

Comparison Of Islamic Education Modernization Of Imam Hatip Anatolian Turkish School With Al-Azhar Islamic School 9 Yogyakarta Indonesia

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Abstrak

The Imam Hatip School is the focus of modern Islamic education by Turkish society. In addition, the purpose of the study is to prove that Islamic schools in Turkey modernize Islamic education in Imam Hatip schools. Of course, Islamic educational institutions present an education system that produces students who have general knowledge and are supported by good religious knowledge. Al-Azhar Islamic High School 9 Yogyakarta Islamic education still maintains its religious identity in the same way as Islamic boarding schools and madrasas, but there are some that have carried out a renewal agenda in response to the guidance of modern times. The consequence of Islamic school education is with high school administration in the modern Islamic Religious Education system today. The modernization of Islamic education in Turkey and Indonesia cannot be separated from the role of reformers who received enlightenment from the modernization movement in the field of education. The modernization aspects that need to be considered in educational institutions include: by adding modern science and Islamic religious science.

Keywords : Modernization, Islamic Education, Imam Hatip, Turkish School,

INTRODUCTION

In the 21st century, the change of Islamic education into a discussion leads to a renewal of Islamic education management. The renewal agenda is always echoed because of disappointment and dissatisfaction with real practices in the field that seem to stagnate so that parents feel confused when putting their children in school. If you go to an Islamic school, then the world's affairs are difficult to obtain, while if you put their children in public schools, parents feel worried about their children's welfare both morally and in qidah. We can see this from the efforts of Islamic schools both Pesantren and Madrasah which strive to modernize themselves both in terms of curriculum, infrastructure, human resources, management, educational evaluation, quality assurance, to financing aspects. Education must be able to produce the next generation who understand who have charisma but also understand the problems faced today and also in the future (Junaedi, 2016).

We can pull the top of the problem above, namely the lack of knowledge and slow response from Muslims to contemporary issues that have a major influence on the impact of modernization on Islamic education today (Hanifah Salsabila et al., 2023). The first step that we can do is to reformulate the current theoretical framework of education by integrating non-dichotomous Islamic education so that there is no separation between the world and the hereafter. Students must realize that all knowledge belongs only to Allah and Allah who wills all knowledge. So that way students will have principles and merge into a whole unity in their persons. Students must get an integral education so that they can become complete Muslim individuals according to the mission of Islamic teachings (Zahoor, 2021).

These two Islamic educational institutions are pioneers and even categorized as modern Islamic educational institutions. These institutions later inspired and developed the emergence of various types of modern Islamic schools in Indonesia (Iswati & Rohaningsih, 2021). One of the modern Islamic educational institutions (madrasah) in Indonesia is Al-Azhar Islamic school, an Islamic educational institution at the senior high school level. In Turkey, the form of Islamic education which

was originally in the form of madrassas during Ottoman rule, was closed by the government of Kemal Attatruk because it was considered traditional, then the Imam Hatip School emerged as a manifestation of modern Islamic education (Aşlamacı & Kaymakcan, 2017).

Islamic education such as Imam Hatip Turki with Al-Azhar 9 school Yogyakarta which became a modern Islam-based education. An education system that contains a general curriculum based on science and Islam has colored Turkey. Imam Hatip is a modern Islamic educational institution because this education is a reincarnation of secular education before Erdogan's rule, both its management and learning process and subject matter that is not only religious but also other general sciences. This is due to the emergence of Islamic education such as Imam Hatip which is based on modern secular Islam because the educational curriculum intersects with European teachings by prioritizing Islamic education and general education (Akpınar, 2007).

Currently in modernization of Islamic education at Al-Azhar 9 Islamic High School Yogyakarta is one of the quality and Islamic educational institutions under the guidance of Asrom Pondition Foundation. The education system is organized based on science and technology and IMTAQ. SMA Islam Al-Azhar 9 Yogyakarta as an Islamic school that aims to realize smart, confident, skilled, creative, personality and charismatic character and environmentally friendly, SMA Islam Al-Azhar 9 Yogyakarta has an excellent program (Ari, 2010).

SMA Islam Al-Azhar 9 Yogyakarta and Imam Hatip Turki are forms of Islamic educational organizations that can at least represent the modern Islamic education model, because both have curricula that combine Islamic religious education and science education. Al-Azhar Islamic High School 9 Yogyakarta and Imam Hatip Turki can prove that Islamic education is able to compete with other educational programs. An institution that will achieve a lot of success (Yilmaz, 2018).

