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Research Article

IMPACT OF THE MILITARY CONTROL ON THE PROCESS ISLAMIC EDUCATION IN SCHOOL CONFLICT SASNUPATAM, PATTANI SELATAN, THAILAND

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Abstract

This study This research uses a qualitative approach. The subjects of this study were the principal, Ustadz, and Sasnupatam school students, South Pattani, Thailand. The object of research in the form of the impact of military control that controls the school. The technique used in determining the subject of this study uses the Purposive Sampling technique, which has specific criteria that can strengthen a person's reason for being a research subject—data collection techniques with the method of observation, interviews, and documentation. The results of this study indicate that; 1) with military control in Sasnupatam schools, some teachers do not feel there are problems with military control, but for students who feel uncomfortable in the presence of military control, because they can have the effect of overall military control; 2) the positive impact materially has the advantage of getting the school's confidence from the kingdom that the school does not violate laws or school laws and get an education budget. Can be psychologically positive, that is a sense of comfort arises with military control because it can balance between teachers and the military; 3) the material negative impact of a

teacher / instructor must explain to the military and spend a considerable amount of time and have an impact on the teaching-learning process in the classroom. Psychologically negative impact that is affecting the psychic teacher and students. Students cannot accept Pattani's historical material and jihad, besides there is a sense of discomfort teachers and students on the grounds of military control is not appropriate if the target school.

Keywords: Impact, Military Control, Educational Process, Islamic Education

INTRODUCTION

The process of Islamic education in the conflict in Southern Thailand has been going on for 15 years (from 2004 - present).¹ The conflict that occurred had an impact on the process of Islamic education, in which the researchers themselves felt somewhat disturbed by the existence of military control in schools. Meanwhile, the task of the military is to defend and control the territory of the enemy who will destroy the territory or country.² But not control schools that exist, until shortly and alleyguactivity learning teaching that exist in schools.

The educational process is a process of humanization for students who are in the process of understanding themselves and the environment, in the learning process, especially in schools, it is necessary to create situations and conditions that allow children to learn in an atmosphere that is fun, exciting, democratic, and mutually respectful.³ In general, schools in Patani were said to have failed to meet the educational criteria referred to earlier, because one of them was the military control that occurred in the schools.

Patani is not one of the provinces (*Changwad Pattani*) as depicted on the present map of Thailand, but Patani here (with a 't' one) is a Malay kingdom that was once sovereign, has an area consisting of the provinces of Naratiwat, Yala, Pattani, Setun and parts of Songkhla province including the districts of Tibor, Canak, Natawi and Sebayor. State territory of the Patani Malay kingdom, but the thing that has been removed and is not recognized by the international community, that of Patani into one region of the country of Thailand in 1902 AD to the present.⁴

According to Dr. Ahmad Kamal Weamusa, one of the leaders of Islamic education and as the principal of the Sasnupatam school related to the early history of the emergence of Islamic education in Patani, said that: "Islamic education in Patani began when Islam came and settled in Patani, namely in the 15th century,

¹Mohas Patani, *War and Peace in Patani, Southern Thailand*, Qibla, <https://www.kiblat.net/2018/09/28/perang-dan-damai-di-patani-thailand-selatan/>

² Rifki Efendy, "The Position and Authority of the Indonesian National Army in Combating Terrorism in Indonesia", *Lex Crimen* Vol. III / No. 1 / Jan-Mar yr. 2014 p. 25.

³ M. Djamaal, *The Phenomenon of Violence in Schools*, (Yogyakarta: Pustaka Belajar, 2016), pp. 1.

⁴ Tohirah Saah, "Islamic Education in South Patani Thailand in a Historical Perspective", *Thesis*, (Lampung: Fakultas Tarbiah and Teacher Training, Raden Intan State Islamic University, Lampung, 2017).

