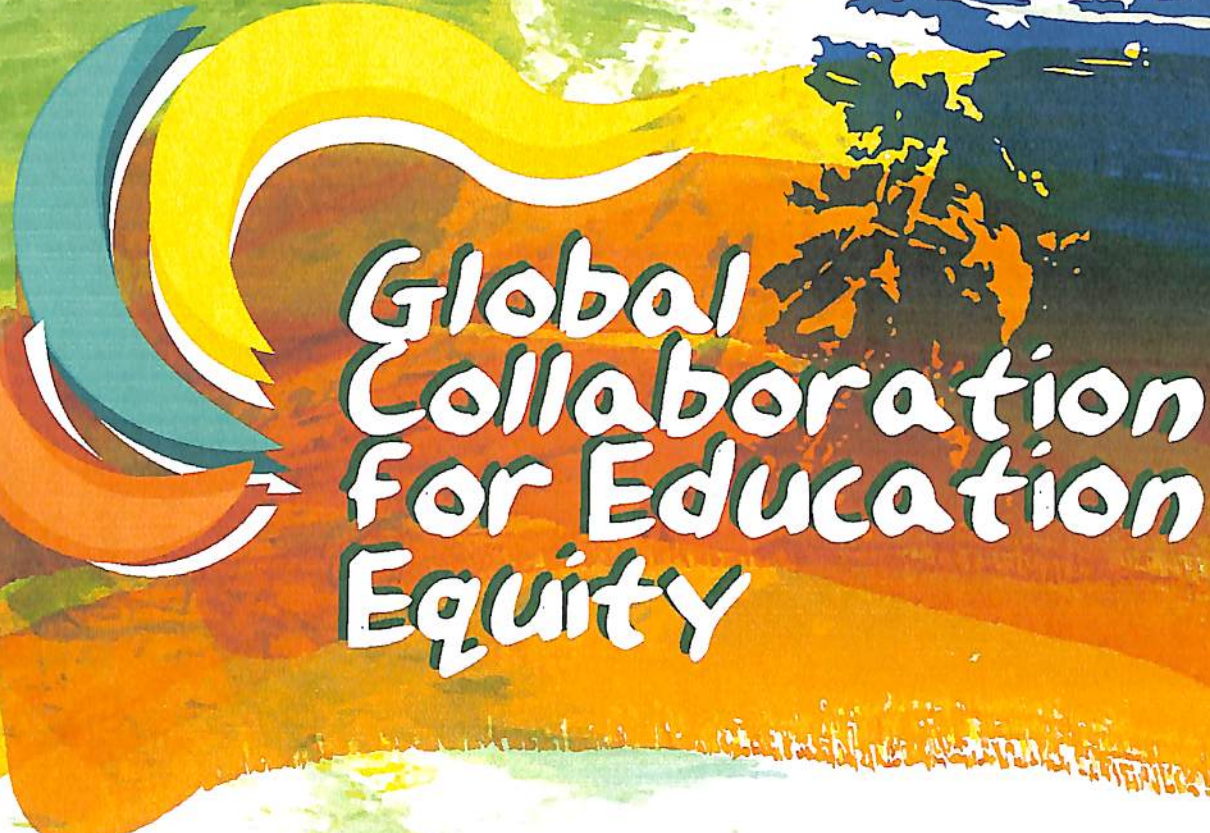


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Global Collaboration for Education Equity

The proceedings of the **2nd Asian Education Symposium (AES 2017)**
organized by Universitas Pendidikan Indonesia in collaboration with
Universitas Mataram, Universitas Islam Negeri Sunan Gunung Djati,
Universitas Pendidikan Ganesha, and Universitas Pakuan

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FOREWORD

This book contains the proceedings of the 2nd Asian Education Symposium (AES 2017) organized by Universitas Pendidikan Indonesia in collaboration with Universitas Mataram, Universitas Islam Negeri Sunan Gunung Djati, Universitas Pendidikan Ganesha, and Universitas Pakuan.

