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Implementation of the Package C Education Program for Takhassus Students at the Tahfidzul Quran Misykat al-Anwar Islamic Boarding School Yogyakarta, Pringsewu, Lampung

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Abstract. *In partnership with PKBM Nusa Indah, this study attempts to characterize and assess the execution of the Package C Equivalency Education Program for Takhassus pupils at Pondok Pesantren Tahfidzul Quran Misykat al-Anwar. The curriculum goal is to provide students the chance to complete their primary studies and memorization of the Quran while still earning a credential that is comparable to Senior High School (SMA). Using methods for gathering data including in-depth interviews, documentation, and observation, the study takes a qualitative approach. The head of the pesantren, PKBM tutors, and participating students are among the study's key informants.*

The findings show that this program is effective in giving Takhassus pupils access to general education that is comparable to SMA, despite a number of obstacles still standing, including a dearth of program socialization among the community and resource constraints for teachers. Students express great satisfaction with this curriculum, especially with regard to gaining academic information that enhances their religious education. Additionally, the earned diploma is accepted across the country, giving students the chance to continue their study or find employment.

This study highlights how crucial it is for pesantren and PKBM to work together to provide an adaptable yet high-quality teaching program. It is envisaged that the results would provide a basis for suggestions to the pesantren's management and other pertinent parties to improve the Package C Program's execution and lessen current obstacles in order to improve educational achievements.

Keywords: *Package C Program, Pondok Pesantren, Takhassus Al-Qur'an, PKBM, Equivalency Education*

INTRODUCTION

Education is one of the main foundations for building quality human resources (HR). Equal access to education is essential to create a knowledgeable and noble society. Education is provided to every citizen based on their potential and strengths by considering justice and equity across regions, economy, and society. Education is provided through various pathways, categories, levels, and educational units and lasts throughout a person's life. Healthy, independent, and accountable organizations build and manage education in a pedagogical-academic environment (Asfar et al., 2020). To ensure that education remains good from the outside, they use self-evaluation as a nationally and internationally recognized management standard. Personal experience, daily social interactions, and formal education are not the only ways people learn. Indonesia has many educational institutions, both formal and non-formal education. The government

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regulates the formal education system from kindergarten to college. Human resource outcomes are influenced by the quality of education (Ahmad et al., 2023).

Announced by UNDP, reading ability is one measure of education. With the development of the digital world, it must be able to become a tool to foster loyalty to the community, provide insight, and provide provisions for living an increasingly advanced life. However, in certain situations, educational organizations still face challenges in managing their institutions, including due to relatively high education costs, low quality of educators, and the number of students who for various reasons cannot get formal education.

In relation to this problem,² Law No. 20 of 2003 concerning the National Education System (Sisdiknas) states that "Education in Indonesia is organized through three channels, including formal, non-formal, and informal education." For those who are unable to meet the requirements to study in the formal channel, the government offers the convenience of learning through non-formal channels.

Article 26 paragraph 3 of the Sisdiknas Law also states that: "Non-formal education in Indonesia consists of: early childhood education, literacy education for illiterate people, skills education and job training, equivalency education (Package A equivalent to elementary school, Package B equivalent to junior high school, and Package C equivalent to high school) and other education that aims to develop the potential of illiterate students."

This program was created to provide people who have passed the school age limit but want to get an education, especially at the high school level. not only a place for those who have passed the age limit, but also for those who have financial problems to go to school and are far from formal education centers. Package C equivalent education is non-formal education that is at the same level as SMA/MA/SMK, and the minimum age is fifteen years. The age limit, however, can be determined by the respective organizers. Only basic subjects: Natural Sciences, Social Sciences, Mathematics, and other subjects determined by the Community Learning Activity Center (PKBM) are accepted from the package C equivalent education program.

Currently, there are several institutions such as SKB, PKBM, and Islamic boarding schools that offer equivalent education programs. Non-official Islamic boarding schools also attract the attention of the community, including the Takhassus program, which is a special program offered by educational institutions for certain competencies. The institution is chosen not only as a substitute for formal education, such as equivalent education, but also as an addition to formal education. This study focuses on Takhassus Al Qur'an students because the equivalency education in Islamic boarding schools is focused on Takhassus students at the Misykat al-Anwar Tahfidzul Quran Islamic Boarding School in collaboration with the Nusa Indah Community Learning Activity Center (PKBM).

LITERATURE REVIEW

PKBM Nusa Indah is located on Jl. Pulau Pasaran, Kota Karang, Kec. Teluk Betung Timur, Bandar Lampung City, Lampung Province, is an institution that organizes non-formal education programs. The PKBM Nusa Indah program covers various educational units, including equivalency education from elementary school or package A to high school, or package C. In addition, PKBM Nusa Indah offers early childhood education, work skills education, and literacy programs. PKBM Nusa Indah plays an important role in providing educational opportunities for people in need, such as Takhassus students at the Tahfidzul Quran Misykat al-Anwar Islamic Boarding School. However, research is needed to determine whether the implementation of the package C equivalency education program policy has a positive impact on students.