From the comparison above, this study tries to compare the modernization of Islamic education in Turkish schools and schools in Indonesia which looks at the analysis of the modernization of Islamic education used to run the existing education system. Based on the results of the analysis of the modernization of existing Islamic education, it will be used to find out the similarities, differences in the modernization of Islamic education in Turkey and Indonesia, as well as the advantages and disadvantages of modernizing Islamic education in the two international schools (Mystakidou, 2002).

METHOD

This research is a library research (library reseach), which is research carried out based on data based on literature data sourced from written subjects such as books, journals, or scientific papers and data that is considered relevant to the discussion. According to Zed (2004) there are four stages of literature study, namely preparing the necessary tools, preparing a work bibliography, organizing time and reading and recording research materials. Data collection by finding sources and reconstructing from various sources such as books, journals, and existing researches. The analysis method uses content analysis and descriptive analysis. Literature materials obtained from various references are analyzed critically and in depth in order to support propositions and ideas. (1) How is the concept of modernization of Islamic education Imam Hatip Turkey with Al-Azhar Islamic School Indonesia (2) Analysis of Islamic Education Modernization Imam Hatip Turkey School with Al-Azhar Islamic School 9 Yogyakarta about the objectives, curriculum and institutions of Islamic education (Suprianto, 2020).

RESULT AND DISCUSSION

A brief history of Imam Hatip Anatolian Turkey

Darüşşafaka High School, which began its education and training in the Fatih district of Istanbul in 1873, moved to its new building in Maslak in 1993. Based on the idea of using abandoned buildings for the next 15 years according to their designation, it is planned by the Ministry of National Education to open schools where international students will also receive education (Aslanargun et al., 2014).

In Istanbul, which has housed many civilizations and has a historical and cultural background, it has been decided to open Fatih Sultan Mehmet Anatolian Imam-Hatip High School with dormitories in

the Darüşşafaka building allocated to the Ministry of National Education for the purpose of studying for international students. After the completion of repairs, modifications, and other necessary preparations on such buildings, it is considered appropriate to begin education (Yaşar, 2020).

As a result of correspondence with the Ministry of Finance, the Darüşşafaka building was allocated to the Ministry of National Education. With the cooperation of the Ministry of National Education, the Ministry of Foreign Affairs and the Turkish Religious Foundation, it was decided to bring students to our country for education. International student travel, housing, medical expenses, and scholarships are provided by Turkish Religious Foundations; Food and beverage, accommodation and other expenses are covered by the Ministry of National Education (Yilmaz, 2022).

In 2008, the school building was renovated to start its educational activities under the name of SMA Fatih Sultan Mehmet Anatolian Imam Hatip. The school first started its educational activities with 30 students in 2010-2011 using part of the Imam-Hatip Beyoğlu Anatolian High School, and started its educational activities in Fatih in the 2011-2012 school year.

Fatih Sultan Mehmet Anatolian Imam-Hatip High School was established on an area of approximately 24,000 square meters in Istanbul, the most famous and beautiful city in Turkey, and in Fatih, one of the centers of Istanbul. Our school, which started its activities in the 2010-2011 school year, started providing education to international students in the 2011-2012 school year (Zengin & Hendek, 2023).

On 05.03.2013, the school changed its name to "International" and was renamed "Fatih Sultan Mehmet Anatolian Imam Hatip International High School". In the 2016-2017 school year, the school's name was changed to Fatih Sultan Mehmet International Anatolian Imam Hatip High School. The fact that international and Turkish students receive education together has also yielded positive results in terms of blending into different cultures.

a. The Concept of Modernization of Islamic Education Imam Hatip Anatolian Turkey

Imam Hatip School located in Turkey is one of the schools that has the competitiveness of modern education with an increasing number of educators in 2018. There was an increase in Islamic education in Imam Hatip schools in 2018 as many as 630,337, such as open education 111,916, Anatolian Imam Hatip Lisesi (AIHL) as many as 508,688, Multiprogram 9,422, and project schools 311. This proves that Erdogan's government has targeted the readiness of the Turkish generation to face the advancement of education and usher in a great era.

This education is Turkey's progress to form a religious and broad-minded generation to know life in the world from the historical facts of the rise of Islam and the increase in modernization now. The fact that the president of the Republic of Turkey and many AKP figures as the ruling party, are graduates of the Imam Hatip school is very important because it reinforces the perception that they are good Muslims and highlights the school as a model of success in Islam. education (Junaedi, 2016). Imam Hatip School is a historical history for Muslims in Turkey as a development of Islamic teachings.

b. Purpose of Turkish Anatolian Imam Hatip School

The purpose of education in the Imam-Hatip school is now not only aimed at producing experts in the field of religion such as becoming pastors, preachers, and religious leaders. However, the Imam-hatip school aims to produce graduates who are able to contribute to the government and non-governmental organizations, mastering science and knowledge in Islam.

