



**SPATIAL DESIGN FRAMEWORK OF ISLAMIC BOARDING SCHOOLS IN
WEST JAVA, INDONESIA**

By

FIRMANSYAH RANGGA

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Doctor of Philosophy**

September 2023

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Doctor of Philosophy

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September 2023

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Islamic boarding schools, also known as Pondok Pesantren, play a significant role in Indonesia's educational system. This indicates that their relevance is expanding in tandem with the rise in the number of educational institutions and the number of students. When it comes to the formation and development of contemporary Islamic boarding schools in Indonesia, a country that is defined by its predominantly Muslim population, this research fills a significant need in the regulatory frameworks and academic investigation that have been available up until now. A mixed-method approach is utilized in this investigation, which falls under the category of case study research. The study focuses on five contemporary Islamic boarding schools located throughout West Java, Indonesia. A design framework that is adapted to the modern Islamic boarding school context in the West Java area is proposed as the result of this study. The framework emphasizes four crucial areas, namely learning models and spaces, internal dynamics, Islamic principles, and expert inputs. It takes into account the requirement for a holistic design approach that takes into account factors such as location, facility development, support infrastructure, aspects of the locality, environmental responsiveness, and adherence to Islamic ideals such as comfort, cleanliness, accessibility, and aesthetics, among other things. By giving a focused examination of contemporary Islamic boarding schools, this research not only fills a substantial gap in the existing literature but also establishes a precedent for future architectural and pedagogical development within the framework of Islam in Indonesia.

Keyword: Spatial, Design Framework, Islamic Boarding Schools, West Java, Indonesia

SDG 11: Sustainable Cities and Communities

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KERANGKA DESAIN SPASIAL PADA PONDOK PESANTREN MODERN DI JAWA BARAT, INDONESIA

Oleh

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Pondok Pesantren, yang juga dikenali sebagai sekolah berasrama Islam, memainkan peranan penting dalam sistem pendidikan Indonesia. Ini menunjukkan bahawa kepentingan mereka berkembang seiring dengan peningkatan bilangan institusi pendidikan dan jumlah pelajar. Penyelidikan ini memenuhi keperluan penting dalam kerangka peraturan dan penyelidikan akademik yang telah ada sebelum ini berkaitan dengan pembentukan dan pembangunan pondok pesantren kontemporari di Indonesia, negara yang didefinisikan oleh populasi Muslim yang dominan. Pendekatan campuran digunakan dalam penyelidikan ini, yang tergolong dalam kategori penyelidikan kajian kes. Kajian ini memberi tumpuan kepada lima pondok pesantren kontemporari yang terletak di seluruh Jawa Barat, Indonesia. Hasil kajian ini adalah kerangka reka bentuk yang disesuaikan dengan konteks pondok pesantren Islam moden di kawasan Jawa Barat. Kerangka ini menekankan empat bidang penting, iaitu model dan ruang pembelajaran, dinamik dalaman, prinsip Islam, dan masukan pakar. Ia mengambil kira keperluan untuk pendekatan reka bentuk holistik yang mempertimbangkan faktor seperti lokasi, pembangunan kemudahan, infrastruktur sokongan, aspek lokaliti, responsif terhadap alam sekitar, dan pematuhan kepada ideal Islam seperti keselesaan, kebersihan, keterjangkauan, dan estetika, antara lain. Dengan memberikan pemeriksaan terfokus terhadap pondok pesantren kontemporari, penyelidikan ini tidak hanya mengisi jurang yang besar dalam literatur yang ada tetapi juga menetapkan preseden untuk pembangunan arsitektur dan pedagogi masa depan dalam kerangka Islam di Indonesia.

