

ANALYSIS OF THE ISLAMIC HISTORY ENCYCLOPEDIA AS A SUPPLEMENTARY BOOK FOR THE ISLAMIC CULTURAL HISTORY

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ABSTRACT

Students enrolled in the Islamic Religious Education (PAI) Study Program are trained to become professional teachers capable of teaching all branches of PAI subjects in schools and madrasahs, including Islamic Cultural History (SKI). The SKI Learning System in Madrasahs course aims to equip students with pedagogical competencies in teaching SKI. However, the limited availability of adequate teaching materials and learning resources poses a challenge in this learning process. This study aims to analyze the feasibility of the Encyclopedia of Islamic History, compiled by the Research and Islamic Studies Team of Egypt, as a supplementary book for the Islamic Cultural History textbook published by the Indonesian Ministry of Religious Affairs in 2020. This research employs a qualitative method with a library research approach. Data collection techniques include literature review and documentation, while data analysis is conducted using a descriptive-interpretative method. The findings indicate that the Encyclopedia of Islamic History is suitable as a supplementary book for SKI learning. This book explores Islamic culture from a historical perspective and shares similarities in content with 15 out of 20 chapters in the Ministry of Religious Affairs textbook. Therefore, it serves as an effective reference for SKI teachers and prospective PAI educators, including fourth-semester students at STAI Al-Hidayah Bogor.

Keywords: *Islamic Cultural History, Islamic Religious Education, Learning System*

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INTRODUCTION

History of Islamic Culture (ISC) is one of the core subjects that must be comprehended by students in Islamic Higher Education Institutions, especially those being prepared as future professional Islamic Religious Education teachers. This competency aligns with other subjects, such as Fiqh, Al-Qur'an Hadith, and Aqidah Akhlak (Hayati & Bahri, 2022). Courses related to ISC, such as the Islamic Cultural History Learning System in madrasahs, are included in the curriculum to equip students with effective teaching skills for various educational levels, from Madrasah Ibtidaiyah (MI) and Madrasah Tsanawiyah (MTs) to Madrasah Aliyah (MA).

However, ISC learning in madrasahs still faces various challenges in general and classroom implementation (Hasanah, 2020). One of the main obstacles is the lack of supporting facilities and infrastructure, such as adequate learning media, teaching aids, and textbooks. These limitations are often attributed to insufficient budget allocations (Agustinar et al., 2023, p. 210). In addition, ISC is widely perceived as a supplementary subject by students and educators, receiving less attention in developing learning methods. As a result, ISC learning tends to be rote-based, monotonous, and more focused on cognitive aspects rather than affective. Limited time allocation worsens the situation, making the learning process less effective and engaging for students (Fachrudin, 2023; Rohman et al., 2023).

If these problems are not addressed appropriately, ISC (Sejarah Kebudayaan Islam – SKI) learning will be considered less successful or even a failure. Such failure can seriously impact students' character, particularly regarding fundamental values such as faith, piety, enthusiasm (girth), mental resilience, and leadership (Nurulhaq, 2020, p. 10). Historical studies should majorly shape students' character (character building) (Mahamid, 2024). However, ineffective ISC learning makes the subject unattractive and meaningless (Damanhuri & Sumaryati, 2020, p. 3). ISC should not only serve as a medium for transferring knowledge but also as a means of instilling students' moral and intellectual values (Munawir, Syakira, & Fransiska, 2024; Hakim, 2023).

One of the essential values that can be taught through ISC is religious moderation, considering that Islamic history is rich with exemplary practices of applying values in daily life (Jaenudin et al., 2023, p. 186). In this context, Islamic education emphasizes the importance of exemplary behavior in both the process and the methods of teaching (Samsuddin, 2024; Unang Sodikin, Endin Mujahidin, & Samsuddin, 2025). The studies above contribute to this research article, which aims to prepare PAI students as future ISC teachers who deliver the content of ISC and cultivate good character through exemplary behavior in both teaching processes and methods.

