

Holistic Education Perspective of KH. Ahmad Dahlan: Forming Moral Students in the Era of Industrial Revolution 4.0 (Case Study at SDIT Assalam Sanden)

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Abstract: Holistic education from the perspective of KH. Ahmad Dahlan is one of the relevant approaches to form a skilled and well-mannered young generation in the era of the industrial revolution 4.0 because it integrates Islamic and intellectual values by emphasizing active learning and developing social awareness. The place where this research was conducted was SDIT Assalam Sanden, with a descriptive qualitative approach as the method used. Meanwhile, data collection techniques in this study include observation, interviews and documentation. The formation of student morals through holistic education from the perspective of KH. Ahmad Dahlan at SDIT Assalam Sanden has been carried out well. The implementation of holistic education includes four stages, namely planning, implementation, control and evaluation.

Keywords: Holistic Education; Moral Formation; Industrial Revolution 4.0.

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Abstrak: Pendidikan holistik prespektif KH. Ahmad Dahlan merupakan salah satu pendekatan yang relevan guna membentuk generasi muda yang terampil serta berkepribadian baik di era revolusi industri 4.0 karena mengintegrasikan nilai-nilai keislaman dan intelektual dengan menekankan pembelajaran aktif serta pengembangan kepedulian sosial. Tempat dilakukannya penelitian ini adalah SDIT Assalam Sanden, dengan pendekatan kualitatif deskriptif sebagai metode yang digunakan. Sedangkan teknik pengumpulan data dalam penelitian ini meliputi observasi, wawancara dan dokumentasi. Pembentukan akhlak siswa melalui pendidikan holistik prespektif KH. Ahmad Dahlan di SDIT Assalam Sanden sudah terlaksana dengan baik.

Implementasi pendidikan holistik meliputi empat tahapan yaitu perencanaan, pelaksanaan, pengontrolan dan evaluasi.

Kata Kunci: Pendidikan Holistik; Pembentukan Ahklak; Revolusi Industri 4.0.

A. Introduction

The era of the industrial revolution 4.0 presents significant changes in various aspects of life, including in the aspect of education. The conventional learning paradigm is slowly shifting along with the rapid advancement of digital technology, artificial intelligence and big data towards a more dynamic and digitalized direction. The era of the industrial revolution 4.0 offers a lot of help such as easy access to information, wider connectivity and innovation in the learning process.

However, uncontrolled attention to technology also gives rise to many new challenges such as the degradation of moral values, individualism and dependence on digital devices (Twenge & Campbell, 2009). This is in line with the statement from (UNESCO, 2021), where there is an increase in cases of bullying, plagiarism and excessive dependence without ethical values filters are real examples of moral and ethical degradation in the midst of this rapid development. So in this context, the role of education is very crucial as an effort to form a young generation that is not only skilled in technology and mastery of science, but also has a good and strong moral foundation (Mahmudah et al., 2022). As for holistic education from the perspective of KH. Ahmad Dahlan, it is one of the relevant approaches to realizing this goal through the integration of morals (moral-spiritual) and intellectuals (cognitive-practical) by emphasizing active learning and developing social awareness (Daulai, 2020).

Holistic education is an educational approach that makes the development of every aspect of human beings comprehensive as a goal, these aspects include spiritual, intellectual and emotional dimensions (Miller, 2005). Through these efforts, holistic education encourages the formation of moral character in students so that they are able to face challenges in the era of the industrial revolution 4.0 more wisely and responsibly (Yuliana & Fahri, 2020). A study suggests that this approach helps individuals form moral values such as responsibility and trust, which are essential for dealing with the

complexities of the technological era (Jia, 2021; Naik, 2019). According to (Gardner, 2011) in his theory of multiple intelligences explains that the development of various types of intelligence such as moral, intrapersonal and interpersonal intelligence is something that is very important. Thus, holistic education from the perspective of KH. Ahmad Dahlan is in accordance with Gardner's theory of multiple intelligences.

