

# The Evolution of Madrasah Education: Nurturing Transformative Islamic Scholars

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## Abstrak

Penelitian ini dilaksanakan dengan tujuan menganalisis perkembangan pendidikan madrasah dalam upaya membentuk cendekiawan Islam yang memiliki kapasitas transformasional. Pendekatan yang digunakan dalam penelitian ini adalah metode kualitatif dengan fokus pada studi literatur. Hasil dari penelitian ini memberikan pemahaman mendalam tentang perubahan yang terjadi dalam metode pembelajaran, pergeseran dalam kurikulum, dan tujuan pendidikan madrasah dari waktu ke waktu. Temuan penelitian ini menyoroti peran krusial madrasah dalam membentuk karakter siswa dan memperluas pemahaman mereka terhadap ajaran Islam. Selain itu, penelitian ini menekankan perubahan-perubahan signifikan yang terjadi dalam pendidikan madrasah dari masa ke masa. Implikasi dari penelitian ini sangat relevan untuk mendukung pengembangan pendidikan madrasah yang inklusif, yang tidak hanya berfokus pada aspek keagamaan, tetapi juga berperan dalam mempromosikan pemahaman Islam yang moderat dan menciptakan perdamaian antaragama.

**Kata kunci:** *Evolusi Pendidikan, Madrasah, Transformasional*

## Abstract

This research was conducted to analyze the development of Islamic madrasah education to shape transformative Islamic scholars. The approach used in this research is a qualitative method with a focus on literature review. The results of this research provide a deep understanding of the changes that occur in teaching methods, shifts in the curriculum, and the goals of madrasah education over time. The findings of this research highlight the crucial role of Madrasah in shaping students' characters and expanding their understanding of Islamic teachings. Additionally, the research emphasizes significant changes that have occurred in madrasah education over time. The implications of this research are highly relevant in supporting the development of inclusive madrasah education, which not only focuses on religious aspects but also plays a role in promoting a moderate understanding of Islam and fostering interreligious peace.

**Keywords:** *The Evolution of Education, Madrasah, Transformational*

## INTRODUCTION

The Evolution of Madrasah Education is an important phenomenon in the development of Islamic education that has been ongoing for centuries (Sari & Putri, 2023). Madrasah, as a traditional Islamic educational institution, has undergone significant changes in its efforts to shape transformational Islamic scholars. These changes are evident in several key aspects. First, there has been a shift in teaching methods. Initially, Madrasahs were more focused on memorization and understanding religious texts, but over time, the teaching approach has evolved to include deeper understanding, critical thinking, and the application of Islamic values in daily life (Syafrizal, 2023). Second, the madrasah curriculum has changed from solely focusing on religious content to becoming more holistic, encompassing general knowledge subjects like mathematics, social sciences, and foreign languages (Kurniawan, 2023). This helps madrasah students develop broader skills and prepare them for the challenges of the modern world. Third, the educational objectives of the Madrasah have also shifted (Fatma Wati, Siti Kabariah, 2023). In addition to providing deep religious understanding, Madrasah also strives to shape strong character, high morality, and social awareness in their students. This aims to create Islamic scholars who not only possess knowledge

but also contribute positively to society with compassion and strong leadership. In the context of the Muslim community, Madrasah have become one of the main pillars in producing individuals with the potential to bring about positive change in various aspects of life. However, this evolution faces various challenges, such as developing a curriculum relevant to the times, and resource needs, and ensuring that the Islamic values underlying education are not forgotten. Therefore, a profound understanding of the evolution of madrasah education and its significant role in shaping transformational Islamic scholars is highly relevant and essential for the intellectual and social growth of Muslim society.