Field observations show that ISC (Sejarah Kebudayaan Islam – SKI) material tends to be delivered merely as information without significantly impacting students' attitudes and behavior. As a result, the learning objectives of ISC are not fully achieved

(Damanhuri & Sumaryati, 2020). One of the factors influencing the quality of ISC learning is the availability of adequate teaching materials. According to Solichin et al. (2022), ISC is a complex subject since students must memorize various historical events, locations, timelines, and other related content. Therefore, educators need to evaluate and select teaching materials that can assist students in understanding and internalizing the content more effectively.

Regarding teaching materials, Law No. 3 of 2017 on the Book System states that textbooks consist of core and supplementary books, specifically Articles 5, 6, and 7. Core books are mandatory learning resources based on the applicable curriculum provided by the central government. Meanwhile, supplementary books are independently developed by relevant parties and must be approved by the central government. These supplementary books support the learning process and provide students with additional insights (Fahrudin, 2020).

Several studies have been conducted on ISC learning in madrasahs, including at the MI, MTs, and MA levels, with various research focuses. However, studies that specifically address ISC learning in the context of higher education, particularly those analyzing textbooks and comparing them with other references, remain limited. Some relevant studies include the following: First, an article by M. Hadi Masruri (2019) entitled "Designing a Multicultural-Based Islamic Cultural History (SKI) Learning Model in Higher Education." This study concludes that students struggle to understand ISC due to low literacy levels, monotonous teaching methods, and limited facilities and infrastructure. Second, the article "Problems of Learning Islamic Cultural History for Islamic Religious Education Students at IAIN Lhokseumawe," written by Cut Intan Hayati and Saiful Bahri (2022).

This study shows that without multicultural awareness on the part of lecturers, students cannot effectively internalize multicultural values. Third, a thesis by Nurmila Sri Mulyani entitled "Implementation of Online Islamic Cultural History Learning for the Islamic Religious Education Study Program at the Pontianak State Islamic Institute." This research highlights the challenges of ISC learning during the COVID-19 pandemic, particularly in implementing online systems. These three studies on ISC learning in madrasahs are relevant to this article, as they provide insight into how PAI student's future ISC teachers can design effective learning processes supported by strong literacy skills, even in challenging situations.

Drawing from this background, this article aims to identify the distinctions and novelties in research on ISC learning in higher education. The primary focus of this study is to analyze the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team, which served as an additional resource for the Islamic Cultural released by the Ministry of Religion in 2020 for Madrasah Aliyah. This study was carried out within the framework of the Islamic Cultural History Learning System course at the madrasah, focusing on students in their fourth semester enrolled in the Islamic Religious Education Study Program at STAI Al-Hidayah Bogor, Tarbiyah

Department during the Academic Year 2023/2024. The main objective is to train students to become skilled SKI educators, providing them with the necessary abilities to deliver historical content in a more impactful and relevant manner

RESEARCH METHOD

This study employs a qualitative library research approach, grounded in field and case studies. The focus of this study is the analysis of the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team, which is used as a supplementary book for the Islamic Cultural History textbook published by the Ministry of Religion in 2020 for Madrasah Aliyah. This study was conducted in madrasahs's Islamic Cultural History Learning System course. The locus of this research is the Islamic Religious Education Study Program, Tarbiyah Department, at STAI Al-Hidayah Bogor. The research occurred during the 2023/2024 academic year, specifically in the fourth semester, within the Islamic Cultural History Learning System course in madrasahs, which follows the Independent Learning-Independent Campus Curriculum (MBKM).

In terms of data collection techniques, this study included observation and documentation studies, while data analysis employed content analysis techniques and descriptive-interpretive analysis to interpret the findings comprehensively. The steps for conducting content analysis were as follows: formulating research problems, conducting literature reviews, determining observation units and analysis units, selecting samples, determining variables, creating categorizations and coding guidelines, collecting data, coding data, processing data, presenting data and providing interpretations, and finally compiling a research report.

