Dynamics of Islamic Religious Education in State Junior High Schools

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Keywords:	Abstract
Educational Dynamics, Islamic Education, State Schools.	*This study was conducted to reveal how the development of a state-based school that still pays attention to Islamic religious education for its students. This study is a field study with data collection techniques through observation through online media, as well as interviews with school officials at SMP Negeri 1 Jetis. While the data analysis technique is an interactive model. The results of the study indicate that in its development SMP Negeri 1 Jetis experienced dynamics in its education system, where these dynamics occurred in various stages including, a) the problem identification stage, namely the principal's anxiety about the importance of Islamic religious education, b) the stage of an alternative problem solver, namely by adding special hours that focus on learning to read and write the Qur'an, c) the stage of choosing a new strategy, namely the full-day school system, d) the implementation stage that takes place and causes changes in an element of education that includes the management of teacher and student recruitment, financing, facilities, infrastructure, and curriculum, and e) the evaluation stage. While the forms of dynamics of SMP Negeri 1 Jetis include two things that include governance and school culture. In terms of governance, it is led by a professional principal whose management is consistently supported by innovative policies. Meanwhile, the school culture is based on a predetermined vision, which then fosters attitudes that are implemented in the daily lives of all members of the school community.*
Dinamika Pendidikan, Pendidikan Agama Islam, Sekolah Negeri.	Penelitian ini dilakukan untuk mengungkap bagaimana pengembangan sekolah yang berbasis negri yang tetap memperhatikan pendidikan agama islam bagi para siswanya. Penelitian ini merupakan penelitian lapangan dengan teknik pengumpulan data secara observasi melalui media online, serta wawancara dengan pihak sekolah di SMP Negeri 1 Jetis. Sedangkan teknik analisis data model interaktif. Hasil penelitian tersebut menunjukkan bahwa dalam pengembangannya SMP Negeri 1 Jetis mengalami dinamika dalam sistem pendidikannya, yang mana dinamika tersebut terjadi dengan berbagai tahapan yang meliputi, a) tahap identifikasi masalah, yaitu keresahan kepala sekolah akan

pentingnya pendidikan agama islam, b) tahapan suatu alternative pemecah masalah yaitu dengan menanbah jam khusus yang fokus pada pembelajaran baca tulis Al-Qur'an, c) tahapan memilih strategi yang baru yaitu dengan sistem fullday school, d) tahapan implementasi yang berlangsung dan menimbulkan perubahan pada suatu unsur pendidikan yang meliputi managemen rekruitmen pendidik dan peserta didik, pembiayaan, sarana, prasarana, dan kurikulum, serta e) tahapan evaluasi. Sedangkan bentuk-bentuk dinamika SMP Negeri 1 Jetis terdapat dua hal yang meliputi tata kelola dan tata budaya sekolah. Pada tata kelolanya, dipimpin oleh sosok kepala sekolah yang mana pengelolaannya yang profesional yang mana dalam pengelolaan sekolahnya senantiasa didukung dengan adanya kebijakan yang inovatif. Sedangkan budaya sekolah bertolak ukur dari visi yang telah ditetapkan, kemudian lahirlah sikap yang diimplementasikan dalam kehidupan sehari-hari oleh seluruh warga sekolah.

1. Introduction

Education is a key pillar in building a nation's civilization. Through education, a country can produce a superior generation with global competitiveness and the ability to make history and significant contributions to the international arena (Muchtarom, 2013). Indonesia, as an archipelagic nation that upholds the value of diversity through its motto "Bhinneka Tunggal Ika," has developed various models of educational institutions, one of which is Islamic education, which has strong historical roots in society (Ja'far, 2015).

Islamic education has played a strategic role in the process of Islamic education and the internalization of Islamic values within Indonesian society. Since the early days of Islam's spread, Islamic education has been conducted informally through Quranic teachings in mosques, *surau* or *langgar* (Ali & Halim, 2023). Over time, this educational system has undergone transformations in form and system, from traditional Islamic boarding schools (pesantren) to modern Islamic schools (madrasahs) that integrate religious and general curricula (Mustari, 2013).