Islamic education. starting in the community by studying the Koran, reading the Koran is the main thing that every member of society must go through.”⁵

Said Dr. Abdullah, Lc. As a lecturer at the Sasnupatam School, he added in history that Islamic education began by building lodges which were the oldest institutions in Southeast Asia. Dr. Abdullullah said that:

“From historical evidence shows that, Islamic education in Patani is from the cottages which are the oldest institutions in Southeast Asia, the formation of lodges far from cities is an opportunity for them to study religion by living in a hut”⁶

According to Ustadz Sufiyan Jehami, S.Pd. as a teacher at the Sasnupatam school reinforces the previous statement made by Dr. Abdull said: "Islamic religious education comes from scholars who teach Muslims in the form of Islamic boarding schools or known as cottage, who teach the yellow book about material religion which includes the science of tauhid fiqh and so on.”⁷

Based on the results of these interviews researchers can infer that, Islamic education begins in the land wither namely land Patani which was brought by the clergy ber propaganda in Patani and develop education that is the method of education trandisional or better known by the cottage Salaf Islamic boarding schools which in these institutions teach linked to Al q Uran and the yellow book that covers the science of monotheism, jurisprudence, hadith, taswawuf and other etc. so that Islamic education at Patani until now is still retain the tradition of the. This is shown by the existence of salaf lodges in the Patani area which are still thick with the previous teaching methods.

Schools *At-MT* or religious secondary school located at No. Sasnupatam 35 mukim 2 town Muang area, Pattani. Which is an Islamic educational institutions that are formal and cottage known as Bandar, was first built in 2470 B / 1927 AD by Al eminent Tuan Guru H. Abdurrasyid bin Ismail bin H. Rahman, the cottage is located at a location within the bandar village or known as the village of Bana.

In 2472 B (Buddhist year) / 1929 AD, this school moved from the bandar village to its present place, Muang, Pattani area led by master teacher H. Mustafa Wan Musa. In, researchers will try me n explain the problems that occur in the process of education by a factor - a factor alley in the educational process, especially Islamic education in schools Sasnupatam South Pattani Thailand.

⁵ Interview with Mr. Ahmad Kamal Weamusa in Pattani, Thailand, Principal Sasnupatam Patani, at t Anggal May 14, 2020 at 5:59 o'clock AM.

⁶ Interview with Mr. Abdullah in Pattani, Thailand, Patani Sasnupatam School Teachers, on t Anggal 06 June 2020 at 1:57 o'clock PM.

⁷ Interview with Ustadz Sufyan Jehami, S.Pd. in Pattani, Thailand, Sasnupatam Patani School Teacher, on May 14 2020 at 5:59 AM.

Factors that affect the educational process is certainly very much, then of the researchers try to explain more in detail related factor- factor it. So from this the researcher shrinks the space for restriction, so that this research focuses on one of the problems that affect the development of education, so the researcher focuses on the problem of Thai militant control measures against Islamic education, especially at Sasnupatam Pattani school, Southern Thailand. In Thailand meliliter control makes students feel disturbed in the learning process by psychic, because this incident make students and teachers feel disturbed and frightened by the arrival of the military. Every arrival of the military makes students and teachers feel scared, because basically the military's job is to protect the country's borders and sovereignty. not maintaining security in the school environment whereas according to school researchers it is not an area that must be guarded but must be protected even if there is chaos or chaos that occurs at school.

Hasan Yamadibu a activists the South of Thailand filed a few things kepda grand session of the UN where Hasan can be an opportunity to join in the meeting of siding UN. According to Hasan Yamadibu, the government of Thailand had been doing policy of assimilation of education to create a culture they are eroded. According to Hasan, the Thai government carried out cultural assimilation by changing the name and language of Patani or known as Melayu Jawi, Hasan said that:

"Thailand does not have a policy to promote and protect our identity and language "

