Islamic Education Research Problem

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Abstract

This paper will discuss an Islamic educational study that is reviewing how to find, limit and define problems and problem-solving concepts. The central question of this paper is to describe how to solve t he problem in Islamic educational research. A researcher or educator who has the knowledge, expertise, or special interest on education for example is usually having sensitivity to issues relating to educational research. In the research dimension of religious education, there are three types of problems, namely: Problems foundation, structural problems and operational issues. In doing research in Islamic education someone should understand research problem, limiting and formulating the problem, how to solve the problem, other problem relating to the point of research, and research approach.

Keywords: *research, Islamic education, problem-solving concepts*

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Introduction

Several studies report found good title, but the content is meaningful and methodologically unreliable. There are also studies that are methodologically meet the requirements, but has not been problematic and the material can also be said to be mean. This is according to experts researchers usually caused by lack of depth conceptualization of research problems (Buchari, 1977).

The conceptualization of the problem is thinking about the research problem under study, involving many aspects of planning a research, which are related to each other (Analiansyah, 1989).

In this regard, it is interesting to discuss the research problems of Islamic education, which is often used as a lecturer at the Faculty Tarbiyah papers and theses, dissertations of the students, who indeed is the study of basic Islamic education at the Faculty of Tarbiyah.

As for the study of religious education, it can be viewed from two sides. First, see as one aspect of the study of religion, in this religion that can be used as an object Islam. So observations are religious issues in education, both at school and outside school. Second, is seen as one aspect of educational research. Here the researchers' attention can be directed at education issues contained in the learning process of Islamic education or Islamic educational institutions themselves.

The next issue will be a discussed Islamic educational study that is reviewing how to find, limit and define problems and problem-solving concepts.

Finding the Problem

Although all people have a problem, but not all aware of or can find out the problem at hand. It is difficult to know the problems facing it actually also a problem.

What is considered a person as a problem, certainly not yet perceived as a problem also by others. However, a clear every problem requires a solution or answer. According to Winarno Surachmad, the problem is the difficulty that drives every human being to solve it (Surachmad, 1982). For solving the problem unresolved, the issue will remain a problem and not solving a problem is also impossible to give birth problems a new one.

For researchers, there is no research without problems, but not every problem requires research. There are many problems that cannot be solved through research.

That being so truly unique that would called the matter, and which is also called the research problem. Only problem that cannot be solved that can be used as a research problem (research problem). So is the problem of research is to answer all sorts of issues that are being sought through research (Analiansyah, 1989).

In every field of science there is always a problem that can be used as research, including the science of Islamic education. Even though so not everyone can find it. The sensitivity of a researcher to see and find research problems are usually a lot depends on the knowledge, skills and interests regarding specific areas. A researcher or educator who has the knowledge, expertise, or special interest on education for example is usually having a sensitivity to issues relating to educational research (Ali, 1984).

If there is one or more problems are found, could have chosen one of them becomes a problem of research, taking into account the matters as follows:

1. Is it quite interesting problem to solve.
2. Whether the problem is useful for the disputed
3. Research on the issue will find things new.
4. Could the research carried out, in the sense of the future acquisition of enough data about them.
5. Could the problem be restricted or simplified without losing the meaning of the solution.
6. Can researchers solve that problem methodologically, enough energy, time, funds and facilities.

So in general there are many things that can be used as educational research problems in Islam. By considering the institutions that exists in the community found the research problem, as well as research ideas from various sources easily obtained.

The sources referred to include personal experiences, written material (books, monographs, journals), personal conversations, the results of previous studies, values, and theories (Muttalib, 2005).

Limiting and Formulating Issues

In research activities, issues to be examined must be pointed out in the form of formulation of the problem, in the form of a question or a declarative statement. The formulation of this problem is essentially a description of the scope of the problem, restrictions on the dimensions and the analysis of

the variables included in it (Ali, 1984). Thus the formulation of the problem is at once suggests the focus of observation in the research process will be.

An example of the formulation of research problems of Islamic education is: "Is there a difference between student achievement stemming from the madrasah students from primary schools in the field of Arabic studies in tsanawiyah madrassa? (Analiansyah, 1989).