The holistic education offered by KH. Ahmad Dahlan is very relevant in the era of the industrial revolution 4.0 (Algifari, 2023). As in responding to the challenges of moral and ethical degradation amidst digitalization, holistic education plays a role in character formation. This is in line with the statement (Goleman, 2005), that morals as a filter are very necessary in the use of technology to avoid abuses such as cyberbullying, hoaxes and addiction. The relevance of holistic education in the era of the industrial revolution 4.0 is as contextual problem-based learning. As often explained by KH. Ahmad Dahlan, the implementation of education must be in accordance with the needs of the times including digital literacy (Naisbitt, 1982). In another perspective, holistic education acts as a container for integrating global competencies. In a study, it was explained that in addition to mastering STEM (science, technology, engineering, mathematics), students also need strengthening ethics, leadership and human values (Andreas, 2018).

Holistic education integrates these aspects into a complementary whole to form students who are noble, clever in science and wise in the use of technology. By implementing this approach, students are expected to be able to overcome moral and ethical challenges in the era of the industrial revolution 4.0, there will be an increase in good character and become individuals who play a positive role in society (Hidayanto et al., 2024). Consistent with the statement, (Noddings, 2015) stated that one of the components in building a harmonious and ethical society is the balance of intellectual and moral values. Therefore, the author here focuses his research on the analysis of holistic education from the perspective of KH. Ahmad Dahlan in forming moral students in the era of the industrial revolution 4.0.

B. Research Methods

The author in this study uses a qualitative approach with a case study research type. Qualitative is chosen as an approach because this study aims to observe, describe, reveal, explain and analyze phenomena (Moleong, 2009) related to Holistic Education Perspective of KH. Ahmad Dahlan in Forming Moral Students in the Era of Industrial Revolution 4.0. The case study method was chosen because this study focuses on one school as a single object that is analyzed in depth, thus allowing a more comprehensive understanding of the topic being studied (Syahrizal & Jailani, 2023). The research data collection technique was carried out through observation, interviews and documentation. After all the data was collected, the author conducted a thematic analysis to identify the main patterns and themes of the data. The results of the analysis are presented in the form of descriptive narratives that describe how holistic education from the perspective of KH. Ahmad Dahlan, especially in forming moral students in the era of the industrial revolution 4.0 (Adelliani et al., 2023).

The primary data sources in this study were obtained through interviews with the principal of SDIT Assalam Sanden, both directly and online. The subjects in this study included Mr. Daru Tri Anggoro, M. Pd as the principal of SDIT Assalam Sanden and Mrs. Septi Utami, S. Pd as the vice principal of curriculum. While the secondary data sources of the study were obtained through literature reviews from several relevant articles and the internet, especially the SDIT Assalam Sanden website.

This research was conducted from December 9, 2024 to May 20, 2025. The validity of the data in the study contains an explanation of how the author's efforts were made to obtain valid data findings in the field. Therefore, the author in this study uses a credibility test with triangulation techniques. The data analysis technique in this study uses interactive model data analysis, which is an analysis activity that continues until complete so that the data becomes saturated (Miles et al., 2014). While the procedures or stages of research here are divided into two. The first stage is pre-field which includes the preparation of research design, conducting site visits and permits. The second stage is implementation which includes data collection, data processing and data analysis.

C. Results and Discussion

SDIT Assalam Sanden's Strategy in Shaping Student Morals

In shaping the morals of its students, SDIT Assalam Sanden has a strategic role that is implemented through several structured and integrated approaches. The following are approaches at SDIT Assalam Sanden in shaping the morals of students:

1. Integration of Islamic values in the curriculum

In the Islamic perspective, there are many effective values to shape students' morals such as honesty, responsibility, discipline, caring and others. Realizing this, SDIT Assalam Sanden then integrated Islamic values into the formal curriculum and other programs. The programs implemented in SDIT Assalam Sanden include memorizing the Al-Quran, religious studies, Ramadan activities, literacy, caring for others, habituating prayer, congregational obligatory prayers, Duha prayers, morning and evening dhikr, kultum, murojaah and others. These various programs include learning of faith, worship and morals which are then delivered systematically.

2. Habituation of worship and religious activities

The habit of daily worship such as Duha prayer, obligatory congregational prayer, dhikr, kultum, habit of prayer and murojaah are carried out to improve students' discipline and self-control. Habits at SDIT Assalam Sanden are carried out consistently and continuously so that they become positive behaviors that are inherent in students' personalities.

