Educational Institution Managemen and Religious

by Nur Alim

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Educational Institution Management and Religious Expression of Muslim Minority in West Papua

[1]Nur Alim and [2]Ismail Suardi Wekke

[1]Institut Agama Islam Negeri Kendari,

Southeast Sulawesi, Indonesia.

[2]Sekolah Tinggi Agama Islam Negeri Sorong,

West Papua, Indonesia.

Abstract

One of obstacle to enjoy ideal Islamic education in the Muslim minority region is there is no excellent educational institution is running in the area. Therefore, some Muslim family should send their children to study outside the city. Unfortunately, not every family could reach the way. One of the initiative to establish Islamic education which to convey integrated education was in Sorong city of West Papua. The case study was conducted in SDIT Al-Izzah, Sorong. Non-participant observation and in-depth interview were conducted to collect data. The primary school was started on 2006. The program is similar with other national school of the nation. In addition, religious subjects were integrated to the curriculum in enhancing Muslim understanding. They launched Qur'anic Based Green School. This program to accelerate school program with Qur'anic values rooted. Moreover, the school was supported through leadership and team work. The team work conserves the program from side to side and maintain from the concept to the program. Finally, this paper concludes that Muslim minority enjoy the opportunity to launched educational institution. They have a wide range chance in educating Muslim society. Nowadays, the school lengthens to the senior high school after a countless successful development.

Key Words: Islamic education, muslim minority, integrated management.

1. Introduction

Islamic educational institution of SDIT Al-Izzah in Sorong is a school that was designed as an educational institution that not solely based on meeting the curriculum set by the government. Despite the fact that this school is relatively new, this school has numerous achievements not only in local but also national level. At the local level, Islamic educational institution of Al-Izzah often become the winner, both in science competition and other competitions that tested students' religion understanding. With all those achievement, finally in 2016, this school has received acknowledgment and positions that equivalent with some leading schools in Sorong. The success of an educational institution in achieving its mission cannot be separated from the leadership role and function that went well[1][2][3]. Similarly, the development and advancement of Islamic education also cannot be separated from the role of the foundation working team[4][5][6]. There are working team that work effectively behind the development of Islamic educational institution of SDIT Al-Izzah.

The challenge faced by the Islamic education is related to the continuation of the previous period[7][8][9]. There is always a discontinuity in spirit that required more effort to revive the spirit again. Meanwhile, there is an urgent need for qualified teachers who meet the minimum standards[10][11][12]. In addition, the contemporary dynamics demand the presence of the nation-state in the education system so that education is always linked to the national interest[13][14][15]. At the same time, Islamic knowledge has become the students' greatest need. Those are some issue that often linked to an ideal Islamic education. However in a Muslim minority region, there is also a bigger challenge in order to obtain the ideal Islamic education.

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Khazanah of Islamic education has grown along with awareness of the need of the religious institutions. It started from the desire to be an institution that can teach their students the Islamic religious value and eventually produce *ulema*, until its role in the social change. In fact, the Islamic educational institutions are capable of surviving in this new millennium era. One benefit of the very existence of Islamic Boarding School (*pesantren*) is its innovation ability in addressing environmental dynamics, including its modernization ability. Similarly, there is *kyai* who acts as the institutions dinamisator and who is capable of keeping the institution sustainability. Another distinctive feature of the Islamic education is related to its ability to keep the main value of Islamic boarding school from time to time. In addition, the modernity value is also shown as part of the development[16].