The aim of the Imam Hatip school is to raise individuals who have knowledge in every aspect of scholarship and make a small contribution to the fusion of Muslim culture. Students learn to live together in peace by sharing their entire lives alongside the classroom. Continuing a job with the aim of producing graduates who are able to convert Islamic moral values into the state language.

1. Accommodating the needs of religious education for Islamic communities in the world.

2. To enable students to learn foreign languages at a level that can monitor developments and changes in the world,
3. Provide learning opportunities for students who have high awareness, a strong desire to build Islamic civilization and religion and enlighten the nation and surrounding communities.
4. Sharing experiences in the field of religious education.
5. To provide quality education by utilizing technology,
6. Education, production, and compliance with international standards in service and certification.

Vision

Can be recognized in Turkey and the World with quality in the field of education; Being an institution that exemplifies in its practices and thoughts, has participatory understanding and trains qualified individuals with its educational model, and being a pioneer in providing school and community cooperation, has made education student-centered, and continues to develop in science and Islamic religious education.

Mission

- 1) Accommodating the needs of religious education for Islamic communities in the world.
- 2) Provide learning opportunities for students who have high awareness, a strong desire to build Islamic civilization and religion and enlighten the nation and surrounding society.
- 3) Build cultural bridges between countries.
- 4) Sharing the experiences of different countries.

Establishment of Turkish Anatolian Imam Hatip School

In 2018, the Turkish government allocated \$1.68 billion for Imam Hatip schools. This figure accounts for one-third of Turkey's total high school budget. So the Turkish Imam Hatip Anatolian school became one of the schools funded by the Turkish education government.

c. Turkish Imam Hatip Anatolian School Curriculum System

Imam Hatip Upper Middle School of Turkey implements a European standard general curriculum and collaborates with the Islamic Education curriculum implemented under the authority of the Turkish Ministry of National Education to meet the needs of Islamic education.

At Imam Hatip High School, the "Program Variety" is designed according to the interests, abilities and career goals of students in the context of 21st century skills, along with Basic Islamic Sciences, Science and Social Sciences, International, Foreign Languages, Music, Sports, Traditional and Contemporary Fine Arts, Hafiz, Technology and implemented programs. Have general subjects such as: history, geography, mathematics, physics, chemistry, biology, health knowledge, philosophy, foreign languages, physical education, fine arts, music, traffic rules, and first aid, and vocational religious lessons include: Quran, Arabic, basic knowledge of Islam, Islamic history, fiqh, tafsir, history of religions, hadith, kalam science, retorika, and siroh.

Imam Hatip High School also has a weekly Curriculum which is discussed by the teacher council and practiced with the approval of the principal. In this program, the distribution of subjects to be taught by administrators and teachers is carried out according to days and hours, and the subjects concerned are announced in writing with signatures when agreed. Imam Hatip High School carries out science and social science programs according to students' interests and abilities and career goals in the context of students' skills in the 21st century. So science and social sciences in the basic subjects of the curriculum and weekly course hours are to have an effective and efficient weekly study plan. Learners who are confident to study the life, work, and influence of leading scientists and thinkers in the history of science and civilization and design their future with inspiration from the past learned and developed by learners (Suprianto, 2020).

The language of instruction at Imam Hatip's school is Turkish. All students study 40 hours a week. Turkish students will earn the right to education with the Texas educational opportunity grant (TEOG) program and receive education with the curriculum of the Anatolian Imam-Hatip High School implementing the Science and Social Sciences Project.

In contrast, Imam Hatip international students can learn Turkish by taking Turkish lessons in the first semester of grade 9. In addition, since the first semester, they also take the subjects of Arabic, Qur'an, and Basic Religious Studies according to the program of Imam-Hatip Anatolia High School. There are about 30 students in our school who have completed hafiz training in their respective countries. In addition, we have about 20 students who have started hafiz in Turkey.