RESULTS AND DISCUSSION

RESULTS

The Nature of Islamic Cultural History

"Islamic Cultural History" consists of three components: history, culture, and Islam. According to the online Big Indonesian Dictionary, history is defined as (1) origin or descent (genealogy); (2) events and incidents that truly occurred in the past, i.e., history; and (3) the knowledge or description of events and incidents that took place in the past. Culture is defined as (1) the results of human activities and creations of the mind (reason), such as beliefs, arts, and customs; and (2) the totality of human knowledge as a social being used to understand the environment and its experiences, which then becomes a guideline for its behavior. Meanwhile, Islam is a religion taught by the Prophet Muhammad, guided by the holy book, the Qur'an, which was revealed to the world through the revelation of Allah.

SKI in PTI is one of the PAI courses that examines the origins, development, and role of Islamic culture or civilization and figures who have made significant contributions to Islamic history, starting from the history of pre-Islamic Arab society,

the birth and apostleship of the Prophet Muhammad, to the development of Islam in the Nusantara region. Substantially, the SKI subject has contributed to motivating students to know, understand, and appreciate the history of Islamic culture, which contains values of wisdom that can be used to enhance intelligence and shape attitudes, character, and personality (Masruri, 2019: 63). These are based on Islamic teachings, which serve as the foundation for one's outlook on life (way of life) through guidance, education, training, role models, experience, and habituation (Syurgawi and Yusuf, 2020: 177; Sutikno, 2017: 252). This enables students to draw inspiration from historical events in Islam, emulate outstanding figures, and relate them to various existing phenomena to develop further Islamic culture and civilization (Aisyah, Ibrâhîm, and Ismail, 2022: 300).

Meanwhile, in madrasas at various levels, from MI MTs to MA, SKI is one of the PAI subjects taught in these Islamic schools (Suriyati, 2022). Based on the Merdeka curriculum in madrasas, SKI is described as a subject that records the development of human life in building civilization over time. SKI learning emphasizes the ability to derive wisdom ('ibrah) from history to respond to and face present and future challenges. Good examples from the past inspire the next generation of the nation to address and resolve social, cultural, political, economic, scientific, technological, artistic, and other phenomena to build civilization (Tabrani et al., 2023). Therefore, learning history and historical knowledge are essential (Sulaiman, 2014).

SKI can also be interpreted simply as the development or progress of Islamic culture from a historical perspective (Munawir and Istiqomah, 2024), which aims to teach Islamic history from the early days to the present, including the development of Islamic culture in various regions (Goli and Achadi, 2023). Meanwhile, the specific objectives of the SKI subject in MA are as follows: (1) Building students' awareness of the importance of studying the foundations of Islamic teachings, values, and norms that the Prophet established to develop Islamic culture; (2) Building students' awareness of the significance of time and place as a process from the past, present, and future; (3) Training students' critical thinking to understand historical facts correctly based on a scientific approach; (4) Cultivating students' appreciation for the legacy of Islamic history as evidence of Islamic civilization; and (5) Developing students' abilities to draw lessons from historical events, emulate successful figures, and relate them to social, cultural, political, economic, scientific, technological, artistic, and other phenomena to develop Islamic culture and civilization (Hasmar, 2020).

In SKI learning at MA, students are taught theoretical knowledge and how to apply Islamic cultural values in their everyday lives. This allows them to understand the importance of Islamic culture in their lives and equips them to use these values in their daily activities (Goli and Achadi, 2023).