However, the study of Islamic education is always conducted in shades of Muslim majority. Yet, Islamic education in Indonesia is has reached every corner of the country. The Islamic education study, in term of Muslim minority is limited to the discussion of Muslim convert (*Mualaf*)[17], ethnic interaction[18, 19,20], learning[21], curriculum construction[22]. Meanwhile, in its relation to the Minority Muslim region, the Islamic education study is limited to the discussion of empowerment[23] and identity[24]. Thus, a study that explores the portrait of Islamic education in Indonesia as a whole has to be conducted. This study will give the picture of a dynamics and well-rounded education for Muslim majority and minority communities. All of those issues will complete the mosaic of Islamic education in our country. Islamic education in Indonesia has distinctive features such as Islamic School (*Madrasah*) and Islamic boarding school (*Pesantren*). The subsequent development of Islamic education has come in the form of integrated Islamic school. This paper will identify the educational programs implemented in the Al-Izzah Integrated Islamic Primary School. Furthermore, this paper will also analyze the leadership management in managing the institution.

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2. Method

Descriptive qualitative was conducted in this research. This research was done in SDIT Al-Izzah, Sorong, West Papua. Non-participant observation and in-depth interview were conducted to collect data[25],[26],[27]. To analyze data, content analysis was utilized.

3. Findings

In this section, *the* researchers would like to discuss the history of SDIT al-Izzah, its' school management, Quranic based green school, achievement, leadership and team work.

Islamic Primary School Of Al-Izzah Sorong

SD IT Al-IzzahSorong has been established since 2006. The vision of this school is "to raise students who are intelligent, honorable, have high achievement and independent". The mission of this school is to be an da'wah-based educational institution in which all the education given are as a character education and *syiar* (education-based internalization of religion values), inviting people to do good deeds, and also *syiar* about the world and the life hereafter. The vision and mission are adapted to the real conditions on the field-the limited existence of educational institutions sometimes does not give other option for the Muslim family to send their children there. On the other hand, there is a demand in which education is seen as the standard to evaluate the individual ability. Due to this problem, some parents send their children to an institution that teaches different religion belief. This may cause the children to receive information/ religion understanding that is totally different with the one taught in Islam.

Upon entering the SDIT Al-Izzah school yard, you will see a neat, clean, green and beautiful schoolyard and it is surrounded by flower gardens and fish ponds. The building infrastructure is different from three years ago. At that time, all the school buildings were semi-permanent building. Although there are some additional magnificent building infrastructures, the old semi-permanent buildings are still used. Every time a guest visits the school, the teachers will kindly welcome them. These efforts show that the development of the school facilities and infrastructure are done continuously. Similarly, the institution does not merely focus on improving the physical condition of the school but at the same time also trying to create a friendly environment for anyone at school.

SDIT Al-Izzah in Sorong is a member of JSIT Network (integrated Islamic school network) that is widely dispersed throughout Indonesia. All the learning

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material-both general subject or Islamic education-are Qur'anic based material. One of the programs of SDIT Al-Izzah is *Qur'anic Green School*. Qur'an is set as the basis in defining the programs that will be implemented. It is done to teach the students that the supreme law and the way of life for a Muslim is Qur'an.

School Management

During the lesson hours, the students are not allowed to be on the school grounds. If the students want to meet with other students, they should wait until the lunch hour, 11:30. During the break time, the students go straight to the dining room. These pattern activity is socialized to the students once they have been accepted in this school. The same pattern also applied for the parents. Thus, the arrival of the parents will no longer interfering the teaching learning activities.

There is one room that is designed as a dining room for the students and teachers. During the meal, teachers and students sit at the same table to eat the meal together. This activity done to build the sense of togetherness and kinship between the teachers and students and at the same time still maintaining the students' respect toward the teachers. In addition, the students and parents still keep in touch and communicate. Every Saturday, there is a meeting between teachers and parents that conducted as a forum for communal Quran reading and as a place to build good relationship (*silaturahim*) between the teachers and parents, so that they can discuss the progress of learning management that has been carried out during the previous week. Thus, there is an emotional connection between teachers and students, so that education of the students becomes the responsibility for both parents and teachers.

