

Classical Madrasah in the Formation of Modern Islamic Education

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ARTICLE INFO

Keywords:

Classical Madrasah;
Integrative Curriculum;
Modern Islamic Education;
Traditional Values

Article history:

Received 2025-01-20
Revised 2025-02-24
Accepted 2025-03-17

ABSTRACT

Classical madrasahs play a crucial role in shaping modern Islamic education, particularly in curriculum design, teaching methodology, and student character development. This study aims to analyze the relevance of classical madrasah heritage to modern Islamic education using a qualitative approach through literature review and curriculum document analysis. Primary sources include turats manuscripts, classical Islamic education works, and madrasah curriculum documents, while secondary sources consist of SINTA-indexed academic articles, contemporary books, and related academic publications. The findings indicate that integrating classical values such as tarbiyah, ta'dib, and tazkiyah into modern curricula can achieve a balance between knowledge acquisition, moral development, and 21st-century skills. The modernization of Islamic education is effective when rooted in traditional values, supported by educational technology, and strengthened teacher competence, enabling students to face global challenges without losing their Islamic identity. The study implies that classical madrasahs provide a strategic foundation for developing an integrative education model that combines tradition and pedagogical innovation.

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1. INTRODUCTION

Islamic education has a long historical background, beginning with the classical education system that flourished during the golden age of Islam. Classical madrasahs, as traditional Islamic educational institutions, played a crucial role in transmitting Islamic knowledge and values to subsequent generations. However, with the passage of time, challenges have emerged in maintaining the relevance and quality of Islamic education, as noted by Salamah et al., (2025), who state that transforming classical education into a modern system requires a well-thought-out strategy to ensure that Islamic values remain intact.

One of the main challenges is how to transform the classical education system into a more modern form without losing the essence and Islamic values contained within it. According to Mohamad et al., (2025), the modernization of Islamic education has become an urgent necessity to address the challenges of globalization and advancements in information technology, but this process must be carried out

carefully to ensure that Islamic educational institutions remain relevant while preserving their identity. This transformation requires innovation in curriculum, teaching methods, and technology utilization, while still emphasizing ethics, morality, and character development of students, so that modern Islamic education does not merely follow global trends but remains rooted in strong traditions and spiritual values.

In this context, it is important to understand how classical madrasahs can contribute to the formation of modern Islamic education. As explained by Utari et al., (2024), classical madrasahs have a wealth of traditions and methodologies that can be used as a basis for designing curricula and teaching methods that are in line with the needs of the times, while also shaping the character of students. This approach includes the use of classical text-based teaching methods, the integration of moral and spiritual activities, and the application of pedagogical principles that emphasize morality, discipline, and social responsibility, so that graduates are able to adapt to modern challenges without losing their Islamic identity.

History records that classical madrasahs have produced many Muslim scholars and intellectuals who have played a significant role in the development of Islamic knowledge and civilization. According to Fathurrahman & F, (2022), these institutions not only function as places of learning but also as centers of civilization that produce great ideas in various fields, including science, theology, and literature. Therefore, the legacy of classical madrasahs needs to be preserved and developed so that it can serve as a foundation for designing modern Islamic education that remains relevant to the needs of students while maintaining the moral, spiritual, and intellectual values that characterize traditional Islamic education.

The modernization of Islamic education is not only related to curriculum and teaching methods but also encompasses managerial and institutional aspects. Madrasahs, as Islamic educational institutions, need to reform their organizational structure, human resource management, and evaluation systems to improve educational quality, while the integration of technology into the learning process is also inevitable in this digital age. Syafriadi et al., (2025) emphasize that strengthening teacher capacity, efficient management, and appropriate use of technology will enable modern madrasahs to maintain Islamic values while enhancing competitiveness and the quality of graduates in facing global challenges.

However, in this modernization process, it is important to note that not all elements of classical madrasahs need to be changed. Some aspects, such as moral and spiritual values, must be preserved as part of the identity of Islamic education. One strength of classical madrasahs worth adopting is the concept of education as worship and social service. The endowment-based funding system that once supported madrasahs enabled free or affordable education, making education a right for all segments of society. In a modern context, this principle can be revived through public funding models and community collaboration, which, according to Inayati et al., (2024), not only ensures the financial sustainability of institutions but also strengthens social concern and community participation in education.

