

TRADITIONAL BOARDING SCHOOL EDUCATION SEULIMUM ACEH BESAR

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ABSTRACT: *This research is a qualitative research which aims to obtain various information and actual data about people's perceptions of traditional pesantren education development in Aceh provision, as well as to explore information and ideas of the community towards the pesantren learning system, community opinion on the policies and support of the Aceh government and big aceh to pontren-pontren in Seulimeum aceh sub-district is big, and at the same time to explore and study internal and external factors that become supporters and inhibitors in conducting guidance on traditional pesantren educational institutions. The results of the study can show that: With the assistance program for the development of pontren development carried out by the Aceh government, the pontren education institutions can reorganize the formation of pesantren education in accordance with the expectations of society, so that traditional pesantren can progress according to the demands of the times. Learning that is done in pontren and life-long education conducted in traditional pesantren, Seulimeum subdistrict, can realize the intelligence and maturity of thinking of students. The various policies and support that the Aceh government has given to pontren, this can be motivated by the community to set up huts and prayer halls. With the availability of sufficient teaching staff in the Pontrenia and the establishment of good relations between the pesantren institutions and the Aceh government and the big Aceh and the good socio-economic conditions of the students, these conditions can support the formation of traditional mentoring education. Especially with regard to the lack of available facilities for some pontren in the big Seulimeum Aceh district and the weak condition of some socio-economic santri can hamper the formation of the pontren in question.*

KEYWORD: Perception, community, traditional pesantren

INTRODUCTION

In the last few decades the traditional pesantren education system in aceh has undergone very drastic changes, and this change is still continuing because the form and system of education are still perceived as not meeting the expectations of the public. For this purpose the Aceh government is seeking, formulating and implementing a form and fostering traditional education according to the development of science. The process of implementing Pesantren education in Seulimeum District, Aceh Besar District is part of the development of the people's welfare field, with the aim to educate the lives of the people so that they can have the ability and opportunity to participate in development programs and lead lives that are in accordance with Islamic dignity and values for human life fair and adapted according to the Pancasila points. The policy of the Aceh government in order to promote traditional pesantren education should have received support and appreciation from the wider community. Therefore the formation of pesantren education is a proof of the seriousness of the Aceh government in the development of human education. For this reason, after implementing the Aceh Regional Regulation concerning the implementation of education, an in-depth study of community perceptions of community social education is needed.

LITERATURE REVIEW

Concept of Perception

In the sociology paradigm perception theory lies in the paradigm of social behavior. For that reason, in assessing perceptions requires an approach to behavioral paradigms in individual contexts, therefore this research is required to borrow approaches to behavioral paradigms. Human behavior in the community is seen as a valid system, therefore the community will exist if it is in balance, for that the value of a culture will be born through the agreement of all members of society who have a goal to be achieved. This value system is based on cultural patterns and shared belief systems that are believed by the community in the community. According to Suwarno (1996: 13-14) the factors that influence perception are: 1) Attention, usually one does not instill all the stimuli around them at once but will focus attention on just one or two objects. This difference in focus causes several perceptual differences; 2) one's expectation of arousal arising, for example a runner is ready for a start if there is a start that will sound a gun when having to run; 3) even temporary needs in a person will affect the person's perception; 4) the prevailing value system in a society also influences the person's perception; 5) personality traits; and 6) psychiatric disorders.

Islamic Boarding School Development

The formation of pesantren education consists of three words, namely Development, Education and Islamic boarding schools. Coaching is an effort that is carried out in a conscious, planned, directed, orderly manner to improve one's knowledge and skills, carried out with guidance, direction and supervision to achieve the expected goals (Ministry of Education and Culture, 1975: 3). While the definition of Education according to Law - No. 20 About the National Education System of 2003 Article 1, paragraph 1 is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character and skills needed by him, society, nation and state. Pesantren is generally known in Indonesia, especially in Aceh provision. Pesantren education is an education that serves to prepare students to become members of the community who understand and are experts in Islamic sciences held in boarding schools with a housing system.

Function of the Dayah Education Development Board (Pesantren).