Furthermore, Congregation Prayer (Jamaah) is one of the programs that is carried out structurally. The congregation prayer is conducted after lunch, but before that, there is murojo'ah activity (rote learning/ repetition of Juz 29th and 30th) that should be done first. This activity is carried out on school effective days with one week interval for 2 Juz. The aim of this activity is to make sure that the students still memorize their Al Qur'an memorization. The repetition activity is done on ongoing basis, otherwise it is feared that the students may lose their Al Qur'an memorization. Especially when they back home, the student will take some rest and take time to socialize with the environment. Thus, the repetition activity is specifically set in one of the school programs.

The quality assurance program in SDIT Al-Izzah is that the graduates of this school has memorized at least two of the Juz in the Qur'an. Therefore, regular monitoring at each end of the semester is always done in the form of public test. The examiners consist of people who have the competent in memorizing the Qur'an such as, imam, hafidz, and even parents. Each student must memorize at least two Juz as a minimum target. However, there are also some students who memorize five Juz, or even 30 Juz. The Al-Qur'an Memorization techniques applied in this school is in collaboration with WAFA foundation, Surabaya.

Up till now, the finance of SDIT Al-Izzah is managed by financial management of LPI (Islamic educational institutions) to facilitate financial services for the teachers and the school community. Honesty and responsibility are the principles that is built as the work culture of the teacher for the honor and reputation of the institution. If honesty is realized, trust, appreciation and respect will arise. To realize this principle, then financial recording is done by using the standard accounting and modern bookkeeping, including saving the fund in banking institutions.

The curriculum applied in this school try to integrate the curriculum set by the Ministry of Education and Culture with the subject that teaches Islamic values. However, it is not to the extent of making its own curriculum. This school set religious subjects as the main subjects that is taught at school. Meanwhile, the students' ability to recite and memorizing 2 Juz from the Quran has become the school quality assurance program. SDIT Al-Izzah is a school that has been chosen as the pioneer in the implementation of curriculum 2013. Except for Qur'anic lesson that is specifically using method from WAFA, other Islamic subjects are taught using the pattern that has been set in curriculum 2013.

Qur'anic Based Green School

The basic philosophy of LPI Al-Izzah is that the main source of knowledge and moral values is derived from the Qur'an. Therefore, LPI Al-Izzah set the Qur'an as the source of inspiration for the students, starting from reciting, memorizing and using it as their major reference in every action and activity. Qur'anic theme is formulated in some aspect: *first*, Multiple Intelligent, intelligence is not merely about students' intellectual. It does not mean that the students simply good at math and science. This view believes that there are 10 types of intelligence (multiple intelligent) inherited by a child ever since his/ her birth. Each child has one or more intelligence/ talent that stands out and can be used as their own benefit. Therefore, the management of SDIT Al-Izzah tries to maximize students' potential through extracurricular activities such as talents and interests, English Camp, well-designed learning (using quantum learning, quantum teaching, project learning, and social service method).

Second, a well-behave student is defined as habituation behavior in social environment. Some programs conducted to build this habit are; Duha Prayer and congregation Zuhr prayer, reception and return the students back home, MABIT (Night of constructing faith and piety, camp and holding social events). *Third*, Independent from an early age. The students are guided to be disciplined, to like reading/ learning, to have confident, and to get used to queue up. Triggered by people behavior that does not care much about the environment, LPI Al-Izzah has set an introduction to the environment as its main program. This program trains the students through various activities such as: environmental education that integrated appropriately with student's program, one student one tree, zero garbage, clean with a distance of one meter from left to right and front to back, create green and lush school environment with: one plant withered replace it

with one plant program. This program is expected to train the students to throw garbage in its place and build students' awareness to love the environment.