Table 1. Weekly Course Schedule

Weekly Course Schedule For International Anatolian Imam Hatip High Schools					
Classes	9 Th Grade		10 Th Grade	11 th Grade	12 Th Grade
	Firts Semester	Second Semester			
Turkish	26	4	-	-	-
Turkish Language And Literature	-	5	5	5	5
History	-	2	2	2	-
Ataturks Principles And Turkish History	-	-	-	-	2
Geography	-	2	2	-	-
Mathematics	-	5	6	-	-
Physics	-	2	2	-	-
Chemistry	-	2	2	-	-
Biology	-	2	2	-	-
Philosophy	-	-	2	2	-
Foreign Language	-	4	2	2	2
Physical Education/Visual Art/Music	3	2	1	1	1
Healt Information And Traffic Culture	-	1	-	-	-
Arabic	4	3	4	-	-
Total SUM	33	34	30	12	10
ona — , The holy quran	4	4	4	4	3

Vocational arabic	-	-	-	3	3
Basic religus knowlege	2	1	-	-	-
Sirah	-	-	2	-	-
Fiqh	-	-	2	-	-
Interpretation	-	-	-	2	-
History of religions	-	-	-	-	2
Hadith	-	-	2	-	-
Aqoid	-	-	-	2	-
Overcast	-	-	-	-	2
Rethoric and professional practice	-	-	-	2	-
Islamic culture and civilization	-	-	-	-	2
Total SUM	5	6	10	13	12
Number of course hours to be selected	-	-	-	15	18
Guidance and counseling	1	1	-	-	-
Total course hours	40	40	40	40	40

Based on the table above, it can be seen that the religious subjects taught in the Imam-Hatip school are basic (initial) religious subjects and academic subjects or culture and science are given as in other public schools in Turkey (M. Junaedi, 2016). All of these are taught of course to support and prepare students in Turkey to specialize in academic and cultural sciences as well as Islamic sciences. Then learners who can develop their innovation skills with workshops in the field will gain the ability to learn and interpret religious principles about faith, worship, morality and social life by recognizing the concepts and sources of Islamic Basic Science.

Both students can take Arabic and English classes at Imam Hatip school in both terms according to the appropriate level of ability of the learner. In addition to this curriculum, there are other features that distinguish the imam hatip school from other schools. In the Anatolian priestly hatip school, in addition to class hours, about 15 hours of lessons are given at each grade level, 10 of them on weekdays and 5 on weekends.

In Imam Hatip school This faith-based boarding system aims to accommodate scholarships from the Turkish government from various countries. The dormitory at the Anatolian hatip priest school has a room with 28 rooms for 192 people. And it also has dormitories with 18 rooms and 72 people. Which annually accepts Turkish Students: 60 International Students: 70 have been received scholarships by the Turkish government.

Excellence of Turkish Imam Hatip Anatolian High School Curriculum

In curriculum development carried out by Islamic educational institutions in Turkey, the curriculum of Imam Hatip Anatolian High School has several advantages in implementing the curriculum, which are as follows:

- 1) Students receive general education that is anticipatory to science and social sciences based on religious science
- 2) Learners receive education in a rich socio-cultural environment with students from seven continents with an advantage at the international level.
- 3) Students can build an Islamic personality towards the modernization of Islamic education in the development of the times
- 4) The potential of learners can be channeled through a program of skills, innovation, interest and intelligence activities of learners with workshops in the field.

In Imam Hatip school, it has 5 lessons held at each grade level on Saturdays on a regular basis. Arabic in grades 9 and 10 for Turkish students; In grades 11 and 12, university preparatory studies are conducted. At the end of semesters 1 and 2 at Imam Hatip Anatolian school, English exercises are given to our 9th and 10th grade students under the supervision of a professional teacher whose language is English.

It has an Arabic language program that lasts for two years implemented at Imam Hatip School. In this context, we include Imam Hatip Anatolian students who have graduated from grades 9 to 10 in the Arab Holiday Village Project at Konya Necmettin Erbakan University for 5-6 weeks in the summer. In the summer of 10th grade, we sent them to Jordan for language training for 2 months.

Facilities at Imam Hatip Anatolian High School Turkey

Imam Hatip Anatolian High School has school buildings, dormitories, fields. Sports halls, mosques, conference halls, meeting halls, multipurpose halls, chemistry laboratories, biology laboratories, physics laboratories, IT classes, and libraries that have more than 1500 books in the library.

The success of Turkish Imam Hatip Anatolian High School

In the 2019-2020 school year, Imam Hatip High School Anatolian Turkish It has 55 graduates who continue their further studies to universities in Turkey that have collaborated with the Imam Hatip school in Turkey. All our students are placed in universities. In 2020, Imam Hatip High School Anatolian has 4 students in the first thousand college exam results (YKS). Imam Hatip High School Anatolian participated in the Tübitak 4006 science-related scientific work event, participated with 20 projects in the 2017-2018 academic year, 22 projects in the 2018-2019 academic year, and 22 projects in the 2019-2020 academic year, and had overseas program activities in participating in the Student competition Imam Hatip High School Anatolians participated in the Arabic Debate competition held every two years by the State of Qatar in 2014 and 2016, representing our country. It was the first in the world in 2014, and in 2016 entered the top 8 among 52 countries. Our 10th graders organize an Arab Camp in Jordan for 6 weeks in the summer every year Student exchange programs are implemented with sister schools Indonesia - Malaysia and Thailand (M Hasbi Amiruddin, 2002).