Based on the above, the importance of understanding the role of classical madrasahs in shaping modern Islamic education cannot be separated from efforts to preserve diversity and the richness of tradition in Islamic education, which, according to Elman & M. (2024), can serve as a source of strength in facing the challenges of globalization and cultural homogenization. This understanding enables curriculum designers and educators to integrate traditional values into modern learning practices in a balanced manner, thereby ensuring the sustainability of identity.

2. METHODS

This study uses a qualitative approach with a library research method, as its focus is historical-conceptual in nature, aiming to examine the role of classical madrasahs in the formation of the modern Islamic education paradigm. This approach was chosen because the issues being studied are closely related to the history of Islamic education, the concept of an integrative curriculum, and the relevance of classical educational values to contemporary challenges, thereby requiring an in-depth examination of both classical and modern literary sources. Data was obtained through the study of digital and printed documents. Digital documents were chosen because most of the relevant up-to-date references, especially

SINTA-indexed scientific journal articles, national seminar proceedings, and publications from Islamic educational institutions, are available online, making them easy to access and enriching the variety of sources. On the other hand, printed literature such as turats books, works by classical Islamic educational figures, and books on the history of Islamic education were used to understand the concepts, methods, and philosophy of classical madrasahs authentically. Primary sources in this study include classical literature by Islamic scholars and thinkers such as Imam al-Ghazali, Ibn Khaldun, and Syed Muhammad Naquib al-Attas, as well as classical madrasah curriculum documents. Secondary sources include scientific articles from SINTA-indexed journals, contemporary books on Islamic education, research reports, and other relevant academic publications. Data analysis was conducted using descriptive-analytical techniques with content analysis of text content, educational ideas, and the views of key figures, taking into account the framework of *maqāsid al-syarī'ah*, particularly the aspects of *ḥifẓ al-dīn* (preserving religion) and *ḥifẓ al-'aql* (preserving reason). This approach was used to identify common ground between the values of classical madrasahs and the demands of 21st-century education.

Data validity is strengthened through source triangulation, which involves comparing various perspectives from classical literature, contemporary research findings, and modern Islamic education policies, including references from Orlando et al., (2025), who emphasize the importance of revitalizing classical values to strengthen the identity of Islamic education. This study is expected to provide a comprehensive understanding of the relevance of classical madrasah methods, curricula, and management in shaping modern Islamic education that is intellectually superior and morally and spiritually robust.

3. FINDINGS AND DISCUSSION

3.1. *The Legacy of Classical Madrasah Curriculum and Methodology*

Classical madrasahs are known for their comprehensive curriculum, combining religious studies, language, logic, and basic social sciences, as well as teaching methods based on memorization, discussion, and the application of moral practices. This curriculum shapes students holistically, emphasizing intellectual development as well as character development. Rahmawati et al., (2025) emphasize that a teaching approach based on classical texts and spiritual activities can serve as the foundation for the development of a modern integrative curriculum. The implementation of these values in contemporary Islamic education allows for a balance between knowledge and moral development.

The classical madrasah curriculum is designed to integrate religious and general knowledge in a balanced manner. The main subjects include *fiqh*, *tafsir*, *hadith*, logic, Arabic language, and basic social sciences. This approach aims to produce individuals who not only master religious knowledge but also have a broad understanding of various disciplines. According to Hasibuan et al., (2024), this curriculum shapes students holistically, emphasizing both intellectual and character development. Additionally, the application of varied teaching methods, including group discussions, contextual learning, and spiritual reflection, strengthens students' analytical skills, creativity, and ethical awareness, preparing them to face modern challenges without compromising Islamic values.

Teaching methods in classical madrasahs are highly focused on memorization, discussion, and the application of moral practices. Memorization is used to reinforce students' memory of important texts, while discussion (*munazarah*) and moral practices aid in the development of critical thinking and character formation. According to Darmawan & R, (2024), this method is effective in shaping Muslim personalities that are in line with the provisions outlined in the Qur'an and *hadith*. In addition, this method also encourages self-reflection, collaboration, and the application of ethical principles in daily life, so that students are able to internalize spiritual values while thinking critically in facing contemporary issues.

