



THE ROLE OF THE AL-ITTIHAAD MADRASAH FORUM (FORMAT) ON QUALITY OF RELIGIOUS LEARNING IN MADRASAH DINIYAH AL-ITTIHAAD 2 PASIR LOR, KARANGLEWAS DISTRICT, BANYUMAS REGENCY

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ABSTRACT

Globalization continues to have an impact on the social and cultural growth of Muslims in Indonesia in general, as well as Islamic education in particular in this millennial era, difficulties or moral problems involving the morals or character of the younger generation are the beginnings that often occur and we often face in society. They are more involved in gadgets and neglect to learn religious information from an early age. Thus, the existence of education such as Madrasah Diniyah is so important for the future of the younger generation in the context of improving the nation. Therefore, a forum or forum was formed to facilitate diniyah madrasahs to improve performance, strategies, and the quality of religious learning by establishing a FORMAT or al-ittihaad madrasah forum. The research was conducted at Madrasah Diniyah Al-Ittihaad 2 Pasir Lor, Karanglewas District, Banyumas Regency using descriptive qualitative research. Observation, interview, documentation, and triangulation approach were used to collect information. The findings of the research conducted at Madrasah Diniyah Al-Ittihaad 2 Pasir Lor, Karanglewas District, Banyumas Regency regarding the Role of the Al-Ittihaad Madrasah Forum (FORMAT) on the Quality of Religious Learning, namely: 1) Al-Ittihaad Madrasah Forum (FORMAT) has attempted to develop its role to improve the quality of religious learning, namely by making curriculum regulations, learning entry hours, and rules. 2) The Al-Ittihaad Madrasah Forum has improved its performance, namely by developing programs or performance in improving the quality of religious learning with the existence of subject teacher associations and teacher meetings every month.

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1. INTRODUCTION

When talking about education issues, talking about issues that include living things, therefore it is natural that the topic of education becomes the main topic of debate, especially to determine the quality and quality of what learning most suitable for a nation. Today, expectations of the function of Islamic educational institutions are increasingly complex. Socio-economic problems, such as social disintegration, poverty, and moral decline, are increasingly visible and rampant in society.¹

Islamic educational institutions are expected not only to be able to solve problems related to religious understanding, but are also expected to be involved in solving these social problems. The issue now is what to expect from pesantren, madrasahs and schools in Indonesia, and how likely it is that they will serve as alternatives.

Therefore, the existence of education such as Madrasah Diniyah is very important for the future of the younger generation in the context of improving the nation. Diniyah education, a special name for religious schools, began in Indonesia with the growth of Islam in the country, in various forms and patterns from the current scenario, after going

through several modifications over time.²

Madrassa is an Arabic word which means "description of place" (*zaraf eating*) and comes from the word *darasa*. In terms, a madrasa is a place where students can learn or where teachers can teach. The word madrasa, when translated into Indonesian, means "school". Madrasah Diniyah (MADIN) is a religious school that teaches students about Islam.³

Madrasah diniyah teachers have made various efforts to optimize and maximize the learning process by holding meetings with different madrasah diniyah teachers in the Pasir Raya area, Karanglewes Regency under the name Forum Madrasah Al-Ittihaad (FORMAT).

FORMAT is a forum or organization to accommodate several madrasahs in Pasir Village and its surroundings. There are Madrasahs that are members of the FORMAT, including: Madrasah Al-Ittihaad 2 Pasir Kidul, Madrasah Al-Ittihaad Pasir Kulon, Madrasah Al-Ittihaad 1, 2, and 3 Pasir Lor, Madrasah Al-Ittihaad Jipang, Madrasah Al-Ittihaad Karanggude.. Furthermore, this description is the background for the author to elaborate further on "The Role of the Al

Ittihaad Madrasah Forum (FORMAT) on the Quality of Religious Learning at Madrasah Al-Ittihaad 2 Pasir Lor, Karanglewes District, Banyumas Regency"

2. RESEARCH METHOD

In this study the author used a qualitative type of field research. The qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive/qualitative, and the results research emphasizes more on meaning. The data collection techniques through interviews, documentation, and observation.

This study specifically discusses the role and program or performance of the Al-Ittihaad Madrasah Forum (FORMAT) on the Quality of Religious Learning at Madrasah Al Ittihaad 2 Pasir Lor, Karanglewes District, Banyumas Regency.

3. RESULTS AND DISCUSSION

The Role of Madrasah Forums

The role according to terminology is a set of behaviors that are expected to be possessed by those who are domiciled in the community. In English the role is called "*role*" which means "*person's task or duty in undertaking*". It means "a person's duty or obligation in a business or job". Role is defined as a set of behavior that is expected to be possessed by people who are domiciled in society. While the role is an action taken by a person in an event.⁴

The Madrasah Forum is an Islamic and community educational organization that is familial and independent, besides that it is not a socio-political organization, is not part of any of the socio-political organizations and does not carry out practical political activities.

