

Introduction:

Most of the world countries, including Indonesia, suffered from numerous challenges, some of them connected with the contemporary life and the others connected with the century of twenty one. For facing these challenges we must be concerned about the individual and reinforced him with characteristics and specific skills which help him to meet these challenges and positive coexistence with them. There is no way to configure the man without a good education and excellent knowledge, in light of scientific progress and technological development which witnessed by our contemporary world; the composition of individuals who can interact with this world, and to participate in the development of their communities and meet the challenges which they face. And Education contributes to a critical role in achieving this purpose; they care about the individual as the focus of the educational process, which is the basis of overall development. In order to prepare young people for life and work, in a rapidly evolving world, it requires a proper balance between academic education and skills development process, the reorientation of education and training systems to a wide range of life skills which should include the competencies of public infrastructure. This is evident in the concept of education for life, which calls for the preparation of individuals for their roles in various lives and living forms, and the development of positive attitudes towards work, and develop the awareness of the various types of professions, and their role in building the individual and society. And then link the educational curricula for career and life reality, and narrow the gap between education theory and practice, and the training of future generations to lead themselves, and use all its forces fully utilized.

Indonesia had suffered from the long bitter colonial periods, and suffered through it for robberies and attempts to undermine the Islamic ideology, however, scientists and advocates, in turn, to urge people to resist colonization and expel the invaders, and active movements, the establishment of institutions and educational institutions of the Islamic, to confront colonialism and its effects on various aspects of life.. Despite efforts by governments of Indonesia ongoing efforts and continuing attempts to develop education, the complaint is still the top research reports, educational, and conferences held for the reform of education; Hence, the Indonesian society to expand in the establishment of educational institutions of civil; especially along the lines of educational institutions leading that emerged during the colonization for the protection of the doctrine of the community, and prepare individuals for life to the development of their abilities in all respects, and ease the burden on the state, and provide education help to solve the problems of society (economic, cultural, social and religious..), and development. Many of these educational civil institutions (ancient and modern) had succeeded in providing outstanding services to the Indonesian community, and to prepare students for life. Among them was: Dar El Salaam Contour Islamic Institute, which was established in 1926, an educational institution of eligibility, adopted at the inception, development and expansion of the Islamic Waqf, which funded those programs. The combination of theoretical education and practical; in the context of education for life, according to the education curriculum of modern Islam... It consists of fifteen branches (boys and girls) in parts of Indonesia, and having its President, East Java province, Indonesia.

And for activating the findings and recommendations of previous studies - on the subject of research - which called for a study leading experiences in the field of education for life, and standing researcher on the experience of Foundation Dar El Salaam Contour Islamic Institute of Indonesia, which is the States carrying out educational Islamic stems from the origins of Islamic education, and philosophies of modern education in the field of education for life. Based on this researcher finds it worthy of study, where you can take advantage of the study in the transfer of some of her ideas and experiences, efforts and programs, the development of some educational institutions in our society, the Egyptian and Arab and Muslim world, in particular it focuses mainly on the activation of the path of Islam in human development and overall development, and activation and the revival of the role of the Islamic Waqf in education funding, and activate the Islamic approach in building the agricultural community, industrial and commercial, through the Education for life.. In spite of the efforts of this leading institution in this regard, also resulted in the results of the field visit of the researcher. However, no study addressed the study of a stand-alone institution of Dar El Salaam Contour Islamic Institute and its role in education for life, so, the sense of the problem of the study emerged.

(1)- the problem of the study and questions:

Crystallize in the problem of the study the following question:

How to develop the institution of Dar es Salaam Contour Islamic Indonesia, in light of the concept of education for life?

