NILAI-NILAI PENDIDIKAN DALAM TEKS TERJEMAHAN BAHASA INGGRIS AL-QUR'AN SURAH LUQMAN: SEBUAH ANALISIS KONTEN KUALITATIF

Educational Values Presented in the English Translation of the Holy Quran Surah Luqman: A Qualitative Content Analysis

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Abstract: This research utilizes qualitative-explorative design. As the qualitative study, it tries to presenting the analysis of content in the English translation of the Quran, specifically the educational values in Surah Luqman. The instrument of the research is document of the English translation of Surah Luqman by Abdullah Yusuf Ali, and the theory of education that is to "produce a good man" that had been stipulated in the First World Conference on Muslim Education organized in Jedda-Mecca (1393,A.H – 1977,A.D). Meanwhile triangulation employed as the data collecting technique including observation, documentation, and consulting to the expert. The researcher sum up that at least there are three categories of education in the English translation of Surah Luqman; spiritual education, character education, and social education. The way of how those categorizations are analyzed is presented. Further research discusses English translation of the Quran related to broader linguistic areas is recommended in order to develop the more comprehensive insight for researchers particularly those in education, english education, and linguistics.

Abstrak:
Penelitian ini menggunakan desain kualitatif-eksploratif. Sebagai studi kualitatif, ia mencoba menyajikan analisis konten dalam terjemahan bahasa Inggris Alquran, khususnya nilai-nilai pendidikan dalam Surah Luqman. Instrumen penelitian ini adalah dokumen terjemahan bahasa Inggris dari Surah Luqman oleh Abdullah Yusuf Ali, dan teori pendidikan yaitu "menghasilkan pria yang baik" yang telah ditetapkan dalam Konferensi Dunia Pertama tentang Pendidikan Muslim yang diselenggarakan di Jedda-Mekah (1393, AH - 1977, AD). Sementara itu triangulasi digunakan sebagai teknik pengumpulan data termasuk observasi, dokumentasi, dan konsultasi kepada ahli. Peneliti menyimpulkan bahwa setidaknya ada tiga kategori pendidikan dalam terjemahan bahasa Inggris dari Surah Luqman; pendidikan spiritual, pendidikan karakter, dan pendidikan sosial. Cara bagaimana kategorisasi dianalisis disajikan. Penelitian lebih lanjut yang membahas terjemahan bahasa Inggris dari Al-Quran yang berhubungan dengan bidang-bidang bahasa yang lebih luas direkomendasikan untuk mengembangkan wawasan yang lebih komprehensif bagi para peneliti, khususnya dalam bidang pendidikan, pendidikan bahasa Inggris, dan linguistik.

INTRODUCTION

The globalized world leads people to liberate their way of life, and their way of thinking. Influences of social discourses related to media, technology, gender, education, politics, economics, etc, play important roles in shaping people's character and behavior. Development of these issues is not entirely and positively affect people. In this case, education as the process of deliberately affecting human in an organized system (Arikunto, 2012) is significantly responsible for constructing human behavior through teaching practice involving moral values and messages.

However, the dynamic aspects of human's life frequently cause the main purpose of education itself is neglected. Various cases of moral deviance occurred until today alarmed that the real education values and aims are yet entirely internalized in the education process. In other words, being clever in nowadays does not mean being good. The word "clever" is related to intelligence or cognitive condition, meanwhile "good" related to psychological and emotional state. In general, intelligence is formally trained through the learning and teaching process (Suryosubroto, 2010) with a set of provided materials. Conversely, wisdom leads people to be emotionally kind and wise is frequently acquired through the experiences in non-formal setting.

Regarding the effort to strengthening educational values, the Indonesian Ministry of Education and Cultural Affairs had set Indonesian education curriculum with "the character education based" approximately in 2012 (Sukardi, 2016). After it is implemented in Indonesian schools for years, it is then continuously reformed to be K-13 curriculum until today. Furthermore, In Islam, the concept of education is explicitly and implicitly illustrated in the Quranic verses. Among these thematic quranic verses, surah Luqman is the 31st surah in the Quran which is popular with its verses about education that become a significant approach in establishing education principles widely used by Islamic education institution. Therefore, the surah Luqman is captivating to the researcher to discuss and analyze.