Kata Kunci: Reka Bentuk Ruang, Rangka Kerja Reka Bentuk, Sekolah Berasrama Islam, Jawa Barat, Indonesia

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LIST OF ABBREVIATIONS

Pesantren	Dormitories where students study the Qur'an and so on.
Madrasah	School or college (usually based on Islam).
Pondok	A Building for living temporarily.
Pondok pesantren	Religious institutions, which provide education and teaching as well as develop and spread Islam.
Dayah	Islamic religious education institutions in Aceh.
Surau	The place (house) of Muslims performs their worship.
Kiai	A title in Javanese society for someone who is respected or elder. Used to refer to scholars or religious figures.
Sekolah Arab	Arabic Language School.
Kuttab	The first basic educational institution in the Islamic world.
Suffah	Veranda.
Maktab	Place of study (school).
Ulama	People who are experts in matters or in Islamic religious knowledge.
Khanqah	A boarding house that serves as an educational institution for Sufis in religious knowledge.
Meunasah	Public buildings in villages as a place to carry out religious ceremonies, religious education, meetings, and so on (in Aceh).
Rangkang	A small hut in a field with pillars, where a man who has not been married for a while lives, where religious students live.
Teungku	A call or title of expertise for a scholar or ustadz or teacher of the Qur'an.
Mushalla	Small places or houses resembling mosques that are used as places of prayer and recitation for Muslims but cannot be used for large-scale congregational prayers as is the case for Friday prayers.

Langgar	A small place or house resembling a mosque that is used as a place of prayer, is usually owned by the ustadz or the imam who built the building, just as a prayer room cannot be used for large-scale congregational prayers as is the case for Friday prayers.
Surau	The function of the surau is almost the same as the mosque, as a centre for community religious activities and basic Islamic education. However, because the building is relatively smaller than a mosque, it is usually not used for Friday and Eid prayers.
Suluk	Suluk literally means taking (the way). In relation to Islam and Sufism, the word suluk means to take the (spiritual) path to reach Allah. Following the path of suluk includes a lifetime of discipline in carrying out the exoteric rules of Islam (shariat) as well as the esoteric rules of Islam. The words suluk and salik are usually associated with tasawuf, tarekat and sufism.
Padepokan	A place where young people study to gain knowledge
Santri	People who study Islam.
Zakat	A certain amount of assets that must be issued by a Muslim.
Kedaton	Kingdom.
Masjid	Muslim's building place of worship.
Asrama	Residential buildings for groups of people temporarily, consisting of a number of rooms, and led by head of dormitory.
Dakwah	Religious broadcasting.
Tajug	The term to refer to a mosque, prayer room, or surau in several areas in Indonesia.
Quro	Proficient knowledge.
Pasambangan	Kampung Pasambangan, covering the vicinity of Mount Jati, which is now called Astana Gunung Jati. The place where Sheikh Dzatul Kahf is buried.
Imam	The designation for the position of leader in Islam. It can also mean the leader of the congregational prayer and can also be used for the title of famous Islamic religious scientist.

Salaf	The first three generations of Muslims. The companions of the Prophet, tabi'in, and tabi'ut tabi'in who lived until 300 H.
Khalaf	Referring to the scholars who were born after the 3 rd H century, after the tabi'ut tabi'in period.
Sorogan	A method in the teaching and learning system where students read the holy book being studied.
Bandongan	The traditional teaching system in religious schools or Islamic boarding schools. Done by the students sitting around the kiai who explains the lesson.
Ibtidiyah	The basic level of formal education in Indonesia, equivalent to elementary school. Managed by the Ministry of Religion.
Halaqah	Meeting or gathering.
Wetonan	The community tradition carried out on birthdays based on the Javanese calendar.
Mukim	reside in; stays silent: there are a lot of people in that place.
Ustadz	Religion teacher (male).
Turats	Everything left by the predecessor, both material and non-material.
I'dadiyyah	Preparation to face something. Preparation to study at the boarding school because this is the sunnah of the kiai when they are in Islamic boarding schools.
I'dad	Class of the Qur'an study program for female students who need special teaching in the ability to read the Qur'an.
Ibtida	Beginnings.
Wustho	Intermediate.
Ma'had Aly	Higher education institutions typical of Islamic boarding schools that organize education which specific in studying Islam.
Muhadoroh	The activity of speaking in public or giving speeches to express opinions or give a general description of a matter.