And the ramifications of this question a set of sub-questions, as follows:

- 1 - What is the concept of education for life in contemporary educational thought, and the most important experiences and applications in modern education for life?
- 2 - What is the most important forces and factors affecting the educational system in Indonesia in general, and Dar es Salaam, a private institution, and its implications on the application of the concept of education for life?
- 3 - What is the current reality to experience the Foundation of Islamic Contour Darussalam, Indonesia, in light of the concept of education for life?
- 4 - What is the most important problems that adversely affect the achievement of Education for Life Foundation in Dar es Salaam Contour?
- 5 - What is the perception of the proposed experience to develop the institution Contour Darussalam, Indonesia, the Islamic concept of education in the light of life?.

(2)- the importance of the study:

** Therefore, the importance of this study stems from the following premises:

- That this study tries to highlight the philosophy of education for life, to personal development produced in the community very change and evolution, by focusing on skills that should be provided to students, and especially practical skills usable and grinding; the student becomes a citizen of a product and estimated the value of the work, and a participant in the fields of development, and kept up with technological development.
- It will provide a new vision of the concept of education for life, for educators responsible for education, through the provision of successful experience in a country with similar conditions of our circumstances, to take advantage of aspects of excellence in education

development.

- This research deals with a model for the educational experience a unique experience Foundation Darussalam Contour Islamic - as part of an important sector in the education system in Indonesia, a private education, which plays a big role in development - based on the philosophy of education on the Quran and Sunnah and Islamic education curricula, and has achieved self-sufficiency in funding, relying on the Islamic Waqf, and development, and the development of new formulas for the stop, such as stopping the man himself on his life-long education, and other things, that have contributed in providing a good education, and ease the burden on the state. Also contributed to financial independence with the independence of its decision, and the speed-driven development and renewal, as well as devoting her time to achieve their goals in education.

- That this study will clarify the role of the institution in the dissemination of the Arabic language, a foreigner in the country, through the use of the Arabic language in the scientific and practical life, and turn it into an ideological purpose in the context of an integrated educational philosophy. As it pays homage to in the personal sense of belonging to the Muslim religion, and self-reliance, generosity and giving in, without waiting for the return of material, and that what is missing in the rest of the curriculum in Islamic universities.

- They will focus on the role of the institution in activating the approach of Islam in human development, integration and balance between science and religious cosmology, and the balance between intellectual work and manual labor and integration within the framework of the curriculum by combining educational activities and extracurricular activities outside the classroom, and the adoption of a system of boarding in the study, for a full-time full of learning, and concern the collection of science, and several activities of daily intensive trained on the proper growth physically, mentally, socially and emotionally; to become good citizens, and responsible for themselves and their service Ootnahm.

- That this study will highlight the role of the institution in the service of Indonesian society, and its role in promoting the status of Indonesian society at the international level.

- That this study will develop a proposal for the development of perception Foundation Darussalam Islamic Contour, Indonesia, to help Almkitin and decision-makers to develop the organization through what has resulted from the study results.

(3)- The objectives of the study:

This study aims to:

- * identify the concept of education for life in contemporary educational thought and the nature and objectives, and its causes, and the requirements to achieve and models of global applications

- o highlight the most important forces and factors affecting the educational system in Indonesia in general, and Dar es Salaam, a private institution, and its implications for the application of the concept of education for life.

- * recognize the reality of the experience of Foundation Darussalam Contour Islamic Indonesia, the most important problems that hampered the performance of its role in realizing the concept of education for life

* conceived proposal to develop the institution of Dar es Salaam Contour Islamic education in Indonesia based on the concept of education for life.

(4)- study methodology and tools:

The descriptive approach is the appropriate methodology for this study, especially that dealing with the problem studied and the reality, needs to be precise scientific description, which helps to solve the problem. The descriptive approach: The aim of description and interpretation of a contemporary phenomenon and is expressed in specific expression of qualitative or quantitative expression. The aim of this approach to describe the phenomena or reality as it is only; but access to the findings contribute to understanding the reality and development, through the collection of facts and data, analysis and interpretation to derive meaning, and identified the picture as it is, quantitatively and qualitatively, in order to reach conclusive results can be generalized.