Brief History of SMA Islam Al Azhar 9 Yogyakarta

Officially SMA Islam Al Azhar 9 Yogyakarta was born on December 6, 2013. To welcome the establishment of SMA Islam Al Azhar 9 Yogyakarta has been prepared starting in April 2014 by Asram Foundation. Both land, buildings and human resources have been carefully prepared.

The teachers who were selected in the requirement of educators in the SMA unit conducted comparative studies at SMAN 2 Yogyakarta and SMA Islam Al Azhar 7 Solo Baru. The initial formation of teachers at SMA Islam Al Azhar 9 Yogyakarta was 16 teachers and 1 administration.

The first period of Principal was led by Drs. H. Bashori Muhammad, M.M. He is a retired civil servant from the city of Yogyakarta. This head father is already the best principal at the national level. Prior to joining Al Azhar, he was a principal at 8 public high schools in Sleman and Yogyakarta. Including favorite schools such as SMAN 1, SMAN 2, and SMAN 3 Yogyakarta.

a. The Concept of Modernization of Islamic Education Al-Azhar 9 Yogyakarta

Purpose

SMA Islam Al Azhar 9 Yogyakarta as an international school has a clear direction and planning through the motto "maintain morality, grasp achievements and achieve a brilliant future". A quality religious school will determine the desired future.

SMA Islam Al Azhar 9 Yogyakarta has a vision and mission that is integrated in the planning strategy that will be a reference for the school in carrying out its activities as an educational institution. Through its vision and mission, SMA Islam Al Azhar 9 is ready to provide quality assurance to students.

The vision of SMA Islam Al Azhar 9 Yogyakarta is the realization of a school that has an international perspective and has an academic community that excels in IMTAQ, science and technology, akhlakul karimah, excels at national and international levels, and is independent.

Mission of SMA Islam Al Azhar 9 Yogyakarta

1. Realizing students who excel in IMTAQ and science and technology.
2. Give birth to 3 potential intelligences, namely intellectual, spiritual, and emotional.
3. Apply all ICT-based information sources (multi resources) in learning.
4. Promoting the creativity of the superior academic community in order to be competitive at the regional, national, and international levels.

The vision indicator of SMA Islam Al-Azhar 9 Yogyakarta is formulated in several ways, namely the expected output of graduates of SMA Islam Al-Azhar 9 Yogyakarta, namely faith and devotion to Allah SWT, which is shown by having a strong Aqedah, having high awareness in carrying out mahdhoh worship, having akhlakul karimah. Furthermore, namely having the ability to read the Quran in detail, having the ability to memorize the Quran at least juz 3 with a target of 3 Juz, having academic completeness criteria, having the ability to communicate in English, mastering ICT skills, having life skills shown by independence in life, having pudulian, honesty discipline, social responsibility, and leadership spirit.

b. Funding of Al-Azhar Islamic High School 9 Yogyakarta by Al-Azhar Waqf Board

Al-Azhar Waqf is a Waqf Manager formed by the Al-Azhar Islamic Boarding School Foundation (YPI) to develop and manage PRODUCTIVE WAKAF in supporting educational and da'wah activities. Activities by utilizing resources and community participation, oriented towards waqf productivity to support YPI Al-Azhar in realizing quality education and da'wah development to be more global.

Al-Azhar Waqf was born inspired by the management of Al-Azhar Cairo Waqf in Egypt which is growing rapidly by managing Productive Waqf in the form of; Hospitals, apartments, hotels, plantations and run various businesses so as to provide scholarships to 400,000 students, provide adequate incentives to 11,000 lecturers and be able to develop da'wah and send many scholars abroad. So Al-Azhar Islamic High School 9 Yogyakarta is one of the Al-Azhar schools funded by the Al-Azhar waqf board itself.

c. Curriculum System of Al-Azhar Islamic High School 9 Yogyakarta

SMA Islam Al Azhar 9 Yogyakarta as a quality school that is religious and international in perspective by prioritizing the application of curriculum in facing future challenges and competencies. Various challenges such as globalization, WTO/ASEAN Community/APEC, environmental issues, advances in information technology, being a responsible citizen, trying to understand and be tolerant of different views.