As discussions about the English translation of the Quran that are definitely complex and can be related to various fields of study, the researcher limits the scope of this research into "Educational values presented in the English Translation of the Quran: A qualitative content-analysis". In this research, the researcher is motivated to strengthening the basic principal of education and internalizing moral values (Snauwaert, 2012) that might be seen as a conservative issue by certain people in a modern life, yet it is definitely fundamental in the education process. Besides, the English translation is selected as the subject of the research in order to motivate EFL (English as Foreign Language) learners and scholars to conduct further studies in the area of English translation as a part of English and applied linguistic studies. As far as the researcher concerned, many EFL learners she taught tend to consider that they merely discuss about the general topics related to context of teaching English in the formal context (classroom setting). This is certainly not a mistake. However based on the researcher's point of view, knowledge developments that are always interconnected should lead scholars to study, discuss, and conduct research in interdisciplinary fields or areas of study. For example, EFL or English linguistic scholars may discuss about the linguistic aspects in religious texts as long as he conducting his study with the right scientific process as well as support his study with adequate references in the related topics.

Accordingly, this research tried to explore the educational values in the English translation of the Quran in surah Luqman. Hopefully the research can give insightful views for English or education researchers especially those who concern in the area of English translation, English language pedagogy, and education. Further English studies in the content of the English translation of the Quran with its emphasis in linguistic or other specific aspects are recommended by the researcher to enrich the scientific knowledge in more interdisciplinary English studies.

METHOD

Place and Time of the Research

The research conducted in Bogor, West Java, Indonesia from July to October 2019.

Research Design and Instrument

The method utilized in the research is qualitative content analysis. Regarding the content analysis, the research designs are classified into 5 categories; explorative design, descriptive design, relational design, causal design, and mixed design (Mayring, 2014). Since the research formulated new categories out of the materials (Mayring, 2014), the researcher indicate that this research is arranged in qualitative explorative design. The main instrument of the research is documents of English translation of the Quran *surah* Luqman and the theory of education stipulated in the First World Conference on Muslim education held in Jedda-Mecca (1393A.H – 1977A.D).

Data Collecting and Analysis Technique

The data collecting and analysis technique in this research is triangulation. Triangulation means combining a set of data taken from various data collecting technique and various data sources which was existed (Creswell, 2009). Triangulation employed as the data collecting and analysis technique in this research including observation, documentation, and consulting to the expert**.**

Research Procedures

The procedure carried out by the researcher is following the procedures of conducting the qualitative content analysis which involves three basic stages, namely; summary, explication, and structuring (Mayring, 2014).

RESULT AND DISCUSSION

Before presenting the research findings in more details, the researcher emphasize what has been described in previous chapter that the translation document utilized by the researcher is an English Translation of the Quran by Abdullah Yusuf Ali taken from "the Holy Quran (Koran), English Translation of the Meanings" (Ali, 1987).The document is analyzed using the theory of education concept in Islam which inculcates awareness of a personal, in such a means that illustrates their attitude towards life, actions, determinations, and approaches to all kinds of understanding managed by the spiritual and profoundly felt Islamic ethical values (Sajjad in Firdaus and Jani, 2013).

Specifically, the perspective from the insight above, according to the researcher, is closely related to Sarwar's point of view (1996) as cited by Firdaus and Jani (2013), "the aim of education as stipulated in the First World Conference on Muslim education held in Jedda-Mecca (1393A.H – 1977A.D) is to produce a good man. It aims at the balanced growth of the total personality of man through the training of man's spirit, intellect, the rational self, feelings, and bodily senses". This mentioned view about the foundation theory of the aim of education used by the researcher as the instrument for analyzing the content of the English translation of *surah* Luqman.

The result of the research and based on the research questions below is based on the analysis process of the mentioned research instruments which is conveyed through the phases in qualitative content analysis; summary, explication, and structuring.

Which verses in the English translation of the holy Quran *surah* Luqman indicate educational values?

In answering this first research question, the researcher tries to describe the basic principles of education philosophy. A Russian education scholar, Pischulin (2002) said that education philosophy is a philosophy of spirituality. In the same frame of definition related to educational philosophy that practically aims at raising human's spirituality, Gusinsky (2000) as cited by Bim-bad and Egorova (2016) stated,"how human mental and moral development happens in cultural environment and how the system of education can (and must) further this process". Furthermore, philosophy of education in its recent point of view is not merely understanding of conception or foundations as implementations of the educational process, but also in practical context, directs manifestations of theoretical educational groundwork into the way of life (Bim-bad, Egorova, 2016). Another important objective of education is to move a learner into the state of maturity in which he can be autonomous and independent in a broad context of his individual and social life (Suryosubroto, 2010). From those various theories, it can be defined that education philosophy actually teaches human not only about the materials or the concept of education that they perceived during learning process, yet it should lead people to how they could implement it in the practical context of their life. This, manifestation, in addition, is governed by their spiritual condition that drives them to be better person.