Odawat study:

- Personal interviews:

With the leaders of the institution and its teachers and its employees, to get to know their reality and their problems, and needs.

- The questionnaire:

1 - for students studying the Foundation: to get to know the reality of the educational institution of Dar es Salaam Contour in its various aspects, and how to achieve the concept of education for life, and the acquisition of life skills that help them cope with the age advanced, the most important problems, and means to overcome these problems.

2 - for graduates of the institution: to get to know the reality of the educational institution in its various aspects, and how to achieve the concept of education for life, and its role in the preparation of graduates for life and work, and the most important problems, and means to overcome these problems.

3 - for teachers and those responsible for the management of this institution: in order to recognize the reality of the organization through programs and services offered by this institution to prepare students for life, and the extent to which these programs the requirements of the Indonesian society, and the constraints that prevent the institution its intended role in this area, the most important solutions to overcome the these constraints.

(5)- The Limits of the study:

The study conducted under the following limitations:

1 - in terms of subject:

This study addresses the evaluation of the experience Contour Foundation Darussalam, Indonesia, the Islamic concept of education in the light of life.

2 - geographical area:

Republic of Indonesia has taken the study area have geographically, as the institution of Dar es Salaam Islamic Contour spread in many parts of Indonesia.

3 - the human domain:

Applied research tools to study a random sample of students, graduates and teachers / Directors of the Foundation of Dar es Salaam Contour, residing in Indonesia, and some students and Chriaghia resident in Cairo.

4 - Time domain:

Applied in this study in 2010

(6)- The terms of the study:

- **Darussalam Contour Foundation in Indonesia**: (Contour Foundation Darussalam, Indonesia, Islamic):

It is an educational foundation. It interested in the modern Islamic education and preparing the graduations for the life according to organized programs and the balance between the theoretical aspects and practical life skills. It depends financially on the funding of the Islamic Waqf, investment and development its economic projects. It does not belong to any political party or any group political or non-political and recorded in the official record number 24 in March 18, 1956 Madyoon City and the government court office No. 3, Foonoroko City. It was announced in the Official State Bulletin No. 1960/85.

Education for life:

This term is used by various names, including, for example: Education for working life, Vocational education, Education for work, Life Skills, Education for life and the study will be going on the latest name. This; the definitions had varied about this conception, according to what is detailed in Chapter V, which devoted to education for life in the contemporary thought. is that the researcher concluded the operational definition following the Education for life: namely, that education for life is that part of the educational process overall, which focuses landing and the Organization of the successful adaptation of the learner with the world around them in environments of different sophistication, and by linking all types of education the current reality, real, and the use of all educational activities in the preparation of an individual's life; in order to build personality of the learner, and skills, building a comprehensive, integrated and continuous, to be a good citizen, able to work, and interacting with everyday life, and challenges successfully in a rapidly changing world.

(7)- The proceedings of the study:

The study was conducted in accordance with the following scenario:

- 1 - Identify and highlight the problem of the study and its questions, then review their importance, and aim of the curriculum and to identify the user, tools and sample, and to clarify the terminology and concepts...
- 2 - Take a critical analysis of the concept of education for life in terms of its origins, its evolution, its scope of its objectives, the rationale for its introduction, and skills necessary to achieve it, and monitoring of the most important experiments and applications in the field of modern global education for life.
- 3 - monitoring and analysis of the most important factors and forces affecting the educational system in Indonesia.
- 4 - deal with the reality of the experience of Foundation Dar es Salaam, Contour, and to identify problems and obstacles that prevent the achievement of education for life, through a questionnaire addressed to students, graduates and teachers of the institution.
- 5 - View of the main results of the field study and its results, in the light of the field study and scientific literature.

