



Implementation of the Mu'adallah Education System at Musthafawiyah Purba Baru Islamic Boarding School, Mandailing Natal Regency

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ABSTRACT

This research is motivated by the development of Islamic boarding schools which initially only studied religious sciences, but the ever-changing times in all aspects of life are the main challenge for Islamic boarding schools in maintaining their existence. This study aims to determine the implementation of the mu'is education system in the Musthafawiyah Purba Baru Islamic boarding school in Mandailing Natal Regency. This type of research is a qualitative approach. The results of this study indicate that: 1) Planning the implementation of the mua'is education system at Musthafawiyah Purba Baru Islamic Boarding School begins with affirming and strengthening the vision, mission, goals and curriculum. There are educational units that compile curriculum structures by following the full standard of the government curriculum, namely the Ministry of Religion curriculum and the Ministry of Education and Culture curriculum. The curriculum structure of the Musthafawiyah Purba Baru Islamic boarding school includes religious and general subjects with a composition of 70% and 30%; 2) The implementation of the implementation of the mua'is education system at Musthafawiyah Purba Baru Islamic Boarding School is basically the material used based on the books related to aqidah, morals and shari'ah and to support the learning process students are equipped with linguistic and general sciences. In learning activities carried out include teaching materials/contents, approaches, learning methods, and assessments; and 3) The implementation of the evaluation of the Musthafawiyah Purba Baru Islamic boarding school uses criteria or assessment standards determined by the pesantren and their respective teachers by means of local Imtihan consisting of imtihan shafahi (oral) and imtihan tahriri (written). Then, related to the provision of diplomas or graduation marks, Pesantren Musthafawiyah Purba Baru states that even though santri have passed the final exam, they cannot get a diploma before serving for 1 year.

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INTRODUCTION

Education is an effort to develop the potential that exists within and produce quality human beings, including knowledge that should be owned

by humans and morals that are formed based on the values of faith and devotion. Education does not only take place in public schools, but also in Islamic boarding schools. Pesantren is an Islamic educational institution where students usually live in huts (dormitories) with study materials in the form of classical and popular books. The goal is that students can emphasize the importance of morals and morals in social life and understand, master, and practice all Islamic religious knowledge as a guide to life (Maruf, 2019).

The development of Islamic boarding schools initially only studied religious sciences, such as the Qur'an, Sufism, Tawhid, Fiqh and language, but along with the times that are always changing in all aspects of life are the main challenges for pesantren in maintaining their existence. This requires pesantren to be able to adapt to changing times as a responsive educational institution, as well as play an important role in improving social welfare. (Nasution, 2019).

Many government programs are in line with the vision and mission of pesantren. After the renewal movements emerged, learning materials in Islamic educational institutions underwent various changes. The reform does not only focus on the deepening of religious knowledge, but also includes the introduction of general sciences. Pesantren education is recognized as equivalent to Madrasah Aliyah (MA) through the Decree of the Director General of Islamic Education of the Ministry of Religion and equivalent to Senior High School (SMA) through the Decree of the Director General of Primary and Secondary Education of the Ministry of National Education.

The government issued Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education as well as Minister of Religious Affairs Regulation (PMA) Number 13 of 2014 concerning Islamic Religious Education and PMA Number 18 of 2014 concerning Mu'is Education units in Islamic boarding schools, this decision, which involved various parties from the pesantren community, could be interpreted as a new challenge and opportunity for the principle of autonomy and independence of pesantren. (Hana, 2023).

The government recognizes boarding schools that do not adopt the standard curriculum by providing an alternative in the form of Mu'is education in pesantren. (Fitri & Ondeng, 2022). Muadalah, which means equalization, has begun to be implemented by various pesantren throughout the archipelago, especially in Sumatra, one of which is Musthafawiyah Purba Baru Islamic boarding school. Musthafawiyah

Islamic boarding school is one of the oldest Islamic boarding schools in North Sumatra and still learns the yellow book as the basis for learning. However, Pesantren Musthafawiyah Purba Baru has proven to be an independent religious education institution, although with limited resources, it is able to compete with formal education. As a result, some pesantren have obtained Mu'is (equalization) status from the government.