In an effort to formulate the research problem, need to see the relating problem to be investigated it. From the example above student achievement MTs represents only one aspect (subsystem) of student success in MTs. This learning achievements related to the activity learning, learning facilities and level of intelligence. Furthermore, student achievement who come from Elementary and Primary Madrasah course also associated with the Ibtidaiyah Madrasah curriculum, elementary school curriculum, as well as junior secondary school curriculum itself.

By understanding the link between aspects of the problem, researchers will be easier to limit the scope of the problem to be investigated, and then puts it in the form of questions or statements as described above.

There are also other ways to limit the research to formulate research objectives, then translate it into a few basic questions. If this formulation of the purpose it was to be short and explicit. Furthermore if in the formulation is still there are concepts or terms that could cause double sense, it is still too broad or abstract, then the concepts or terms that too must be explained again with operational definitions.

As for the questions made researchers in order to formulate the basic problem or question, are the questions addressed to the study itself. And in order to find the answers to the questions that researchers then tried to collect a variety of information or data in further research activities.

Troubleshooting

Problems in the study of Islamic education requires solution or answer, as any other research problem as well. Thinking toward solving the problem according to experts requires a theoretical foundation, for which Islamic education researchers need to question:
1. Is there a theory that can be used to answer or solve the problems encountered, or is there a theory that suggests how to solving that problem? The theory here in the form of opinions, views or something that can be treated as a theory.
2. If there is, theories about what, where, how its sound?
3. How did that theory is applied to solve the problem?
4. How does the way in solving the problems faced by the theory, or how the solution suggested by the theory?

As for thinking about solving problems based on this theory will give birth to a theoretical framework, in which included a focus and strategy research.

Actually the theory is a statement about the relationship between two or more variables that have been demonstrated the validity empirically. For example people highly educated, or have the skills, tend to be high income, so the education and income variables are connected, and then proved to be empirically

The theory is also a set of concepts in the form of propositions related to each other, aim to give a systematic overview of a symptom.

Concepts are the ideas, descriptions of things, objects, certain phenomena, which is expressed in a term or word. Function simplifies the concept of thinking about ideas, things, objects, phenomena that allow for communication through the order. For example a car as a concept to describe the objects as four-wheeled vehicle powered by an engine. There is a simple concept and concrete that can be observed with the five senses, but there is also a complex and abstract concepts, which can not be described five senses, such as community, organization, duty, love and so on. An abstract concept called a construct that can only be captured through observation of symptoms that can be sensed. As for dealing with the concept of socioeconomic status, educational indicators, type of employment and income.

Proposition is a statement consisting of one or more concepts or variables. The variable is a concept that can be observed and measured and has a variety value (Malo, 1985). It is clear that concepts or variables formed propositions and propositions of the theory is formed (Analiansyah, 1989).

In the theoretical framework, the theory provides a basis, the basis or the source for the basic assumption (assumption) is used as the starting point for doing research or a source of hypotheses, but usually refers to the assumptions of the hypothesis or postulates (*i.e.* a statement which was received by the truth or validity without the need tested again). Basic assumption is defined as the starting point of thought whose truth is accepted by researchers, but not impossible to doubt other researchers.

The hypothesis is a temporary answer to the problem of the study, then tested by collecting a certain data, which are then processed and analyzed using a specific technique. Criteria for a good hypothesis is:
1. straightforward and simple formulation
2. explicitly displays the variables, and
3. can be tested.

When researchers in formulating hypotheses, should have been thinking anticipatory, meaning that already must consider the consequences that followed, that is regarding the type of data to be collected, from which source, what data collection techniques used and data analysis techniques which are more appropriate.

The formulation of the hypothesis is the next step after researchers put forward the theoretical basis and framework of thought. But not every study should have its hypothesis such as exploratory and descriptive fieldwork. The results of hypothesis testing is usually in the form of acceptance toward making it a thesis and can also rejection of the hypothesis itself. Hypothesis is accepted when the data or information collected success in supporting the true statement to say in the hypothesis.

Other Issues

Other problems surrounding the implementation of research at universities and high schools in this country is the lack of "attention" to the study itself. This can be seen and felt in the form:
1. Joint research and education community service teaching is one of the tri Dharma college is not yet a third of campus activities.
2. Manpower Professional is very little, there are even colleges that do not have the energy researchers.
3. Funds for research are often not available because it does not include the budget.