Adab	Good manners.
Tahlilan	Reading the holy verses of the Qur'an to ask for mercy and forgiveness for the spirits of the deceased.
Haul	Commemoration of someone's death which is held once a year.
Milad	Birthday.
Sanawiah	Middle school educational level.
Diniyah	An educational institution with the entire subject is Islamic religious subjects.
Aliah	High school educational level.
Ustazah	Religion teacher (female).
Kulliyatul Mu'allimin Al-Islamiah	Islamic Education Institutions which bear the spirit of Islamic boarding schools, with the kiai as the central figure, and the mosque as the center point that ensoul it.
Salafiyah	The method that teaches Islamic law purely without additions and subtractions.
Liqa'	As a meeting between the teacher or murobbi with their students or mutarabbi. They conduct a kind of Islamic study with usually 5-10 members per group.
Tasmi' qur'an	The tradition of reciting the memorization of each student in front of the ustadzah and other students.
Santri kalong	Santri or students who come from villages around the Islamic boarding school and do not sleep or live in the boarding school dormitory.
Khatam	The term khataman indicates that the activity called khataman is at tahlilan, yasinan, kenduren, manaqiban, mauli and, istighatsahan. Initially, the word "khataman" came from Arabic: "khatm" which comes from the verb khatima-yakhtimu. This word means to read all the way to the end
Gus	Nicknames for scholars, kiai, or respected people.
Fiqh & ushul fiqh	Jurisprudence in Islam studies the principles, theories and sources in detail in order to produce Islamic law which is taken from these sources.

Akidah

Basic beliefs

Tauhid

The oneness of Allah SWT

Tafsir

Explanation about the verses of the Qur'an



CHAPTER 1

INTRODUCTION

1.1 Background

This chapter presents an overview of the research and outlines its structure that is divided into several sections. Initially, it starts with the introduction of a narrative on the concept of Islamic boarding schools in Indonesian context, which is what the framework for Islamic boarding schools aims to achieve. In addition, research problem statements, research questions, and research objectives are presented. Next is an explanation of the operational definitions of the key terms used, the significance of the study and its contribution to the body of knowledge, and the limitations of the study. In the end, the chapters in this research are described.

1.1.1 Background of the Study

Islamic boarding schools in Indonesia and future challenges in education are essential elements in the life of the Muslim community. The function of Islamic education is the Muslim community's effort to educate its own, to pass on the heritage of Islamic knowledge, primarily through its primary sources, the Qur'an and the Sunnah. Meanwhile, the subsystems that make up the education system include the goals of education itself, students, management, time structure and schedule, materials, teachers and implementers, learning aids, technology, facilities, quality control, research and educational (Tan, 2014; Yusanto, 2001). The aim of providing the best possible education for Muslim children has led to the modernisation of Islamic education in Indonesia. Therefore, new types of ultra-conservative Islamic schools have emerged in Indonesia as a result of these conditions.

The selection of West Java as the research location is underpinned by the remarkable prevalence and significance of *pesantren* in the Indonesian educational landscape. Defined by the Indonesian Ministry of Religious Affairs as traditional Islamic educational institutions, these *pesantren* employ a boarding school system with the primary objective of nurturing Islamic scholars and devout individuals. Indonesia is home to an extensive network of *pesantren*, catering to millions of students, as reported by the Ministry of Religious Affairs. Their data reveals that in the 2021-2022 academic year, approximately 37,614 *pesantren* operated across the archipelago, accommodating around 4.5 million active students, known as *santri*. Notably, West Java boasts a substantial concentration of these institutions, with 11,697 *pesantren*, making it a focal point for the study due to its prominence within the landscape of Islamic education in Indonesia (Azra, 2017).