Provinces of Yala, Pattani, Narathiwat, and most of Songkhla in Thailand's south is home to about two million Muslims of Malay which borders directly with peninsular Malaysia. They often refer to themselves as Patani. Hasan also said that the Thai government had intervened in the curriculum of the Patani ethnic minority schools. Besides that, Hasan explained that hundreds of teachers Malay also been arrested for suspicion of supporting the separatists who want to separate themselves from Thailand. Person i l military armed also been sent to schools. The situation is dangerous because it makes the school as the target of an attack by a group of opposition armed. Hasan said that also, activist NGO Bungaraya Group, the institution that has focused on the issue of education. Hasan, as the NGO representative, asked the Thai government to stop ethnic assimilation, especially through the Malay school curriculum. By stating that:

"Schools and lodges must be free to develop Patani language and culture without being suspected."⁸

⁸ Pizalo Ghazali Idrus, I, " South Thailand Raises Discrimination Issues at the United Nations", 2019, https://www.aa.com.tr/id/dunia/aktivis-thailand-selatan-angkat-isu-diskriminasi-di_-pbb_/1659298., December 14, 2019 at 20:00 WIB.

From this it becomes evidence that, it is not only the author who feels unfair about the Thai government's policy of discriminating against Islamic education in Southern Thailand. So the research that the author wrote is one of the factors that has become a factor of discrimination against religious schools in Thailand. The Pattani Sasnupatam School, including the category of acts of discrimination, namely, actions in the form of Thai military control in schools, this fact, researchers obliged themselves to carry out this research, because this title has not yet been researched and needs to be researched.

Each arrival of the military within a school, there is a request names and home addresses as well as phone number with no knowing reason, why should ask for something of privacy, while it is right for students, indirectly own students worry to behavior military action and also felt afraid of the incident. Because, chances are it the name requested by the military, could be a suspect or goat scapegoating. And indirectly a student also feels psychologically disturbed and the effect is carried over to the teaching and learning process that is not. If we see in general there are still many Thai military interference with existing education, such as Thailand's military entering the TADIKA school (Kindergarten Education Park). -children), as one of the things that often happens in areas called conflict areas. So this is no stranger to teachers or students there, so here the author is only trying to explain that there are still many Thai military actions that damage, disrupt and discriminate against Islamic education through various strategies that have been planned by the Thai government itself.

Hence it is, this research why do because researchers are interesting in doing a related study entitled Impact of Military Control Against Conflict Processes Islamic Education in South Thailand. P roses Islamic education who are not comfortable with the Thai military control action impact on students and teachers, especially in schools Sasnupatam Pattani. So the researcher obliges himself to convey the problems that occur to Patani Malay Muslims who are in conflict areas with the hope that this research will be important information for other countries and also for institutions that have never happened as the phenomenon described above.

METHOD

Research is using the approach of qualitative and research that is descriptive analysis, a research that is intended to be facts that relate to the control of the military of Thailand to the process of education, where the data are to be plunged live by respondents both the student and the teacher. In the study of this subject, namely, researcher as intrument major in collecting the data in the field is instantly if the case action and researchers will interview in live with some teachers and pupils how the location of the. Researchers will also add more data by interviewing the surrounding

community,⁹ by looking at the responsiveness of the community as well as so that the data obtained can help in their own research.¹⁰ Equipment collecting data used is observation, interview and documentation.¹¹ In qualitative research, the data that has been collected and obtained will be analyzed using a qualitative interactive model approach which consists of three stages, namely data reduction, data presentation, and drawing conclusions or verification.¹²

RESULTS AND DISCUSSION

1. Military Control at Sasnupatam School, South Patani.

Said Dr. Ahmad Kamal Waemusa as the principal of the Sasnupatam school related to the history of the emergence or initiation of Islamic education in Patani, he said that:

“Education Islamin Patani began since Islam came and settled in Patani is the century to 15, Islamic education began among people with studying the Al Quran, recitation of Al Quran into begin principal that must be passed by every member of the community.”¹³

Said Dr. Abdullah, Lc. As a teacher at school Sasnupatam extended in history that Islamic education began by building huts which were the oldest institutions in Southeast Asia. Dr. Abddullah said that:

"From historical evidence, it can be seen that, Islamic education in Patani is from the cottages of the oldest institutions in Southeast Asia, the formation of lodges far from cities is an opportunity for them to study religion by living in a cottage.”¹⁴

Said Ustaz Sufiyan Jehami, S.Pd. as a teacher at the sasnupatam school strengthens Dr. Abddull that:

"Islamic religious education comes from scholars who from the Mecca teach Muslims in the form of a boarding school or known as the Islamic boarding school, who teach the yellow book about material religion which includes the science of tauhid fiqh and so on.”¹⁵

Based on the results of interviews in writing, the research can conclude that, Islamic education began in Malay land, namely the land of Patani, starting with the

⁹ Tanzeh, A. *Metode Penelitian Praktis*. Jakarta Pusat: PT. Bina Ilmu. (2004).

¹⁰ Sugiyono.. *Memahami Penelitian*. Bandung: Alfabeta. (2005)

¹¹ Tanzeh, A., & Suyitno. *Dasar-Dasar Penelitian*. Surabaya: Elkaf. (2006).

¹² Ibid.

¹³ Dr. Ahmad Kamal Weamusa, in Pattani Thailand, Principal Sasnupatam Patani, dated May 4, 2020, at 5: 59 PM.

¹⁴ Dr. Abdullah in Pattani Thailand, Pattani Sasnupatam School Teachers, dated June 6, 2020, at 1:57 PM.

¹⁵ Ustaz Sufyan Jehami, S.Pd. in Pattani Thailand, Pattani Sasnupatam School Teachers, dated May 14, 2020, at 5:59 AM.

scholars who entered Islamic preaching in the land of Patani and developed traditional education, namely Salaf Islamic boarding school which in the institution teaches related to Al -The Koran and the yellow book cover the science of tauhid, fiqh, tasawuf and so on. So Islamic education in Patani in the present century still has evidence of old lodges which indicate that Islamic education emerged under the name Salaf Islamic boarding school.

2. The Impact of Military Control on the Process of Islamic Religious Education in Patani, Southern Thailand

Two things emerge when the writer download our uncover the impact as satandar to measure events that have occurred in the research area, namely the impact of positive and negative impacts of these two things can be the result of a study using the interview method in writing, then the following results:

a. Positive Impact

1) Material Impact

The potential impact that researchers get from written interviews, Dr. Kamal as the head of the school gave a positive view that he said:

"The military plays an important role in developing the learning process for the coming school collection is a collection that develops and reconcile so they made a extracurricular program for students in the school *Ma'had Al-Tarbiyah* like teaching simple life maintain a fish and growing vegetables and so on"¹⁶

So from the explanation by Dr. Kamal can figure out the positive part of military control that goes to school. An ustadz gave the opinion that there are two things that can be obtained from military control that:

"Can benefit (1) the school can be assured of the royal party that the school has never violated the law or school law (2) can increase the education budget."¹⁷

So a matter that affects positive, but if there are suspicious and to be causing any problems which many at the school itself.

2) Psychic Impact

A teacher at the Sasnupatam school whose name is Ustadz Sufyan who gives the view that there are negative parts and there are positive parts, but here the researcher will explain words that only point to positive impacts, it is said that: "positive; they go to school to give new knowledge ".

¹⁶ Interview with Dr. Ahmad Kamal Weamusa in Pattani Thailand, Principal Sasnupatam Patani, dated May 14, 2020, at 5:59 AM.

¹⁷ Interview with Ustadz Sufyan Jehami, S.Pd. in Pattani Thailand, School Teacher Sasnupatam Patani, dated May 14, 2020, at 5:59 AM.

From the sources who answered this research question by seeing that, military control that goes to the sasnupatam school has a positive impact on students and schools. Meanwhile, all of the informants with the status of being students said that the military control had a negative impact on them and the school. Then the negative results will be explained in the following section.