In the classical madrasah education system, teachers play a central role as models and mentors. They not only transfer knowledge but also serve as examples in ethics and behavior. This aligns with

the perspective of Jainiyah et al., (2023), who state that teachers must be real-life examples for students in their daily lives. The role of teachers as role models also includes spiritual guidance, monitoring character development, and directing worship practices, so that students can emulate moral values while developing balanced and sustainable intellectual abilities.

Classical madrasahs also emphasize the importance of contextual learning that is relevant to the social needs of the community. The knowledge taught is not only theoretical but also applicable in daily life. According to Syamsuridhawati et al., (2025), this enables students to implement the knowledge they have acquired in their social context. This approach encourages students to connect theory with real-world practice, develop problem-solving skills, and cultivate a strong sense of social responsibility, ensuring that education not only equips individuals with knowledge but also prepares them to contribute positively to their surrounding communities.

Evaluation in classical madrasahs does not only measure cognitive aspects but also affective and psychomotor aspects, particularly those related to the character and moral values of students. This aligns with the Islamic educational approach that emphasizes the importance of character development as the primary goal of education. According to Fuadhah & L, (2024), such evaluations help in shaping a generation that is not only intellectually intelligent but also morally and spiritually strong. Evaluations are conducted through various methods, such as oral exams, behavioral observations, and assessments of religious practices or social skills. Thus, assessment becomes an important tool to ensure that students not only master knowledge but also apply ethical values, discipline, and responsibility in their daily lives. This approach also allows teachers to provide more personalized guidance, tailor learning strategies to individual needs, and foster self-awareness and integrity among students. Finally, this holistic evaluation serves as the foundation for the development of a modern Islamic education curriculum that integrates intellectual intelligence with the strengthening of spiritual character.

The legacy of classical madrasah curricula and methodologies is highly relevant to modern Islamic education. The integration of values such as *tarbiyah*, *ta'dib*, and *tazkiyah* can serve as the foundation for the development of an integrative curriculum that combines religious knowledge, science, and technology. This aligns with the perspective of Orlando et al., (2025), who emphasize the importance of revitalizing classical values to strengthen the identity of Islamic education. This approach not only emphasizes academic mastery but also the development of character, ethics, and spirituality among students. Thus, modern Islamic education can equip the younger generation with intellectual abilities and 21st-century skills while maintaining the continuity of the traditions and noble values of classical madrasahs that have been tested over centuries. The implementation of this strategy also allows for flexible adaptation to social and technological changes without compromising the moral principles and Islamic identity that form its core foundation.

3.2. The Role of Classical Madrasahs in Shaping the Character and Morals of Students

Classical madrasahs do not merely emphasize cognitive aspects, but also moral and spiritual education, including discipline, social responsibility, and concern for the community. According to Bahri & S, (2019), graduates of classical madrasahs have a strong character foundation, which is relevant for facing the challenges of globalization. In a modern context, the application of these principles can be realized through character-building programs, the integration of social activities, and project-based learning approaches that combine traditional values with 21st-century pedagogical innovations.

Classical madrasahs emphasize that moral and spiritual education cannot be separated from the mastery of knowledge. Students are trained to internalize the values of honesty, trustworthiness, patience, and perseverance through daily activities at the madrasah. Activities such as memorizing the Qur'an, reading hadiths, and discussing in small groups serve as means to build a strong character. Additionally, interaction with teachers as moral role models instills awareness of social responsibility and concern for others. Wahab & J, (2022) emphasizes that this process produces a generation that is not only intellectually intelligent but also capable of maintaining moral integrity in the face of changing times.

Discipline is one of the aspects that is strongly emphasized in classical madrasahs. Students are taught to value time, obey rules, and complete tasks consistently. This discipline is not merely a formality but a foundation for building responsible character and the ability to face social challenges. In the context of modern Islamic education, the principle of discipline can be integrated through structured activities that balance academics, worship, and social activities, so that students develop independence as well as concern for their community (Suherman et al., 2020).