The Indonesian government has demonstrated its commitment to Islamic education by issuing formal policies recognizing its role within the national education system. One important milestone was the Joint Decree (SKB) of the Three Ministers Number 037/U/1975 concerning the Improvement of Madrasah Quality, which equated madrasahs with public schools. This strengthening was followed by the enactment of Law Number 2 of 1989 concerning the National Education System, which placed Islamic education as an integral part of the national education system. However, despite this policy's formal recognition, the quality of Islamic education still faces various challenges and is not yet fully equal in terms of quality and competitiveness (Jabar et al., 2025; Kosim et al., 2023).

In response to these quality challenges, various groups, including religious organizations such as Muhammadiyah, have sought to innovate in education by

establishing leading Islamic schools (Fauzi et al., 2021). These leading schools are designed not only to integrate religious knowledge and general knowledge, but also to create a competitive, innovative, and adaptive educational environment (Dewi et al., 2024).

One concrete manifestation of this effort is the establishment of SMP Negeri 1 Jetis, a school that, despite its state status, applies the principles of excellence in Islamic education in its learning process. This school exists as a solution to concerns about the perceived low quality of Islamic education, particularly within the Muhammadiyah educational environment. Over its history, SMP Negeri 1 Jetis has demonstrated significant progress, achieving various academic and non-academic achievements, establishing it as a model for a leading Islamic school.

Based on this background, the author is interested in examining the dynamics of the educational system at SMP Negeri 1 Jetis. The primary focus of this research is to describe how the educational system is implemented at the school and to identify the dynamics that occur within it. This research is expected to contribute to the development of a leading Islamic education model that is adaptive to the demands of the times and remains steadfast in Islamic values.

2. Methods

This research is field research aimed at examining social phenomena within the context of Islamic education, specifically related to the development of superior schools through the dynamics of the educational system implemented at SMP Negeri 1 Jetis. The research focuses on how this school designs, manages, and develops an adaptive and superior educational system to address the challenges of improving the quality of Islamic education in the modern era (Sugiyono, 2019).

The approach used in this research is a qualitative approach with a historical perspective. This approach was chosen because the researcher sought a deep and contextual understanding of the processes and dynamics of the developing educational system, as well as tracing the historical trajectory of the school's development over time. Through this approach, the researcher was able to obtain a holistic picture of the events, actors, policies, and values that influence the educational system (Moleong, 2018).

Data collection techniques in this study utilized three main methods: Observation, namely direct observation of learning activities, school management, and interactions among school members in the context of developing a superior educational system. In-depth interviews were conducted with key informants such as the principal, teachers, students, parents, and community leaders directly involved in the educational process at SMP Negeri 1 Jetis. Documentation study, namely the collection and analysis of relevant documents such as school curricula, flagship programs, activity reports, student achievement data, and school policy archives (Miles et al., 2014).

The data analysis technique used is the interactive data analysis model developed by Miles and Huberman. This model consists of three main stages: Data reduction, namely the process of selecting, simplifying, and focusing the collected raw data to create information relevant to the research objectives. Data display, namely the arrangement of data in narrative, matrix, or tabular form to facilitate researchers in understanding emerging patterns and drawing

preliminary conclusions. Conclusion drawing and verification, namely the process of formulating research findings based on the analysis results, followed by double-checking the validity and consistency of the data to ensure the validity of the conclusions drawn (Ikhwan, 2021).

3. Result and Discussion
3.1. *Dynamics of the Education System at SMP Negeri 1 Jetis*

The research findings indicate that SMP Negeri 1 Jetis has experienced various dynamics encompassing various elements of its educational system. When SMP Negeri 1 Jetis was first established in 2018, a problem emerged: the low quality of education, which caused concern among the Ponorogo PCM (Community Empowerment and Student Empowerment Agency). This was further compounded by demands from the Aisyiyah Elementary School guardian to establish a school model similar to the elementary school. An alternative solution emerged: repairing the existing school or establishing a new one. The decision was made to build the new school with a new strategy, a full-day school system, followed by annual implementation and evaluation.