From the above theoretical backgrounds as the first step (summary) in the mentioned research procedures, the researcher then conducted explication phase as the second step of qualitative content analysis. Explication means an analysis process by providing material on individual doubtful text elements such as terms, sentences, with a perspective to escalating understanding, clarifying, interpreting the particular part of discourse (Mayring, 2014). In this stage, the researcher employed the theory about the aim of education which is agreed as the process to produce 'a good man' in the First World Conference on Muslim education held in Jedda-Mecca (1393A.H – 1977A.D) which understood as more than being 'good' or 'wise' in spiritual aspect. The terms 'good man' "aims at the balanced growth of the total personality of man through the training of man's spirit, intellect, the rational self, feelings, and bodily senses" (Firdaus, Jani, 2013). It means that education should be crystalized in the total aspects human indicated by the growth or development in spiritual, social, emotional, psychological as well as intellectual. The terms "intellectual" is not mentioned in the previous theories of education philosophy. Therefore, with this theoretical foundation, the researcher analyzed the verses in the English translation of the Quran in Surah Luqman which implicitly or explicitly convey the comprehensive educational messages and principles according to Firdaus, and Jani (2013).

In addition to the criteria of the aims of education reflected by Firdaus, and Jani, the researcher comes to the last procedure of the research, called "structuring" process. This phase aims "to filter out particular aspects of the material, to give a cross-section through the material according to pre-determined ordering criteria, or to assess the material according to certain criteria" (Mayring, 2014).

In the structuring process, the researcher encountered that educational values in the English translation of the Quran surah Luqman at least presented in 25 verses of the *surah* content. They are verses number 2 – 9, 12 – 20, 22, 25, 26, 28, 30, 31, 33, and 34.
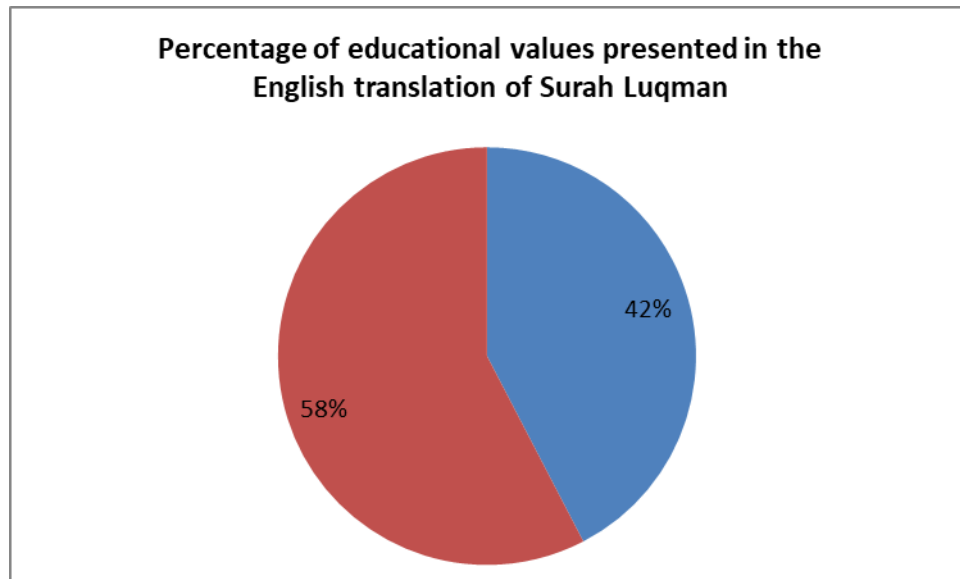It can be illustrated the following chart;

Figure 1

The chart conveyed that the number of verses which presented educational values in the English translation of *surah* Luqman is 25 verses from the total number of 34 verses. It can be defined that verses with the presentation of educational values is almost half (42%) of the total number of verses in surah Luqman.

Due to the limitation of space for the research finding's explanation in this article, the researcher could not describe the whole process of data analysis such as pointing out the reason for each certain verse is interpreted as the verse with the presentation of educational values in it. However she tries to give an example of comprehending and interpreting the English translation of the verses. For instance is the educational values in verse number 17, *"O my son, establish regular prayer, enjoin what is just, and forbid what is wrong: and bear with patient constancy whatever betide thee; for this is firmness (of purpose) in (the conduct of) affairs".* With the conception of the aim of education as 'the tool' or a set of process to produce a good man that is crystalized in the total aspects of human indicated by the growth or development in spiritual, social, emotional, psychological, and intellectual (Firdaus, Jani, 2013) as the indication of educational values which is used to analyze the content of the verses. In the verse 17, it is clear that God retells people about the message of Luqman to his son in order to conduct regular prayer since it can improve and heal human's spiritual state. Furthermore, it also conveys the message of Luqman to his son in order to keep patience in whatever kind of conditions he may face. For that reason, the researcher interprets that educational values found in the verse 17 in the English translation of surah Luqman as the message involved can produce "a good man" particularly (in that case of the verse 17) in spiritual and emotional state in human.