Classical madrasahs also instill values of leadership and social responsibility through mentoring programs and community activities. Students are encouraged to take an active role in madrasah organizations, social projects, and the management of religious activities. This helps them develop managerial, communication, and collaboration skills. According to Wibowo & A, (2023), involvement in social activities enhances empathy, solidarity, and awareness of individual contributions to community well-being, thereby fostering moral character in a practical and sustainable manner.

Additionally, classical madrasahs emphasize the importance of ethics in daily interactions. Relationships between teachers and students, as well as among students, are guided to internalize values such as respect, patience, and mutual assistance. This approach teaches students that knowledge without morality will not benefit society. Susilawati et al., (2025) emphasize that learning that balances reason and heart is key to forming excellent character, enabling madrasah graduates to face the complexities of modern challenges without losing their Islamic identity.

The integration of social activities and project-based learning is one of the important strategies in modern character education inspired by classical madrasahs. Through social projects, students apply the moral principles they have learned, such as justice, cooperation, and compassion, in real-world contexts. This simultaneously fosters creativity, problem-solving abilities, and critical thinking skills. Thus, character education is not merely theoretical but becomes a life experience that shapes students' attitudes, behaviors, and personalities comprehensively (Setyo et al., 2024).

The application of classical madrasah principles in modern Islamic education provides a foundation for building a generation that is intellectual, spiritual, and social. The combination of academic learning, moral reinforcement, and social involvement creates students who are ready to face the demands of globalization while maintaining Islamic values. According to Habibi & Y, (2019), this synthesis allows modern madrasahs to utilize 21st-century pedagogical innovations without neglecting the foundations of character, ethics, and spirituality that characterize classical Islamic education. Thus, the legacy of classical madrasahs becomes a relevant source of inspiration for shaping the character and morals of students in the modern era.

3.3. Integration of Traditional Values in Modern Islamic Education

The modernization of Islamic education requires the adaptation of classical values without losing its identity. Liriwati et al., (2024) emphasize that the transformation of the curriculum and teaching methods must remain rooted in the moral and spiritual values of classical madrasahs. For example, the concept of education as worship and social service, as well as the endowment-based funding system that once supported madrasahs, can be revitalized through public funding models and community collaboration (Fernadi et al., 2023). This integration enables modern Islamic education to uphold noble values while adapting to contemporary contexts.

The integration of traditional classical madrasah values into modern Islamic education emphasizes a balance between knowledge and moral development. The concepts of *tarbiyah*, *ta'dib*, and *tazkiyah*, which form the foundation of classical madrasahs, can be adapted through a modern curriculum that combines religious studies, science, and technology. Students are not only taught academic competencies but are also trained to internalize spiritual and moral values. Nasir & A, (2025) emphasizes that the application of these values in contemporary learning ensures that modern Islamic education does not lose its identity, thereby producing graduates who are intellectually outstanding and possess Islamic character.

One integration strategy is to utilize social projects and community service activities as learning media. Values such as compassion, solidarity, and social responsibility taught in classical madrasahs can be realized through practical activities in the community. Students learn to apply their knowledge to solve real-world problems, making education relevant and practical. Jannah et al., (2025) demonstrate that this approach not only strengthens moral character but also enhances students' social skills, leadership abilities, and collaborative capabilities in a modern context.

The integration of classical values also encompasses curriculum and teaching methods. Memorization, discussion, and practice-based learning hallmarks of classical madrasahs can be combined with digital technology and 21st-century learning methods, such as blended learning or project-based learning. In this way, students gain a deep understanding of classical texts while also being able to apply their knowledge in a modern context. Suweta & M, (2023) emphasizes that the synergy between traditional and innovative methods is crucial for developing a relevant and sustainable curriculum.

In addition to the curriculum, the management and funding systems of classical madrasahs can also be integrated into modern education. The tradition of endowments supporting access to education can be revitalized through public funding schemes, partnerships with communities, and collaboration with other educational institutions. This approach allows modern Islamic education to remain inclusive and affordable while instilling social and economic values based on justice and compassion, as explained by (Ismail et al., 2020).