Another study (Dessy Afriyanti, Dian Salsabila Kurnia, 2023) analyzed the PKBM Karya Remaja education program policy with the Nurul Islamic boarding school in the form of an equivalency education program. The results of the study show that to obtain an equivalency certificate, students must not only take exams, but also take lessons to get a learning report score from the beginning of the level. This learning report can be obtained from PKBM, which has received an official permit and has a National School Identification Number (NPSN).

Another study on the Implementation of the Package C Equivalency Education Program in Bandar Lampung City was conducted at PKBM Indah Kusuma Bangsa in

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Kemiling District, Bandar Lampung City. The results of the study show that learning organizers must ensure that their schedules are consistent so that students are not neglected and get clarity on how they will go to the equivalency education program. Because people often don't like the terms "equivalency education" or "catch up package", it is very important for equivalency program organizers to communicate and disseminate it to the community.

Furthermore, research conducted by Ibnu Abinnashih in 2022 examined the implementation of the Tahfidz Al Quran Program policy at PKBM Darul Qur'an Al-Karim in Baturraden Banyumas. The results of the study indicate that effective communication between guardians of students and all administrators of the boarding school is very important to socialize the equality program policy and divide tasks evenly among students. Furthermore, Syafrudin Aziz (2019) conducted a journal study on the success of the Darul Qur'an Al Karim Baturraden package B tahfidz al-Quran program. This study shows that the tahfidz program can be successful for several reasons, one of which is the relevance of the PKBM strategy used.

Another study is the Implementation of the Al-Quran Tahfidz Program Policy as an effort to improve character education at the Al-Quran Putri Ibnu Katsir Islamic Boarding School in Jember (Farah Camelia, 2022). This study covers aspects of the implementation of the policies that have been made. Resources, disposition or attitude of the implementer, and organizational structure are the variables of this study.

Some of the studies mentioned above focus on communication between guardians and education providers, resources, attitudes of implementers, and organizational structures, but the current study focuses on the impact of implementing the package C equivalency education program policy, while the focus of this study is the implementation of the package C equivalency education program on Takhasus students from the Tahfidzul Quran Misykat al-Anwar Islamic Boarding School in collaboration with PKBM Nusa Indah. By conducting this analysis, we can find out the effects of the implementation of the organizers.

METHODS

The location of the Misykat al-Anwar Tahfidzul Quran Islamic Boarding School is in Jujugan Hamlet, South Yogyakarta Village, Gadingrejo District, Pringsewu Regency, Lampung. This study was conducted there. A Qualitative Approach was used to explain the implementation of the Package C Equivalency Education Program for Takhassus students at the Islamic boarding school. This approach was chosen because it allows researchers to understand the phenomenon from the perspective and experience of the participants (Creswell, 2014; Moleong, 2016).

The collection of research data used three main methods: observation interviews, and documentation. Observations were made by directly observing how the Package C Program was run at the Islamic boarding school, including interactions between teachers and students and the dynamics of the teaching and learning process. These observations were conducted in a participatory manner, meaning that researchers participated in the research environment to broaden their understanding. Among the important people interviewed were students who participated in the program, tutors from PKBM Nusa Indah, and the head of the Islamic boarding school. The purpose of the interview was to learn about their experiences, perspectives, and problems they faced while implementing the program. The semi-structured interview method allowed for flexibility but was directed. The collection of administrative documents related to the program, progress reports, and learning modules were part of the documentation. To support the findings of the observations and interviews, this documentation was used as supporting data.

The data obtained were analyzed using Thematic Analysis. In this process, the researcher found the main themes that emerged from the observations and interview findings. As a data validation method, triangulation involves triangulation of sources, techniques, and time to ensure the validity of the data (Patton, 1999). Source triangulation involves comparing information from various participants, such as students, tutors, and heads of Islamic boarding schools. This is a technique that compares data obtained through interviews, observations, and/or documentation. Time triangulation involves collecting data at different times to determine the consistency of the results.

With this research, it is hoped that a comprehensive and in-depth picture can be achieved about the implementation of the Package C Program at the Misykat al-Anwar

Islamic Boarding School, as well as the difficulties and opportunities that exist. This will be done by using these data collection methodologies and techniques.

RESULTS AND DISCUSSION

The Package C equivalency education program at Misykatul Anwar Islamic Boarding School was created by PKBM Nusa Indah as a form of ³the Islamic boarding school's commitment to providing access to general education for Takhassus students. This program is taught by PKBM Nusa Indah teachers and provides an opportunity for Takhassus students to study and gain general knowledge ⁴that is not taught by Islamic boarding school teachers. This program is organized by PKBM Nusa Indah and Misykatul Anwar ⁴Islamic Boarding School with the aim of providing education comparable to SMA/MA to students.