As an effort to face future challenges. SMA Islam Al Azhar 9 Yogyakarta implements the 2013 curriculum which is integrated with the YPI (Islamic Pesantren Foundation) Al Azhar curriculum in

central Jakarta in carrying out the teaching and learning process. SMA Islam Al Azhar 9 Yogyakarta as a private school in Sleman regency is believed to be one of the schools organizing the SKS program. So, this year Alhamdulillah SMA Islam Al Azhar 9 Yogyakarta has implemented a credit program for all levels. Therefore, the Curriculum Development Team of SMA Islam Al Azhar 9 Yogyakarta took steps to compile curriculum documents as guidelines for the implementation of education in schools The YPI Al Azhar curriculum has steps to realize students who excel in science and technology and IMTAQ in the global era by believing, understanding and carrying out the teachings of Islam and national culture in everyday life so as to create people with noble morals and implement The learning process is effective and efficient by utilizing ICT-based multy recources.

At SMA Islam Al-Azhar 9 Yogyakarta organizes Islamic education by integrating the 2013 National curriculum with the Religious Curriculum, which integrates the fields of study taught with sources of Islamic religious values. In certain subjects, such as PAI, Al-Quran, and English, SMA Islam Al-Azhar 9 Yogyakarta uses the Central curriculum, namely Al-Azhar Jakarta, so that for direct handbooks from Al-Azhar Center, it does not use books from the National Education.

The curriculum structure of SMA Islam Al Azhar 9 Yogyakarta for the 2021/2022 academic year has fully used the Semester Credit System (SKS) program for both classes X, XI and XII The SKS program uses 2-year and 3-year learning services in heterogeneous classes. The curriculum structure is prepared based on Graduate Competency Standards (SKL) and Core Competencies (IC), as well as Basic Competencies (KD) that are appropriate for all subjects. Class organizing at SMA Islam Al Azhar 9 Yogyakarta uses the 2013 curriculum with specialization in Mathematics and Natural Sciences (MIPA), and specialization in Social Sciences (IPS), as well as cross-interest based on consideration of UN SMP scores and placement test results. The study load of the credit program.

Table 2. Credits study load

No	Subject	Number of JP/smt/class			Total amount of JP
		X	XI	XII	
MIPA Specialization					
1	Mathematics	6	8	8	22
2	Physics	6	8	8	22
3	Chemistry	6	8	8	22
4	Biology	6	8	8	22
5	Cross Interest	12	8	8	28
The amount of study load for the MIPA specialization group					116
IPS Specialization					
1	Economics	6	8	8	22
2	Geography	6	8	8	22
3	Sociology	6	8	8	22
4	History	6	8	8	22
5	Cross Interest	12	8	8	28
The amount of study load for social studies interest groups					116
Group A					
1	Pend. Religion and Ethics	6	6	6	18
2	Pancasila and Civic Education	4	4	4	12
3	Indonesian	8	8	8	24
4	Mathematics	8	8	8	24
5	History of Indonesia	4	4	4	12
6	Basaha England	4	4	4	12

Group B					116
7	Cultural Arts	4	4	4	12
8	Crafts and Enterprises	4	4	4	12
9	Penjas Orkes	6	6	6	18
10	Javanese	4	4	4	12
11	Arabic	4	4	4	12
12	Qur'an and Tahsin	4	4	4	12
Number of compulsory study loads A and B					180

Al-Azhar Islamic High School 9 Yogyakarta provides many infrastructure facilities, one of which is a library room equipped with modern technology to create a reading culture by increasing the intensity of library use with a networking system. Keep up with the times because basically today is a technology-based era, so schools try to integrate technology with all learning activities and how to obtain knowledge of student knowledge or ICT-based learning. Al-Azhar Islamic High School 9 Yogyakarta implements a boarding school system is a type of school that implements a learning system by living in a school dormitory. Especially at the high school level that has dormitories.

SMA Al Azhar 9 Yogyakarta has advantages, including:

The school is Islamic-based so that it teaches not only the national curriculum but also an independent curriculum guided by the central Al-Azhar curriculum that teaches Islamic values in daily life.

The learning process at the Islamic education institution of SMA Al Azhar 9 Yogyakarta is very conducive in applying Islam everyday. Students are not only taught general knowledge and skills but also taught about creed and morals. Then students are invited to be independent and have good character and social spirit.

As well as curriculum development carried out by an educational institution, the curriculum of SMA Islam Al-Azhar 9 Yogyakarta has several advantages, namely as follows:

- 1) Students receive general education that is anticipatory to science and technology
- 2) Students acquire knowledge appropriately and proportionally
- 3) Students receive personality education that is anticipatory to socio-cultural development and globalization
- 4) Student potential is channeled through extracurriculars, the development of students' talents, interests, and skills is anticipated from an early age through the help of guidance and counseling programs.
- 5) Students receive lessons and practical guidance so that they can perform consciously and become good habits that continue to grow.