The evolution of Madrasah education has played a crucial role in the development of Islamic education over the years. The changes observed in Madrasah reflect a dynamic adaptation to the evolving needs of the Muslim community. This evolution is characterized by several key aspects. Initially, Madrasah primarily focused on the memorization and understanding of religious texts. However, a significant shift has occurred in teaching methods, moving towards a more comprehensive approach. Presently, Madrasah emphasizes fostering deeper understanding, critical thinking skills, and the practical application of Islamic values in everyday life. This shift aims to produce scholars who not only possess knowledge but also can apply it meaningfully. Traditionally, Madrasah curricula were centered solely on religious content. However, the evolution has led to a more holistic curriculum, encompassing a broader range of subjects such as mathematics, social sciences, and foreign languages. This diversification equips Madrasah students with a well-rounded education, preparing them to face the challenges of the modern world with a broader skill set. Moreover, Madrasahs have broadened their educational objectives beyond providing deep religious understanding. The focus now extends to shaping students with strong character, high moral values, and social awareness. This transformation is intended to produce Islamic scholars who not only excel in knowledge but also contribute positively to society through compassion and effective leadership. Madrasahs have become integral pillars in the Muslim community, playing a pivotal role in producing individuals capable of bringing about positive change across various facets of life. The emphasis on holistic education and character development reflects the commitment of Madrasah to contribute positively to society at large. Despite these positive transformations, the evolution of Madrasah education faces challenges. Issues such as developing a curriculum relevant to contemporary times, addressing resource needs, and ensuring the preservation of core Islamic values pose ongoing challenges. A comprehensive understanding of the evolution of Madrasah education is crucial for the intellectual and social growth of Muslim society, as it helps navigate these challenges and foster a balance between tradition and modernity.

## **METHODS**

This research employs a qualitative method with a literature study approach to delve into a deep understanding of the evolution of madrasah education in shaping transformational Islamic scholars (John W. Creswell, 2016). This method was chosen because it allows for a more in-depth analysis of theories, concepts, and findings related to the research topic. The initial step involves identifying relevant literature sources on the research topic, selected based on keywords related to madrasah education, transformation, and Islamic education. Data is obtained by reading, analyzing, and summarizing relevant content from the selected literature sources, encompassing theories, concepts, historical developments, changes in madrasah education, and the role of Madrasah in shaping transformational Islamic scholars. The collected data is qualitatively analyzed through processes of coding, thematic grouping, and concluding to identify patterns, trends, and significant findings related to the evolution of madrasah education. The validity of this research is ensured through the use of reliable literature sources relevant to the research topic, while reliability is strengthened through the use of consistent and well-documented analytical methods. However, the limitations of this research lie in its reliance on secondary data found in published literature and the availability of relevant, high-quality literature sources. Therefore, this literature study approach is expected to provide deep insights into the evolution of madrasah education in shaping transformational Islamic scholars.

## RESULTS & DISCUSSION

### The History and Development of Madrasah Education

Madrasah, as an Islamic educational institution, has a rich historical background and an intriguing development. The origins of madrasah can be traced back to the early days of Islam in the 8th century when informal educational institutions began to emerge around mosques and religious centers (Islamiyah, 2022). Initially, this Madrasah aimed to provide religious education and teach the Quran to students. One early example of such a madrasah is the "Madrasah Nizamiyah" founded by Nizam al-Mulk in the 11th century in Persia, renowned for its comprehensive curriculum encompassing religious studies, literature, philosophy, and science.

Over the centuries, Madrasah has undergone significant developments. In subsequent periods, particularly during the Middle Ages, Madrasah evolved into more structured and diverse centers of Islamic learning. For instance, the "Al-Azhar Madrasah" established in Cairo, Egypt, in the 10th century, became one of the leading Madrasahs specializing in religious studies and Islamic law (Nuruzzahri, 2022). During the Ottoman era, Madrasah experienced rapid expansion and encompassed various subjects, including natural sciences, mathematics, and social sciences. Madrasah also had a hierarchical education system, offering education from elementary to advanced levels, enabling students to pursue deeper knowledge. In the modern context, especially since the 19th century, madrasah education has undergone substantial changes (Hidayati, 2020). Many Madrasahs in various countries have started to integrate non-religious subjects such as science, mathematics, and foreign languages into their curriculum. This was in response to the challenges of the times, which required students to have broader skills and deeper knowledge. For example, some Madrasah in Indonesia now offer curricula that include subjects like physics, biology, and English, in addition to religious studies.