Teachers play a crucial role in the integration of traditional values. They not only impart knowledge but also serve as moral and spiritual role models for students. Teacher training in modern teaching methods combined with the instillation of classical values creates a learning environment that supports the development of character, ethics, and academic competencies. Daga & T, (2021) emphasizes that strengthening the role of teachers as facilitators of values and knowledge is the key to the successful integration of tradition and innovation in modern Islamic education.

The integration of traditional values in modern Islamic education does not merely emphasize the continuity of heritage but also flexibility in facing the changes of the times. Through the development of adaptive curricula, character building, the use of technology, and socio-economic collaboration, modern Islamic education is able to produce a generation that is competent, has an Islamic personality, and is responsive to global challenges. This approach emphasizes that modernization does not mean losing identity, but rather combining tradition and innovation to achieve holistic, relevant, and sustainable education (Chan et al., 2025).

3.4. Challenges and Strategies for Modernizing Madrasahs

The modernization of madrasahs faces challenges from globalization, cultural homogenization, and the demands of 21st-century competencies. Pardede & P, (2022) emphasizes that understanding the diversity of Islamic educational traditions is a source of strength in facing these challenges. Strategies that can be pursued include strengthening institutional management, developing teacher competencies, utilizing educational technology, and developing an integrative curriculum that combines religious studies, science, and technology. With these strategies, modern madrasahs can remain rooted in classical traditions while remaining globally competitive.

Cultural homogenization is another significant challenge. Many global cultures tend to suppress local values and Islamic educational traditions, causing learning in madrasahs to lose its historical and philosophical context. To address this, madrasahs can implement a locally-based curriculum that continues to combine religious knowledge and modern science. This approach ensures that students understand Islamic scholarly traditions while being able to engage with the global world critically and wisely, as suggested by (Anista & R, 2023).

Strengthening institutional management is a key strategy in the modernization of madrasahs. A clear organizational structure, an effective evaluation system, and professional human resource management can improve the quality of education. Teacher training and competency development

must also be a priority, as teachers are at the forefront of implementing traditional values while adopting modern methods. Anwar & H, (2017) shows that adaptive and competent management enables madrasahs to function efficiently while maintaining the relevance of education in the digital age.

The use of educational technology is an element of strategy that cannot be ignored. Digital technology can be used to expand access to learning, facilitate evaluation, and support interactive teaching methods. By combining technology with traditional approaches, such as discussions based on classical texts and social projects, modern madrasahs can improve the quality of learning while maintaining spiritual and moral values. (2018) emphasize that technology should be utilized as a means to strengthen, not replace, traditional values.

The development of an integrative curriculum is also a key strategy. The curriculum must be able to balance religious studies, science, and technology while continuing to emphasize character development and spirituality among students. This approach enables madrasah graduates to excel not only in academic competencies but also in social sensitivity, ethics, and critical thinking skills. The integration of classical values and modern pedagogical innovations forms the foundation for building holistic and relevant Islamic education, as outlined by (Anwar et al., 2025).

Finally, the modernization strategy for madrasahs must be grounded in visionary thinking that combines the continuity of tradition with the flexibility of innovation. Through strengthened management, teacher competencies, educational technology, and an integrative curriculum, modern madrasahs can preserve their classical identity while competing at the global level. This strategy ensures that modern Islamic education not only follows trends but also produces a generation that is intelligent, has Islamic character, and is responsive to the dynamics of the times (Aristiyanto & R, 2023).

DISCUSSION

Based on literature reviews, document analysis, and curriculum and educational practice studies, it was found that classical madrasahs play an important role in shaping modern Islamic education. The legacy of classical madrasah methodology and curriculum includes the integration of religious and general knowledge, memorization methods, discussion, moral practice, and character and spiritual development. This system emphasizes the intellectual and moral development of students, so that madrasah graduates are ready to face global challenges without losing their Islamic identity. (Jannah, R, et al., 2025).