The researcher presents the questions to the informants regarding the comfort of entering the military apparatus, Dr. Kamal says:

"According to opinion me, I feel comfortable, because the come at this school is a collection of per peace and flourish. Me confab Air destination good, develop and for the sake of keeping peace in between the teacher and the army "¹⁸

As what Dr. Kamal felt comfortable with the existence of military control, because it was considered that military control was to balance teachers and the military.

b. Negative Impact

1) Material Impact

The material negative impact, Arifeen, argues that when the military enters the school environment, students must also guard and watch the military's behavior. Arifeen students said that: "The atmosphere of the school when entered by the military, it is okay, but if the military enters the school, we will definitely protect the atmosphere they enter."¹⁹ Meanwhile student Nasreen said that: "the school atmosphere when entered into the military, which has become a habit, but the way to maintain the safety of all in school is stronger than ordinary days."²⁰

Such conditions in schools make educators to control when entered by the military, for example, teachers must accept and explain various things over their control, if we see firsthand that the teachers themselves have lost their teaching hours, because some of their time has been spent accepting military control.

2) Psychic Impact

The negative impact that can result from written interviews from various sources, one of which is Ustadz Sufyan who said: "negative impact, limited in learning, some subject matter cannot be taught, such as material on the History

¹⁸ Interview with Dr. Abdullah in Pattani Thailand, Pattani Sasnupatam School Teachers, dated June 6, 2020, at 1:57 PM.

¹⁹ Interview with Arifeen Arbah in Pattani Thailand, Pattani Sasnupatam School Students, dated May 29, 2020, at 13: 00 AM.

²⁰ Nasreen Hayeeteh in Pattani Thailand, School Student of Sasnupatam Patani, May 25, 2020, at 20: 30 PM.

of Patani and jihad"²¹ Delivered of explanation by the teacher of military control making process in a transmitter of a materials are limited because, control of military material which delivered right in the classroom is limited. Arifeen Arbah students explained:

"The conflict affects learning in private schools (which teach religion), every time they hold an activity or association they also pay attention to the movement regularly and besides that they arrest people who have religious knowledge called ustaz so that it makes many people afraid to study religion"²²

From the written interviews presented above by Arifeen students, the problem of the military arresting religious teachers often occurs in early childhood religious education schools or *what the* local people call TADIKA school (Kindergarten Education), so this study has not yet happened in the sasnupatam school but in control and paying attention to the good movements in a crowded gathering activity, the military itself pays attention to what happens when the activity takes place, making students feel uncomfortable in gathering. And there was a student on behalf of Nasreen Hayeeteh who said that:

"The negative impact, because since the military started getting involved in the school environment when the school held other activities / work, it was not good because it was a branch of them to interfere with the methods of Islamic education that had been prepared by the former masters."²³

So the student stated that the military who entered the school made activities or activities that were running in the school so bad because the student thought that military control in the school could interfere with the educational process where the teachers had previously made the rules stipulated in the Sasnupatam school. This was also conveyed by Sayutee Hj. Ibrahim explained in Thai that:

" ก็ มี ทั้ง ข้อดีและ ข้อ เสียแต่ ใน ความ ไม่ อยาก ให้ มา รุ้สึก"²⁴

Meaning: "there are negative and positive things but the feeling does not want the military to enter the school". That the student explained in Thai

²¹ Interview with Ustaz Sufyan Jehami, S.Pd. in Thailand Pattani School Teacher Sasnupatam Patani, dated May 14, 2020, at 5:59 AM.

²² Interview with Arifeen Arbah in Pattani Thailand Pattani Sasnupatam School Students, dated May 29, 2020, at 13: 00 AM.

²³ Interview with Nasreen Hayeeteh in Songkhla Thailand, Schoolgirl School Sasnupatam Patani, t Anggal May 25, 2020, at 20: 30 PM.