President of Indonesia, Mr. Susilo Bambang Yudhoyono suggested that the University of Indonesia to promote research and innovation activities (Metro TV, 2007) in an effort to rank university Indonesia become includes hundred of the world's leading universities, of which now rank in the top two hundred. Actually, every university and college can increase their research activities.

Research Approach

As part of the fields of religious studies (research of religion), the study of Islamic education also has a variety of approaches. Dimensions of research or study Islamic studies in Indonesia during this rests on a decision of the Minister of Religious Affairs No. 110 in 1982, it was reaffirmed by (Nasution, 1995), as well as (Mastuhu, 1998) includes:
1. Field-Hadith al-qur'an.
2. Realm of thought in Islam.
3. Fiqh (Islamic jurisprudence and social institutions)
4. History and Islamic Civilization.
5. Language.
6. Tarbiyah Islamiyah.
7. Da'wah Islamiyah, and
8. Modern development of the Islamic world and its multiple disciplines as its branches.

Often with the development of Islamic Higher Education today, where there is a change in the status of the State Islamic Institute became the University of Islamic Affairs, the scholarly study of religious discourse about entering a new phase.

Many ideas emerged related to the pressure for the procurement of Islamic studies programs on university curriculum. During this limited study of Islam is oriented to the study of the Qur'an, Hadith, Aqeedah, Morals, Fiqh and Islamic cultural history. Though the study true Islam cannot study a broader, including the study of modern science. By implication, the dimensions of Islamic studies not only focused on the study which is known by the Minister of Religious Affairs.

Actually, Islamic studies, Islamic education research has a variety of approaches. By adapting the ideas of (Shafi, 1995), There are at least three approaches, namely:
1. Formalistic approach,
2. Substantivistik, and
3. Transformative-empirical. Transformative-empirical approach is divided into the types of research, development and evaluation.

Formalistic approach to a model that promotes affirmation of Islamic thought and strict adherence to Islamic teachings formats. Unlike the formalistic thinking, thinking substantivistik intended as an accentuation of that substance or meaning is more important than formality and religious symbolism and literal obedience to God's revealed text. While the transformative thinking-empirical starting from a basic view that Islam is the main mission is humanitarian. For that Islam must become a reality that can be continuously motivate, and transform society with its different aspects into the large scales that are practical or empirical (Marnimun, 2005).

In the research dimension of religious education, there are three types of problems, namely: Problems foundation, structural problems, and operational issues. Problems concerning grounding philosophical, juridical, conceptual, and operational. Problems concerning the structure of institutional structures and other academic structures. While operational issues concerning the implementation of learning, which include objectives / competencies, materials, approaches, strategies, methods, media, and evaluation.

While related to the types of educational institutions, Dimyati classify today, educational institutions into five types, namely: family, schools, religious institutions, youth organizations, and mass media. Thus the dimension of religious education more widely cultivated, which has implications on the broader dimensions of religious education studies (Dimyati, 1995).

Observing reality, today it appears that the study of religious education in Indonesia is still at the operational level and relies on research alone. Scientific assessment in the field of religious education should be done in three models, namely: research, development and evaluation. With these three models is expected to produce paradigm, strategies, models, and methods of religious education is effective, efficient, attractive and has an extensive resistance on improving the quality of the people.

With three models to the study, expected to be used as a foothold to make improvements in a sustainable quality of religious education, so significant for improving the quality of religious education in a sustainable manner, so significant for improving the quality of education and human resources in Indonesia. Sustainable quality in the field of religious education according to Maimun (2007), involving at least five major components, namely:
1. Teacher and student empowerment strategy,
2. Chance and challenges of religious education in the face of changing times and conditions,
3. Increasing the role of scientists in developing the science of religious education,
4. Anticipatory religious education curriculum content to the times, and
5. Inputs and outputs and desired outcomes in religious education.

With the continuous improvement of quality of religious education is expected to contribute significantly as a human character development pillar of Indonesia intelligent, moral, and productive.

Conclusion

In the research dimension of religious education, there are three types of problems, namely: Problems foundation, structural problems and operational issues. In doing research in Islamic education someone should understand research problem, limiting and formulating the problem, how to solve the problem, other problem relating to the point of research, and research approach.

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