

## Strengthening Of *Kenahdlatululamaan* Learning In Educational Institutions

Yusnaili Budianti<sup>1</sup> Mohammad Al Farabi<sup>2</sup> Ilham Amara Malik Daulay<sup>3</sup>

<sup>1,2,3</sup> UIN Sumatera Utara Medan

Email : yusnaili.budianti@uinsu.ac.id

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### Abstract :

This research is a form of qualitative research. Implement this research to observe or examine the strengthening of *kenahdlatul ulamaan* learning in Islamic boarding schools and *nahdliyin* schools in Medan City. The results of the study show that: The planning of educational institutions in implementing *nahdlatululamaan* learning at Islamic boarding schools and *Nahdliyin* schools in Medan City starts from the preparation of lesson plans for the *Aswajaan* subject carried out based on reference to the Local Content of *Aswajaan* subjects, Implementation of *nahdlatululamaan* learning in *Nahdliyin* Schools and Islamic Boarding Schools in Medan City such as : intra-curricular and extra-curricular activities that support the development of the moral character of the *santri*, as well as applying moderate values in various activities. 3) Evaluations are carried out such as: testing and paying attention to students' religious habits by practicing *ahlussunnah wal Jamaah*, as well as other activities to improve the quality of *kenahdlatululamaan*.

**Keywords :** *Strengthening, Learning, Educational, Kenahdlatululamaan*

### Abstrak :

Penelitian ini merupakan bentuk penelitian kualitatif. Implementasikan penelitian ini untuk mengamati atau meneliti tentang penguatan pembelajaran *kenahdlatul ulamaan* di pesantren dan sekolah *nahdliyin* Kota Medan. Hasil penelitian menunjukkan bahwa: Perencanaan Lembaga pendidikan dalam menerapkan Pembelajaran *kenahdlatululamaan* di psantren dan sekolah *Nahdliyin* di Kota Medan mulai dari penyusunan perencanaan pembelajaran mata pelajaran *Keaswajaan* dilaksanakan berdasarkan acuan mata pelajaran Muatan Lokal *Keaswajaan*, Pelaksanaan Pembelajaran *kenahdlatululamaan* di Sekolah dan Pondok Pesantren *Nahdliyin* di Kota Medan seperti: kegiatan intra-kurikuler maupun ekstra-kurikuler yang mendukung pengembangan akhlak karimah *santri*, serta menerapkan nilai-nilai moderat dalam berbagai macam kegiatan. 3) Evaluasi yang dilakukan seperti :menguji dan memperhatikan kebiasaan-kebiasaan ibadah siswa dengan pengamalan *ahlussunnah wal Jamaah*, dan juga kegiatan lainnya untuk meningkatkan kualitas *kenahdlatululamaan*.

**Kata Kunci:** *Penguatan, Pembelajaran, Pendidikan, Kenahdlatululamaan*

## INTRODUCTION

Talking about Islamic education means also talking about the atmosphere in the future. The discourse on Islamic education is a discourse on how education can be measured and clearly seen (obviously what is meant is the achievement of its success) and then regarding the future life of education. (Wahidin and

Syaefuddin, 2018). Success (attainment of Islamic education goals) is measured by roles and responsibilities from an early age (millennial generation in the four point zero/4.0 era), and is based on the social culture of the times. This context makes the Ma'arif Educational Institution work with all its might and effort to revise and develop its education (through its roles and responsibilities towards the implementation of nahdliyyan learning). (Ridwan, 2020) Then support so that the values of religion, especially in the aspect of *اهل السنة والجماعة* are prioritized in order to achieve achievements that are structured and systematized properly and correctly.

