

INTEGRATION OF THE EDUCATION SYSTEM BETWEEN SYAFI'I AKROM ISLAMIC BOARDING SCHOOL AND SMP SAINS CAHAYA AL- QUR'AN PEKALONGAN CITY INDONESIAN

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Abstrack

Islamic boarding school as a form of educational integration that opens itself up to the changes and needs of the times. Various demands for a formal diploma that is legally recognized by the government. This is not owned by traditional pesantren and makes it difficult for pesantren graduates to find work in formal institutions and companies that require a formal diploma. In addition, the form of integration applied in Islamic boarding schools is expected to contribute in realizing a quality and quality society. Based on this fact, research is needed regarding the integration of the existing education system in Islamic boarding schools and schools as well as the supporting and inhibiting factors for the integration of the pesantren and school education systems. The purpose of this study was to determine the integration of the education system between Islamic boarding schools and formal schools, as well as to determine the factors supporting and inhibiting the integration of the education system between the Syafi'i Akrom Islamic Boarding School and the Cahaya Al-Qur'an Science Middle School. The approach in this study uses a qualitative approach, and the type of research used is field research. Data collection techniques used in this study were observation, interviews and documentation. The analysis technique includes the stages of data collection, data reduction and data presentation.

Keywords: Integration, Education System, Schools and Islamic Boarding Schools

A. Introduction

In a dynamic society, education plays a decisive role in the existence and development of the community. This is because education is an effort to preserve, transfer, and transform cultural values in all aspects and types to the next generation (M. Arifin, 2008,p.8).

The establishment of schools within the pesantren environment directly or indirectly has contributed to advancing and modernizing education in pesantren which was initially only focused on religious education. In addition, the pesantren which was once looked down upon by some people has now reversed direction by naming the educational institution as a plus school where in addition to studying religious education it also provides general material so that graduates are not only limited to the scope of religion but are also able to participate in religious education. modernization current.

Today, almost all pesantren have established school education in the pesantren complex. The presence of madrasas in pesantren should further improve the quality of pesantren education. This is because the students are faced with a new educational model compared to the pesantren education they have experienced so far. They are introduced to various scientific disciplines, various models and teaching methods ranging from lectures to experiments, the obligation to master new knowledge and so on. They experience intellectual enrichment through various kinds of knowledge obtained through recitation in Islamic boarding schools and learning in madrasas.

Syafi'i Akrom Islamic boarding school as a form of educational integration that opens itself up to the changes and needs of the times. Various demands for a formal diploma that is legally recognized by the government. This is not owned by traditional pesantren and makes it difficult for pesantren graduates to find work in formal institutions and companies that require a formal diploma. In addition, with the form of integration applied at the Syafi' Akrom Islamic boarding school, it is hoped that it will contribute to realizing a quality and quality society.

Departing from this fact, researchers are interested in conducting research related to the integration of the education system that occurs in the Syafi'i Akrom Islamic boarding school in Pekalongan City and regarding integration, forms of

integration, institutions, and factors supporting and inhibiting the integration of the pesantren and school education systems.

B. Discussion

The approach in this study uses a qualitative approach, and the type of research used is field research. Field research is a type of research that is carried out at the place where the symptoms under study occur and without any additions that doubt the writing. Data collection techniques used in this study were observation, interviews and documentation. The analysis technique includes the stages of data collection, data reduction and data presentation.

RESULTS AND DISCUSSION

Literature Review

1. Integration in Education

a. Definition of Integration

Integration is synonymous with blending, joining, or merging, of two or more objects. As stated by Poerwamdairta, as quoted by Trianto, that integration is unification to become one or unified whole (Trianto, 2007,p. 21). Integration according to Sanusi is a unified whole, not divided and scattered. Integration includes the needs or completeness of the members who form a unit with a close, harmonious and intimate relationship between the members of the unit (Novianti Muspiroh, 2013).

b. Integration of School Education and Islamic Boarding School

The form of educational integration is the process of combining a certain value with an educational concept, so that it becomes a coherent and inseparable whole. Integration learning is centered on problems in the school curriculum. This integration will link other issues. This organization presents a statement of knowledge in the curriculum so that it is easily accepted by students.

Islamic boarding schools build education with the main foundation in the form of morals. If noble character has been formed in the students themselves, then later the students will become individuals who are



trustworthy towards the knowledge they have. Do not use the knowledge you have to fool or be a person who is misguided. To be able to realize this, it is necessary to manage quality pesantren (Hosaini, 2019,p. 102-104).