SDIT Al-Izzah Sorong Achievement

Some the achievements that have been achieved are: the winner of Hafiz Qur'an, MTQ competitions at Provincial level, and qualified for the national level. At the local level, the school had won the first place twice for school cleanliness competition in Sorong, environment and go green-based school. The first winner of English quiz contest in 2014 and 2015, runner up winner of Indonesian speech contest (FLS2N) 2015 throughout West Papua, the first winner of NSC competition, the first and second winner of quiz competitions in the commemoration of the 19th anniversary of SMP YPPKK Moria. Furthermore, the challenge cup of quiz competition at cluster level, the challenge cup of Sorong Mayor, the winner of quiz competition for elementary level (Cluster) that was carried out by Erllangga. The first and second winner of the cleanest school competition that conducted by Sorong Environment Agency (BLH). In addition, this school had become the third winner of arithmetic, mathematics and Mathematics and Science completion that was held in Malaysia, as the representation of the West Papua.

This achievement shows that the students' ability has been developed in various aspects. Thus, the students joint the extra-curricular activities according to their own choice. Once they chose their own field of interest, they would be motivated to excel and compete with other students from different schools in Sorong and West Papua. This is done to build the sense of confidence among the students as well as to help the students to socialize with other students from different schools. In fact, students' achievement is not the main goal of this activity. This activity is a part to motivate the students to pursue what they are doing. However, the students are motivated to do their best in all activities they do.

Leadership and Team Work

One of the strengths SDIT Al-Izzah is the work team solidity. The leader of Foundation who also doubled as the Director of SDIT Al-Izzah is DaengRisabang. The establishment of Islamic Educational Institute (LPI) revealed that the one of the reasons that has led to the establishment of LPI is the need for an ideal educational institution. In line with the forms of the Islamic education that applies pattern genuineness, familial, equality and *uswah al-hasanah* pattern, it is also the reason that encourages some people to gather and manage the institution. If only, these institutions can develop at local level, then this institution may be one of the national educational assets. For that reason, SDIT Al-Izzah is designed so that it can face the current challenges in terms of responding to the new values of all educational aspects, both in terms of methods, education patterns, leadership patterns, orientation, and at the same time still maintaining Islamic culture and education.

Since the beginning of its establishment, SDIT Al-Izzah, has been adapting some of the latest aspects such as, curriculum, educational patterns, leadership, and also integrated orientation system. It is called integrated because the school integrates the Islamic education with educational curriculum. DaengRisabang stated, "Learning is not a goal but a means to achieve the goal. Thus, optimism must be embedded in every person who is involved in the Islamic education, especially in SDIT Al-IzzahSorong." There are two reasons to integrate Islamic education into the educational curriculum. Firstly, by integrating Islamic education into general education, then Islamic education will be able not only to face the current challenges or compete amid the modernization currents, but also to bring Muslim intellectuals. Secondly, in terms of history, Islamic education has experienced its golden era in the during science development era. In the middle ages, Islamic education had become the pioneer of science.

The golden era of Islamic education in the middle age was clearly supported by the strength of its integrated and dynamic education system so that it could bring great intellectuals of that time who were excel in all fields of science. Thus, DaengRisabang together with all member of Foundation board as well as the teachers of SDIT Al-Izzah have high expectation and optimism in developing SDIT Al-Izzah as Islamic educational institutions that will be able to provide answer of all the concerns and needs of Muslims in Sorong, West Papua. In addition, this school is also expected to be the local government partners in creating great young generation through a thorough education pattern. This expectation is always maintained by the unity of the team work and continuous effort through development program and quality assurance programs of this school.

All the achievements of SDIT Al-Izzah are not merely an instant product. In addition to the teachers, the foundations, school committees and parents also hold an important role and contribute to the development of the students. The school committee participation can be seen in the form of facilitating every school activities. Beside that the support and cooperation from the parents also plays an important role, for example, parents awareness of paying their children obligations in this school as well as their participation in all activities of SDIT Al-Ikhlas. Furthermore, the communities around the school also play an important role, especially in terms of providing positive information about the development and progress of SDIT Al-Izzah, which is given in accordance with the real conditions of the school without exaggerating it.

