

Junior High School Education System in Islamic Boarding School Environment Area

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Abstract: *Islamic boarding schools in Indonesia have played an essential role as institutions to spread Islam and make changes in society for the better. It can be viewed from the education system to advance the quality of education in Islamic educational institutions such as Islamic boarding schools. This study aims to analyze the education system in the Galih Agung Private Junior High School Darularafah Raya Islamic Boarding School. This study uses qualitative research with a naturalistic qualitative approach. This study's data collection was done using observation, interview, and documentation techniques. Informants in this study were Ustadz and Ustadzah, who served at the Darularafah Raya Islamic Boarding School and several students and dyah. Data analysis techniques include data reduction, data presentation, and conclusion. The study results indicate that: 1) The education system at Galih Agung Private Junior High School consists of educational objectives, conditions of educators and students, curriculum, and facilities/infrastructure. The supporting factors are as follows: Competent educators, wise caregivers, adequate facilities and infrastructure, a comfortable boarding school environment, and improving the quality of extracurricular activities, while the inhibiting factors are: Lack of awareness of students as a student, not accustomed to discipline and independence, and students feel lazy.*

Keywords: Education System, Junior High School, Islamic Boarding School Environment.

Introduction

Islamic boarding schools in Indonesia have played an essential role as institutions to spread Islam and make changes in society for the better (*tafaqquh fiddin*) (Sauri, Gunara, & Cipta, 2022). So it must be understood that the boarding school is a vehicle for a cadre of scholars (Anwar, 2022b). A vehicle that gives birth to reliable human resources with several accompanying predicates such as sincere, independent, full of struggle and heroic, steadfast, and puts the interests of the

surrounding community first (Nuhrodin & Dhina, 2021). These good titles are also tested by an era developing forward with all its challenges (Ikhwan, 2017).

The existence of pesantren is a form of renewal of Islamic educational institutions (Harun, 2008). Not only Islamic boarding schools but the revival of Islamic education is also carried out with the establishment of Madrasas (Afista & Bakar, 2020). Madrasas in Indonesia are a combination of pesantren and schools (Yusuf & Wekke, 2015);(Asadullah & Chaudhury, 2016). There are elements taken from the pesantren and some from the school. The factors taken from the pesantren are religious sciences and the spirit (spirit) of diversity, while the details taken from the school are general knowledge, systems, methods and school management (Heydar Putra Daulay, 2014).

Advance the quality of education in Islamic educational institutions, such as Islamic boarding schools, can be viewed from the education system (Haidar Putra Daulay, 2004). The education system is a system that functions to regulate matters relating to education, in which the system is made and arranged as well as possible so that good management is established in an educational institution (Hastasari, Setiawan, & Aw, 2022). With the education system, it is expected that an educational institution has good quality in management and education. The education system includes educational objectives, curriculum, educators, students, educational environment, educational tools, and infrastructure (Haidar Putra Daulay, 2009).

According to Muhammad Fadhil al-Jamali, the objectives of Islamic education are:

1. Introducing man to his place among creatures and the responsibilities of the problems in this life.
2. Introducing humans to their social relationships and responsibilities within the framework of a human system.
3. Introducing humans to creatures (nature) and inviting them to understand their creation's wisdom (secret) in creating and enabling humans to use them.
4. Introducing humans to the creator of this universe.

The objectives of Islamic education in the results of the world Islamic education conference are:

“The aim of Muslim education is the creation of the good and righteous man who worships Allah. This is the true sense of the

term. Build up the structure of this earthly life according to the shari'ah (law) and employs it to subserve his faith.” (First Conference on Muslim Education).

The purpose of Muslim education is to form excellent and actual human beings who are devoted to Allah swt in the true sense, build the structure of their life in this world according to the law (*sharia*) and live that life to serve according to their faith (Muhaimin, 2009).