Thus, Madrasah have undergone significant evolution throughout their long history. Initially, Madrasahs were traditional religious education institutions focused on teaching Islamic religion, particularly the understanding of the Quran and Hadith. However, over time, Madrasah recognized the need to adapt to changes in Muslim society and the modern world. These changes include an expansion of the curriculum scope, where Madrasah started to include non-religious subjects such as natural sciences, mathematics, and foreign languages. Additionally, Madrasah have moved towards a more holistic educational approach, aiming not only to transfer religious knowledge but also to shape the character of students as a whole. This reflects an awareness of the importance of producing Islamic scholars who are not only intellectually competent but also possess high moral values and strong social awareness. These changes also respond to the ever-evolving challenges in Muslim societies. In an increasingly globalized and complex world, a more holistic and modern madrasah education is expected to better prepare students to face contemporary challenges. Therefore, the evolution of Madrasah from traditional religious education institutions to more holistic and modern educational institutions reflects a significant adaptation to the evolving needs of Muslim societies over the centuries.

### The Concept of Transformation in Islam

Transformation in the context of Islam holds profound meaning and significance, encompassing spiritual, moral, and intellectual aspects. Spiritually, transformation refers to the process of deepening the relationship between an individual and God (Nasiruddin, 2023). This involves growth in faith, piety, and the understanding of spiritual values. For example, someone experiencing spiritual transformation in Islam may become more dedicated to worship, more conscious of religious duties, and have a closer relationship with Allah. In terms of morality, transformation signifies a positive change in an individual's behavior and character. Islam encourages individuals to become more ethical, just, and compassionate in their interactions with fellow human beings (Nilna Azizatus Shofiyyah, Tedy Sutandy Komarudin, 2023). Examples of moral transformation can be seen in acts of kindness, tolerance, and caring for others (Nurul Izzah Fatehiyah, Abdul Majid, 2023).

From an intellectual perspective, transformation in Islam means an enhancement of knowledge and understanding of religion, culture, science, and the surrounding world. This includes the development of critical thinking, analytical skills, and a desire for continuous learning and growth.

For instance, an Islamic scholar undergoing intellectual transformation may contribute more significantly to research and education, and actively participate in formulating new ideas relevant to the present era. Overall, the meaning and significance of transformation in Islam revolve around spiritual growth, moral improvement, and intellectual enhancement of individuals (Komarudin et al., 2023). It represents an effort to become better as a human being, closer to the principles of religion, and more effective in contributing to society and the world. Transformation in Islam is a vital aspect of deep and ongoing personal development in faith and practice.

### **Traditional Education vs. Transformational Education**

The traditional approach in madrasah education can be compared to an approach that is more oriented towards transformation, considering significant differences in teaching methods, curriculum, and educational goals. In the traditional approach, teaching methods often rely on memorizing religious texts, with a strong emphasis on information reproduction (Amrah Kasim, Abdul Rahman Sakka, Baso Pallawagau, 2023). Students are expected to memorize the Quran and other texts, which are later tested in the form of rote learning lessons. For example, students may be required to memorize Quranic verses without delving into a deep understanding of their meanings and practical applications in daily life. In contrast, madrasah education which is more transformation-oriented adopts more interactive and exploratory teaching methods. Students are encouraged to think critically, analyze, and stimulate creative thinking. Its curriculum is broader, encompassing subjects such as science, mathematics, foreign languages, and social studies. For instance, in this approach, students not only learn about religion but are also taught how to apply its values in daily life and gain a deeper understanding of the modern world. Furthermore, the educational objectives in the transformational approach are not only to transfer knowledge but also to shape students' characters, develop relevant skills, and prepare them to actively participate in an increasingly complex society (Ninik Evianah, 2023). This approach emphasizes the importance of holistic transformation of individuals, creating Islamic scholars who not only have a strong understanding of religion but also possess the skills necessary to contribute to various aspects of life.