Based on the facts in the field (data and interviews with the author's initial study), then (with emphasis on the journal) these are:

a. Lack of consolidation of schools and madrasahs in combining learning media based on NU understanding or lessons combined with NU understanding (namely their understanding of *ahlu sunnah wal jama'ah*).

b. Lack of supervision and coordination between Ma'arif Education Institutions and educational institutions (namely educational institutions affiliated with Nahdlatul Ulama and specifically with the North Sumatra PWNU Ma'arif Educational Institution itself, even though the 6 educational institutions above are under the education territory and the ministry of religion of Sumatra province North.

c. Lack of organization between the management of the PWNU Ma'arif Education Institute of North Sumatra and several educational institutions (listed in table 1 above) such as a lack of managerial supervision, supervision of educational management, supervisory supervision, competency supervision and direct personality supervision by the management of the PWNU Ma'arif Education Institute North Sumatra.

d. Less than optimal relationships between the Subject Teacher Consultation (MGMP), the Teacher Working Group (KKG), the School Principal Working Conference (MKKS), the Madrasa Principal Working Conference (MKKM), the Principal Working Group (KKKS), the Madrasa Principal Working Group (KKKM), School Superintendent Working Meeting (MKPS), Madrasa Principal Working Meeting (MKKM), Teacher Working Group Forum (FKKG), School Principal Working Forum (FKKS), Madrasa Head Working Forum (FKKM), and School Supervisor Working Forum (FKPS) and Madrasa Supervision Working Forum (FKPM) with the management of the North Sumatra PWNU Ma'arif EDUCATIONAL INSTITUTION.

Based on the aspects of the initial findings above (this indicates) that these findings will be the focus of research in this thesis, to be more concise that there are four aspects that become discussion findings and are raised to become problematic so that these problems become a form of problem formulation, namely regarding the curriculum learning *ahlu sunnah wal jama'ah* based on *kenahdlatululamaan*, aspects of coordination between educational institutions and the North Sumatra PWNU Ma'arif Educational Institution, educational supervision and work deliberations between teachers, madrasa heads and schools as well as work deliberations on madrasah and school supervisors.

Of the four aspects of the findings (problematics) above, the findings can be attributed to the understanding of the *kenahdlatululamaan* learning curriculum (related to the understanding of *ahlu sunnah wal jama'ahi*) has not been able to be optimized in every lesson, both learning *kenahdlatululamaan* (related to the understanding of *ahlu sunnah wal jama' ah*) through these four bases namely coordination between educational institutions and the North Sumatra PWN Ma'arif Education Institute, educational supervision and work deliberations between teachers, madrasa heads and schools as well as work deliberations for madrasah and school supervisors

Based on the background of the problem above, the writer is very interested in drawing it in a thesis title and later this connection will become the writer's basic analysis in carrying out research academically.

## **RESEARCH METHOD**

This research is a form of qualitative research. This research was implemented by researchers to observe or research about strengthening *kenahdlatul ulamaan* learning through Ma'arif Education Institutions in madrasahs and *nahdliyin* Islamic boarding schools in Medan City. This research has a variety and style of typology, how to take the technique as a main reference in analyzing and concluding it to finalize the findings because this is the text and context of the effort (Lexy J. Moleong, 1994) which he developed from the theory of Bogdan, Kirk and Miller and Lofland and Lofland.

In this field observation study, according to Lofland, field observation requires the concept of words and treatments. (Joesyiana, 2018). In accordance with this concept, the observations in this research were initiated in answers which were digested systematically both by looking at the treatment aspects during the observation period to the observation reports in the scientific work of this observation later. (Ramadi and Fadliana, 2018) The form of the concept of words and treatment is the basis and basis of the management of the ma'arif educational institution *Nahdlatul Ulama* of North Sumatra according to the information needed.

This study has a data collection instrument that is used through interview techniques based on the interview guide. 1) Chairman of the NU PC Medan; 2) Head of the Ma'arif Educational Institution; 3) Secretary; 4) Treasurer; 5) Heads of departments at the Ma'arif *Nahdlatul Ulama* Education Institute in North Sumatra.