One of the objectives of the Madrasah Forum is to establish a process of exchanging information in the form of meetings, talks, or chats, with the aim of seeking answers for the parties involved in the Madrasah Forum process. The Madrasah Forum was established with the aim of assisting the implementation of programs or activities in Madrasah Diniyah, as well as utilizing the potential that exists in the region.⁵

Quality of Religious Learning

The concept of learning and teaching is closely related to the term learning. Learning is associated with the process of students' daily activities in schools or madrasahs in the context of education. Studying is a difficult task. Two disciplines, students and teachers, show the complexity of learning. Learning is seen as a process from the student's point of view. When facing learning materials, students go through mental processes. While learning can be seen indirectly from the teacher's point of view. This means that teachers can access the learning process which is an internal student process that cannot be witnessed.⁶

Without a teacher or any formal teaching and learning activities, learning can take place. While teaching refers to everything the teacher does in the classroom, it also refers to what the teacher does outside the classroom. While learning is a deliberate activity that involves and utilizes the professional knowledge of teachers to achieve curriculum goals.⁷

Islamic religious education is one of the disciplines offered to Muslim students in our education system to help them develop their Islamic diversity.⁸ Islamic education educates about personal attitudes and communal actions towards the well-being of individual and community life, and is not only theoretical but also practical together.

Religious education is essentially the same as Islamic religious education in formal schools. The subjects taught and the method used to convey them to students are the main differences. Islamic religious education, according to Azyumardi Azra, is a deliberate effort to produce humans who breathe religious teachings so that individuals



Individuals who are formed cannot be separated from religious ideals.⁹

From the description above it can be said that religious learning is one type of activity to form a person who is knowledgeable about Islamic teachings and can apply these teachings in everyday life. Religious education is best known in the context of education as a subject taught in non-formal schools, For example, madrasah diniyah and TPQ. Religious lessons at Madrasahs include Akhlaq, Shorof, Tareh, Tahaji Imla Khot, Al-Qur'anKhisab, Fiqh, Nahwu, Hadith, and Aswaja.

Madrasah Diniyah Al-Ittihaad 2 Pasir Lor

Madrasah comes from the Arabic term "*darasa*" which means "a place to sit for studying" or "school" in Indonesian. Beginning in the early twentieth century, this Islamic educational institution has become increasingly popular in Indonesia. Madrasah Diniyah is a classical educational and teaching institution that seeks to provide further knowledge of the Islamic religion to students who believe that they do not receive Islamic religious courses in their schools.¹⁰

Madrasah Diniyah Al-Ittihaad 2 Pasir Lor is a non-formal Islamic religious education institution. This diniyah madrasa is located at Rt. 05 Rw. 02 Pasir lor, Karanglewas District, Banyumas Regency. In Madrasah Diniyah there are levels like schools in general, namely Diniyah class Shifir B, Shifir A, class 1, class 2, class 2, class 3, class 4, class 5, class 6, and Tsanawiyah class 7, 8, and 9 Research

Research result

The program or performance of the Al-Ittihaad Madrasah Forum (FORMAT) at Madrasah Diniyah Al-Ittihaad 2 Pasir Lor, Karanglewas District, Banyumas Regency, namely: FORMAT makes a schedule for implementing learning, learning curriculum, learning methods, learning evaluation, financial management, and making governance arrangements. orderly.

The positive impact of the Al-Ittihaad Madrasah Forum (FORMAT) on the Quality of Religious Learning, namely: increasing the quality of teachers, increasing the quality of learning, increasing achievement among madrasa students.

While the negative impacts are: limited time from members in carrying out activities, lack of understanding of their duties as coordination.

Besides the positive and negative impacts of the Al-Ittihaad Madrasah Forum (FORMAT) on the Quality of Religious Learning above, in fact there are also supporting and inhibiting factors. The factors that support the success of the role of the Al-Ittihaad Madrasah Forum (FORMAT) in Madrasah Diniyah Al-Ittihaad 2 Pasir Lor are: the existence of adequate facilities and infrastructure, support for educators and education staff in the FORMAT area, full support from the head of the Madrasa, and awareness learners. As for the inhibiting factors, namely the lack of FORMAT meetings and the lack of workshops for teachers between Madrasahs in the FORMAT area.

4. CONCLUSION

1. The program for implementing the Role of the Al-Ittihaad Madrasah Forum (FORMAT) is running well. In its implementation, FORMAT has tried to improve the professionalism of asatidz or madrasa teachers in the learning process so that it can improve the quality of religious learning with the existence of subject teacher associations and teacher meetings every month.
2. The FORMAT Performance Program has been running well, namely the establishment of curriculum regulations, student admission hours, rules, preparation of the academic calendar, in order to facilitate each madrasa in the process of teaching and learning activities

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