

学位論文の要旨 (論文の内容の要旨)  
Summary of the Dissertation (Summary of Dissertation Contents)

論 文 題 目  
Dissertation title

**Diversification of Qur'anic Schools in Banjarnegara Regency, Central Java:  
Comparative Study between Semi-Urban Rural and Remote Rural Settings**

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### Summary

This study aims to consider active roles of non-formal religious education, through descriptive and comparative study of status quo of diversification of Qur'anic schools as research target, and to contribute comparative religious education field by making one of a basis of comparable research result with information in other countries.

For this study, under the comparative approach, through a field research, the gap in educational management within the villages and the Qur'anic school could be clarified so later each school would take lesson learnt from another school regarding the ideal educational services as mandated by the community or even the government.

Teachers and school principals of the Qur'anic school are the main respondents in this study; from them qualitative data needed was obtained by interview and also distributing questionnaires. Some classroom observations were also done to know the real teaching and learning processes in the Qur'anic schools both in the semi-urban rural and remote rural areas. The collected data was descriptively analyzed using comparative approach, and the whole results of this study are then presented in 8 chapters:

Chapter 1 explains how and why the author initiated the study. Then it introduces background of the study, research objectives, research questions, research method,

significance of the study, organization of the dissertation, and definition of key terms in this study. After that, the study also shows clearly its position and target period in development process of Qur'anic schools.

Chapter 2 briefly explains the origin of mosque and education in Islamic world: preliminary Islamic movement in 13th century, rise of Qur'anic schools in Indonesia in the 13th century, the growth of Qur'anic schools and its driving force in Indonesia around in 1980s-, the existence of diversification period of Qur'anic schools in Indonesia, and characteristics of Qur'anic schools: different teacher training and management system as the result of diversification. The final part of Chapter 2 establishes the study frame work depended on literature review. At last, it presents the definition of diversification in the study.

Chapter 3 explains in details the description of research area, Banjarnegara Regency where this study was conducted, reasons for selecting the three districts and description of each district, data collection and data analysis methods, and the field research process.

Chapter 4 explains mainly about the descriptive study of 5 Qur'anic schools in the semi-urban rural setting which consists of introductory information about Qur'anic schools in Indonesia, Islam in Banjarnegara regency, Qur'anic schools in semi-urban rural setting: Hidayaturrahman, As-Solihah, Raudhatul Jannah, Nur Iman, and Baitussalam Qur'anic schools, as well as some characteristics of Qur'anic schools in that area.

Chapter 5 asserts Qur'anic Schools in remote rural settings (Rakit and Wanadadi settings) which cover Qur'anic Schools in Rakit District (remote rural area 1): Al-Fatah, Baitul Falah, Al-Wardah, and Baitul Insan Qur'anic Schools. It then describes the diversification of Qur'anic schools in Rakit District. And after that, it describes the Qur'anic schools in Wanadadi District (remote rural area 2) which has Permata, Al-Islah, and Al-Huda Qur'anic schools. At last, it asserts the diversification of Qur'anic schools in Wanadadi District and the last part is summary of Qur'anic schools in the remote rural area.

Chapter 6 presents commonalities and differences of Qur'anic schools in semi-urban rural and remote rural settings. In result of the comparative study, Qur'anic schools in remote rural settings tend to be diversified according to following analysis along with research frame work: Qur'anic schools teachers in semi-urban area have higher education and career than remote rural area, learning time in semi-urban rural area is longer than remote rural area, Qur'anic schools teacher training in remote rural area is active than semi-urban area, tuition fee of Qur'anic schools in remote rural area is higher than semi-urban area, management of Qur'anic schools in remote rural area is more organized, teaching content of Qur'anic schools

in remote rural area is more diversified than semi-urban rural area, Qur'anic schools in remote rural area tend to have their own buildings than semi-urban rural area, and student number of Qur'anic schools in remote rural area is much more than semi-urban rural area. Following that, in the second part this chapter describes the characteristics of contemporary Qur'anic schools in Banjarnegara Regency which are drawn from the deep comparative analysis of the two settings in this study, and also the relationship between specific characteristics of contemporary Qur'anic schools in Banjarnegara Regency and universal characteristics of Qur'anic schools in the world.

Chapter 7 explains the missing story of diversification process of Qur'anic schools in the target period (1980s-2000s) hypothetically which consists of 8 parts: why and how Islamic education diversifications have started in rural Indonesia after 1980s? : time line of establishment of Qur'anic schools in Banjarnegara Regency; driving forces for diversifications of Qur'anic schools; reform styles in Qur'anic school systems; direction of Islamic education within contemporary globalized society; the meaning of diversification of Qur'anic school in contemporary globalized society; flexibility of Qur'anic schools education and management system: its difference from government system; contested notions and competition among various education in Indonesia; and communities and parental choice to contribute Qur'anic schools due to decline of Muslimness in children.

Chapter 8, as the last chapter in this study, states the conclusion and suggestion from this study: diversification process of Qur'anic schools in the target area has three stages. The first period of diversification of Qur'anic schools is the time when the Qur'anic school only recognizes the kyai (teacher) as the teacher and the Holy Qur'an book as the teaching and learning material. In addition, the place of learning Qur'an is mainly at the Mosque, Mushala, or in the Kyai's house. The second period began when new Qur'anic teaching and learning text-books started to appear. The third period exists when more and more kyai passed away and many Qur'anic schools lack of teachers; therefore, younger teachers even not kyai can teach Qur'anic lesson at Mosque or Mushala. The reason for such kind of diversification is mainly for sustaining the very basic Islamic education for Muslim children that in the formal schools they do not get sufficient amount of Islamic lesson. The ways of diversification process are mainly done by the main teacher who keep thinking of finding out the better way to teach Qur'anic literacy that to make new methods and text-books appear and this diversification keeps going on continued by the younger teachers supported by the students' parents.

There are basically two driving force for the diversifications of the Qur'anic Schools: from internal and external. From the internal, they could be achievements of reformists, teaching method, teacher training, and curriculum. From the external, the driving forces could be globalization, economic development, and social change in the societies.

This study clearly reveals how Qur'anic School teachers renew their religious knowledge which respond to contemporary Islamic situation, modernized, and globalized village society. They utilize the existence of pesantren as the teacher training centre for the Qur'anic School teachers. It makes the teachers step by step reform their Qur'anic Schools in each village on how they manage the Qur'anic Schools, improve the teaching methodology and teaching materials in better ways.

According to an analysis between supply side and demand side of Qur'anic schools, this study finally can conclude that diversification of Qur'anic schools means each Qur'anic School is driven by the challenges including modernization within the village to reform some aspects of the school management and teaching so that it makes each school is different to each other under the relatively same mission in delivering very basic education for Muslim generation.

As Qur'anic Schools in both setting are diversified and this condition makes different Quality in education delivery; for achieving the ideal condition that all Qur'anic Schools have the same standard of management and curriculum, it is suggested that the local government register all the Qur'anic schools within the Regency and they start giving guidance and appropriate training for all the schools to achieve the ideal Islamic education in the Qur'anic schools.

As community based education, Qur'anic schools depend much on the community members' participation; in the remote rural area the community participation is much better evidenced by the establishment of independent Qur'anic schools which are situated separately from the mosque or mushala; therefore, it is suggested that the community members in semi-urban rural area take the examples of the good practice of community in remote rural area on how to establish the independent Qur'anic schools.

備考 論文の要旨はA 4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

Remark: The summary of the dissertation should be written on A4-size pages and should not exceed 4,000 Japanese characters. When written in English, it should not exceed 1,500 words.