3. Educators and educational staff as role models

In its approach to shaping students' morals, SDIT Assalam Sanden also makes educators and educational staff the main role models for students. This approach directly shows how educators and educational staff behave in responding to something based on conformity with Islamic values, so that students make them real examples that can be imitated.

4. Varied learning methods

The use of varied learning methods aims to present a learning atmosphere that is not boring and provides opportunities for students to be more confident. Some of the learning methods applied by SDIT Assalam Sanden in delivering its materials include lectures, discussions and questions and answers.

5. Providing rewards and punishment

In supporting the internalization of Islamic values and helping students to understand the consequences of their actions, SDIT Assalam Sanden through this approach motivates students to behave positively so that they receive awards and avoid negative behavior to avoid sanctions.

6. Creating a conducive learning environment

SDIT Assalam Sanden also encourages the formation of morals through facilities that support the internalization of Islamic values, such as religious programs, mosques, libraries, gazebos and others. With a positive environment, students can easily internalize the values taught.

Holistic Education Perspective of KH. Ahmad Dahlan

The implementation of holistic education from the perspective of KH. Ahmad Dahlan was driven by various historical, social and religious factors. The discriminatory policies of the colonizers at that time resulted in the indigenous people being marginalized economically, educationally and politically. Education in the archipelago was then divided into two models. First, traditional education or Islamic boarding schools with a focus on Islamic religious studies (fikih, tafsir and tasawuf) but less accommodating of modern science and technology. Second, colonial education of the colonizers offered modern science but was disconnected from Islamic religious values and local culture. This dualism created a gap between a modern but secular educated society and a religious society but less proficient in modern science (Kumalasari, 2017).

As a cleric who lived during the colonial era, KH. Ahmad Dahlan formulated educational ideas that attempted to answer the challenges of educational dualism through the integration of Islamic religious values with modern science (Ruslan, 2020). According to KH. Ahmad Dahlan's view, the integration of the two systems produces a

young generation that has strong faith as well as competent intellectual competence (Muliawati & Setiasih, 2024; Suliyanto et al., 2024). In its implementation, there are several principles that are the basic rules or guidelines for holistic education from the perspective of KH. Ahmad Dahlan. These principles include the integration of faith and knowledge, the development of noble morals, and the application of science in advancing society (Ismail, 2014).

Every scientific discipline must be studied based on the perspective of monotheism and faith in Allah SWT. This is in line with the basic principles of Islam which emphasize that scientific activity is an integral part of worship (Al-Faruqi, 1987; Nashir, 2010). So in this context, all branches of science should be oriented towards strengthening religious beliefs. Therefore, the education system must integrate spiritual, intellectual and social aspects holistically.

The educational process is directed seriously at developing personality based on noble morals as stated in the Al-Quran and Hadith (Afni, 2022; Hasanah et al., 2024; Setiyani & Tentiasih, 2025). So in this case, education is intended to instill character that is oriented towards the values of the Quran such as integrity, responsibility and empathy as reflected in Surah Luqman verses 12-19.

Knowledge is not solely owned for personal gain, but also plays a role as an instrument in dealing with social problems (Freire, 1970; Steenbrink, 1994). KH. Ahmad Dahlan emphasized the importance of mastering worldly knowledge while still integrating ukhrawi principles as preparation for the afterlife as stated in Surah Al-Qasas verse 77.

Shaping Moral Students in the Industrial Revolution 4.0 Era Through Holistic Education from the Perspective of KH. Ahmad Dahlan Case Study of SDIT Assalam Sanden

In essence, the goal of Islamic education is to produce a complete human being, who is not only intellectually superior but also has a noble personality and morals. Imam (Al-Ghazali, 2001) In *Ihya' Ulumuddin*, he emphasized that the formation of morals is true education, making it the core of the entire educational process. This view is in line with the thoughts of KH. Ahmad Dahlan, he emphasized that the urgency of

education is not only focused on religious knowledge but also the internalization of Islamic values in real life through charity and social service (Arofah, 2015).