## **FINDINGS AND DISCUSSION**

### **The concept of strengthening *kenahdlatululamaan* learning in educational institutions**

In strengthening the learning of *kenahdlatululama* (*Ahlussunnah Wal Jamaah*) carried out by the Maarif *Nahdlatul Ulama* Education Institute in Medan City, the new management ranks for 2018-2022 have made plans in an effort to improve *kenahdlatululama* education in several schools and Islamic boarding schools which in fact are *kenahdlatululamaan* in culture, *Jam'* yes and congregation. In his interview with the secretary of the *Nahdlatul Ulama* Maarif

Institute after the inauguration for the 2018-2022 term, the Maarif Education Institute will prioritize strengthening practices in the practice of Ahlussunnah Wal Jamaah in everyday life. This effort was carried out by collaborating with several schools including schools and Islamic boarding schools listed in this study.

The method used by the Nahdlatul Ulama Ma'arif Education Institute in its efforts to strengthen the learning of the Ahlussunnah Wal Jamaah practice is to hold discussions at each school and Islamic boarding school. In this discussion, the two parties will determine an agreement to upgrade to Ahlussunnah Wal Jamaah'an. The agreement is to conduct seminars or activities to strengthen Kenahdlatululamaan which are attended by every teacher at the school or Islamic boarding school concerned. After the teachers are equipped with efforts to strengthen kenahdlatululamaan, the teachers will continue and implement them to students in teaching and learning activities and daily life.

In this case, the Maarif Nahdlatul Ulama Education Institute includes several important points that must be applied in strengthening kenahdlatululama learning in the initial discussion. Sekolah Nahdatul Ulama Garpeta Medan

### **Planning for educational institutions in implementing kenahdlatululamaan learning at the Gaperta Nahdlatul Ulama School in Medan**

The preparation of the Alms-Educational Study Plan for the Nahdlatul Ulama Gaperta Elementary School is carried out based on the subject matter of the Local Content of the City of Medan which develops and issues Competency Standards and Basic Competency (SK-KD), then it is developed by the Institute and Elementary School Teachers at the Nahdlatul Ulama Gaperta School into a learning set that includes an annual program, semester program, syllabus and lesson plans. The implementation of educational institutions in implementing kenahdlatululamaan learning at the Gaperta Nahdlatul Ulama School in Medan.

The implementation of kenahdlatululamaan learning at the Nahdlatul Ulama Gaperta School in Medan, by implementing kenahdlatululamaan values not only in material or theory, but also implementing in the implementation of learning and school activities carried out with the process of habituation (culturing) Aswaja values both culturally, jam'iyah and jama'ahnya. From the results of in-depth interviews it can be seen that activities that support kenahdlatululamaan learning in building good morals at the Nahdlatul Ulama Gaperta School. Inhibiting and supporting factors in implementing kenahdlatululamaan learning at the Nahdlatul Ulama Gaperta School in Medan.

Supporting factors, such as teachers who are competent in their fields, the availability of additional books or materials on volunteerism, schools that support civic activities. The supporting factor in learning and its practice is the existence of a good relationship between the school and the Ma'arif EDUCATIONAL INSTITUTION, so that it makes a good contribution to the quality of time which is solid according to school hours. Another supporting factor is the spirit that is culturally born from each teacher who is already entrenched in the spirit of kenahdlatululamaa.

Inhibiting factors, the lack of monitoring by parents or teachers when they

have returned to the outside environment, association outside school, because when they are young they will know the outside world and easily get carried away with bad morals. While the inhibiting factor experienced by schools is inadequate time. Generally schools that apply *kenahdlatululamaan* are schools that have an overnight system such as Islamic boarding schools. So that you have time at dawn and evening to night which can be filled with *ahlussunnah wal jamaah* practice activities. (Wahdah, Principal, 2022)

### **The form of evaluation in implementing *kenahdlatululamaan* learning at the Gaperta Nahdlatul Ulama School in Medan**

Evaluation or assessment of the learning outcomes of *kenahdlatululamaan* refers to achieving the targets set by the Gaperta Nahdlatul Ulama School in Medan, while the learning targets for *kenahdlatululamaan* are the understanding, practice and implementation of *kenahdlatululama* itself and can be practiced in the environment of everyday life.