Asian Education Symposium (AES 2017) is an international refereed conference dedicated to the advancement of theories and practices in education. The AES 2017 promotes collaborative excellence between academicians and professionals from Education. The conference is expected to develop a strong network of researchers and pioneers in education worldwide. The aim of AES 2017 is to provide an opportunity for academicians and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy.

The AES 2017 main theme is Global Collaboration for Education Equity. The range of topics covered by in the the 2nd AES 2017 Proceeding includes the theoretical and empirical papers on: Art Education, Adult Education, Business Education, Course Management, Curriculum, Research and Development, Educational Foundations, Learning / Teaching Methodologies and Assessment, Global Issues in Education and Research, Pedagogy, Ubiquitous Learning, and other areas of education.

We would like to extend our gratitude to all parties who have given us their supports for organizing the 2nd AES including all participants from various universities and institutions in Indonesia and abroad who have participated, and the distinguished speakers including Prof. Dr. Hans Dieter Barke, Husni Mua'z, Ph.D., Prof. Dr. Razali Hasan, Prof. Jon Lovett, Ph.D., and Prof. Yamamoto Ikuro. Last but not the least, we would like to highly appreciate the organizing committee members for their hard work, commitment and efforts dedicated since the preliminary preparations a year ago. May the blessings of Allah be upon all of us. Finally, we hope that this collaborative conference event will promote further academic studies of the discipline, strengthen the partnership as well as broaden the network regionally and globally. By God willing, this collaboration hopefully will continue in the near future.

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The Concept Islamic Education and Its Relevance with the Educational Goals

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Keywords: Islamic Education, *Rahmatan Lil Alamin* Education, Humanistic, Integration, Pragmatic, culture-based education.

Abstract: This present study examines the relevance between the concept of *Rahmatan Lil Alamin* (a mercy to all creations) Islamic education and the educational goals. To achieve the aim, this descriptive study conducted interviews with the Head of the Foundation, the principal, the vice principal for curriculum division, and the teachers of Junior high school. Study also carried out an observation and document analysis. The research is limited only to the investigation of the relevance between the aforementioned Moslem education and the educational goals. However, the results supported the findings of the previous studies on *Rahmatan Lil Alamin* based Islamic education models. The study indicated that *Rahmatan Lil Alamin* based education may produce Islamic students who are competent academically and religiously. These students have profound knowledge of religion; have a strong sense of humility; care about social issues; and also have knowledge of general subjects such as sociology, anthropology, history, economics that they can use as tools to describe, to contextual and to implement the teachings of Islam to the community. With that as the foundation, these students are expected to have the ability to overcome various problems that may arise within the society. Moreover, the finding indicated that *Rahmatan Lil Alamin* based education, which embodies the values of integration, humanism, pragmatism, and culture were well realized in the educational system.

1 INTRODUCTION

Islamic education in public schools is basically more oriented toward moral action. Being taught with such a subject, the students are expected to not only have intellectual capacity, but also have the ability and habit to realize any Muslim values in their daily life. An Islamic education certainly requires a proper approach to make the teaching and learning of Islam at school succeed effectively and efficiently. Only with the appropriate teaching may school produce learners who are consciously willing to understand, to practice, and to teach Islam to others. To fully comprehend the concept of Islamic education, we have to look at the primary standpoint of Islam's missions from the pedagogical side. Islam as one of God's religions actually reflects the educational values that can guide and direct mankind to become par excellence human beings.

Recently, there has been an advancement of Islamic education paradigm, which is referred as *Rahmatan Lil Alamin* based education model. This education model, conceptually, adheres to human empowerment with purpose to be free for oneself from any kind of oppression, and celebrate diversity. This is a similar to the belief that the Prophet Muhammad has during the period of ignorance (Jahiliyyah) in eradicating Arab society's ignorance and obsession on war. The Islamic principle that was held firmly by the Prophet Muhammad (peace be upon him) was the belief that Islam is universal and cosmopolitan, and it is sent as a blessing to all mankind. This study aims to investigate the relevance between the concept of *Rahmatan Lil Alamin* education and the educational goals of SMP Plus Al-Aqsa. Particularly, this study seeks to examine the implementation of *Rahmatan Lil Alamin* education in SMP Plus Al-Aqsha.