2. Islamic Boarding School

a. Definition of Islamic Boarding School

According to Qomar, the term pesantren is usually referred to as simply Pondok or the two sentences are combined into a boarding school. Essentially these two terms have the same meaning but there are slight differences. Dormitories that become daily lodging for students can be seen as a differentiator between boarding schools and Islamic boarding schools. At the pesantren, students are not provided with dormitories (lodging) in the pesantren complex. They live in all corners of the village around the pesantren, where the methods and methods of education and teaching are given by the bandongan system. The bandongan system is the kyai/ustadz reading the contents of the material to the students who are in front of him or around him then the students listen to the explanation from the kyai/ustadz.

According to Mastuhu, Islamic boarding schools are traditional Islamic educational institutions by emphasizing the importance of Islamic religious morality as a guide for daily life in society (Ali Anwar, 2011,p. 22-24).

b. Purpose of the Islamic Boarding School

Part of the reorientation and function and purpose described by Abdurrahman Wahid is that, among others, Islamic boarding schools have a role in teaching religion, namely basic values and elements of Islamic rituals. And pesantren as a socio-cultural institution, meaning that its functions and roles are aimed at the formation of an ideal society. As well as the function of pesantren as a social and political force, in this case pesantren as a source or political action, but more directed at imaging the moral condition that will always exercise control in socio-political life (M. Dawam Rahardjo, 1985,p.8).

According to Ahmad Calam, in formulating the vision, mission and goals of an institution is not an easy thing, it needs an in-depth study and involves all elements so that what is desired is included in it (Ahmad Calam, 2016,p.55).

c. Elements of Islamic Boarding School

There are five basic elements that make up the pesantren, namely: huts, mosques, santri, teaching classical books (kitab kuning) and kyai, as stated by Zamakhsyari Dhofier.

The following is an explanation of the five elements.

a. Cottage

The cottage is a building that functions as a place for the learning process to take place. Usually the huts are built with very simple facilities as part of a simple life practice. The cottage building was built in the form of having many rooms as a residence for the students. Pondok is also a space where Islamic religious values are learned and practiced.

b. Mosque

The mosque is an inseparable component of Islamic boarding schools and is considered the most appropriate place for educating students, especially in the practice of praying the five daily congregational prayers, sermons, Friday prayers, teaching classical books (the yellow book), and moral development. Religion is carried out in a dormitory (cottage) system, with the kyai as the main center and the mosque as the center of the institution. Thus, Islamic boarding schools are one form of Indonesian indigenous culture and are the oldest typical education model.

c. Student

Santri is a term for students who study in Islamic boarding schools. Santri are required not only to learn about religious knowledge, but also to make the knowledge learned a way of thinking and a way of life wherever and whenever they live. Santri is a candidate for leader who will replace the task of the ulama to preach and develop the people.

d. Classical books (yellow book)

Since the growth of the pesantren, the teaching of classical books (kitab kuning) written by scholars based on the Syafi'iyah school has been the main source of teaching given in pesantren.

e. Kyai

Kyai are scholars who are the center of teaching in Islamic boarding schools. The science and teaching system of the Islamic boarding school is

determined by the kyai. The role of the kyai in the pesantren is very important. This is because the kyai is not only a teacher, but more than that as an educator, coach, director, and solution provider in almost every problem in the life of students and society. The role of the kyai is not only educational, but also concerns religious, social, cultural issues to even political and national issues.

d. Kinds of Islamic Boarding Schools

In this research, the three divisions of pesantren proposed by Abd. Mu'in above, namely salafiyah, khalafiyah, and a combination. The salafiyah pesantren here are characterized as pesantren that focus on tafaqquh fi ad-din, the study of classical books, with bandongan, sorogan, and classical methods. The study of classical books using the classical method, which is often referred to as the institution called madrasah diniyah, is included as part of the characteristics of salafiyah pesantren because the institution according to the National Education System Law no. 20 of 2003 Article 30 paragraph (4) is included as part of religious education, not grouped into public schools that contain Islamic characteristics.