Anticipating the need for future research to facilitate the development of a comprehensive design framework in the realm of design considerations, it is imperative to delve into aspects that will shape the educational environments of tomorrow (Salama, 2019b). Consequently, this study focuses on examining the critical elements that will influence the design of school environments with the goal of achieving an optimal learning setting. This research distinctly incorporates Islamic boarding schools, particularly *pondok pesantren*, within the domain of built environment research, making them the central subject of investigation concerning design considerations. By adopting a forward-looking approach, this study aims to provide profound insights into the design elements crucial for creating adequate educational environments (Salama, 2019a), thus actively contributing to the enhancement of the quality of education in the years ahead.

1.1.2 Current Issues in Islamic Boarding School

In the past ten years, there have been more than a dozen studies that expressly discuss modern pesantren. On the other hand, the majority of study tends to concentrate more on the curriculum component of education. It would appear from this that there is a dearth of study that focuses on this facet of contemporary boarding schools in a more comprehensive manner. Current research in Islamic architecture and education covers a wide range of topics relevant to the evolving needs of Islamic boarding schools in Indonesia. One study focuses on adapting schools to the COVID-19 era, emphasizing design with COVID-19 protection protocols (Nurwidyaningrum et al., 2022). Another explores the demand for modern designs emphasizing cultural continuity and togetherness (Nurwidyaningrum et al., 2022). Additionally, research delves into architectural aspects like incorporating Islamic elements and Quranic colors (Gusriyadi et al., 2020), and providing specialized education for students with disabilities, as seen in the case of al-Achsaniyyah Islamic Boarding School (M. Nur Ghufroon, 2019).

Additional studies also emphasize the importance of physical facilities in Islamic boarding schools, highlighting how various factors such as security, safety, aesthetics, and environmental friendliness affect user satisfaction (Sedayu, 2019). Furthermore, research has drawn attention to different design approaches, including the comprehensive nature of some designs covering ecological, social, and behavioral aspects (Mubarok et al., 2018). Dormitory environments within pesantren have also been a focal point of research, emphasizing the importance of considering variables such as building layout, bedroom design, and shared facilities (Yusuf et al., 2018a, 2018b). Sharia principles have been explored in the planning and design of pondok pesantren, providing an integrated approach to Islamic educational institution development (Fireza, 2013). Lastly, the research underscores the importance of synergy between the built environment and educational quality, emphasizing the role of the common room in enhancing educational outcomes (Yuli et al., 2011).

Given the limited research on the topic of Islamic boarding schools in Indonesia related to interior and architecture, it is fitting to initiate with a preliminary focus on design considerations. Therefore, the title "SPATIAL DESIGN FRAMEWORK OF ISLAMIC BOARDING SCHOOLS IN WEST JAVA, INDONESIA" resonates well within the larger conversation surrounding the design and enhancement of Islamic boarding schools, particularly in West Java, Indonesia, a prominent center for such establishments. The research aims to contribute to the growing body of knowledge in this domain by offering a spatial design framework tailored to the unique needs and contexts of Islamic boarding schools, reflecting the evolving dynamics and challenges they face.

1.2 Statement of Problem

As a country with a significant Muslim population, Islamic boarding schools have experienced significant growth in recent years, but these institutions continue to be governed by Regulation No. 24, which sets standards for public schools that may not fully meet the needs of Islamic boarding schools, making it difficult to establish and develop them according to a modern concept. The educational system in Islamic boarding schools has evolved over time and is now divided into two categories: the Salafiyyah or traditional Islamic boarding school, which maintains the originality of the curriculum and teaching methods, and the Khalafiyyah or modern Islamic boarding school, which also offers general subjects such as social and natural sciences. The design of Islamic boarding schools, an integral part of the Islamic education system, presents unique challenges in terms of spatial design. These schools must reflect Islamic architectural principles such as harmony, privacy and community. These principles not only shape the physical environment, but also support the spiritual and educational goals of Islamic education. Much in-depth research has been done on the historical analysis of Pondok Pesantren and the growth of Islamic education in Indonesia. Numerous studies have examined different facets of this history, but none has fully considered the spatial component within its setting. By examining the role that space and the physical environment play in the learning process in Pondok Pesantren, this research aims to fill this gap. By doing so, we will be able to understand how the physical layout and structure of Pondok Pesantren can affect students' learning experiences, and how the changing nature of the school's learning spaces represents the broader development of Islamic education in Indonesia.