The evaluation of *kenahdlatululamaan* learning conducted by the Nahdlatul Ulama Gaperta School is by asking and answering the material taught orally, evaluating each chapter in the form of practice questions, midterm exams, and final semester exams. The assessment carried out admits to the minimum completeness criteria that have been determined by the City Education Office as local content subjects, and finally the evaluation of the results of the evaluation of the combined average exams in one semester whose results are in the form of report cards. Pondok Pesantren Al-Kautsar AL-Akbar.

### **Planning for educational institutions in implementing *kenahdlatululamaan* learning at the Al Kautsar Al Akbar Islamic Boarding School**

In planning lessons, the learning curriculum at the Al Kautsar Al Akbar Islamic Boarding School uses the K13 Curriculum. But even so, Al Kautsar Al Akbar Islamic Boarding School has characteristics that are different from other education. Education at the Al Kautsar Al Akbar Islamic Boarding School by teaching general science, religious knowledge, strong religious disciplines and teaching and strengthening local content material as inculcating *kenahdlatululamaan* for students or santri, in order to be able to improve the *akhlakul karimah* of the santri and students and students studying at Islamic boarding schools Al Kautsar Al Akbar.

The planning of educational institutions in implementing *kenahdlatululamaan* learning at the Al Kautsar Al Akbar Islamic Boarding School begins with increasing self-esteem for educators or teachers which has actually been carried out since the acceptance of teachers, regarding their background, teachers who teach at Islamic boarding schools are teachers who have graduated from schools/ Islamic boarding schools as well as universities which in fact are *aswaja*. For example, the teachers here are alumni from ancient Islamic boarding schools, Yemen, or Java. And all the teachers here already understand *ahlussunnah wal jamaah* because their background has graduated from schools, Islamic boarding schools or *aswaja* universities, this is also an effort to teach *aswaja* to students. (Pohan, Musyrif, 2022)



## **The implementation of educational institutions in implementing kenahdlatululamaan learning at the Al Kautsar Al Akbar Islamic Boarding School**

Implementation of kenahdlatululamaan learning at MA Schools and MTs Al Kautsar Al Akbar Islamic Boarding School, by implementing kenahdlatululamaan values not only in material or theory, but also implementing in the implementation of learning and school activities carried out with the process of habituation (culturing) values Aswaja is good in culture, jam'iyah and jama'ah. From the results of in-depth interviews it can be seen that activities that support learning kenahdlatululamaan in building good morals at MA and MTs Pondok Pesantren Al Kautsar Al Akbar.

Many activities in learning support the building of good morals both in intra and extra lesson activities, namely the tahfidz program, sports and arts. Various kinds of activities are expected to foster a sense of student responsibility, cohesiveness among students, so that good morals are formed. Likewise, in the application of moderate values from kenahdlatululamaan learning at MA Schools and MTs Pondok Pesantren Al Kautsar Al Akbar, various activities are carried out.

### **CONCLUSION**

Planning for Islamic Boarding Schools and Schools in implementing Nahdlatululama learning at Nahdliyin Schools and Islamic Boarding Schools in Medan City starting from the preparation of lesson plans for the Aswajaan subject is carried out based on the reference to Local Content subjects in Medan City.

Implementation of Islamic Boarding Schools and Schools in implementing Nahdlatululamaan Learning at Nahdliyin Schools and Islamic Boarding Schools in Medan City such as: intra-curricular and extra-curricular activities that support kenahdlatululamaan learning in order to build students' morals

Supporting and inhibiting factors for Islamic boarding schools and schools in implementing kenahdlatululamaan learning at Nahdliyin Schools and Islamic Boarding Schools in Medan City found supporting factors from various things, starting from teachers who are competent in their fields, availability of complete books, learning and practicing aswaja under the supervision of educational institutions Ma'arif NU, Teachers participate in preserving aswaja culture, The learning of kenahdlatululamaan has been structured and its practice

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