Khalafiyah Islamic boarding schools are Islamic boarding schools that have adopted a classical education system with an organized curriculum and integrate general knowledge, both in the form of madrasas as public schools with Islamic characteristics and public schools themselves. One of the characteristics of pesantren, namely teaching classical books with bandongan, sorogan, and kalsikal methods, is excluded from this category of khalafiyah pesantren. The combination of characteristics of salafiyah and khalafiyah pesantren in this study is called combination boarding school.

The Ministry of Religion divides Islamic boarding schools into three divisions, namely salafiyah, khalafiyah, and combinations. Salafiyah Islamic boarding schools are limited by Islamic boarding schools that only organize or prioritize book recitation and do not provide formal education. The khalafiyah Islamic boarding school is a boarding school that organizes formal education. While the combination boarding school is a boarding school that organizes formal education and book recitation (Ali Anwar, 2011,p. 27-28).



e. Islamic Boarding School Management

Islamic boarding schools are very attached to the figure of the kyai. Kiai in pesantren is a central figure, authoritative, and the center of all policies and changes. This is closely related to two factors, namely, first, the leadership is centralized to individuals who rely on charisma and paternalistic relationships, most pesantren adhere to the pattern of management and administration so that there is no delegation of authority to work units within the organization. Both ownership of the pesantren are individual. The individual authority of the kyai as the founder and caretaker of the pesantren is very influential. The lineage factor is also strong so that the kiai can pass the leadership of the pesantren to a trusted child without any pesantren component being able to sue.

According to Ismi Farhana, the foundation is the guarantor of the existence of private schools, and must play an active role in controlling the implementation of education in these schools. The appointment of the foundation's management should also depart from the competence and capacity of the people who are the foundation's administrators (IsmiFarhana, 2018,p. 134).

3. School Education System

a. Definition of School

School is an institution or place for learning such as reading, writing and learning to behave well. Schools are also an integral part of a society that deals with the real conditions that exist in society today. School is also the second environment where children practice and grow their personality (Hosaini, 2019,p. 100).

b. School Elements

1) Principal

The principal is a school leader or the leader of an institution where he receives and gives lessons. The principal is an employee where the teaching and learning process is held, or a place where there is interaction between the teacher who gives lessons and students who receive lessons. The principal is a teacher (functional position) who is appointed to a

structural position (principal) in the school. The principal is a teacher who has the ability to lead all existing resources in a school so that they can be utilized optimally to achieve common goals (Saparman, 2019,p. 16-17).

2) School Committee

The name of the School Committee is a generic name, meaning that the name of the agency is adjusted to the conditions and needs of each educational unit, such as the School Committee, Madrasah Council, Madrasah Committee, Kindergarten Committee, or other agreed names. Thus, previously existing organizations such as BP3, can expand their roles, functions, and membership or merge into a new organization called the School Committee (M. Misbah, 2009,p.3).

3) Teacher

The meaning of teachers or educators in principle is not only those who have formal teacher qualifications obtained from school or college, but the most important thing is those who have scientific competence and make other people smart in the cognitive and psychomotor domains. The cognitive domain makes students intellectually intelligent, the affective domain makes students have polite attitudes and behavior, and the psychomotor dimension makes students skilled in carrying out activities effectively and efficiently, and appropriately (Zaenal Mustakim, 2017,p.2).

4) Students

The definition of student/student/student in the Big Indonesian Dictionary means people (children who are studying, studying, and attending school). Shfique Ali Khan, understanding students are people who come to an institution to obtain or learn some type of education.

Students or children are "unique" individuals who have potential and experience a process of development. In the process of developing, the child or student needs help whose nature and style are not determined by the teacher but by the child himself, in a life together with other individuals (Siska Fitri Yanti, 2017,p.7).

5) Curriculum

According to Abudin Nata, in general the understanding of this curriculum can be divided into two parts, a narrow understanding of the curriculum and a broader understanding of the curriculum. In a narrow sense of the curriculum, as Crow and Crow said that the curriculum is a teaching design that contains a number of subjects that are systematically arranged as a condition for completing a particular educational program. Furthermore, Abdurrahman Salih, argues that the curriculum is a number of subjects prepared based on a systematic and coordinated design in order to achieve the planned educational goals (Muhammad Irsad, 2016,p.236).