In accordance with the Aceh Regional Regulation Number 5 of 2007 concerning the Structure of the Office and Work Procedure of the Service, Regional Technical Institutions, and Regional Institutions of the Province of Nanggroe Aceh Darussalam, Aceh Province is a special legal community unit and is given special authority to regulate and administer its own Government affairs and the interests of the community Aceh, the authority is given in accordance with the laws and regulations.

Birth History and Development of Islamic Boarding Schools in Aceh

According to Snouk Hurgronje in Ismail (2002: 151), that educational institutions have always lived and developed in Aceh. Furthermore Snouk Hurgronje wrote that the beginning of all the teachings for every Muhammad follower who was educated was the recitation of Al-Quran (Aceh: Beuet Kuruan). Beginning with the recitation of Arabic reading by giving direct practice through hearing, memory and speech of the tongue by heeding the rules of recitation called recitation of recitation. Generally, the Al-Quran reading learning education system is

developed through places of study, houses and meunasah, the system then develops so that educational institutions grow in the ranks or one particular building made of wood and thatched roof, then develops again become a pesantren.

Pesantren Education System

Islamic boarding schools are educational institutions that Thullab or santri / students study / reside in educational institutions that focus on Islamic education led by pesantren teachers. This pesantren education system consists of traditional and integrated, traditional systems focus on the implementation of Islamic religious education using classical Arabic language and various sciences that support it while an integrated system by integrating school / madrasah curriculum with traditional systems based on the values of life that sources on the teachings of Islam.

Research Thinking Framework

The research framework is built by taking into account the problems and research background starting from the existence of an Aceh Government policy in Pesantren Education Development in the Province of Nanggroe Aceh Darussalam, namely by the promulgation of Perda Number 5 of 2008 and several other regulations born as a result of the regulation in order to support and strengthen the implementation of Islamic boarding school education in Aceh province in general and Aceh district in particular. Community perception of the formation of pesantren education after the implementation of the Regional Regulation on the Implementation of Education in Social Reality Based on the regulation, pesantren education in Seulimeum Subdistrict is a form of concern and concern for the survival of Pesantren educational institutions / institutions.

ANALYSIS DATA

Research Approach

The research approach used in this study is a qualitative approach. Through a qualitative approach, there is a deep understanding and thought about the meaning, reality and relevant facts. This study in a more general context is intended to produce descriptive data about social reality and human behavior as psychic, social and cultural creatures, especially the leaders and students of the cottage and other coaches and principals of pesantren education both from educational institutions and people outside the institution this, which has a unique nature that is different from reality and behavior with the general public who get education outside the pesantren. The uniqueness can be traced from the origin of the formation of the adopted teachings, social traditions, the educational traditions he founded, the structures and social systems he built, the educational activities he developed and included the behavior of leaders, teachers and pontren students.

Focus

1. Perceptions of santri parents, students, teachers and community leaders on the formation of traditional pesantren education, with indicators:
 - a. View,
 - b. Understanding,

- c. Opinion.
2. Development of traditional pesantren education with Focus and indicators:
 - a. Pesantren Education Development Program;
 - b. The ideas of community leaders towards the learning system;
 - c. Government policy and support
 3. Supporting factors and inhibitors of pesantren education development
 - a. Internal factors
 - b. External factors

Data Source

Data sources in this study are divided into two, namely primary and secondary data

- a. Primary data was obtained from informants consisting of officials and former officials, the district heads and sub-heads of the Aceh Daydance Education Board (pontren) and officials of the Aceh Besar Education Day (pontren) office, as well as Pesantren leaders and teachers.
- b. Secondary data relating to the focus of the research were obtained from the Aceh Dayah Education Board (pontren), the Aceh Besar Dayah (pontren) Education Development office and several pesantren institutions in the district of Aceh Besar, especially with regard to various regulations and documents needed.