The strategy for forming students' morals in the SDIT Assalam Sanden environment is developed systematically and integrated with all components of education. This statement is in accordance with research by (Khayati, 2020), where SDIT as a modern Islamic educational institution has characteristics that support holistic education including a combination of national curriculum and Islamic values, as well as prioritizing habits, role models and strengthening spiritual values in students' daily lives. The following is an elaboration of the strategy for forming students' morals in the era of the industrial revolution 4.0 through holistic education from the perspective of KH. Ahmad Dahlan at SDIT Assalam Sanden which includes four stages, namely planning, implementation, control and evaluation.

1. Planning

The initial step taken by SDIT Assalam Sanden in shaping students' morals through holistic education from the perspective of KH. Ahmad Dahlan is through planning. In holistic education planning, SDIT Assalam Sanden began to formulate a vision, mission and concrete goals in order to integrate Islamic values, knowledge and social emotional values. In its preparation, SDIT Assalam Sanden first conducted a needs analysis based on students and the community. So that in this way, the preparation of the vision, mission and goals was carried out appropriately based on the results of the identification. This step is in line with the statement by (Beane, 1997; Sallis, 2014) who argues that the formulation of educational planning needs to refer to the interests of students and society and consider spiritual, academic and skills values that are relevant in the 21st century.

2. Implementation

SDIT Assalam Sanden in implementing holistic education involves the management of relevant learning activities based on planning at the initial stage. It is known that holistic education at SDIT Assalam Sanden is implemented through several important steps such as curriculum

development, extracurricular programs, varied learning methods, use of technology, the role of educators and educational staff. These steps are in accordance with the statement (Effendi et al., 2024; Vygotsky, 1978), where social interaction will encourage the development of values and skills thereby increasing the effectiveness of learning.

Curriculum development at SDIT Assalam Sanden is implemented through the integration of Islamic values, science and social emotional. Extracurricular programs include ICT, literacy, football, swimming, badminton, taekwondo, tapak suci, shield, qiro'ah, tartil, archery, painting and theater. While the learning methods used are lectures, discussions, questions and answers and problem-based integrative learning.

3. Controlling

In this context, the control stage refers to the evaluation, direction and supervision efforts towards the development of students' morals and ethics after understanding and habituation. Control is also interpreted as a form of active assistance that is constructive. In SDIT Assalam Sanden, control is carried out through daily monitoring, reflection and personal dialogue.

In its implementation, the head of SDIT Assalam Sanden assigned all educators and education staff to monitor students' morals both inside and outside the classroom, including during worship, social interactions and when participating in extracurricular programs. Reflection as a controlling medium is carried out every morning, namely by dhikr together and religious sermons. Meanwhile, control through personal dialogue is carried out by building relationships between educators and students in order to discuss moral issues privately and not to judge them.

The implementation of the control stage at SDIT Assalam Sanden has similarities with the opinion (Fatonah et al., 2023; Hendriana & Jacobus, 2017; Nurbaiti et al., 2020), that effective moral education is education that combines role models, habituation and strengthening moral awareness.

4. Evaluation

It is known that the function of evaluation in holistic education is as a description and identification of the effectiveness of the learning process and aspects that require improvement. At SDIT Assalam Sanden, evaluation is focused on the achievement of improving morals and internalization of Islamic values. Therefore, evaluation at SDIT Assalam Sanden is not only carried out through mechanical and administrative standards, but also involves observing real behavior, changes in morals and participation in social services. These findings are in line with the statement (Sholahudin et al., 2025; Wulandari et al., 2021; Yunus et al., 2024), that holistic education must evaluate changes in students' morals, not just their output.

D. Conclusion

Holistic education from the perspective of KH. Ahmad Dahlan as a strategy to form a skilled and noble young generation in the era of the industrial revolution 4.0 is a relevant approach because it integrates Islamic and intellectual values by emphasizing active learning and developing social awareness. The formation of students' morals through holistic education from the perspective of KH. Ahmad Dahlan at SDIT Assalam Sanden has been carried out well. The implementation of holistic education from the perspective of KH. Ahmad Dahlan at SDIT Assalam Sanden includes four stages, namely planning, implementation, control and evaluation. These findings are in line with previous theories, where Muhammadiyah applies holistic education based on the classic function of management.

After obtaining the research results, further studies are needed that focus on a comprehensive assessment of the obstacles and solution strategies in the implementation of holistic education or other research that has not been reviewed on this occasion, so that improvements can be produced by further research.

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