Introduction to the Islamic Cultural History Textbook Published by the Ministry of Religious Affairs

In the foreword, it is explained that the Islamic Cultural History book compilation by the Indonesian Ministry of Religious Affairs was motivated by the issuance of KMA Number 183 of 2019 concerning the Islamic Education Curriculum and Arabic in madrasahs as a textbook. The textbook published by the Ministry of Religious Affairs is a mandatory book for students and educators in implementing learning in madrasahs at every level of education. Additionally, the SKI subject matter content in madrasahs at each level contains different material adjusted to the student's ability level. At the MA level, the SKI material can be mapped into three levels, with the contents of each level as follows:

First, the MA Class X material covers six chapters: (1) the development of Islam during the Meccan period of the Prophet Muhammad, (2) the development of Islam during the Medinan period of the Prophet Muhammad, (3) the conquest of Mecca (Fathu Makkah), (4) the development of Islam during the caliphate period, (5) Islamic civilization under the Umayyad Dynasty in Damascus, and (6) Islamic civilization under the Umayyad Dynasty in Andalusia (Tsurayya, 2020: xiv).

Second, the MA Class XI material discusses seven chapters: (1) Islamic civilization under the Abbasid Dynasty, (2) Islamic civilization under the Ottoman Dynasty, (3) Islamic civilization under the Mughal Dynasty in India, (4) Islamic civilization under the Safavid Dynasty in Persia, (5) the decline of Muslims, (6) the Islamic reform movement, and (7) the influence of Islamic reform in Indonesia (Sulaiman, 2020: xii-xiii).

Third, the MA Class XII material covers seven chapters: (1) the development of Islam in Indonesia, (2) the role of the Walisanga in the spread of Islam in Indonesia, (3) Islamic kingdoms in Indonesia, (4) the role of Muslims in the struggle for Indonesian independence, (5) the development of Islam in Southeast Asia, (6) the development of Islam in Asia and Africa, and (7) the development of Islam in the Western world (Arifin, 2020). In addition, the three books published by the Ministry of Religious Affairs each include a substantial list of references. The Class X and XI books cite 29 sources, while the Class XII book contains only 16 fewer references than the others.

Introduction to the Encyclopedia of Islamic History

The Encyclopedia of Islamic History (Egyptian Islamic Research and Studies Team, 2023) is a translated work originally written in Arabic, titled *Al-Mausû'ah Al-Muyassarah fî Al-Târikh Al-Islâmî* (2007). It was compiled by Farîq Al-Buhûts wa Al-Dirâsât Al-Islâmiyyah under the supervision and manuscript review (*isyrâf wa murâja'ah*) of Qâsim 'Abd Allâh Ibrâhîm and Muhammad 'Abd Allâh Shâlih, with a foreword (*taqdîm*) by the renowned contemporary writer and expert in Islamic history, Dr. Râghib Al-Sirjânî. This Encyclopedia is published in two volumes by Mu'assasah Iqra' in Cairo. The first edition was released in June 2005, and the seventh edition followed in April 2007; both editions have the same number of pages, totaling

463. The translated edition was published by Pustaka Al-Kautsar, East Jakarta (2023), and contains 958 pages.

The general content of the Encyclopedia of Islamic History is divided into eight main chapters: (1) a brief biography of the Prophet's life, (2) al-khulafâ' al-râshidûn, (3) the Umayyad Caliphate, (4) the Abbasid Caliphate, (5) the history of the Mongol-Muslim Empire, (6) the history of the Ottoman Empire, (7) the history of Muslims in Southeast Asia, and (8) the history of Muslims in Africa. The book concludes with an appendix featuring ten selected historical lessons and a discussion on the causes of the ummah's decline. Each chapter is divided into multiple articles that explore various subtopics in depth. Furthermore, in its bibliography, the Encyclopedia of Islamic History lists approximately 77 references, most related to Islamic history and entirely written in Arabic. This number exceeds the references in the three Islamic Cultural History textbooks of the Ministry of Religious Affairs for Madrasah Aliyah.

Similarities and Differences between the Islamic Cultural History Textbook Published by the Ministry of Religious Affairs and the Encyclopedia of Islamic History

The similarities between the Islamic Cultural History textbook published by the Ministry of Religious Affairs and the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team are as follows: First, both books share a common theme, namely Islamic Cultural History, also referred to as the History of Islamic Civilization or simply Islamic History. Second, both cover a similar range of topics, around 15 of the 20 chapters in the Ministry's textbook.