This comparison illustrates a shift from education that is highly religion-centered and traditional to education that is more inclusive, diverse, and oriented towards personal and social transformation. Although both have their respective values and relevance, madrasah education that is more transformation-oriented reflects an adaptation to changes in society and the need for students to have broader and deeper knowledge, skills, and understanding.

### **The Goals and Philosophy of Madrasah Education**

The primary objectives of madrasah education have undergone significant changes over time. Initially, the main goal of madrasah education was to provide students with an understanding of Islam, particularly through memorization of the Quran and comprehension of religious texts. This approach was highly focused on the religious aspect and in-depth knowledge of Islam (Rustiman, 2023). However, as time passed and societal changes occurred along with the demands of the modern era, the objectives of madrasah education have evolved from traditional religious education to an education more focused on holistic personal transformation. For instance, one of the primary modern goals of madrasah education is character formation among students (Yayu Tsamrotul Fuadah, 2022). In addition to deepening religious knowledge, madrasah education also aims to instill high morality, strong ethics, and social awareness (Dede Setiawan, M. Alwi AF, Fahmi Muhamad Aziz, Abdul Fajar, 2023). Students are taught to internalize Islamic values in their actions and daily behavior, thereby becoming morally better individuals who have a positive impact on society. This goal reflects a shift from education primarily emphasizing intellectual aspects to education that also aims to shape good character and lead a meaningful life.

Furthermore, transformation-focused madrasah education also aims to develop broader skills and understanding. Its curriculum includes non-religious subjects such as natural sciences, mathematics, foreign languages, and history. The goal is to prepare students to be more competent in various aspects of life, enabling them to contribute to various fields and address the challenges of the times. This represents a significant change from education that solely focuses on religious understanding. Thus, the primary objectives of madrasah education have evolved from limited

traditional religious education to a more holistic and modern education that seeks to create morally upright individuals with broad knowledge and the ability to actively participate in society. This change reflects an adaptation to evolving societal needs and the demands of an increasingly complex era.

### **Madrasah Curriculum**

Curriculum evaluation in madrasah is a crucial step to ensure that transformational Islamic education is reflected in the subject matter and teaching methods (Irwanto, Susriarningsih, Habibi, 2023). To evaluate the curriculum, first, it needs to be examined whether the subject matter includes deep aspects of religion and Islamic knowledge, in line with the primary goals of madrasah education (Putra et al., 2023). For example, a madrasah that teaches the understanding of the Quran and hadith with in-depth methods that stimulate students' critical thinking reflects a commitment to transformational Islamic education. Furthermore, it is essential to consider whether the curriculum also includes relevant non-religious subjects such as natural sciences, mathematics, and foreign languages. Evaluation can measure the extent to which students have access to various types of knowledge that support their holistic development (Rini et al., 2023). For example, a madrasah that integrates natural sciences into its curriculum provides opportunities for students to understand the relationship between religion and modern science, creating a more comprehensive understanding of the world.

In addition to the subject matter, teaching methods should also be evaluated. Transformational Islamic education emphasizes active, collaborative, and exploratory learning. For example, the use of discussions, research projects, or problem-based learning can create deeper and more relevant learning experiences for students. This evaluation can ensure that teaching methods support the achievement of the transformational goals of Islamic education. To achieve transformational Islamic education, curriculum, and teaching method evaluations are key steps to ensure that the education provided in madrasah reflects Islamic values and provides a broader and deeper understanding of religion and the world.