6 - put to imagine a future proposal to develop the institution Contour Darussalam, Indonesia, in light of the Islamic concept of education for life

(8)- Results of the study:

At the end of this study, we point to the most important results:

1. Indonesia, as the other Islamic countries, suffered from the occupation, exploitation and missionary. The scientists had blessed efforts to resist the occupier usurper. In the modern era, the Muslim community participated by the emergence civil society foundations in extricate the nation from backwardness and weakness to the pride, dignity and freedom. Dar Es Salaam Contour in Indonesia foundation was in the forefront of these civil foundations. It performed an important role in the teaching and the Islamic education and then was counter-forces in the way of evangelization and Christianization campaigns.
2. The philosophy of the educational system in the foundation based on the Quran, Sunnah and the world educational experiences such as the experiences of education for life which is aimed at developing the individuals and providing them with the numerous life skills according to their interests and needs and also the community needs and requirements for facing the life present and future challenges.
3. The foundation used the Arabic language in the scientific and practical life and turned it into an ideological purpose in the context of an integrated educational philosophy. Since the establishment of the Foundation and Arabic is the daily language for communication. They work to published it because of it refresh within the Muslim the sense of belonging to a religion, self-reliance and giving generously without waiting the return of material. That is; what is missing in the rest of the curriculum in the Islamic universities.
4. The Integration and balance between the religious science and cosmology: The integrated methodology of Darussalam Contour foundation is based on the combination between the religious science and cosmic science in the framework of an educational system based on strict management and by those whom perform their duty sincerity for the sake of Allah for building the Muslim character nodal, mentally, physically and professionally as well as the balance between the theoretical science and the applied science.
5. The Integration within the framework of the curriculum by combining educational activities and extracurricular activities outside the classroom; where as the educational system in Dar Es Salaam Contour Islamic foundation in Indonesia contributed in graduated generations are capable to construction and development and then service Indonesian society. This educational and scientific curriculum in the foundation based on the integration and the inclusiveness. The integration is by combining the educational activities and the extracurricular activities outside the classroom. It help the students to normally grow physically and mentally, socially and emotionally for they become good citizens, responsible for themselves, serve their country and attuned to their natural environments, social and cultural rights at all levels. All the activities of the students in the classroom and outside are one integrated curriculum. The universities are in needing to follow this curriculum because of it is the path to the output for serving all the community.
6. Dar Es Salaam Contour foundation adhered to activate the methodology of Islam in the human development and the overall development. It did to activate the Islamic

methodology in building the agricultural society, industrial and commercial through the Education for life.

7. Self-sufficiency in financing: the foundation contributed to easing the burden of the state treasury. It is by adopting the self-renewable resources through the Islamic Waqf which suspended them and their development by making new formulas for the endowment. It is as devoting, the person him self, throughout his life to education while the financial independence of the foundation respect its decisions, speed-driven development and renewal as well as the dedication for achieving their goals in education and preparation for life.

8. The interior management of the study in the foundation was very important; it resulted in full-time student to learn. It helped every one of them to collect the science and several daily activities intensive for preparing to life. The Foundation provided them with the daily needing inner the all campus branches and provided them with all teaching aids and educational necessary which facilitated the process of guidance, control and supervision. Besides that; the system helps the students union to manage the foundation and apply its rules easily in their spiritual activities, scientific, and sports.... etc. It also made to promote the family atmosphere of love and morality. And it helped in gaining the models of scientists, teachers, and to imitate the noble morals and values of Islam. And it also encourages the students to seek the knowledge full-time, inspire the spirit of cooperation and teamwork and training in management practice and some Business life in the process and early.

9. That scientific communication between teachers and students has enabled the students to contact professors in all the time. Thus, the foundation has in the framework of this integrated vision that provides important roles in various areas of educational, cultural, intellectual, media, social and economic, for the development of Indonesian society, solve problems, as well as its leading role in addressing the campaigns of Westernization and Christianization, and resistance to destructive ideas.

10. The study recommends that the current need for further studies of the educational experiences of the world's leading, upon which the renaissance of their countries, in particular, the Turkish experience, and experience the South Korean, and Chinese experience.. And others.