METHODOLOGY

General description

Pondok Pesantren, Aceh Besar District Seulimeum

Islamic Boarding School is one of the traditional educational institutions in the Province of Aceh that educates female students to become students who have an understanding of Islamic teachings dynamically for their life in the world and the hereafter. To take part in pontren education in general the students do not use the age level and age limit of learning, education here is a life long education, meaning that anyone who wants to enter the pontren will be accepted as a student, both to become a student and non-permanent students. Since the promulgation of the law on the implementation of education, the process of coaching pesantren education carried out by the Aceh government to the pioneers in Aceh is directed as follows:

1. Institutional development and pontren development
2. Development of pontren management
3. Development of the pontren curriculum
4. Fostering the talents, interests and creativity of Pontren students

The Purpose of Traditional Pesantren Education

Islamic boarding schools in big Aceh in accordance with their establishment have the following objectives:

- Educating and fostering santri as human development actors
- Educate and foster the community so that they can have Islamic knowledge as taught by the Prophet
- Prepare qualified and moral students
- Creating qualified youth cadres

Perceptions of santri parents, students, teachers and community leaders on the development of pontren education after the enactment of regional regulations on education

Perceptions of santri parents, students, teachers and community leaders on pontren education development in Seulimeum Sub-district after implementing the education regulation in Aceh can be stated that: they perceive with financial assistance for pontren physical development, assistance of yellow books, computer assistance, assistance productive economic sector and incentive funding assistance for teachers, these conditions can indicate that the Government has implemented the applicable legal rules, various provisions that have been initiated by the Aceh Provincial Government have been implemented in pontren-pontren in aceh, especially in big aceh.

a. Views of teachers and community leaders

In accordance with Regional Regulation Number 5 of 2008 that pesantren education is fostered by the Dayah Education Development Board (Pesantren). Guidance as intended is the Aceh Province Dayah Education Development Board (Pontren) has the functions, authority and programs carried out so that the formation of pontren education institutions can be realized according to the provisions and expectations of the people.

b. Understanding of teachers and community leaders

Understanding of teachers and community leaders in Seulimeum and surrounding areas towards the development and implementation of educational programs in huts in the Seulimeum District of Aceh Besar they perceive in recent years after the birth of Regional Regulation Number 5 of 2008 concerning the implementation of education, and the regional regulation has included pontren education institutions into the official education group, the attention and guidance of the Aceh Provincial Government and the Government of Aceh Besar to the implementation of pontren education have greatly increased. Especially with the regulation number 5 already applied, pontren education has been included in the realm of formal education in the province of Aceh and its diploma has been equalized with other levels of general education.

c. The opinions of teachers and community leaders.

Opinions from teachers and leaders of the Aceh Besar Seulimeum community and surrounding areas.

Conscious of the pontren community, after the Aceh government has fostered pontren with the enactment of Perda Number 5 of 2008, the pontren education institution in Aceh Besar has experienced very rapid development, both in terms of pontren physical and non-physical development such as the development of the pontren education curriculum, the provision of various facilities and financial assistance and other assistance made by the Government to pesantren for pontren's progress.

Traditional Pesantren Education

Traditional Pesantren Education Development Program

Every educational institution of traditional pesantren that engages in and carries out educational tasks in Aceh has the education level it manages, as well as the formation and management of pontren education conducted in the Seulimeum Subdistrict of Aceh Besar in principle is the same as the level of education carried out in other traditional pesantren operating in throughout Aceh Province. Managers of traditional pesantren education in the Greater Aceh Seulimeum subdistrict stipulate and divide pontren education programs into three levels of education and also for certain pontrenes that have opened special classes for teacher council studies and recitation for the community. The managers must conduct traditional pontren education training for all levels of education carried out above.

Ideas of Community Leaders Against Traditional Islamic Education Learning Systems

The views of the Aceh Besar Seulimeum community, on the education and learning systems carried out in pontren, Aceh Besar District, in principle they are very welcoming and very proud and feel very happy with the existence of these pontrenes around them, with educational activities and religious learning, the village is getting better. Children, youth and the community around Pontren can be moved by their hearts to study religion and parents can ask their children to study religion at Islamic boarding schools in Seulimeum Subdistrict as well as in other large pontrenes. The results of further observations, it can be seen that the learning method applied by the pesantren leaders to the community and the santri by using the method of reading the book, submitting the contents of the book, re-analyzing what was sent by *teungku*, Question and answer and conducting direct dialogue between teachers, students and the community, this learning method is very well applied in pontren, because the community and the pontren santri can understand and understand well what is learned from the contents of the book.

Government policy and support

Various assumptions and narratives about the policies and support of the Governments of Aceh and Aceh Besar for the pontren-pontren, the majority of the people in the sub-districts of Aceh Besar gave statements and remarks that the provincial governments of Aceh and Aceh Besar had given their pontren very good attention.