### **The Role of Teachers in Transformation**

The role of madrasah teachers is crucial in shaping transformational Islamic scholars and significantly influencing the formation of students' characters. Madrasah teachers are not merely conveyors of information but also serve as role models who influence the spiritual, moral, and intellectual development of students (Arfandi, 2021). Teachers who support Islamic transformation are those who inspire and exemplify religious practices, morality, and integrity. For example, a madrasah teacher with a deep understanding of religious teachings and consistent moral actions in line with Islamic values can influence students to adopt the same attitude. Teachers who act as mentors and carefully explain the meanings of Quranic verses or hadith related to ethics and morality help students understand how religious principles can be applied in everyday life. Real-life examples of kindness, tolerance, and compassion demonstrated by teachers can inspire students to behave and interact with others similarly.

Furthermore, madrasah teachers also play a role in developing students' intellectual abilities (Yuhana & Aminy, 2019). They encourage critical, analytical, and creative thinking and teach students how to integrate religious knowledge with science and the modern world. Teachers who are skilled in interactive and collaborative teaching methods help students achieve deeper understanding and broader thinking. Overall, the role of madrasah teachers is highly vital in shaping transformational Islamic scholars and students' characters. They are not just educators but also moral leaders who wield significant influence in shaping beliefs, values, and skills in students. By setting a good example, madrasah teachers can play a significant role in creating individuals who have a positive impact on their society and the world.

### **Student Transformation Outcomes**

Madrasah education with a focus on transformation has a profound impact on students, not only in their understanding of religion but also in ethical aspects and their contributions to society. Students who undergo transformative madrasah education tend to have a deeper and contextualized understanding of religion. They don't just memorize religious texts but also comprehend their

meanings and practical applications in daily life. This enables them to be more devoted to their religious practices and provides them with a strong foundation for making morally sound decisions. Furthermore, transformation-oriented madrasah education also shapes students' ethics by encouraging them to internalize Islamic values such as honesty, tolerance, and social concern. Students are prepared to lead lives with integrity and strong moral principles, creating a better environment within society.

The contributions of students in society are also reflected through transformation-focused madrasah education. They are empowered to actively engage in their communities, utilizing the knowledge and values they have learned to make a positive impact (Putry, 2018). Students can participate in charitable activities, contribute to community development, or engage in social efforts that benefit many. Overall, madrasah education centered on transformation is not just about producing individuals with a deeper understanding of religion, but also about shaping good character and active Islamic scholars who play a role in society. Its impact goes beyond the classroom, creating students ready to bring positive change to their world.

### **Challenges and Constraints**

Achieving transformational madrasah education faces various complex challenges and constraints. One of the main challenges is resource limitations (El Rizaq, 2021). Madrasah often encounter constraints in terms of funding, facilities, and an adequate teaching workforce. Insufficient resources can hinder the development of a broader curriculum and the improvement of education quality. For example, Madrasah may struggle to provide adequate textbooks or the science laboratories needed for teaching natural sciences.

Community understanding is also a key factor in realizing transformational madrasah education. Sometimes, communities have inaccurate perceptions of Madrasah, considering them solely as traditional religious educational institutions. This can lead to resistance to change and the development of a more holistic curriculum. Communities need to have a better understanding of the benefits of transformation-oriented madrasah education and how it can positively contribute to students' development and society (Handayani, 2023). Moreover, resistance to change can also arise within the madrasah itself. Teachers and educational staff may be accustomed to traditional teaching methods and curricula, and they may be reluctant or find it challenging to transition to more modern approaches. Educational changes require commitment, training, and adaptation, which can be challenging for some individuals within the system.

For instance, a madrasah in a rural area may face physical resource limitations such as a limited library or limited computer facilities. Additionally, the local community may view the madrasah solely as a place for religious education and may not support the integration of other subjects like science or foreign languages. This can be a constraint in implementing a more holistic and modern madrasah education. To address these challenges and constraints, there need to be joint efforts from the government, Madrasah, and the community to improve access to resources, enhance understanding of transformational madrasah education, and provide support and training to teachers for adopting more innovative teaching methods. With commitment and hard work, transformational madrasah education can become a reality, bringing significant benefits to students and society.

