challenges

The solution-oriented approach in the verses emphasizes the theoretical standpoint of TGKH. Muhammad Zainuddin Abdul Madjid regarding the role of Islamic education as a solution to contemporary challenges. This contributes to the theoretical discussions on the effectiveness of Islamic education in addressing societal issues and fostering positive change (Nasihin et al., 2023).

5. Application of Theoretical Framework in Practical Education

The practical guidance provided in the verses serves as a theoretical framework for the application of Islamic education. This involves actively engaging in religious practices such as reading shalawat, the Quran, dhikr, and taubat to address contemporary challenges. It

contributes to the theoretical discourse on the practical implementation of Islamic educational principles in daily life (Majid, 2012).

In summary, TGKH. Muhammad Zainuddin Abdul Madjid's thoughts, as reflected in the verses of the "Testament of Contemplation on New Experiences," offer valuable theoretical contributions to the fields of Islamic education, character formation, morality, societal harmony, and the integration of religious values in addressing contemporary challenges. These theoretical implications contribute to the ongoing discourse on the role of Islamic education in shaping individuals and societies by Islamic principles.

CONCLUSION

Based on the three problem formulations discussed regarding the educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid. The educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid are highly relevant to the three aspects discussed. His contributions involve shaping the moral character of individuals, emphasizing religious values, and presenting a holistic view of the role of Islamic education in addressing contemporary challenges and fostering harmony between religion and science. Overall, the thoughts of TGKH. Muhammad Zainuddin Abdul Madjid provide a foundation for a comprehensive and contextual approach to Islamic education.

This research significantly contributes to the understanding and development of theories in the context of the educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid. First, through an exploration of the concept of character education, this research provides new insights into how these thoughts can be applied to shape individual character, morality, and societal guidance. Second, the research contributes to the development of a conceptual framework in Islamic education by linking scholarly concepts such as exegesis, hadith, jurisprudence, and creed, and supporting the

integration of the thoughts of TGKH. Muhammad Zainuddin Abdul Madjid into the context of modern education. Furthermore, this research deepens the understanding of the harmony between religion and science in Islamic education. The analyzed verses highlight a balanced understanding between the spiritual and intellectual dimensions, providing a new perspective on implementing religious teachings in the complex era of modern science. Fourth, this research has the potential to assist in the development of an Islamic education model that is responsive to contemporary challenges. The practical solutions described, such as reading shalawat, the Quran, dhikr, and taubat, stimulate new thinking in designing relevant and adaptive Islamic education in the face of contemporary evils. Finally, this research explores the application of scholarly concepts in education, providing further insights into how exegesis, hadith, jurisprudence, and creed can be integrated into the learning context. Overall, this research brings valuable theoretical contributions and illustrates novelty in the educational thoughts of TGKH. Muhammad Zainuddin Abdul Madjid.

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