



Islamic Education Policy in Indonesia during the Colonial Era: It's Impact on the Post-Independence Education System

M Rezi Muda Putra ^{1*}, Sri Rahayu ², Salfen Hasri ³, Sohiron ⁴

¹⁻⁴ Universitas Islam Sultan Syarif Kasim Riau, Indonesia

* Corresponding Author: M Rezi Muda Putra

Article Info

ISSN (online): 2582-7138

Volume: 06

Issue: 01

January-February 2025

Received: 04-11-2024

Accepted: 05-12-2024

Page No: 253-255

Abstract

Islamic education in Indonesia has undergone many transformations, one of which is the influence left by Dutch colonial policies. The policies implemented by the colonial government regarding Islamic education played an important role in shaping the framework of Islamic education post-independence. Through an analysis of Islamic education policies during the colonial era, this research aims to explore the long-term impacts on the education system in Indonesia after independence. This article discusses four main aspects, namely (1) Islamic education policies by the colonial government, (2) the establishment of Islamic schools during the colonial period, (3) the influence of colonial policies on Islamic education post-independence, and (4) the relevance and challenges of Islamic education in Indonesia in a modern context. The results of this research indicate that despite significant obstacles posed by colonial policies, Islamic education continued to develop and made significant contributions to the Indonesian education system after independence.

Keywords: Islamic Education, Dutch Colonialism, Education System, Post-Independence, Indonesia

Introduction

The history of Islamic education in Indonesia cannot be separated from the long history of this nation's struggle to gain independence and develop its cultural and religious identity. Before independence, the Islamic education system in Indonesia was under the grip of Dutch colonial policies that influenced various aspects of life, including education. The Dutch colonial government had quite strict policies regarding Islamic education, attempting to control and limit the role of education in the formation of national identity.

During the colonial period, Islamic education in Indonesia was generally organized through pesantren and madrasahs that existed in various regions. However, the colonial government's policies were limited to curriculum regulation and strict supervision of pesantren, with the aim of avoiding education that could foster political awareness or resistance to colonization. In this context, this research will discuss how Dutch colonial policies affected Islamic education in Indonesia and how that influence continued post-independence.

Discussion

1. Islamic Education Policy by the Dutch Colonial Government

During the colonial era, the Dutch government held the view that education should function to support their colonial interests and should not foster movements of resistance or nationalism. Therefore, the Dutch did not pay much attention to education for Indigenous Communities, Including Islamic Religious Education

The colonial government preferred to develop education that emphasized technical skills and administration that benefited their interests. In this policy, Islamic religious education was not considered important and was even seen as a threat to the stability of colonial power. However, the colonial government still allowed the existence of religious educational institutions such as pesantren and madrasah, but with strict supervision.

In 1905, the Dutch government began to introduce more systematic regulations regarding Islamic educational institutions with the aim of monitoring and limiting the development of education based on Islam. Pesantren and madrasah were not given much room to develop and could not access broader educational resources. In fact, in 1863, the Dutch colonial government established Staatsblad which regulated education in Indonesia, including regulations related to religious education. This policy showed that the regulation of Islamic religious education was carried out very carefully by the colonial government, with the hope that this education would not lead to the formation of revolutionary or anti-colonial mindsets. Islamic Education Policy in the Colonial Era

- a. The Dutch colonial government regulated the establishment of Islamic schools to control the influence of Islam.
- b. Supervision of Islamic educational activities to prevent anti-colonial influence.
- c. The introduction of a secular Western education system to replace the Islamic education system.
- d. Restrictions on the use of the Arabic language in Islamic education to reduce the influence of Islam.

2. Establishment of Islamic Schools during the Colonial Period

Although the colonial government imposed various restrictions, several Muslim figures in Indonesia sought to establish more modern Islamic schools, incorporating general subjects in addition to religion. The aim of establishing these schools was to integrate religious knowledge with general knowledge that was considered important for intellectual and social development in the modern world.