DaengRisabang together with teachers strives to run the program that has been set and agreed upon joint decision. In terms of the implementation of five obligatory prayers, teachers strive to be on time ahead of the students. It also includes the teachers' ideas that put into action. The leaders also inspire the teachers that there is no success without hard work. Likewise, there is no hard work that will obtain success without cooperation, solidarity, and participation of all parties. The leader also becomes the model, gives motivation, and spirit

for the teacher to give their best for the school.

The work team of SDIT Al-Izzah always give their best at work. For example, all the member of the school starting from the principal until the Director and leader of the Foundation always give their best shot to give significant achievement. Meanwhile, building infrastructure is improved in order to meet the needs of learning. Then, there is also a higher level of education that originally only for elementary level, has now expanded to junior high school, SMP IT Al-Izzah that had won the award for excellent and integrated schools, from the Ministry of National Education, and there is also SMA IT Al- Izzah that its building had met the standard requirements.

In terms of teachers' empowerment of SDIT Al-Izzah, the Leader has divided the tasks and authority to all the teachers in a coordinated manner. All the teachers have duties and responsibilities, outside their responsibility to teach the students. With this tasks distribution, it can minimize one teacher's responsibilities overlap with the other teachers. The teachers' work at school can also be completed in a timely and appropriate manner. In terms of the tasks division outside the teaching duties, there is also mentoring. There is a coordinator in each level in terms of: fostering and guiding the teachers concerned; give lessons, manners, coaching, evaluation held once a week to see the extent of success of the teaching and learning activity done for a week, and preparing activities that will be done for the next week. There is also a daily evaluation to assess the extent of success of teaching and learning activity during that day, to evaluate the obstacles faced today and what need to be done by each team in each level to solve it.

Fostering the spiritual aspect is done in the form of activities, such as the of the Duha prayer (Sunnah). To instil the awareness of the importance to be closer to the God; there is an obligation for the board of teachers to do AyyamulBidh fasting (three days fasting) in a month, MABIT conducted once a month. In addition, there is *i'tikaf*, a routine activity for teachers held every Ramadan. *I'tikaf* is done to deepen the teacher Islamic understanding. In addition, every semester this school conducts training activities that highly beneficial for parents and students, i.e., parenting training by presenting national scale speakers. This parenting is a pattern of involving parents as the part school activities management. It implies that the parents are also engage intensively. Thus, it may manifest emotional relationship between parents and teachers, including continuous communication between parents with the board of Teachers.

4. Conclusion

SDIT Al-IzzahSorong try to respond to any changes by accepting the new values which including to maintain the tradition of Islamic educational institutions. This management is expected to meet purpose of institution establishment. Al-Izzah Islamic educational institution is expected to be a part