The objectives in the implementation of Religious Habituation are as follows:

- 1) Encourage habits and behaviors of students that are commendable and in line with the universal values and cultural traditions of the religious nation.
- 2) Instilling the spirit of leadership and responsibility of students as the successor of the nation.
- 3) Fostering students' stubbornness and mental sensitivity to surrounding situations so as not to fall into deviant behavior both individually and socially.
- 4) Increase the ability to avoid reprehensible traits that can damage oneself, others and the environment. (Ministry of National Education, 2001)

While the functions of implementing religious habituation for students are as follows:

- 1) Development, namely to improve good behavior for students who have been embedded in the family and community environment.
- 2) Distribution, which is to help students who have certain talents to be bloated and optimally useful in accordance with the nation's culture.

- 3) Improvement, namely to correct mistakes, shortcomings and weaknesses of learners in daily behavior.
- 4) Prevention, namely to prevent negative behavior that is not in accordance with the teachings of the nation's religion and culture.
- 5) Cleanser, which is to cleanse themselves from heart diseases such as pride, selfishness, envy, spite, and riya so that students grow and develop in accordance with the teachings of the nation's religion and culture.
- 6) Filter (filter), which is to filter the cultures of one's own nation and the cultures of other nations that are not in accordance with noble ethical values. (Ministry of National Education, 2001).

Some of the additional programs presented are akhlaqul karimah assistance and manners ethics, tahsin and tahfidzul Qur'an, orderly worship assistance, talent interest and department services, local cultural wisdom, appropriate information technology and daily English practice. At SMA Islam Al Azhar 9 Yogyakarta students will learn to communicate in foreign languages intensively by presenting native speakers, performing 5 prayers in congregation, carrying out other worship practices (sunnah prayers, dhikr, reading the Qur'an, sodaqoh, infaq, etc.) displaying habits of courtesy and ethics as a reflection of noble morals, and being able to achieve the best achievements in academic and non-academic fields (Usaleha et al., 2020).

Facilities of SMA Islam Al Azhar 9 Yogyakarta

SMA Islam Al Azhar 9 Yogyakarta has a boarding system and has facilities that support boarding education programs at A-Azhar 9 Yogya school which has a dormitory building, Go green environment, learning support such as: physics laboratory, biology laboratory, chemistry laboratory, IT laboratory, A accredited library and Access to the Best State and Private Universities. And SMA Al-Azhar 9 Yogyakarta has facilities to support students in comfort in the dormitory such as having a swimming pool, canteen in the dormitory environment, Outdoor Area Gazebo.

The Success of SMA Islam Al Azhar 9 Yogyakarta

In February 2021, which was still in a pandemic atmosphere, three students of Al Azhar Islamic High School 9 Yogyakarta won achievements in the AQSA (Al-Quran, Science and Art) National event/competition to win 2nd and 3rd place. In the 2020-2021 school year, Al-Azhar 9 High School Yogyakarta has 63 graduates who continue their further studies to the best public and private universities in Indonesia. March 23, 2021, 4 (four) students of SMA Islam Al Azhar 9 Yogyakarta successfully passed the National Entrance Selection for State Universities (SNMPTN) and were accepted at the best state universities.

Analysis of Islamic Education Modernization of Imam Hatip Turkey School with Al-Azhar 9 High School Yogyakarta

The above was described in outline about the modernization of Islamic education of the Turkish Imam Hatip School with the Al-Azhar 9 Islamic School Yogyakarta, then the similarities and differences related to the development of modernization of Islamic education of these two schools will be analyzed as seen in the following table:

NO	Component/ Elements	Turkish Anatolian Imam Hatip School	Al-Azhar School 9 Yogyakarta
1.	Vision	recognized in Turkey and the World with quality in the field of education; Being an institution that exemplifies in its practices and thoughts, has participatory understanding and trains qualified individuals with its educational model, and being a pioneer in providing school	The realization of a school that has an international perspective and has an academic community that excels in IMTAQ, science and technology, akhlaqul karimah,