Among the important figures who pioneered the establishment of Islamic schools during the colonial period were Haji Agus Salim, Ki Hajar Dewantara, and Muhammad Hatta. They established educational institutions that attempted to integrate religious values with lessons.

General, which is expected to produce intelligent Muslim leaders ready to face the challenges of the times. The Islamic schools established by these figures generally adopt a more modern education system with a broader curriculum, which includes Indonesian language, Dutch language, mathematics, science, and of course, Islamic religion. This approach became the beginning of the transformation of Islamic education in Indonesia, although still limited in number and accessibility. One important example is Madrasah Al-Irsyad, which was established in Surakarta in 1914 by Ki Bagus Hadikusumo. This institution stands out because it combines religious education and general knowledge in its curriculum.

The Impact of Islamic Education Policy in the Colonial Era

- a. Influence on the Islamic education curriculum: The Islamic education curriculum was changed to adapt to colonial needs.
- b. Reduction of the role of scholars: The role of scholars in Islamic education decreased.
- c. Development of modern Islamic schools: Modern Islamic schools were established to adapt to the colonial education system.
- d. Influence on Islamic identity: Islamic identity in education was affected by colonial policies.

3. The Influence of Colonial Policy on Post-Independence Islamic Education

After Indonesia gained independence in 1945, the influence

of Dutch colonial education policies was still clearly visible in the education system that was built. Although Indonesia is independent, Islamic education is still hindered by the legacy of the system formed during the colonial era. Initially, Islamic education was more focused on religious teaching and less oriented towards general education. One of the main legacies of colonial policies that still exists after independence is the difference between Islamic religious education held in pesantren and general education provided by modern schools. Post-independence, there were efforts to modernize Islamic education and balance between religious and general education. However, this process was slow and faced many challenges, including limited facilities, the quality of teaching staff, and inequality between Islamic educational institutions and modern schools managed by the state. However, over time, the Indonesian government began to pay more attention to Islamic education by involving Islamic educational institutions in the system National Education. One of them is by establishing the Ministry of Religious Affairs in 1946, which is responsible for Islamic education in Indonesia.

Post-independence Islamic education is also influenced by various efforts to integrate the Islamic curriculum with the national curriculum, which is regulated in the National Education System Law. This regulation opens opportunities for more inclusive Islamic education based on the needs of the times, although the process does not always run smoothly.

Impact on the Post-Independence Education System

- a. Development of an independent Islamic education system: Development of an independent Islamic education system post-independence.
- b. Recognition of the right to education: Recognition of the right to education as a human right.
- c. Development of the Islamic education curriculum: The Islamic education curriculum is adjusted to the needs of society.
- d. Influence on national education policy: National education policy is influenced by Islamic education policy.

4. Relevance and Challenges of Islamic Education in the Context of Modern Indonesia

Along with the development of the times, Islamic education in Indonesia is faced with new challenges. One of the biggest challenges is how to integrate religious values with the development of science and technology. An increasingly globalized world demands a curriculum that not only prioritizes religious education but also education based on mastery of knowledge and skills relevant to the workforce. Islamic education must also be able to respond to challenges in the social, economic, and political fields. The influence of global culture, social media, and changes in community lifestyles affect the way young people think. Therefore, Islamic education must be able to address these challenges by teaching moderate Islamic values that are relevant to the conditions of the times.

In addition, the Indonesian government faces a major challenge in improving the quality of Islamic education throughout Indonesia, especially in remote areas. Equalizing the quality of Islamic education is very important to prevent gaps between religious education and general education.

Conclusion

Islamic education policy during the colonial era had a significant impact on the Islamic education system in Indonesia post-independence. Although Islamic education in

Indonesia during the colonial period was limited and controlled by the colonial government, there were efforts from Muslim figures to introduce a more modern Islamic education.

After independence, Indonesia began to improve and develop the Islamic education system by balancing religious education and general education. However, the challenges faced by Islamic education in Indonesia remain substantial, both in terms of quality, equity, and relevance to the needs of the times.

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