²⁴ Interview with Sayutee Hj. Ibrahim in Songkhla Thailand, School Students Sasnupatam Patani, Date May 26, 2020, at 15: 00 AM.

by using the feeling that he did not want the military to enter the school. The researcher presented a question related to the convenience of having a military enter the school, Ustadz Sufyan emphasized that:

“Uncomfortable because all the military is silent which is good, to be honest! We are careful in the learning process”²⁵

Of affirmation can Sufyan researchers clicking Ustadz knowing that in the hearts of the teachers in the schools Sasnupatam me a sense of discomfort with their control of mi i ter. There Sayutee students said:

"It's uncomfortable, because one day they feel annoyed and don't like their military control, because it's not their job to control it in school"²⁶

With the intention, that the student was uncomfortable with military control because he felt annoyed because, he explained that the military was not his job to be in control in the school. Likewise, student Nasreen said similar words that:

"If there is a military person who enters the school environment, he feels very uncomfortable, but feels upside down is feeling hesitant when it is important for us to take care of all our belongings with him every step of the way."²⁷

With a view statement the student, he was very uncomfortable and feel hesitant over the safety of valuable goods, because he did not know the plan real military. Arifeen students also expressed uncomfortable with the existence of military control stating:

“It does not feel comfortable if there are military officers in the school environment, because if they enter the school environment, they will feel disturbed in the educational process”²⁸

Arifeen students themselves also feel uncomfortable with feeling that interference from military control makes the education process less effective. Schoolgirl Nasreen said that there was military control in the school which made her feel disturbed, saying:

"Yes, I feel disturbed in the educational process because, sometimes under their control, they make the educational process unusual."²⁹

²⁵ Interview with Ustadz Sufyan Jehami, S.Pd. in Thailand Pattani School Teacher Sasnupatam Patani, t Anggal May 14, 2020, at 5:59 AM.

²⁶ Interview with Sayutee Hj. Ibrahim in Thailand Songkhla, Pattani Sasnupatam School Students, t Anggal May 26, 2020, at 15: 00 AM.

²⁷ Interview with Nasreen Hayeeteh in Songkhla Thailand, Schoolgirl School Sasnupatam Patani, ta provision of furniture May 25, 2020, at 20: 30 PM.

²⁸ Interview with Arifeen Arbah in Pattani Thailand, School Students Sasnupatam Patani, t Anggal May 29, 2020, at 13: 00 AM.

²⁹ Interview with Nasreen Hayeeteh in Songkhla Thailand, Schoolgirl School Sasnupatam Patani, tanggal May 25, 2020, at 20: 30 PM.

The education process is changing, because sometimes they go in for control of documentation, so automatically the school must also give their will, the education process that day becomes unusual.

CONCLUSION

From research on the writer can take conclusion as:

1. The positive impact of military control in the Sasnupatam school. *First*, the impact of material, mostly in the form of funds given by the military itself and for the students themselves can learn how simple life with no program of the military pitch in the expanding potential of crops and livestock fish. *Second*, the psychological impact, some teachers and students feel comfortable with the existence of military control, because the new knowledge from the military and the military itself that is included in schools has a multi-purpose purpose to promote the schools controlled by them.
2. The negative impact of military control in the Sasnupatam school. *First*, the impact of material, teachers and students should use you power in initiating the military, because some students are afraid for their safety and make the learning process is not smooth, because most teachers who have the responsibility to be out for the arrival of military and also answer questions that the military wants to know, from this the teachers themselves have lost hours in teaching, because some of their time has been spent under military control. *Second*, the psychological impact, some teachers feel dissatisfied with the existence of military control by arguing that some material cannot be taught, such as history and jihad, control and paying attention to good movements in an activity that is gathered together, the military itself takes strong attention, related to what happens when the activity takes place, making students feel uncomfortable in gathering. Students feel uncomfortable with military control, because students feel disturbed, and feel themselves wrong in carrying out an activity, because they are escorted by the military, in the educational process too, students feel uncomfortable. With military control in schools Sasnupatam some teachers feel no problem with the control military, but for the students who feel uncomfortable in their military control, they to the effect of the control of military it.

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