According to Hasan Langgulung, the Islamic education curriculum includes the sciences of language and religion, natural sciences (natural), and some of the sciences that help these sciences, such as history, geography, literature, poetry, nahwu, and balaghah. Philosophy and logic (Farid & Lamb, 2020). The Islamic education curriculum is functional, and the goal is to issue or help Muslim humans know their religion and God, have the character of the Qur'an, and also produce humans who understand life, and can enjoy a noble life in a free and aristocratic society, can give and foster that society, encourage and develop life through specific jobs that they master (Yumnah, 2021).

In the concept of Islamic education, the primary and first educator is Allah swt. It is Allah who educates the apostles from Adam to Muhammad. An educator is also a person who teaches at an educational institution.

One of the tasks of educators that must be carried out in educational institutions or Islamic boarding schools is to provide services to students so that they become students who are in harmony with the goals of the educational institution. Educators in Islamic educational institutions such as pesantren have many nicknames, including *mu'addib*, *mu'allim*, *murabbi*, *ustadz* or *ustadzah*, and so on. As for what is meant by students, here are students studying in formal educational institutions at the primary and secondary education levels.

The educator environment is divided into two: the physical and non-physical environments. The physical environment is local conditions, such as weather and a place to study. The non-physical environment is the social environment, how social conditions include customs, atmosphere and habits of the community, including the household environment of students.

Educational tools are things that can support the establishment of the educational process. Educational tools, including:

1. Rewards and punishments

Prizes are given to students (*santri*) only to students who excel and behave well. Giving tips aims to continue to motivate students always to maintain their achievements or good behaviour and is expected to be a motivation for all their friends to do the same.

Penalties to *santri* are only given to students (*santri*) who make mistakes or violate existing regulations. Punishment does not have to be done using violence such as hitting, supporting, and others, but can be done in an educational way, such as ordering *santri* to do a job. It can be a written work or other works. In addition to providing a deterrent effect, the punishment can benefit these students (*santri*).

2. Orders and prohibitions

Before doing orders and prohibitions to students, educators should first inform or socialize with students about what must and should not be done. When it is found that students do not follow the rules, the educator has the right to instruct the students to obey these rules. Still, if there are students who want to violate existing regulations, the educator must anticipate by prohibiting these students.

3. Good example

Students are expected to be role models for all their students. If educators reflect good morals, then students will set an example. Otherwise, if educators reflect bad morals, so will students follow them.

4. Facilities and infrastructure

In the Big Indonesian Dictionary, facilities are everything that can be used as a tool in achieving a goal or goal, and infrastructure is everything that is the primary support for the implementation of a process. Facilities and infrastructure in Islamic boarding schools are tools that can support the educational process.

Currently, Islamic boarding schools have spread widely in various parts of Indonesia. This is good news for followers of the Islamic religion, so there is no need to be confused anymore to find an excellent educational institution for their children. All types of Islamic boarding schools, both *Salafi* and *Khalaf* Islamic boarding schools, basically have one main goal, to give birth to a generation of Muslim *Insan Kamil*, namely humans who are clean in body and soul and have

a prosperous life in this world and the hereafter (Anwar, 2022a). To achieve this goal, pesantren must be active in implementing the teachings of the Qur'an and the sunnah in it. One modern pesantren that wants to achieve this goal is the Darul Arafah Raya Islamic Boarding School in North Sumatra.

Darularafah Raya Islamic Boarding School is a modern Islamic boarding school located on Jl. Berdikari Kutalimbaru Village, Deli Serdang Regency, approximately 25 km from Medan City, North Sumatra, was founded on August 17, 1985. This Islamic boarding school has a variety of educational institutions in it. Among them are: TK Arafah, SD Arafah, MTs Darul Arafah, MA Darularafah, SMP Galih Agung, SMA Galih Agung, School of Islamic Religion Darul Arafah (STAIDA).