6) Facilities (Infrastructure and Facilities)

According to Rika Megasari, the limitations of school facilities and infrastructure will certainly affect student learning outcomes. In other words, the process of implementing education in schools and learning problems are not only faced by the teacher concerned, but also supported by the existence and completeness of educational facilities and infrastructure (Rika Megasari, 2014,p.63).

c. School Learning System

As a system, the learning process consists of several components that interact with each other and are interrelated. These components are objectives, subject matter, learning methods or strategies, media, and evaluation.

Goals are a very important component in the learning system. Where students want to be taken, what students must have, it all depends on the goals to be achieved. So it is likened to the same purpose as the components of the heart in the human body system. Can humans live without a heart? No, right? Yes, the heart is the main component in the human body. Humans can still live without hands, have no eyes, but can't live without a heart. Therefore, the goal is the first and main component.

According to Faturrahman, integration in the learning system must try to avoid contamination caused by the secular learning system, which is only

concerned with intelligence and only for a piece of award to get diplomas and degrees in the world.(PupuhFaturrahman, 2004,p.195).

d. Management in School Education

According to Sumitro, the environment is one of the most important factors to support the success of an organization. And to make goals, targets and strategies to be taken, an in-depth and thorough analysis of the environment in which the institution is located is required (Sumitro, 2017,p. 78).

School management has the following management areas:

1) Curriculum Management

According to Hasan Langgulung, one of the reasons for the integration of the educational curriculum is to produce outputs that have observations that are integrated with reality, meaning that the core of knowledge is the truth of reality that gives happiness in the world and the hereafter (Imam Taulabi, 2013, p. 24).

2) Student Management

Student management is very much needed in educational institutions because students are both subjects and objects in the transformation process of educational science, which will depend on the development of the physical, intellectual, social, emotional and psychological potential of students. Student management is the arrangement and regulation of activities related to students, starting from students entering to leaving school.

3) Human Resource Management

Human resource management tries to study the role of the personnel department or personnel department in the management of human resources in connection with the development of the educational profession which is supported by the Law on Teachers and Lecturers No. 14 of 2005, Government regulation of the Republic of Indonesia No. 19 of 2005 on the Standards Body. National Education, Ministerial Regulation Number 22 of 2005 concerning Content Standards, Ministerial Regulation Number 23 of 2005 concerning Graduation Standards, and Ministerial

Regulation Number 24 of 2005 concerning Implementation of Content Standards and Graduation Standards and several other regulations issued to improve the quality of education. In addition, it is necessary to organize human resources in the world of education, which so far have not paid attention to the basic concepts and practices of modern human resource management.

4) Facilities and infrastructure management

Management of facilities and infrastructure is an activity that regulates to prepare all equipment for the implementation of the educational process in schools. Management of facilities and infrastructure is needed to help smooth the teaching and learning process. Educational facilities and infrastructure are all movable and immovable objects needed to support the implementation of teaching and learning activities, either directly or indirectly.

5) Financial Management

Finance or funds are one of the resources that have a very vital role in the implementation of education in educational units at all levels and types of education. Given its vital role, funds must be managed as well as possible with financial management patterns that are in accordance with financial management principles and accounting standards.

According to Dedi Supriadi, the classic problem that still often plagues institutions in this country is the problem of equitable distribution of education and education financing which is said to have not been maximized in its realization. This has an impact on almost all components of education (Dedi Supriyadi, 2018,p. 58).

6) School and community relationship management

Public relations management (PR) is the process of researching, planning, implementing, and evaluating a communication activity sponsored by an organization. The process of public relations management is usually carried out by a practitioner in public relations activities. According to Frank Jeffkins, public relations is everything that consists of

all forms of planned communication, both internally and externally, to achieve a specific goal, namely mutual understanding.

7) Dedicated service management

Special service management is carried out to support the success of the teaching and learning process. The success of the teaching and learning process requires other facilities to achieve it. The success of this learning must be supported by learning resource centers, school health centers, counseling guidance, and school canteens. To carry out these special services, special personnel are also needed. However, because these special personnel cannot be provided, the ones who assist this special service are teachers with teaching and learning processes in the classroom, but are specifically given or handled by the principal to students so that they are more optimal in carrying out the teaching and learning process (Hosaini,p. 37).

According to M. Sulthon Masyhud, the implementation of educational patterns in various ways still has the same function, namely educating and teaching science to students (Imam Taulabi, 2013,p. 17-18).