What are the kinds of educational values presented in the English translation of the Holy Quran *surah* Luqman, and how to analyze it?

Employing the research procedures which are the same as in the analysis and discussions of the previous research question, in the phase of 'structuring' process, the researcher categorized the educational values in the English translation of the Quran surah Luqman into three categories, namely spiritual education, character education, and social education. She illustrates that

categorization with the implied messages encountered in surah Luqman to each of category through the table below (Wahyuni, 2016);

Table 1

Educational values in *surah* Luqman (categorization)	Messages Implied
Spiritual education	1. The essential of tauhid, the singularity of God (Allah) 2. To recognize and to affirm that there is the only one God, Allah 3. The obligation of parents to teach their children the tauhid 4. To establish regular prayer as the realization human is Allah's creature
Character education	1. Be gratitude person; to be grateful to Allah and human 2. Be a wise person as Lukman did 3. Not to judge anything before doing research or having knowledge about it 4. Not to be an arrogant and insolent person
Social education	1. Keep a good relationship in living with the other person 2. Being good communicator 3. Respect the other person and not to be an arrogant boaster in the society 4. Be moderate in everything

The table shown above conveyed the "implied messages" in the verses related to educational values in the English translation of the Quran surah Luqman which the researcher utilized as the indications to group them into each of three categories of education. For more detailed information on the research findings, the researcher also structuring and recapitulating the collected verses to be classified into each of category. Results of the recapitulation shown on the table below;

Table 2

CATEGORIZATION	NUMBER OF VERSES	TOTAL NUMBER OF VERSES
Spiritual education	2, 3, 4, 5, 9, 12, 13, 15, 16, 17, 22, 25, 26,30, 33, 34	16
Character education	6, 7, 8, 12, 13, 14, 17, 18, 19, 20, 25, 31, 33	13
Social education	6, 8, 14, 17, 18, 33	6

Through the indications taken from the implied messages for each category as what was shown in table 1, then currently it has been comprehensible and concise in the above table (table 2) that verses presenting spiritual education are 16 verses. Meanwhile 13 verses classified into type of character education, and social education category involving 6 verses in the English translation of the Quran *surah* Luqman. Occasionally one verse can be classified into more than one category due to the complexity of the messages implied in the body of the verse. For example the 18th verse, *"And swell not thy cheek (for pride) at men, nor walk in insolence through the earth; for Allah love not any arrogant boaster" (Translation version of Ali, 1987). In the table presented, this verse is grouped into character education as well as social education. It occurs since the implied message drawn in the verse 18 educates people about how to behave toward other human beings such as forbidding them to swell their cheek that demonstrates arrogance and pride. It also tells people in order not to be an arrogant as Allah does not like arrogant people. Regarding the the connectivity of the messages in the verse 18 to the way of living with others, the researcher categorized it into social education. In addition, the forbiddance of being arrogant is the indication that this verse also classified into character education.*

The chart below tried to shed the light on the above explanation regarding the kinds of categorization and the total number of verses in each of the category;
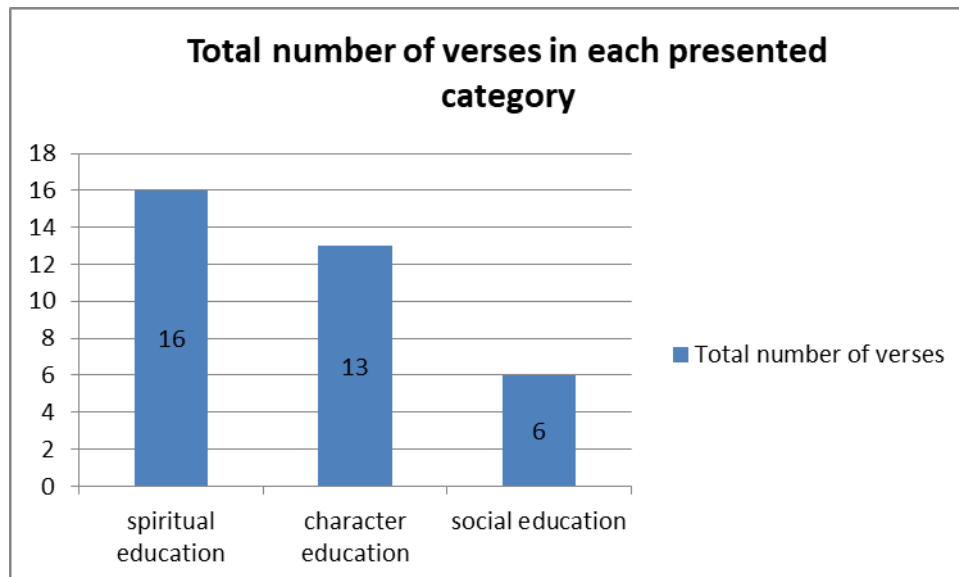