### **Recommendations for the Future**

To enhance transformational madrasah education, several constructive recommendations can be taken by both educational institutions themselves and stakeholders and public policymakers. First, the Madrasah needs to develop a broader curriculum. This involves increasing non-religious subject matter such as natural sciences, mathematics, and foreign languages, so that students have broader and deeper knowledge of the modern world (Syafi'i, 2022). For example, adding subjects like science or technology can enable students to understand the relationship between religion and modern science. Second, it is important to provide training to teachers so that they can adopt more innovative and transformation-oriented teaching methods (Shofiyyah, Nilna Azizatus, Tedy Sutandy Komarudin, 2023). This includes training in the use of educational technology, active learning methods, and strategies that stimulate students' critical thinking. For instance, teachers can be trained to utilize classroom discussions, research projects, or problem-based learning. Third,

stakeholders and public policymakers need to support Madrasah with adequate resources, including funds, facilities, and access to libraries and educational technology (Iswati, Siti Patimah, 2023). Improvement in resource allocation can help the Madrasah develop richer curricula and ensure that students have access to facilities that support effective learning. Finally, effective communication with the community is also crucial. Stakeholders need to communicate the benefits of transformation-focused madrasah education so that the community can better understand the value of this approach (Titony Tanjung, 2023). Through an open and transparent approach, stakeholders can build stronger community support for changes in madrasah education.

By taking these steps, transformational madrasah education can become more effective in shaping competent, character-driven Islamic scholars who are ready to contribute to an increasingly complex society and world. Support from all parties, from educational institutions themselves to stakeholders and public policymakers, is the key to realizing positive changes in madrasah education.

### **Global Implications**

The development of transformational madrasah education has significant global implications, particularly in its contribution to moderate Islamic understanding and interfaith peace. Madrasahs that implement a holistic approach in their education help shape a more open-minded generation of Muslims who are inclined to understand the values of peace and have a broader understanding of Islam. Transformation-oriented madrasah education encourages students to think critically, integrate religious knowledge with modern science, and apply moral and ethical values in their daily lives. This creates Islamic scholars who not only possess strong religious knowledge but also the ability to understand and bridge differences between cultures, religions, and beliefs. The global implications of transformational madrasah education are the emergence of individuals who contribute to interfaith dialogue, reduce tensions, and promote cross-cultural understanding (Wahid, 2023). Furthermore, Madrasah which focuses on transformation also helps address negative stereotypes and radicalization that can arise in religious contexts (Dalimunthe, 2023). Students who receive an education that promotes tolerance and understanding of cultural and religious pluralism tend to have more positive attitudes toward diverse communities. Thus, transformational madrasah education has the potential to reduce the potential for conflict and strengthen interfaith peace on a global scale. Overall, the development of transformational madrasah education has positive implications for moderate Islamic understanding and interfaith peace at the global level. It helps shape a more inclusive, tolerant generation of Muslims who play a role in promoting interfaith cooperation and a better understanding of Islam in an increasingly interconnected world.

### **Comparison with Other Educational Systems**

The differences and similarities between Madrasah and other educational systems, such as public schools, can provide a clearer picture of the role of Madrasah in enriching educational diversity. The main difference between Madrasah and public schools is the focus on religious education (Faradhillah Amir, 2023). Madrasah are Islamic educational institutions that place a strong emphasis on the learning of the Quran, Hadith, and the teachings of Islam. On the other hand, public schools are more secular, with curricula that include non-religious subjects such as science, mathematics, and languages. However, the similarity between the two is that they share the same goal of shaping competent and ethical generations.