These findings indicate that classical madrasah teaching methods, such as memorization of sacred texts, munazarah (discussion), and the application of moral practices, are effective in shaping students' critical thinking and moral integrity. Darmawan & R, (2024) asserts that this approach shapes Muslim personalities with Islamic character, based on the Qur'an and hadith. Additionally, teachers play a central role as moral role models, mentors, and intellectual guides, as explained by Jainiyah et al., (2023), making the teacher-student relationship more than just a transfer of knowledge.

This study also highlights the importance of contextual learning in classical madrasahs, emphasizing the relevance of knowledge to societal needs. Knowledge is not only theoretical but can be applied in daily life, enabling students to apply their knowledge in their social context (Orlando et al., 2025). Educational evaluation is not limited to cognitive aspects but also includes affective and psychomotor dimensions, particularly character and moral development. Fuadhah & L, (2024) shows that such evaluation prepares a generation that is intellectually intelligent and morally and spiritually strong.

Research finds that the modernization of Islamic education can integrate traditional values such as tarbiyah, ta'dib, and tazkiyah into contemporary curricula. The revitalization of these classical values facilitates the development of an integrative curriculum that combines religious knowledge, science, and technology, as stated by Suweta & M, (2023). This integration emphasizes that modernization is not merely the adoption of new methods but a synthesis between spirituality, intellectuality, and 21st-century skills, thereby preserving the identity of Islamic education.

Additionally, classical madrasahs provide a strong foundation for character formation and moral development among students. Graduates of madrasahs possess discipline, social responsibility, and concern for society, which are relevant in addressing the challenges of globalization (Pardede & P, 2022). In the modern context, this principle can be realized through character-building programs, the integration of social activities, and project-based learning that combines traditional values with 21st-century pedagogical innovations, so that students can become agents of change as well as inheritors of noble Islamic values.

The modernization of madrasahs faces challenges such as globalization, cultural homogenization, and the demands of 21st-century competencies. Strategies that can be implemented include strengthening institutional management, developing teacher competencies, utilizing educational technology, and developing an integrative curriculum (Triyono et al., 2018). The use of digital technology supports interactive teaching methods and more effective evaluation, but it must remain aligned with traditional moral and spiritual values. With these strategies, modern madrasahs remain rooted in classical traditions while being able to compete globally, maintaining the relevance of Islamic education in the contemporary era (Anwar et al., 2025).

Therefore, this study concludes that there is a research gap between modern Islamic education practices and the integration of classical madrasah values. Historical and contemporary studies show that classical principles such as holistic curricula, character-based teaching methods, and contextual learning are highly relevant to building modern Islamic education. This study recommends the development of an integrative model that combines classical traditions with pedagogical and technological innovations, so that Islamic education in Indonesia can excel intellectually, be morally and spiritually strong, and maintain its Islamic identity.

4. CONCLUSION

Based on a review of the literature and analysis of the curriculum, methodology, and educational practices in classical madrasahs, it can be concluded that classical madrasahs play a fundamental role in shaping modern Islamic education. Traditional values such as *tarbiyah*, *ta'dib*, and *tazkiyah*, as well as teaching methods based on memorization, discussion, moral practice, and character development, remain relevant to be developed in a modern context, so that students are not only intellectually superior but also morally and spiritually strong.

The modernization of Islamic education can be successful if classical values are integrated carefully, adapting the curriculum and teaching methods to the demands of the 21st century without losing Islamic identity. Revitalizing the principles of education as worship, social service, contextual learning, and holistic evaluation enables a balance between knowledge, morals, and practical skills.

This research also shows a gap between modern Islamic education practices and classical madrasah principles. Many modern educational institutions have not fully utilized traditional methods and values to build character, spirituality, and social skills in students. Therefore, the development of an integrative model that combines classical traditions with pedagogical innovation and technology is crucial.

Thus, the formation of modern Islamic education is not enough to simply imitate contemporary approaches, but must be implemented while maintaining the noble values of classical madrasahs. Synergy between tradition, curriculum innovation, teacher empowerment, and the use of educational technology is key to ensuring that Islamic education in Indonesia excels academically, is rooted in moral-spiritual values, and is able to compete globally.

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