In the midst of a heated discussion, the Musthafawiyah Purba Baru Islamic boarding school in Mandailing Natal Regency presents a mu'is education system. Which means, the diploma from the pesantren has been accepted and recognized by the Ministry of Religion that it is equivalent to other schools. The researcher will explore and analyze mu'is education in Islamic boarding schools, especially in the context of national education policy in Indonesia. We will investigate how the planning, implementation and evaluation of mu'is education are recognized and integrated within the broader framework of education policy

RESEARCH METHOD

The approach in this research uses a qualitative approach that has to describe or explain systematically (Sugiyono, 2019), the mu'is education system at the Musthafawiyah Purba Baru boarding school in Mandailing Natal Regency. This research was obtained from data from interviews and observations of the principal, and deputy curriculum of the Musthafawiyah Purba Baru Islamic boarding school. As well as additional data sources that can be obtained from research-related books, articles, journals, and so on

RESULT AND DISCUSSION

Educational institutions (schools/madrassas) have different characteristics depending on the purpose of the educational institution itself. However, it is clear from the various objectives of educational institutions is to educate the nation's generation. The history of the development of Islamic boarding schools has a non- classical education and teaching system. The implementation of this education and teaching system differs from one boarding school to another, in the sense that there is no uniformity in the system and organization of education and teaching (Najili, 2018).

Implementation of mu'is pesantren, boarding schools that apply for equalization or mu'adalah will be evaluated and verified which includes 5 things, namely curriculum /BM, education personnel, students, management, management and infrastructure facilities. Each component has several sub- components that are submitted in the form of questions or

statements. (Daud et al., 2024). The importance of planning, implementing and evaluating an education system implemented in Islamic boarding schools to obtain equalization certainly needs to be researched.

1. Planning the Implementation of the Mua'is Education System

Planning the implementation of the mua'is education system at Pondok Pesantren Musthafawiyah Purba Baru begins with affirming and strengthening the vision, mission, goals and curriculum. Through the planning activities of the mu'is program at Musthafawiyah Purba Baru Islamic Boarding School, all of this comes from the initiative and thoughts of the founder which are then offered and discussed by all existing *stakeholders*. The curriculum structure of the Musthafawiyah Purba Baru Islamic Boarding School includes religious and general subjects with a composition of 70% and 30%.

2. Implementation of the Mua'is Education System

The implementation of the mua'is education system at Musthafawiyah Purba Baru Islamic Boarding School is basically the material used based on books related to aqidah, morals and shari'ah and to support the learning process students are equipped with linguistic and general sciences. In learning activities carried out include teaching materials / content, approaches, learning methods, and assessment.

3. Evaluation of the Implementation of the Mua'is Education System

Related to the evaluation implementation , the Musthafawiyah Purba Baru Islamic boarding school applies a stricter evaluation system than other schools, and prioritizes the values of honesty and objectivity. The implementation uses criteria or assessment standards determined by the pesantren and their respective teachers. Pondok Pesantren Musthafawiyah Purba Baru also conducts semester exams by means of local imtihan independently, which is held twice a year. The local imtihan consists of imtihan shafahi (oral) and imtihan tahriri (written). Then, related to the provision of diplomas or graduation marks, Pesantren Musthafawiyah Purba Baru states that even though santri have passed the final exam, they cannot get a diploma before serving for 1 year

CONCLUSION

Based on the results of the discussion, it can be concluded that Musthafawiyah Purba Baru Islamic Boarding School to achieve mu'is has made preparations by planning all aspects of the education system in accordance with the standards of mu'is pesantren as desired by the

government. Planning includes the preparation of vision, mission, goals, philosophy, curriculum, teaching staff, facilities and infrastructure guided by the standards of mu'is pesantren. The muadalah standard is not a standard that erases the characteristics of pesantren with a variety of scientific epistemologies, but it is a general standard of pesantren that can be considered feasible to be equated with other formal education. At the implementation level, the mu'is program at Musthafawiyah Purba Baru Islamic Boarding School is based on the national standards of education and the values and philosophy of pesantren which include the philosophy of pesantren institutions, the philosophy of education and the philosophy of learning. While the education and learning process refers to the curriculum that has been agreed upon and determined by the curriculum representative.

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