Integration of the Education System Between the Syafi'i Akrom Islamic Boarding School and the Al-Qur'an Science Middle School in Pekalongan City

The integration of the education system between the Syafi'i Akrom Islamic Boarding School and the Al-Qur'an Light Science Middle School, including:

1. Vision, Mission and Goals

The initial steps taken by the Syafii Akrom Islamic Boarding School and the Cahaya Al-Qur'an Science Junior High School in carrying out integration were by aligning what the objectives of the education were and formulating the school's vision and mission so that they could carry out what the ideals of the establishment of formal schools in the environment were. pesantren and the establishment of an integrated relationship between the two.

There is an educational component that must also be formulated together, namely the curriculum. In addition, the integration process between the two institutions may not be realized instantly, meaning that it requires a long process and a lot of time to see the results rather than the success of the integration process.

2. Learning System

The integration between the Syafii Akrom Islamic Boarding School and the Cahaya Al-Qur'an Science Middle School is interwoven in many aspects, especially in the learning system. Where the pesantren and junior high school learning systems will complement each other for the education system that has been designed by each of these institutions.

The learning system is a set of devices that will regulate the course of learning, from preparation, implementation to evaluation. The learning system plays an important role for the success or failure of the learning objectives to be achieved, for that educational institutions must prepare and ensure the learning system is right on target. In the case of institutions that have integrated relationships such as the Syafi'i Akrom Islamic Boarding School and the Cahaya Al-Qur'an Science Middle School, the learning system that will be implemented should indeed be formulated together so that the implementation of teaching and learning activities can be carried out as well as possible.

3. Learning Curriculum

Light Al-Qur'an Science Junior High School is a junior high school that has a science and al-Qur'an-based curriculum, so that the deepening of the material is more emphasized on mastering science and connecting all subject matter with the Qur'an. Because that is one of the main goals of implementing learning in junior high school.

Integration in the realm of curriculum is intended to integrate concepts, planning, materials, evaluation systems that lead to the goal of providing knowledge and skills to students both religious in nature or science and technology.

4. Learning Method

Integration in terms of learning methods is like what was conveyed by the Head of SMP, where Pesantren and SMP are both still using classical learning methods, but using a student centered approach, which means that learning is more emphasized on the activity of students or students.

With the presence of formal institutions in the pesantren environment, slowly but surely the learning method in the pesantren environment is undergoing a transformation, from what was only about sorogan and bandongan, starting to introduce the method of deliberation learning using projectors and presentations.

Materials that are usually taught in Islamic boarding schools such as nahwu-shorof can be taught using a new method, namely the specialization system. This learning system is like a skill course, where students are required to choose one of three specializations provided by Islamic boarding schools and junior high schools, Arabic, English and the Yellow Book.

As a form of spiritual or spiritual education for students/santri, there are several activities that are obligatory for them to follow, such as performing the dhuha prayer in congregation before entering school class, praying before starting and ending lessons, tadarus, reading AsmaulHusna, tahfidz as well as extra-curricular activities such as tambourines and the IPNU-IPPNU PK organization.

5. Learning Materials

Integration in terms of learning materials in junior high schools is still limited to religious subjects, such as fiqh, al-Qur'an and Hadith, AkidahAkhlah and Islamic Religious Education. As for the Islamic Boarding School, they include general materials in the form of discussions or questions and answers on the sidelines of their learning. Pesantren caregivers say that teachers at the Cahaya Al-Qur'an Science Middle School must be able to bring the Qur'an into every material they will teach.

6. Learning Tools and Resources

Because the learning methods are growing, the tools and learning resources at the two institutions are also experiencing development. On the other hand, schools always try to provide adequate facilities and infrastructure

to support the learning process, although it is not fully maximized due to financial constraints.

7. Learning Evaluation

For the learning evaluation system, SMP and Islamic boarding schools carry out their own evaluation systems, either by writing tests, practice or by looking at the completeness of the student's book notes or books. However, for the results of the learning evaluation, the two will influence each other.

Evaluation which is one of the important instruments in an education system also does not escape the attention of the Syafi'i Akrom Islamic Boarding School and the Al-Qur'an Science Light Middle School to further advance their education system, especially in terms of the integration of the two institutions.

Supporting and Inhibiting Factors of Education System Integration between Syafi'i Akrom Islamic Boarding School and Al-Qur'an Science Middle School in Pekalongan City

1. Supporting Factors for the Integration of the Education System between the Syafi'i Akrom Islamic Boarding School and the Al-Qur'an Science Middle School in Pekalongan City

a. Internal

1) Good Communication

Communication is one of the keys to achieving a successful collaboration process between two parties. With good communication, a good understanding will emerge and minimize a misunderstanding between the two parties working together.