In answering the research question regarding the factors that influence the formation of the physical environment in Islamic boarding schools in West Java, Indonesia, it is important to understand the cultural context, traditions and values that underpin Islamic education in the region. The consideration factors that influence the formation of the physical environment in Pondok Pesantren in West Java not only practical aspects such as the availability of land or physical resources, but also in this context, factors such as local traditions, religious teachings, preferences of the pesantren community, as well as the values espoused by policy makers and leaders of the pesantren will play an essential role in shaping the physical layout, architecture and use of space in Pondok

Pesantren. Therefore, this research will help us to understand how these factors interact and contribute to shaping the physical environment of pondok pesantren in West Java and how this reflects the dynamics of Islamic education in the region. Previous research has shown that there is a consistent relationship between school design patterns and student achievement (Tanner, 2008; D. J. M. van der Voordt & van Wegen, 2007).

Islamic education spans so much intellectual ground and historical period that it is challenging to adequately evaluate it. The best one can do is highlight some of the key ideas and distinguishing characteristics that have long been recognized as genuine expressions of traditional Islam and significant facets of Islamic civilization. The education that has grown across Islamic civilization over the ages is fundamentally Islamic in nature; it is created and nurtured within the living religion of Islam. Regardless of the source of the "material" for education, it has always been Islamic in form, and Islamic education is intimately connected to the spirit of the Quran and the fundamental principles of Islamic revelation (Nasr, 2019). The current lack of a contextual spatial design framework poses challenges in aligning with the evolving landscape of modern Islamic education and reflecting the essence of Islamic civilization. Integrating considerations of learning models, internal dynamics, Islamic values, and expert insights becomes difficult without a cohesive design approach. The absence of such a framework hinders the ability to achieve a harmonious blend of religious teachings and contemporary pedagogical practices within the spatial configuration of Pondok Pesantren.

A spatial design framework is needed to optimize the design by considering contextual aspects based on four aspects of consideration found in the research consisting of considerations; 1) aspects of learning models, 2) internal considerations, 3) aspects of Islamic values, and 4) expert considerations to face the development of modern Islamic boarding schools in the future. This study intends to fill this void by exploring the ways in which the physical environment affects the learning process. This is in recognition of the significant influence that spatial arrangements have on the accomplishments of students (Beckers et al., 2016; Simmons, 2018; Tanner, 2008).

1.3 Research Questions

This research will be structured based on the following questions or problems. These questions are formulated on the background of the above discussion. In brief, the research problem is focused on spatial design aspects. These research questions are:

- 1) What are the learning models and learning spaces developed in Pondok Pesantren in Indonesia through historical studies?
- 2) What is the current physical environment formed in modern Islamic boarding schools in West Java, Indonesia, and what consideration factors influence its formation?

- 3) How is the design framework for Islamic boarding schools in Indonesia to be formulated to suit the Indonesian context & Islamic values?
- 4) How is the expert acceptance of the new design framework for Islamic boarding schools?

1.4 Research Objectives

Pesantren, as educational institutions have an increasingly significant role in the education system in Indonesia, marked by the increasing growth in the number of institutions and learners from time to time. However, a study that focuses on aspects of the physical framework boarding school environment following the purpose of education at institutions that emphasize the teaching of Islamic values has not been found. Therefore, by adopting qualitative research, the study will recommend a framework to resolve the issues raised in the research problem. The research objectives, which were formulated to guide research in finding answers to research questions, are as follows:

- 1) To identify the aspects formed from the historical study of the development of learning models and learning space of Pondok Pesantren in Indonesia.
- 2) To investigate the current physical environment formed in modern Islamic boarding schools in West Java, Indonesia, and explore the influencing factors shaping this environment.
- 3) To formulate a design framework for Islamic boarding school design development from the Indonesian context & Islamic values.
- 4) To validate Islamic boarding school design framework towards experts.