of institution development in Sorong as well as giving positive energy to empower the potential of the students in Sorong.
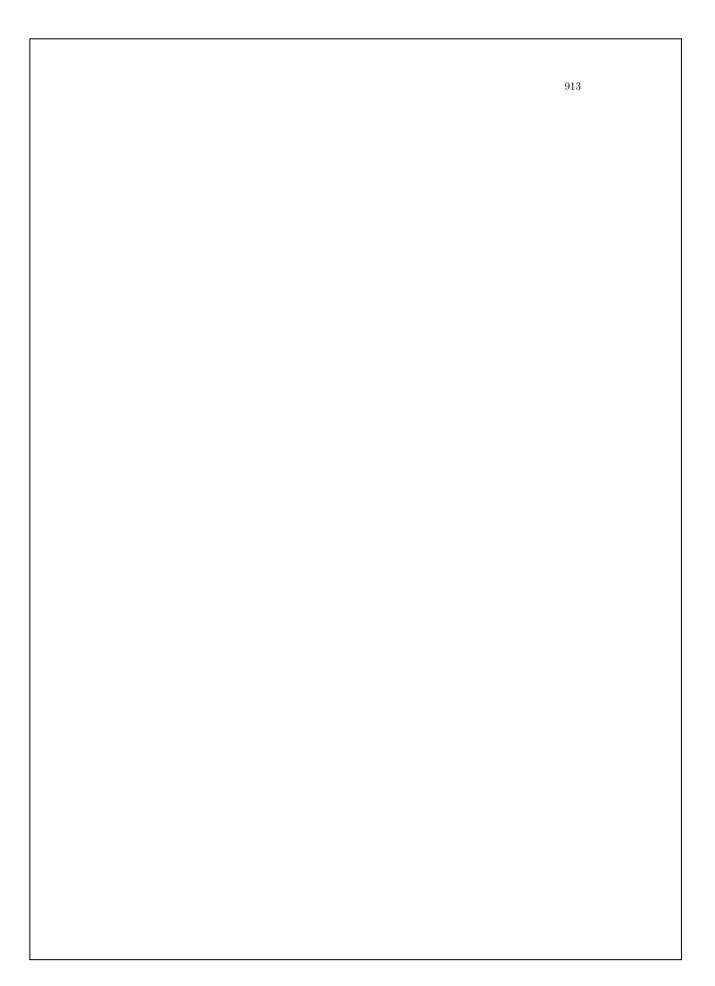
SDIT Al-Izzah has built the community spirit and optimism in Sorong to send their children to Islamic educational institutions. This expectation continues to grow along with the ideas for other innovations and initiatives. Previously, Islamic education in Sorong is only done in the mosque. On the other hand, the qualified education was run by institution that taught different religion belief. Thus, THE presence of SDIT Al-Izzah is seen as an alternative for religion education so that the need of Muslims can be accommodated in accordance with the ambient conditions.
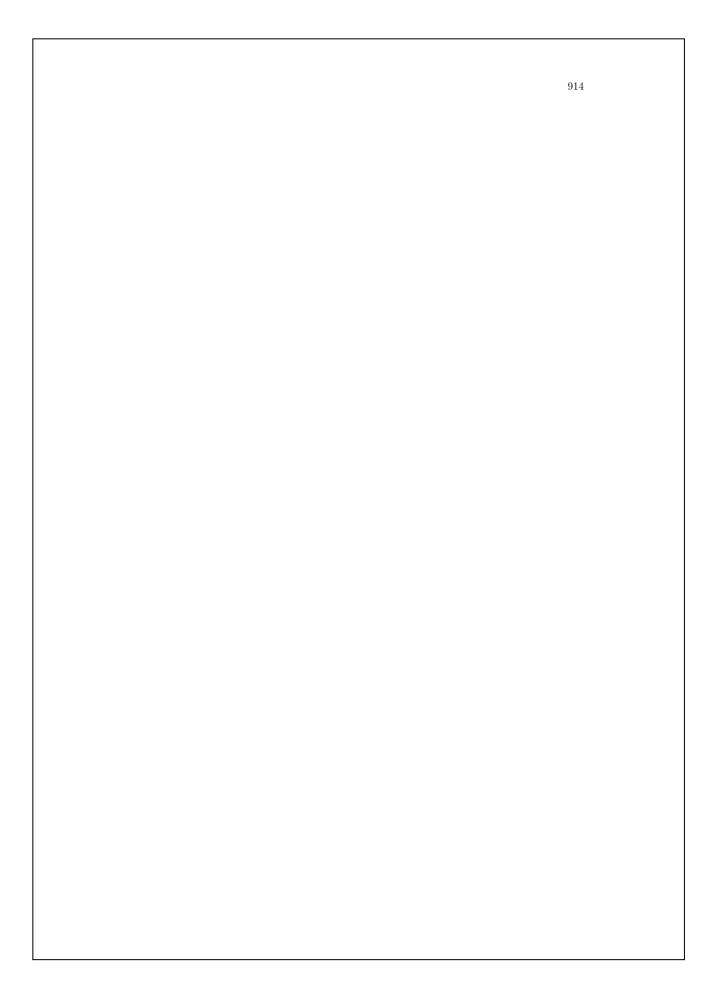
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