However, five themes are discussed in the Ministry's Islamic Cultural History textbook that are not included in the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team. These include: (a) Two topics from the Grade XI curriculum, specifically concerning the Islamic reform movement and the influence of Islamic reform in Indonesia; (b) Three topics from the Grade XII curriculum, namely the role of Walisanga in spreading Islam in Indonesia, the Islamic kingdoms in Indonesia, and the role of Muslims in the struggle for Indonesian independence.

Meanwhile, the distinctive aspects between the Islamic Cultural History textbook published by the Ministry of Religious Affairs and the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team are as follows: First, the Islamic Cultural History textbook by the Ministry of Religious Affairs is specifically designed as a core and mandatory textbook, which is even distributed or made available for free download. In contrast, the Encyclopedia of Islamic History is published as a popular scientific book.

As a result, the Ministry's textbook includes core competencies and basic competencies as learning guidelines and targets that students are expected to achieve. It is also equipped with various educational features such as concept maps, recitations,

introductions as initial stimulation, learning materials, ‘ibrah’ (moral lessons) to derive wisdom from the material, inspirational stories of exemplary figures, assignments for assessing students’ understanding and development, summaries of each chapter, competency tests for end-of-lesson evaluations, reflections to cultivate positive character traits, semester-end exercises, and a glossary to enhance vocabulary. None of these educational elements is included in the Encyclopedia of Islamic History.

In the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team, the ‘ibrah, which refers to the wisdom and lessons drawn from history, is summarized in two appendices. These discuss ten historical lessons and the factors contributing to the decline of the Muslim community. Furthermore, in the study of Islamic history, this is further elaborated by a contemporary expert in Islamic history, Mâjid ‘Irsân Al-Kîlânî, who describes historical developments as patterns shaped by various phenomena (qawânîn târîkhiyyah). These patterns follow a specific internal logic that can only be understood and effectively applied by insightful individuals, including fuqahâ’ (Islamic jurists), who comprehend the causes behind the rise and fall of societies. Such understanding enables them to implement these historical patterns in a contemporary context (taṭbîqât mu‘āṣirah) to lead the ummah toward progress and dignity in the present (Al-Kîlânî, 2002: 335; Al-Kîlânî, 2022: 348–349). This is essential for nurturing Muslims with strong faith and commitment to implementing Islamic law, which upholds justice (Maya, 2018: 246).

On the other hand, sunnatullâh (the divine law of change or transformation) manifests in two forms: first, taghyîr Allâh mā bi al-nās, which means Allah’s transformation of human social conditions commonly referred to as sunnatullâh or sunnah Allâh fî al-taghyîr (the divine law of change); and second, taghyîr al-nās mā bi anfusihim, meaning the transformation initiated by humans within themselves, their realities, and social conditions. This second aspect is commonly studied in modern terms as social engineering or planned social change (Maya, 2018). Second, although the Encyclopedia of Islamic History describes itself in the introduction as a concisely compiled encyclopedia, its discussion and presentation of material are more in-depth, detailed, and comprehensive than the Islamic Cultural History textbook published by the Ministry of Religious Affairs, except for the five themes of discussion previously mentioned.

This concise yet thorough encyclopedic style, characteristic of the writing team behind the Encyclopedia of Islamic History, was previously demonstrated by Ahmad Al-Usairy (2016) in the thirteenth edition of his work, *Islamic History: Since the Time of the Prophet Adam Until the 20th Century*. Al-Usairy explores themes of Islamic history that largely parallel those found in the Encyclopedia of Islamic History, with the notable difference that his work begins with a chapter on classical history, specifically addressing the origin of human creation and the history of the pre-Islamic Arabian Peninsula.

Based on these considerations, the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team is a valuable and appropriate companion to the Islamic Cultural History textbook published by the Ministry of Religious Affairs for the MA level, particularly as a teacher's reference. Furthermore, with this companion book serving as additional literature or a supplementary reference to the main textbook, SKI teachers and prospective teachers (still in university) are expected to be able to master and understand SKI material more deeply, broadly, and comprehensively.