The implementation phase saw several major changes, including:

Table 1. Dynamics of the education system

No	Aspect	Standing Period	Development Period
1	Educator	• PCM Selection • A challenge to pioneer and develop	• Selection of school administrators • A challenge to develop and implement
2	Learners	• Symbolic selection	• Formal selection with two pathways: PMDK and Regular • Targeting students with medium to high potential. • Implementing a reserve system • Priority given to children and Muhammadiyah members
3	Curriculum	• KTSP • Development Curriculum • Special Curriculum	• K-13 (2013/2014 Academic Year, Half Semester) • Development Curriculum • Special Curriculum
4	Building	• Occupy your own land	• One's own
5	Facilities	• Not complete/Minimalist	• Develop
6	Cost	• Foundation donors, receipt of building/development funds • Monthly education	• BOS Funds from the Central Government, - Regional BOS, • Sharia Infaq from Parents,

		allowance	• Foundation Donors or Supporters
7	Extracurricular	• There isn't any yet	• Already available

3.2. *Bentuk-Bentuk Dinamika Sistem Pendidikan di SMP Negri 1 Jetis*
3.2.1. *School Governance*

SMP Negeri 1 Jetis is a school that uses the School-Based Management (SBM) system, ensuring that the school is managed by the school administration, tailored to the specific needs of the school. The principal plays a crucial role in guiding the school's progress.

SMP Negeri 1 Jetis, in its pioneering and development, is led by a principal who is highly dedicated to the school's progress. Using his expertise, along with other administrators, the school has been able to attract community interest with various innovations, encouraging students to enroll at SMP Negeri 1 Jetis, whose image is still being established.

In developing the school, the principal consistently employs competitive strategies to showcase the school's reputation in the wider community. This strategy involves analyzing internal and external obstacles and transforming challenges into opportunities. The principal's efforts to develop the school toward excellence include fostering positive interactions with peers and motivating fellow teachers and students.

SMP Negeri 1 Jetis is presented with several superior programs, including: a) habituation of congregational prayer, sunnah rawatib prayer, and dhuha prayer, b) *Reog* and *Jatilan*, c) *Tilawah, Tahfidz*, and *Muroja'ah* (TTM), d) Olympiad Center (Science, Mathematics, Social Studies), e) English and Arabic Camp.

In realizing a progressive school, a democratic attitude is a key element emphasized within the school. This is reflected in the realization of the vision of SMP Negeri 1 Jetis. The principal's approach to achieving this goal is to provide teachers and staff with the opportunity to write down their hopes for the future of the school or any challenges they face on paper, which are then summarized collectively. This allows for a clear understanding of each individual's vision, allowing for collaborative formulation of necessary changes. This initiative is expected to foster commitment when all stakeholders are involved in school management, including in the decision-making process (Demir & Çobanoğlu, 2025).

This policy serves as a strategy for the principal to recognize the role of teachers and staff, emphasizing that success depends on the contributions of all members of the school community. From this, collaboration between administrators begins with small steps (Fadil & Aryani, 2021). To boost teacher performance and student learning, the principal consistently implements several innovations. The policy for educators to improve their performance includes providing In-House Training (IHT), which involves a monthly instructor. An external motivator is also brought in during the annual work meeting. In addition to coordination meetings, coaching and religious study sessions are also held for teachers and staff, both internally and externally (Putri et al., 2022).

The school also provides rewards to educators to encourage them to continue their ongoing educational program. To foster student achievement motivation, the school holds a quarantine program prior to exams, but this is only implemented for certain classes. It also provides external Spiritual Boarding

Training (SBT) to provide *rukiyah* motivation, motivating students not only to achieve academically but also in their daily morals (Chen, 2023; Javed & Muhammad, 2021).

To support the school's success in educating its students, the school consistently implements a student monitoring program, both at school, at home, and even on social media. This program is called "*Waskat*," or "inherent supervision." When problems arise, they are discussed with other teachers through incidental meetings (Prihantini & Hasmar, 2024).

This program is implemented as a form of accountability and is a leading program in monitoring student morality. Furthermore, home visits demonstrate teachers' concern for their students, monitoring their progress at home through collaboration with parents. To strengthen the relationship between the school and parents, the school has established a program to bring parents together every three months. They also exchange information about the school's progress through WhatsApp.

Most importantly, they build partnerships with various parties. Through these partnerships, the school is able to collaborate with various parties to share knowledge and collaborate on school development, leading to improvements for all parties. Similar to the partnerships established by SMP Negeri 1 Jetis, students were sent on comparative studies to gain knowledge about educational system development activities implemented at other schools, both domestically and internationally.