From these various institutions, researchers are interested in studying more deeply the education system of one of the educational institutions in Pesantren Darularafah Raya, namely Galih Agung Private Junior High School. The following is a complete description of the education system at Galih Agung Private Junior High School.

Method

This research uses qualitative research. The approach used in this research is qualitative and naturalistic. This approach intends to make a description (description) of an event systematically and objectively by collecting, evaluating, verifying, and synthesizing evidence to support the facts to obtain a conclusion (Moleong, 2013). The informants in this study were Ustadz and Ustadzah, who served at the Darularafah Raya Islamic Boarding School and several students and dyah who could provide additional information on the required data (Rusiadi, 2014).

The primary data sources in this study are data obtained from events in the research or existing witnesses, such as interviews with the head of the madrasa, ustadz and ustadzah, and all relevant informants. This study's data sources are documents related to the education system in Galih Agung Private Junior High School and outside the specified informants. Data collection in this study was carried out using various techniques, including observation, interviews, and documentation. Data analysis techniques include data reduction, presentation, and conclusion (Ikhwan, 2021).

Result and Discussion

It is not complete with talking about the education system carried out by Islamic boarding schools without conducting a particular study there. This section is the result of the author's observations and observations regarding the education system at Galih Agung Private Junior High School in terms of the education system as a comparison or comparison of the theories that have been revealed in the previous section.

Pesantren Darularafah Raya is an Islamic educational institution located on Jl. Berdikari Hamlet 1A, Lau Bakeri Village, Kec. Kutalimbaru, Deli Serdang Regency, North Sumatra Province. This Islamic boarding school is the oldest in Deli Serdang Regency, founded on August 17, 1985. This Islamic boarding school is a modern Islamic boarding school with two curriculums, namely the national and Islamic boarding schools. The cottage curriculum used is oriented to the Gontor Islamic Boarding School. This year, the Darularafah Raya Islamic Boarding School nurtures more than 3,200 students from various provinces in Indonesia. Of course, there are differences in understanding the religious sciences, especially the science of nahwu and Sharaf. Some students study nahwu and sharaf for the first time at this boarding school.

Education System at Galih Agung Private Junior High School

Galih Agung Private Junior High School is one of the educational institutions under the Darularafah Raya Islamic Boarding School Foundation. Galih Agung Private Junior High School was established on August 17, 1996, and has received an Operational Permit or Implementation from the Education and Teaching Office of Deli Serdang Regency, North Sumatra, with letter number 421.2/4764/PD/2007 On May 2007. (as santriwati at the Darularafah Raya Islamic Boarding School). Based on the observations made by the author, the following is the education system at Galih Agung Private Junior High School:

1. Educational Goals

Galih Agung Private Junior High School's operation as an educational institution has educational goals, which are stated in the vision of Galih Agung Private Junior High School: To become a leading academic institution that produces pious and skilled people with science and technology and sports insight.

With the above vision, Galih Agung Private Junior High School wants to achieve its mission: Developing teacher and student resources and improving facilities and infrastructure.

2. Educator

Currently, the number of educators at the Galih Agung Private Junior High School is 30 alums at home and abroad, both at the S1, S2 and S3 levels. All of the teachers on duty have met certain conditions and are then given a decree by the leadership of the pesantren (Maesaroh, Adib, & Wiyani, 2022). Teachers are divided into several types: boarding school teachers, permanent teachers, temporary teachers, service teachers, picket teachers, substitute teachers, supervision teachers and homeroom teachers.

The pattern of teacher recruitment based on the scientific background is the main requirement. In addition, the requirements to become a teacher are (1) prospective teachers must submit a letter of application, (4) future teachers are interviewed and test the ability to read the Qur'an, (3) practice micro-teaching and (4) be able to speak Arabic and English.