		and community cooperation, has made education student-centered, and continues to develop in science and Islamic religious education.	excels at national and international levels, and is independent.
2	Mission	<ol style="list-style-type: none"> 1) Accommodating the needs of religious education for Islamic communities in the world. 2) Provide learning opportunities for students who have high awareness, a strong desire to build Islamic civilization and religion and enlighten the nation and surrounding society. 3) Build cultural bridges between countries. 4) Sharing the experiences of different countries. 	<ol style="list-style-type: none"> 1. Realizing students who excel in IMTAQ and science and technology. 2. Develop 3 potential intelligences, namely intellectual, spiritual, and emotional. 3. Apply all ICT-based information sources (multi resources) in learning. 4. Developing the creativity of the academic community to be superior and competitive at the regional, national, and international levels.
3	Purpose	<ol style="list-style-type: none"> 1. Accommodating the needs of religious education for Islamic communities in the world. 2. To enable students to learn foreign languages at a level that can monitor developments and changes in the world, 3. Provide learning opportunities for students who have high awareness, a strong desire to build Islamic civilization and religion and enlighten the nation and surrounding communities. 4. Sharing experiences in the field of religious education. 5. To provide quality education by utilizing technology, 6. Education, production, and compliance with international standards in service and certification. 	<p>As an international school, it has a clear direction and planning through the motto "maintain morality, grasp achievements and achieve a brilliant future". A quality religious school will determine the desired future.</p>
4	Curriculum System	<ul style="list-style-type: none"> • Implement Science and Social Sciences Project with Islamic Education curriculum implemented under the authority of the Turkish Ministry of National Education to meet the needs of Islamic education. • An effective and efficient weekly study plan. • Boarding school system 	<ul style="list-style-type: none"> • The 2013 curriculum with the Religion curriculum uses the Central curriculum, namely Al-Azhar Jakarta • Implement the SKS program for all levels. • The structure of the high school curriculum consists of compulsory subject groups, specializations, and electives • Boarding school • Religious Habituation Program

5	Financing	Funded by the Turkish government	Funding from the Al-Azhar waqf body itself
6	Graduates	Can reach graduates of further studies to the university level who have collaborated with Imam Hatip	Can achieve graduates of further studies to the university level

Based on the above tabulation on the modernization aspect of Islamic education between Imam Hatip Anatolian Turkic school and Al-Azhar 9 School Yogyakarta, there are obvious similarities that between these two schools modernize Islamic education in modern times. Both schools are science-oriented with the cultivation of Islamic religious values. Regarding what is to be achieved in the future, Imam Hatip Anatolian Turkey School and Al-Azhar School 9 Yogyakarta both have long-term and sustainable goals in promoting general science with religious science on an international scale. And Imam Hatip Anatolian Turkey school and Al-Azhar School 9 Yogyakarta have access in collaboration with various universities so that after graduating from school they can continue to the college that has been recommended by the best Imam Hatip Anatolian Turkey school and Al-Azhar 9 School Yogyakarta (Buyruk, 2021).

Then in the curriculum aspect, there is a striking difference between the curriculum of Imam Hatip Anatolian school and Al-Azhar 9 school Yogyakarta. Imam Hatip Anatolian school is more oriented towards cultivating Science and Social Sciences based on Islamic religious values. So to develop a good human being who is able to think and act rationally according to religion. So SMA Al-Azhar 9 Yogyakarta uses the Semester Credit System (SKS) program for classes X, XI and XII and has a group program of compulsory subjects, specializations, and electives.

As the conceptual meaning of modernizing Islamic education itself as an academic effort that excels in IMTAQ, science and technology, achieves at national and international levels. While Al-Azhar 9 Yogyakarta is oriented towards curriculum using the 2013 curriculum creative, innovative, and credit program system, there is also such a thing as character development that has been integrated into all study programs and combined with religious curriculum guided by Al-Azhar central Jakarta. So that students maintain morality, grasp achievements and achieve a brilliant future. Making a quality Islamic education modernization school will determine the desired future (Kaplick et al., 2019).

CONCLUSION

Imam Hatip School which provides Islamic education in general scientific insights such as studying science and technology, five languages other than Turkish, even a modern curriculum in Islamic education, is a major concern for people who are interested in Islamic education. Science and technology in Islamic education at Imam Hatip's school teach about the world and the hereafter and his country to understand all forms of scientific change in Turkey. At the same time, faith and taqwa taught about their closeness to the Khaliq through the education of the Qur'an, Arabic, and other Islamic education.

Al Azhar Islamic High School 9 Yogyakarta. That in learning can be seen so that it can also be concluded by researchers, namely: In modernizing Islamic Religious Education based on the 2013 curriculum and having a credit program at SMA Islam Al Azhar 9 Yogyakarta to realize students who excel in IMTAQ and Science and Technology, which is based on a religious curriculum centered on Al-Azhar central Jakarta.

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