Implementation of Religion Program at Madrasahh Aliyah Nurul Jadid on Quality of International Graduation

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Abstract. Madrasah Aliyah Nurul Jadid (MANJ) is one of the madrasahs in East Java which has been appointed as an International Standardized Madrasah (MBI) since 2006. The most prominent superior program is the Religious Program (RP) which has graduated dozens of students to successfully continue their studies on the international scene. The writer thinks it is important to conduct research related to the RP. This research focuses on several research questions which are as follows: (1) What is the profile of MANJ's International Standardized Madrasah (MBI)? (2) What are the implications of implementing the Religious Program (RP) on the quality of graduates? (3) What are the direct impacts of implementing the Religious Program (RP) on MANJ institutions? This research is categorized as the field research. After the data were collected, the writer analyzed the data using qualitative descriptive analysis techniques, namely describing and interpreting existing data, to describe the reality in accordance with the actual phenomenon. The results of the study are as follows: (1) It is contrary to the results of previous research in 2008 which stated that the practice of MBI in MANJ still seemed persistent, but the program has really changed now. This is indicated by the more complete supporting facilities, such as language laboratory, information center, computer and technology (ICT), and many more. (2) The existence of the Religious Program (RP) has direct implication for the quality of MANJ graduates. The implication is very significant that leads PK successfully sends its alumni to get undergraduate scholarships in prestigious overseas universities, such as Al-Azhar in Cairo, Egypt, Al Aghaff in Yemen, several universities in Morocco, Lebanon, and China.

Keywords: international standardized Madrasah, religious programs (PK), Quality of Graduates.

INTRODUCTION

Indonesia has now truly entered the era of globalization and industry 4.0, whether it is expected that Indonesia must be part of the dynamics of human civilization. The new periodization of the fourth industrial revolution or industry 4.0 begins to roll and approach all the joints of human life in 2019. This is shown by an era where companies will be dominated by smart machines, have independent storage and production facilities, and can control each other's production independently. For example, the application of Grab, Go-Jek, and Uber on Android. The problem of the quality of human resources becomes a very important need and a necessity because the human resources needed in this era must be able to compete in the free market and international arena [1].

The problem of human resources in Indonesia needs to be addressed immediately by transforming of education is a necessity to fully implement Indonesian human education. Education will provide potential national generations who are ready to have an active role in the public. The four pillars of education can be integrated in those who will provide welfare for their lives in the future. The pillars are learning to know, learning to do, learning to be, and learning to live together [2].

International Standardized School (SBI) is a National Standardized School (SSN) that prepares students based on the Indonesian National Standard of Education (SNP) and International Standard to provide the graduates with an international competitiveness. This makes schools under the auspices of the Ministry of Religion try to design the concept of MBI or International Madrasah, so that Aliyah Madrasah could compete not only at the local level but also international level to maintain religious values and local cultural imagery [3].

The question that arises is how schools or madrasahs implement the S/MBI policy, considering that they are very complex and dynamic institutions to realize their vision [4], [5]. Natural change as a consequence of implementing a policy is not always a concept to be easily accepted by people. In fact, sometimes it is also seen as something worrying and should be avoided.

METHOD

This research used a qualitative approach. The implementation of the MBI policy was observed in its integrity and as it happened naturally at the research site. This study belongs to the design of a type of case study research with a constant comparative method [6].

Data collection was carried out several times at the research locus at MANJ Paiton Probolinggo. Field data were collected by in-depth interview techniques, participant observation (participant observation), and study of documentation. These three techniques are
field notes were made to collect and reflect data [6], [7].
Research respondents were selected using purposive techniques to select the respondents who were trustworthy and expert to the problem deeply. This technique was combined with a snowball technique (snowball sampling) [6]–[9], asking the first respondent to choose others to be the next respondent.

Data were collected and checked their validity by means of: (1) credibility through continuing observation, peer discussion, and member check; (2) transferability with detailed descriptions of research findings; (3) dependability asking some auditors to audit it; and (4) confirmation namely the assessment of the results of research by experts [7], [9].

RESULT

Madrasah Aliyah Nurul Jadid (MANJ) is located in Karanganyar Village, Paiton District, Probolinggo Regency, East Java. This madrasah, under the auspices of the Nurul Jadid Islamic Boarding School (PP) Foundation, occupies an area of ± 2 hectares out of a total of 17 hectares of area owned by PP Nurul Jadid. MANJ is in 33 kilometers eastern of Probolinggo and 133 kilometers of Surabaya.

The general purpose of MBI in MANJ is as follows: a) Improving the quality of national education based on the mandate of the National Goals in the Opening of the 1945 Constitution, Law No.20 of 2003 concerning SISDIKNAS, PP No.19 of 2005 concerning National Education Standardized (SNP); b) Preparing madrasah to achieve both national and international qualities; and c) Creating graduates who are able to have an active role in the global era.