1.5 Significance of Study and Contribution to Knowledge

First, incorporating the design framework of Modern Islamic Boarding Schools in Indonesia, as regulated by No. 24 of 2007, this study delves into an extensive examination of historical sources, perspectives from Islamic boarding school administrators, and insights from experts affiliated with professional organizations. This research thus contributes significantly to the body of knowledge in Islamic Education by involving proficient academics and researchers well-versed in this domain.

Second, this study offers a comprehensive framework that can be adopted by national governments, educational associations, local authorities, and individuals alike, serving as a valuable resource for continuous enhancement of the fundamental principles governing the development of the core and ancillary elements within the physical environment of Islamic boarding schools in Indonesia. This framework not only ensures adherence to established standards

but also facilitates adaptability to evolving educational needs and cultural dynamics.

Furthermore, as a third point of significance, this research contributes significantly to filling gaps within the current body of literature, spanning both published and unpublished works related to Islamic boarding schools in Indonesia. By providing an extensive and well-documented account, it becomes a crucial point of reference for future researchers aiming to delve deeper into this field. The insights gained from this study can guide subsequent investigations and help refine research methodologies, thereby advancing our understanding of Islamic boarding schools.

Fourth, this study also provides general parameters in designing Islamic boarding schools in Indonesia based on a framework that has been tested by experts so that it can benefit landscape architects, designers, researchers, academics, other professional bodies, and individuals to have a proper understanding of Islamic boarding schools. With the guidance of this physical environmental framework, it is hoped that it can support improving the quality of Islamic Boarding Schools in implementing the education system in Indonesia.

1.6 Organization of Thesis

This thesis is written in seven chapters. Each of the chapters is organized in different and sections and sub-sections.

Chapter One: Introduction. This chapter aims to provide an overview of the entire thesis, especially with a focus on the background of this research, the problem at hand or a statement of the problem, the formulation of questions and research objectives based on a preliminary literature review, scope of research, purposes & significance of the study.

Chapter Two: Literature Review. This chapter presents a detailed discussion of the available literature related to this research problem. Four sub-chapters will be presented in this chapter; First, the Islamic boarding school is a form of an Islamic education area, meaning that the position of the functions of each building does not stand alone, and this forms a built environment. The second is followed by a discussion of the history of Islamic Education, starting from the time of the Prophet *sallallaahu' alaihi wasallam* to the development of traditional Islamic boarding schools in the West Java region. Thirdly, regarding the standard of Islamic education facilities and infrastructure in Indonesia, referring to the Regulation of the Indonesian Minister of National Education, the last is a discussion of the Islamic value aspect, which reveals the principles that are considered in the formation of the physical environment in Islamic boarding schools.

Chapter Three: Research Methodology. The case study approach developed by Yin serves as the underlying framework for this chapter, which provides an overview of the methodology that was utilized in the research. The research backdrop, design, unit analysis, interview methodologies, data collection procedures, and procedures and procedures are all covered in this section. In order to conduct an in-depth investigation into the research questions, a mixed-method approach is applied, which incorporates both qualitative and quantitative scientific approaches.

A mixed methodology is an integrative strategy that gathers, examines, and synthesizes both quantitative and qualitative data inside a single study. A Likert scale analysis of distributed questionnaires was used to collect quantitative data, with an emphasis on measurable, numerical data to make inferences about the main issue of the study. On the other hand, qualitative data, which is by nature non-numerical, included a thorough examination of the state of the organization at the moment, which aided in the identification of issues.

The qualitative aspect of this study examines historical sources that trace the development of Islamic education over time. It also evaluates how well conventional Islamic schools are managed, the quality of their facilities and methods of learning, and the degree to which Islamic values are reflected in their spatial architecture. Likert scales are used in structured interviews to gather expert and stakeholder viewpoints, which strengthens this approach as the quantitative aspect. A thorough analysis of Islamic education and boarding school spatial design is made possible by the thoughtful combination of qualitative and quantitative methods, which also strengthens the study's robustness by providing structured data and historical context. This means that the research's approach falls under the category of mixed methods, which are further discussed in Chapter 5 and include Likert scale analysis as well as qualitative descriptive analysis of the data gathering process's findings.