Figure 2

The next chart revealed the percentage of verses number in each category of education presented in the English translation of the Quran surah Luqman;
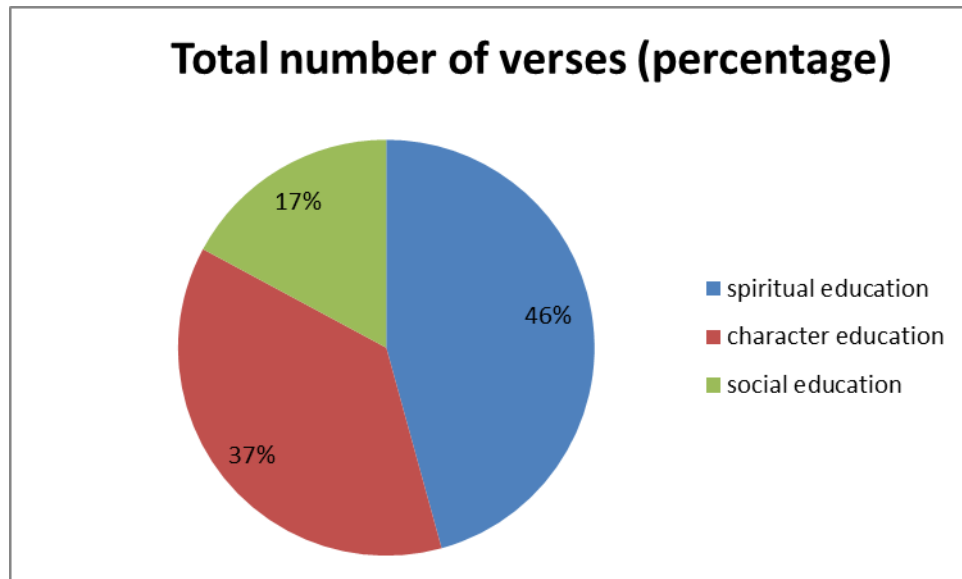
Figure 3

It can be revealed that 46% of educational values in the English translation of surah Luqman in the Quran is classified into spiritual education, and it is the highest number among other categories. Besides, character education reaches 37% of the total categories. Eventually, 17% of educational values is categorized into social education which is the least number of verses grouped into social education.

In addition to triangulate the research data, once the research findings are structured, calculated, and presented, the researcher consulted it to the expert of the Quran exegesis who is teaching in one of Islamic higher education institutions in Indonesia. The expert agreed with the research result. In other words, confirmation from the expert regarding the research result is generally aligned with the researcher point of view. However he advised that the research can be developed into a broader view of interdisciplinary approaches.

CONCLUSION

To sum up, surah Luqman that is comprehended through the English translation version of Abdullah Yusuf Ali reveals the fairly robust values of education which covered almost half (42%) of the total number of verses in surah Luqman. The categories of educational values presented in this research are spiritual education, character education, and social education. The categorization was conducted through analyzing the indications for each category in the implied message the educational verses in the English translation of surah Luqman as what has been illustrated in table 1. The result of data recapitulation

To sum up, surah Luqman that is comprehended through the English translation version of Abdullah Yusuf Ali reveals the fairly robust values of education which covered almost half (42%) of the total number of verses in surah Luqman. The categories of educational values presented in this research are spiritual education, character education, and social education. The categorization was conducted through analyzing the indications for each category in the implied message the educational verses in the English translation of surah Luqman as what has been illustrated in table 1. The result of data recapitulation for each category has shown that verses related to spiritual education dominated the number of verses in other categories with 46% verses number of the total

percentage in all categories. In addition, the remained 37% and 17% number of verses are for character education, and social education.

Further researches which discuss English translation of the Quran related to a broader linguistic areas is recommended in order to develop the more comprehensive insight for researchers particularly those in education, english education, and linguistics.

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