In addition to comparative studies, SMP Negeri 1 Jetis consistently conducts performance assessments to support its progress. To date, these assessments, designed to support performance, have been implemented through various program activities, including weekly Coordination Meetings (Rakor), Leadership Meetings (Rapim) conducted by the Vice Principals when needed, Incidental Meetings (Raker) held when problems arise, and annual Working Meetings (Raker).

3.2.2. School Culture

Starting from the formulation of this vision, a school culture began to form at SMP Negeri 1 Jetis, a result of a mutual agreement that fostered a spirit of collective achievement, driven by various motivations. This led to SMP Negeri 1 Jetis's excellence in both academic and non-academic areas.

In general, the culture at SMP Negeri 1 Jetis reflects the attitudes embodied in daily life and is mandatory for every member of the school community. In a study conducted by Yanti, culture is defined as values. There are six steps SMP Negeri 1 Jetis implements to instill the school culture in students.

These steps include:

a) introduction, which occurs during student orientation.

b) student development.

c) role modeling, which is reflected in the overall culture.

d) appreciation.

e) practice.

f) research.

But in general research stages it has not been implemented. Some of the cultural practices inherent and customary at SMP Negeri 1 Jetis include:

First, general culture, consisting of: respect and obedience to teachers, not bringing toys/anything non-educational/related to education, not bringing cell

phones, not buying snacks except at the school cooperative, disposing of trash in the proper place, enjoying reading, being disciplined with time and assignments, obeying the rules, reading the Quran every day, not celebrating birthdays (giving birthday gifts) and/or other non-Muslim traditions, parents (picking up/dropping off) entering the SMP Negeri 1 Jetis complex wearing modest and loose clothing and are required to wear a hijab (to cover the *aurat*) (Ristianto et al., 2023; Said et al., 2025).

Second, *tilawah* (recitation of the Koran), consisting of: starting and ending each activity with prayer, reciting the Quran before prayer with a *sirri*, performing ablutions calmly, orderly and correctly and always maintaining ablution, honoring the mosque with two rakaat prayers and dhikr (remembrance of God), performing the Dhuha prayer every day, praying solemnly and perfectly, praying earnestly, listening to sermons reverently (Takdir & Sumbulah, 2024).

Third, orderliness, consisting of: arriving at school on time, getting used to queuing and being orderly, walking quietly on the left lane, always wearing footwear according to the rules and their intended use, going up and down stairs via the left lane, not carrying cell phones or valuable/expensive items, coming and going from school through the gate, playing in places that comply with the rules and their intended use, not carrying pocket money of more than Rp. 5,000.00, not carrying toys or expensive items (except for assignments from the teacher) (Angit & Witanto, 2024).

Fourth, neatness and cleanliness: dressing cleanly and neatly, with a complete school uniform, honoring oneself by covering the genitals properly, placing footwear on the rack provided, identifying personal belongings and taking good care of them, disposing of trash in its proper place and picking up scattered trash.

Fifth, social behavior: getting used to the 5S (Smile, Greet, Say Hello, Be Polite, and Courteous), etiquette/manners when passing in front of someone, if the person being passed is standing (walk past and smile), if the person you pass is sitting, (walk past by walking slightly bent over and saying "excuse me", get used to shaking hands with fellow *mahrams*, respect parents, teachers, and friends, avoid swearing and hurtful language, uphold honesty in all things, sincerely accept and give advice, do not fight, get used to saying thank you and asking for help, ask permission when borrowing things from others, do not hesitate to apologize and take responsibility for mistakes, try to be more independent, practice empathy for others by being happy to give alms and being happy to help (Iqbal & Alam, 2024).

Sixth, eating and drinking: wash your hands before and after eating, pray before and after eating, eat and drink while sitting and using your right hand, only consume food and drinks that are halal, good and healthy, do not buy snacks outside of school (Winanda et al., 2024).

4. Conclusion

Based on the analysis results, it was concluded that the development of the education system experienced dynamics through five stages, namely problem identification, selection of alternative solutions, determination of new strategies (full day school), implementation that includes changes in management, curriculum, and facilities, and evaluation. The form of dynamics is seen in the governance aspect led by a professional principal with innovative policies and good partnerships with parents, as well as a school culture based on an Islamic

vision and manifested in habits of worship, discipline, cleanliness, and social attitudes. Suggestions are given for the school to continue to improve synergy, facilities, and school culture, and for future researchers to conduct more in-depth studies related to the development of education at the school.

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