The physical development that has been and has been done in pontren is mostly funded by the assistance of the Provincial Governments of Aceh and Aceh Besar. Whereas the funds that are sourced from aid funds and community contributions in the last few years are very little when compared to government grants, but community aid funds cannot be ignored at all, because public funds can prove that there is community participation in the development of Pontren.

Supporting Factors and Inhibitors of Islamic Boarding School Development

The internal factors supporting pontren education coaching are:

- Adequacy of teachers available.
- The teacher does not demand payment of labor and they voluntarily want to teach.
- Availability of adequate pontren facilities.
- The realization of harmonization of both fellow teachers and managers.
- Good management.
- Location of a strategic pontren location.

The internal factors that become obstacles to the development of pontren education are as follows:

- Pontren has not been able to provide the required facilities.
- Pontren teachers have not mastered information technology.
- The capacity of santri dormitories that have not met the eligibility standard.
- Institute a place to learn not meet eligibility standards.
- MCK facilities for students are still lacking.
- Cottage leaders and managers have not wholeheartedly carried out the curriculum offered by the government.

External factors supporting the development of cottage education are:

- There is a regional regulation on education.
- There is funding support from the provincial government and Aceh Besar
- The existence of moral, material and spiritual support from all levels of the Aceh Besar community and its surroundings.
- There has been communication between the provincial government and Aceh Besar and the pontren management.

External factors inhibiting pontren education coaching are:

- No central government assistance to pontren
- There is still a lack of coordination between provincial / Aceh Besar officials and leaders and managers of the pontren
- The provincial governments of Aceh and Aceh Besar have not fully been able to help fund the process of pontren learning

- The large number of pontren in Aceh Besar so that provincial and Aceh Besar officials feel less time to do coaching.

DISCUSSION

Perception of Santri Parents, Santri, Teachers and Community Leaders on the Development of Pontren Education After the Implementation of Regional Regulation on Education

The santri parents revealed that in Aceh Province, the training of pontren education was carried out by the pontren Education Development Board of Aceh Province, in accordance with Regional Regulation number 5 of 2008, pontren could organize formal education and non-formal education and pontren could provide certificates to graduates. Diplomas issued by pontren can be used to continue higher education and other needs. With the enactment of a regional regulation on the administration of education, pontren managers and teachers have been in contact with the Aceh and Aceh Besar government, especially in the development problems, because the form of guidance carried out in this case is grant assistance where the government only provides funds while the pontren is the manager and recipient grant assistance.

From the description, the researcher can determine some findings, as follows:

Findings 1 Perception of santri parents with the enactment of education regulations, the establishment of relations between government officials and pontren institution managers

Findings 2 The perception of santri after the education of Acehese officials has been given to managers and teachers, the situation of Pontren has changed.

Findings 3 The view of the community after implementing the regional regulation on the implementation of education, the Government of Aceh carries out guidance on pontren by implementing the development of pontren development.

Findings 4 Understanding of teachers and the community after the enactment of regional regulations on the implementation of education, pontren education institutions are included in the realm of formal education in Aceh.

Findings 5 The teacher's opinion that the Aceh government is providing guidance to pontren, through various assistance from the government to pesantren.

Based on the findings 1, 2, 3, 4 and 5 above, the following propositions were formulated:

Proposition 1 Teacher and community perceptions through pesantren development development programs, pontren education institutions with the government organize quality traditional education development.

Islamic Boarding School Development

a. Pesantren Education Development Program

Findings 6 Education conducted in traditional pesantren helps the process of fostering, educating and transforming knowledge for students to inherit values in maturing thinking of students.

Findings 7 Educational programs held in pontren, get appreciation from all levels of society around the location of education.

Findings 8 The formation and training of students who are carried out continuously in Pontren, has increased the ability of students to study harder in order to gain knowledge.

From the findings 6, 7 and 8, the following propositions are formulated:

Proposition 2 Educational programs carried out in pontren get responses from the community so that traditional education progresses.

b. Ideas of Community Leaders

Findings 9 The traditional pesantren learning system must be maintained and preserved as a model of pontren education in aceh.

Findings 10 Education conducted in pontren has changed the mindset of the community towards positive thinking and has broad insight.