Chapter four: Finding & Discussion. This chapter explains & concludes the findings of basic facilities needed to carry out the functions of the education unit following Ministerial Regulation No. 24 of 2017, looking for new results related to supporting facilities as boarding schools, then analyzing the findings by classifying the conclusions based on a site survey (RQ2). Chapter 2 of this research project is devoted to a historical investigation with the purpose of addressing research question 1. This chapter consists of two main elements: the investigation of learning models and the examination of spatial organization patterns in Islamic boarding schools in Indonesia. In order to verify the results of the literature review, a thorough two-step approach was carried out. At first, we conducted semi-structured interviews with historical experts, who offered excellent insights and guidance. Subsequently, the initial discoveries from the literature review were integrated into the research framework. The employment of the "Delphi method" technique is particularly significant as it led the subsequent interviews in the second stage. In this context, the attention turned to data verification, guaranteeing that the conclusions remained impartial and closely corresponded with the research objectives.

During the pilot study phase, three prominent historical researchers actively participated in the interview process, playing crucial roles. In the initial phase of the interviews (semi-structured), the main focus of the conversations was on the extent of prior research and the presentation of preliminary conclusions derived from the evaluated articles. However, the second stage of interviews (structured) was marked by a heightened emphasis on the validation of data findings. The deliberate choice of this strategy was made to avoid any bias and ensure a consistent adherence to the research focus. The succeeding phases in this chapter will entail arranging and displaying the data variables that have been obtained from this thorough historical study. These processes will finally serve as a checklist for gathering observations and analyzing them in five specific case studies.

Chapter five: Result & Recommendation. This chapter is divided into two parts; the first involves experts to get considerations regarding the consideration of Islamic aspects & contextual aspects in the preparation of a design framework for Islamic boarding schools. The data & analysis is supported by the results of a questionnaire form with the opinions of scholars, researchers, academics, stakeholders, professionals, and associations to get contextual considerations & Islamic aspects; the results obtained are answered (RQ3). The second part describes the discussion and suggestions for validating the spatial design framework of Islamic boarding schools through structured interviews through expert opinions representing to answer (RQ4) by discussing the findings of RQ 2, &3.

Chapter six features a summary of the study, directions for further research and presents the study's conclusion.

1.7 Scope and Limitation

The purpose of this study is to investigate Islamic boarding schools in West Java, Indonesia, with the objective of enhancing the spatial design of these institutions by taking into account the various contextual factors therein. The following four primary elements serve as the basis for this investigation: learning models, internal dynamics, Islamic ideals, and practitioner insights. When it comes to meeting the requirements of contemporary Islamic boarding schools, these characteristics are of the utmost importance. They ensure that the physical environment has a beneficial impact on the learning process and the accomplishments of the students. The purpose of this research is to align with the changing environment of modern Islamic education by presenting a contextual spatial design framework. This framework will reflect the essence of Islamic civilization and will integrate traditional principles with the demands of contemporary education.

It is possible that the findings of this research could be limited in their relevance to other locations that have distinct cultural and environmental contexts. The limits of this research are mostly caused by the fact that it focuses on West Java

as its geographical location. In addition, although the purpose of the study is to thoroughly address the diverse nature of spatial design in Islamic boarding schools, the complexity and diversity of Islamic educational practices across different contexts may represent a challenge to the universality of the design framework that has been proposed. In addition, the dependence on the insights of experts and the interpretation of Islamic principles both contribute subjective factors that have the potential to impact the findings of the inquiry. The research strives to provide a substantial foundation for the future growth of Pondok Pesantren, with the goal of facilitating a balance between religious teachings and modern pedagogical practices. This is despite the constraints that have been mentioned.



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