In general, the success of the MBI curriculum is characterized by: 1) The academic administration system is based on Information and Communication Technology (ICT); 2) The content of lessons is equal or higher than the content of lessons in one of the OECD (Organization for Economic Co-operation and Development) members of developed countries that have certain advantages in the field of education; and 3) The implementation of madrasah graduating standards is higher than graduating competency standards [3].

The facilities of the procurement of ICT infrastructure in International Standardized Madrasahs are ideally as follows: 1) Procurement of multimedia computer laboratory facilities; 2) Procurement of LCD Projectors; 3) Printer and scanner purchases; 4) Complete learning CDs; 5) Installation of internet networks; 6) Procurement Control - Monitor Class; 7) Implementation of ICT workshops/training; 8) ICT-based learning (e-learning); and 9) ICT Development [3]. Efforts to obtain these supporting facilities have not yet been fully recognized in MANJ, but they have been made to improve the system, especially in terms of the procurement of science, language and religious laboratories, and ICT-based facilities.

Based on the results of observations and interviews, there are many problems and obstacles in implementing International Standardized Madrasah programs in MANJ. They are as follows: 1) Teacher factor in mastering English. A teacher is the pioneer of education. The existence of teachers is an important aspect for school success, especially teachers who carry out their teaching functions meaningfully; 2) Student factor. The student’s obstacle to learn English is their poor English skills, so they are difficult to understand the materials that the teacher explains; 3) Material factor. In the MBI curriculum which is used as a reference to administer bilingual classes, schools are less able to develop by adding, expanding, and deepening the applicable curriculum in accordance with international developments, while still considering existing Indonesian values and culture, and 4) Financial factor. The irony in the implementation of the MBI program is as follows: (a) Many students are accepted in foreign universities, but they do not enroll it because their parents do not support; and (b) Many students qualify for scholarship tests in foreign universities, but they do not take it because their parents cannot afford the accommodation. Those problems are because the scholarship only covers tuition and living allowance. Based on the results of interview, in 2017, students who passed the selection and received scholarships in foreign universities were 7 students; however, only 2 students departed.

Still in 2017, there were 2 of MANJ graduates who were successfully accepted at Al Azhar University in Cairo, Egypt, 7 students were accepted at Yemen Al Aghaff University, and 5 students were accepted at Global University, Lebanon. Some students were also accepted in universities in China. Until 2018, MANJ alumni data received in foreign universities were 68 people.

Initially, PK was a local program. After MANJ got a recommendation from the Ministry of Religion to be MBI, PK becomes an excellent program. The Ministry of Religion’s recommendation consists of a work bond letter No.DT.I.I /PP.00/181/2007 concerning an international standardized madrasah development program.

The PK programs are as follows: 1) Tutorial; 2) Arabic/English Day; 3) Muhadarah (Arabic/English); 4) Organizational training; 5) Worship practices; 6) Seminar; 7) Festival, and 7) Musabaqah Baimal Hujarat.

From the various series of activities, according to the principal, MANJ is considered very effective to support the student’s competency so that they are able to compete internationally. The research findings are as follows: 1) The application of MBI in MANJ since 2006 has continued to increase, both in terms of the quality of human resources of students and teaching staff to the quality of graduates; 2) The weaknesses found include lack of development funds, inadequate teachers who are eligible to teach in the MBI class, and difficulties to adopt the MBI curriculum guided by Cambridge University; 3) Religious Program (PK) is an excellent
program that successfully improves the quality of graduates so that dozens of MANJ alumni can be accepted in foreign universities, and 4) PK has a significant impact on MANJ under the auspices of PP Nurul Jadid Paiton Probolinggo. PK can promote MANJ's to obtain a high trust reputation both from the Ministry of Religion and the public.

**CONCLUSION**

The existence of the Religious Program (PK) has direct implications for the quality of MANJ graduates. The implication is very significant by the increasing number of graduates accepted in foreign universities. MANJ's MBI through its PK successfully facilitates its alumni to obtain S1 scholarships in various prestigious foreign universities, including Al-Azhar University in Cairo, Egypt, Al Ahgaff in Yemen, and several universities in Morocco, Lebanon and China.

The problems of implementing the MBI program are found as follows: (1) Many students are accepted in foreign universities, but they do not enroll it because their parents do not support; and (2) Many students qualify for scholarship tests in foreign universities, but they do not take it because their parents cannot afford the accommodation. Those problems are because the scholarship only covers tuition and living allowance; and (3) Many students qualify for foreign universities, but they do not take this chance because scholarships are inadequate.

**REFERENCES**