Findings 11 The implementation of synergic education between religious knowledge and general knowledge creates a superior young generation.

From the findings 9, 10 and 11 above the following propositions were formulated:

Proposition 3 Synergic learning system in pesantren and lifelong education, realizing intelligence and maturity thinking students.

c. Government Policy and Support

Findings 12 The community stated that the government had lowered various policies and their support for the implementation of education coaching

Findings 13 The decline in various assistance programs from the Aceh government to the pontren, had an impact on the existence of pontren institutions in Aceh Besar, which were increasing in number.

From the findings 12 and 13 above formulated the following propositions:

Proposition 4 The policy, support and special attention of the Government towards pesantren, motivated my friends to set up pontren and recitation centers.

Supporting and Inhibiting Factors for Pontren's Education Coaching

a. Internal Supporter

Findings 14 The adequacy of facilities and teacher staff owned by the pontren education institution embodies good education.

Findings 15 The establishment of good coordination relations between teachers and pontren managers, resulting in smooth learning.

Findings 16 The good socio-economic situation of santri supports education coaching.

From the findings of 14, 15 and 16 the following propositions were formulated:

Proposition 5 The adequacy of the teacher's power possessed by pontren, the establishment of relationships between teachers and managers supports educational coaching.

b. Internal Inhibitors

Findings 17 Islamic boarding school institutions have not fully provided adequate facilities for teachers, these conditions interfere with the hindrance of education coaching.

Findings 18 The economic situation of poor santri is an obstacle to education coaching.

From the findings 17 and 18 formulated the following propositions:

Proposition 6 Facilities available to teachers and the condition of some socio-economic santri are obstacles to education coaching.

c. External Supporter

Findings 19 The establishment of good coordination relations between the pesantren and the Aceh Government by itself pontren get good guidance and attention from the government.

Findings 20 People who live around the pesantren strongly support the existence of pontren.

From the findings 19 and 20 formulated the following propositions:

Proposition 7 The establishment of coordination relations between the pesantren and the government and the support of the community, the existence of pontren is guaranteed.

From propositions 1, 2, 3, 4, 5, 6 and 7 the major propositions are formulated as follows:

Major Proposition Teacher and community perceptions, with coaching, policies and support of facilities and infrastructure from the Aceh provincial government towards pesantren education institutions, Pontren institutions change.

CONCLUSION

Based on the previous description that the researcher has made at length in the Research Results Chapter and Discussion Analysis Chapter, there are some important points that can be concluded as follows:

1. The perception of santri parents, students, teachers and community leaders in general gives them the perception that after the enactment of the regional regulation on the administration of education in Aceh, the Aceh government together with Aceh Besar has been able to allocate funds to pesantren institutions especially to pontren in Seulimeum District, Aceh Besar.
2. Since the enactment and implementation of local regulation on the administration of public Islamic education means that since that time the people of Aceh province have begun to

recognize that the traditional Islamic boarding school in Aceh has received guidance from the Aceh government. against pontren-pontren in Seulimeum District, Aceh Besar.

3. Internal and external factors that are dominant to become supporters and inhibitors of pontren development include the adequacy of teachers' capacity, availability of adequate facilities, good management of management.

Internal factors supporting pontren education coaching are the availability of teacher adequacy, teachers do not demand payment of labor and they voluntarily want to teach, the availability of adequate facilities, the realization of good harmony among teachers, good management of management and a favorable location. As for the internal factors that become obstacles to the formation of pesantren education, pontren cannot provide various facilities needed by the teachers and the board of teachers, the teachers who teach have not mastered IT, the capacity of santri dormitories that have not met the eligibility standard, the learning centers have not met the eligibility standard, MCK facilities for queuing are still lacking. External factors supporting traditional pontren education development are that there is a regional regulation on education which is the operational legal basis for training, there is financial support from the provincial and regency governments of Aceh Besar to pontren, there is moral, material, and spiritual support from all the people living around Pontren communication has been established between the government and the pontren management, and good social and economic students. As for the internal factors that hamper the development of Pontren's education, namely the lack of central government assistance to pontren-pontren, the provincial governments of Aceh and Aceh Besar have not fully been able to help fund the learning process in pontren-pontren. less time to develop and socialize students who are less profitable.

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