DISCUSSION

The results of this study reveal notable similarities and differences between the Islamic Cultural History textbook published by the Ministry of Religious Affairs and the Encyclopedia of Islamic History. Both books address the overarching theme of Islamic Cultural History and cover many relevant topics. However, the Encyclopedia offers greater depth and detail and includes a wider range of references. Furthermore, the Ministry of Religious Affairs (Kementerian Agama) textbook is designed as a mandatory resource, featuring a structured format that includes core competencies, concept maps, and various evaluation components. This structure provides clear guidance for educators and students throughout the learning process. In contrast, the Encyclopedia is more scholarly and comprehensive, presenting broader discussions on Islamic history, although it does not include several themes in the Kemenag textbook.

In this context, the Encyclopedia of Islamic History is a potential companion resource for teaching Islamic history. Offering more detailed and comprehensive insights can enhance students' understanding of historical contexts. This is especially important given the challenges commonly encountered in teaching Islamic History in madrasas, where the learning process is frequently limited to rote memorization and superficial content. Therefore, integrating the textbook and the companion resource in SKI learning is essential. The Kemenag textbook provides a foundational structure and guidance, while the Encyclopedia contributes greater depth and historical context. By utilizing both resources, students are expected to develop a more holistic understanding of Islamic Cultural History and apply the values they learn daily.

Islamic education learning, in this context, is not merely a transfer of knowledge but also a process of character formation based on Islamic values. Therefore, students are expected to memorize historical facts to draw lessons from history and apply them within current social, cultural, and political contexts. Islamic education learning in madrasas, especially at the MA level, requires a more innovative and integrative approach. The Encyclopedia of Islamic History can be an additional resource that enriches students' learning experiences, enabling them to become professional and competent Islamic education teachers. By gaining a deep

understanding of the history of Islamic culture, students are expected to contribute meaningfully to developing a better Islamic civilization in the future.

Islamic education, in this framework, is not simply about delivering information; instead, it involves developing character in alignment with Islamic principles. Consequently, learners are encouraged not only to memorize dates and events in the past but also to extract meaningful insights from history and relate them to the present's social, cultural, and political contexts. In general, learning Islamic education in Islamic schools, particularly at the *Madrasah Aliyah* level, calls for a more creative and integrative methodology. The Encyclopedia of Islamic History can be a valuable means to enhance students' learning materials, equipping them to become skilled and proficient educators in Islamic studies. By thoroughly comprehending Islamic cultural history, students are expected to play a significant role in fostering an improved Islamic civilization in the forthcoming.

CONCLUSION

Based on the discussion regarding the introduction, as well as the similarities and differences between the Islamic Cultural History textbook published by the Ministry of Religious Affairs and the Encyclopedia of Islamic History compiled by the Egyptian Islamic Research and Study Team, it can be concluded that the Encyclopedia of Islamic History is highly suitable to be used as a companion book for the Islamic Cultural History textbook at the MA level, including for Classes X, XI, and XII. This suitability is particularly relevant for SKI and prospective Islamic education teachers, especially those currently enrolled in the Islamic Religious Education Study Program under the Tarbiyah Department. This includes fourth-semester students at STAI Al-Hidayah Bogor in the 2023/2024 academic year taking the Islamic Cultural History Learning System course for madrasahs.

The Encyclopedia of Islamic History delves into Islamic culture through a historical lens. It has parallels with 15 out of the 20 sections presented in the History of Islamic Culture textbook released by the Ministry of Religious Affairs. This similar position of the Encyclopedia is a beneficial additional resource that can deepen the comprehension of Islamic cultural history for both students and educators. Consequently, merging these two books is expected to improve the overall quality of SKI teaching and learning activity in Islamic schools, aiding students and teachers in gaining a more extensive and profound understanding of Islamic history and culture.

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