2) Competent Teacher

With so many programs being run in Islamic boarding schools and junior high schools, of course, it requires a program implementer who has the capacity and competence in this field. This is the background behind a rigorous selection process for prospective teacher employees who will enter junior high schools, even Islamic boarding schools in collaboration with institutions that take care of alumni or

graduates of the Lirboyo Islamic Boarding School so that there are several alumni who become teaching staff in junior high schools and Islamic boarding schools.

3) Performance of Management and Employees

In addition to the performance of a teacher, the implementation of a program well also requires the active performance of the management of the Islamic Boarding School and also the employees of the junior high school. Without their good performance and without their hard work, of course, the programs that have been planned will not run well.

b. External

1) Support from Foundation

The Syafi'iAkrom Islamic Boarding School and the Al-Qur'an Light Science Middle School are both under the auspices of the Buaran Al-Qur'an Islamic Boarding School Foundation. The active role of the Foundation greatly helps the success of the integration process.

2) Strategic Environment

A strategic environment will greatly support the success of the teaching and learning process. The Al-Qur'an Light Science Middle School benefits from this because the location of the SMP is in the PondokPesantren area, so that in terms of supervision it will be easier.

3) Parental Support

The participation of parents is very helpful for the smooth running of all programs carried out by Islamic boarding schools and junior high schools, they are also actively involved in supporting, supervising and providing advice to Islamic boarding schools or junior high schools..

2. Inhibiting Factors Integrating the Education System Between Syafi'i Akrom Islamic Boarding School and Al-Qur'an Science Middle School in Pekalongan City

a. Internal

1) Student Problems

There are several problems that arise for students with the policies and programs in junior high schools and Islamic boarding schools, such as the fatigue they feel with many activities, a lot of learning load and schedules or times that collide between Islamic boarding school and junior high school activities.

Fatigue and boredom are increasingly occurring among students who feel they have a lot of burden in dealing with structured and regular academic activities or activities.

2) Lack of Energy

Due to the large number of activities or programs to be carried out, it takes a lot of implementing staff so that the program can run smoothly and well. The shortage of implementing personnel will result in delays in the policy implementation process, both in Islamic boarding schools and in junior high schools.

3) Facilities and Infrastructure

Facilities and infrastructure are supporting factors for the implementation of a policy and program, so that if the facilities and infrastructure are inadequate, the results of program implementation will be less than optimal.

b. External

1) Funding

The availability of facilities and facilities and infrastructure is closely related to the funding factor, if the source of funding is large then the facilities and facilities should be fulfilled in a short time, in contrast to the case if the existing funding is not so large, so that to fulfill all the facilities and facilities it must take a long time. a little.

2) Community Understanding

A policy will never be able to satisfy all parties, including those experienced by pesantren and junior high schools, where sometimes the policies taken by them are felt to be detrimental to other parties, such as the prohibition of the use of plastic in the pesantren environment which is felt to be troublesome for traders and canteens

as well as the prohibition of leaving the pesantren area for students. santri who are said to be blocking the sustenance of the community around the pesantren who sells.

Policy will not be successful if its implementation has nothing to do with the stated objectives. Often there is an assumption that after the policy is ratified by the authorities, the policy will automatically be implemented, and the results will be close to what has been determined.

C. Conclusion

The integration of the education system between the Syafi'iAkrom Islamic Boarding School and the Al-Qur'an Science Light Middle School occurs in three stages, first; planning that is done one of them by formulating the goals and vision and mission of education, second; implementation of integration in the two institutions which is manifested in several aspects, including: Learning Curriculum, Learning Methods, Learning Materials, Learning Tools and Resources and third; learning evaluation, a form of integration evaluation that is carried out routinely such as monthly, semester or yearly evaluations.

Factors that support the implementation of integration between the Syafi'iAkrom Islamic Boarding School and the Al-Qur'an Light Science Middle School are good communication between elements within the institution; Competent Teachers in their Fields; Good performance from Management and Employees; Support from the Foundation; Support from Parents; Strategic location. While the inhibiting factors are the problems that occur in students with the many

activities that exist; shortage of program implementers; infrastructure; fund; community understanding.

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