Madrasah can play a role in enriching educational diversity by providing an alternative for parents and students who want a religion-based education (Bahri, 2019). This allows students to delve deep into their religious understanding while gaining general knowledge in various subjects. Additionally, Madrasah can also contribute to promoting intercultural understanding and tolerance, as madrasah students can interact with students from different cultural and religious backgrounds in diverse communities. It is important to note that the role of the Madrasah in enriching educational diversity should be seen as part of the larger educational ecosystem (Nurlaeli, 2020). Madrasah and public schools can complement each other, providing more choices for parents and students and creating a diverse and inclusive educational environment. Thus, the comparison between Madrasah

and other educational systems illustrates how educational diversity can be enriched through various educational options available to the community.

**Table of Results and Discussion**

No	Aspect	Action
1	Historical Origins	Madrasah originated in the 8th century as an informal religious education centers.
2	Notable Early Madrasah	"Madrasah Nizamiyah" (11th century) in Persia and "Al-Azhar Madrasah" (10th century) in Egypt.
3	Evolution of Madrasah	Over time, Madrasah became more structured, expanded their subjects, and offered hierarchical education levels.
4	Modern Changes	In response to modern challenges, some Madrasah integrated non-religious subjects, broadening their curriculum.
5	Transformational Education	Transformational madrasah education emphasizes holistic development, not just religious knowledge but character and skills.
6	Transformation Concept in Islam	Transformation in Islam covers spiritual growth, moral improvement, and intellectual enhancement of individuals.
7	Comparison: Traditional vs. Transformational	Traditional Madrasahs focus on religious memorization, while transformational ones use interactive teaching and broad curricula.
8	Goals and Philosophy	Madrasah education shifted from traditional religious knowledge to holistic personal transformation and character development.
9	Madrasah Curriculum	Curriculum evaluation ensures depth in religious knowledge and inclusion of non-religious subjects for holistic development.
10	Role of Teachers	Madrasah teachers influence students' spiritual, moral, and intellectual development, serving as role models.
11	Student Transformation Outcomes	Transformation-focused Madrasah create students with deep religious understanding, strong ethics, and positive contributions.
12	Challenges and Constraints	Challenges include resource limitations, community understanding, and resistance to change.
13	Recommendations for the Future	Recommendations include broadening the curriculum, teacher training, resource support, and community communication.
14	Global Implications	Transformational Madrasah contributes to moderate Islam, interfaith peace, and reduce stereotypes and radicalization.
15	Comparison with Other Systems	Madrasah enriches educational diversity by offering a religious alternative while promoting intercultural understanding.

**CONCLUSION**

In the context of the evolution of madrasah education to shape transformational Islamic scholars, several relevant conclusions can be drawn regarding the problem statement and research



objectives. **First**, madrasah education has undergone significant changes from a traditional religious educational institution to a more holistic and modern education. This change reflects an adaptation to the evolving needs and challenges within Muslim communities over centuries. **Second**, the primary goals of madrasah education have evolved from merely providing traditional religious education to an education that is more focused on the holistic transformation of individuals. In addition to religious understanding, the objectives of madrasah education now also include shaping students' characters, developing skills, and fostering a broader understanding of the world. Furthermore, the role of madrasah teachers is crucial in shaping transformational Islamic scholars and the character of students. Madrasah teachers are not just conveyors of information; they also serve as role models that influence the spiritual, moral, and intellectual development of students.

The impact of education that focuses on transformation in Madrasah is highly significant, encompassing deeper religious understanding, the development of strong ethics, positive contributions by students to society, and a role in promoting moderate Islamic understanding and interfaith peace globally. To enhance transformational madrasah education, collaborative efforts are needed among educational institutions, stakeholders, and public policies. This includes the development of broader curricula, teacher training, resource support, and effective communication with the community. In the context of this research, the findings can also serve as a foundation for further research to explore deeper aspects of transformational madrasah education and its societal impacts. The implications of this research can assist in designing better strategies to improve madrasah education and promote positive transformations in Islamic education.

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