In general, the duties and responsibilities of teachers are:

- a. Knowing and understanding National education goals, institutional goals, and public and specific learning objectives
- b. Educate female students by educational goals
- c. Mastering well the material to be taught
- d. f. Hold a daily test at least once every month
- e. Implement teacher discipline, which includes; (a) making sure that the day and time of the lesson run effectively, (b) starting and ending the lesson on time, (c) checking the assignments given to the students, and (d) completing the assignments on time.

3. Learners

Currently, in the academic year 20 21 -20 22, the number of students at the Galih Agung Private Junior High School is 692. The following is a breakdown of the number of students by grade level:

Table 1. Number of students by grade level

No	Class	Amount
1.	Class VII	272 student
2.	Class VIII	200 student

3.	Class IX	220 student
	Total	692 student

The recruitment pattern for prospective female students of Galih Agung Private Junior High School is through oral and written tests. For the oral examination, the material tested is the ability to read the Koran and the practice of daily worship. Meanwhile, the writing test is *imla'* /Arabic, and general knowledge includes mathematics and Indonesian.

The Galih Agung Private Junior High School students are all women, also known as *dyah*. All the Galih Agung private junior high school students are domiciled in the dormitories provided by the Darularafah Raya Islamic Boarding School.

4. Curriculum

The curriculum implemented at Galih Agung Private Junior High School balances the general education curriculum and the Islamic boarding school curriculum. The broad education curriculum refers to the national curriculum based on statutory regulations. Meanwhile, the pesantren curriculum refers to the Gontor Islamic Boarding School curriculum and some modifications to the curriculum of other Islamic boarding schools.

The seventh-grade curriculum is the 2013 curriculum, while the curriculum used for grades VIII and IX is KTSP. In addition to using the national curriculum, Galih Agung Private Junior High School also applies the pesantren curriculum to its students. The pesantren curriculum applied to Galih Agung Private Junior High School students includes Arabic, *Imla'*, Tauhid, Mahfuzat, Nahwu, Sharaf, Tafsir, Muthala'ah, Fiqh, Faraidh, Insyah, Al-Khat.

5. Facilities and infrastructure

In line with the development of the number of students from year to year, Galih Agung Private Junior High School continually strives to maintain and add other supporting facilities or facilities which currently include: Principal's office, Teacher's room, Classroom, Teacher's Toilet, Student Toilet, Laboratory room, TU room, Field, Library, Student Council Room, Audio Visual Room, Hall.

6. Learning methods

Learning methods Galih Agung Private Junior High School adheres to the classical system, which is guided and organized in

grade levels and within a period. The learning process has used a variety of strategies, methods and media. At the beginning of the lesson, the ustad/zah held a question-and-answered session with the female students to ask about the material that had been delivered sometime before. The female students enthusiastically and enthusiastically answered. Often in the learning process, the ustad/zah divides the students into several discussion groups and then presents them.

The Supporting Factors in Implementing the Education System at Galih Agung Private Junior High School are as follows: 1) Competent Educators, 2) Wise Caregivers, 3) Adequate Facilities and Infrastructure, 4) Comfortable Pondok Environment, and 5) Improving Extracurricular Quality.

Meanwhile, the following are the inhibiting factors in the education system at Galih Agung Private Junior High School: 1) Lack of awareness of students as students, 2) Students who are not used to being disciplined and independent, and 3) There is a sense of laziness in students.

Conclusion

The education system at Galih Agung Private Junior High School consists of educational objectives, conditions for educators and students, curriculum, and facilities/infrastructure. Every year there is a dynamic in the education system at Galih Agung Private Junior High School. This is proven by holding an evaluation or assessment of the performance of educators every year.

The supporting factors are as follows: 1) Competent Educators, 2) Wise Caregivers, 3) Adequate Facilities and Infrastructure, 4) Comfortable Pondok Environment, and 5) Improving Extracurricular Quality. While the inhibiting factors: 1) Lack of awareness of students as female students, 2) female students who are not used to being disciplined and independent, and 3) There is a sense of laziness in female students.

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