The purpose of the Package C Program is to provide students with access to formal education at SMA or Aliyah. With this program, students can obtain a nationally recognized SMA equivalent diploma, which allows them to continue to higher education or directly enter the workforce.

This program focuses on students aged between 14 and 18 years. Students at Misykatul Anwar Islamic Boarding School are required to follow these programs, especially the Takhassus Al Qur'an program, which focuses on memorizing and deepening the Qur'an without leaving ³the Islamic boarding school. Therefore, it is expected that program participants will not only study religious education, but also have general insight and knowledge.

There are two main majors in the Package C Program: IPA (Natural Sciences) and IPS (Social Sciences). The curriculum is adjusted to the national curriculum standards for SMA/MA. The learning methods used include independent learning, face-to-face learning, and tutorials. Learning at PKBM Nusa Indah is carried out at least four times a week. This provides enough time for participants to understand the material thoroughly without leaving their daily activities or other tasks. This program not only offers academic learning, but also vocational learning which is indeed designed to improve students' abilities in the real world. To strengthen participants' work skills so that they are ready to

enter the workforce after the program ends, cooperation can be carried out with partner institutions or companies.

The advantage of the Package C Program at PKBM Nusa Indah is that its graduates receive national recognition. This program will provide a diploma equivalent to a high school or MA diploma recognized nationally by the Ministry of Education. With this diploma, graduates have the same rights as formal high school graduates and ⁷ can continue their education to a higher level, such as college, or with recognized qualifications directly enter the workforce. Graduates also have the opportunity to take entrance exams to recognized private or state universities, allowing them to improve their careers and lives.

Equivalency education is considered equivalent to formal education, but the process is different from formal education. Articles 17 and ² 18 of Law Number 20 of 2003 concerning the National Education System state that the Package A program is considered equivalent to SD/MI, and the Package B program is considered equivalent to SMP/MTS. Exam participants who graduate from the Package A, Package B, or Package C programs have the same rights as holders of diplomas from SD/, SMP/MTS, and SMA/MA/SMK programs.

Education System Law No. Article 26 paragraph 6 of Law No. 20 of 2003 states that "the results of non-formal education can be valued as equal to the results of formal education programs after going through an equivalency assessment process from an institution appointed by the regional government with reference to national education standards." Therefore, those who complete this program can obtain a diploma that meets national education standards.

In this equivalency education program, there are three stages of assessment: tutor teacher assessment, institution assessment, and government assessment of learning outcomes. The National Standards Agency regulates national exams, which are learning outcome assessments conducted by the government. The 2009 Kemendikbud equivalency learning assessment guidelines contain these assessment guidelines.

Permendikbud number 4 of 2018 Article 5 stipulates that students who have completed the equivalency program, proven by a comprehensive assessment report, and

have taken the equivalency exam. The community that receives an equivalency program certificate is defined as follows:

1. Students at the elementary school/MI/SDTK, SLDB, and Package A/Ula program levels who take the School Exam (US) and the National Standard School Exam (USBN) must meet the following requirements:
 - a. Already in the final year at the elementary school/MI/SDTK/SLDB level;
 - b. Currently or have been in the final year for the Package A/Ula program; or
 - c. Have a complete report of learning outcomes from class IV semester 1 to class VI semester 1 for elementary school/MI/SDTK, SLDB, and Package A/Ula Program students.
2. **8** Students at the junior high school/MTS/SMPT, junior high school special education, senior high school/MA/SMTMK/MAK, senior high school special education, and vocational high school/MAK levels who participate in USBN and UN must meet the following requirements:
 - a. Registered in the current semester at an educational unit and have a complete report of the results of learning assessments from semester 1 to semester 5; or
 - b. Have completed all required credits in accordance with the Semester Credit System (SKS) which is equivalent to semester 5 at the educational unit.
3. Students in the Package B/Wustha program and the C/Ulya program who participate in USBN and UN must have a complete report of the results of learning assessments in the equivalent education program. Regarding the equivalency certificate, there are things that need to be considered regarding the age of the certificate as a requirement to be able to take the equivalency exam at the next level. It is stated in the SOP (Standard Operating Procedure) regulated by the National Education Standards Agency (BNSP) number 0053/P/BSNP/1/2020 which states that: 'students from the B/Wustha package program and the C/Ulya package program must have a certificate or other certificate that is equivalent to or has the same value as a certificate from an educational unit of the same level lower with a minimum age of the certificate of 3 (three) years. Therefore, students who have just completed the Package B program level cannot immediately take the exam for Package C level before 3 years.

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On Jalan Pulau Pasaran, Kota Karang, Teluk Betung Timur District, Bandar Lampung City, Lampung Province, the Nusa Indah Community Learning Activity Center is an institution that organizes non-formal education programs that offer equivalency programs for Package A, Package B, and Package C levels. Established since May 10, 2010, Dapodik has 250 students from various levels registered. PKBM Nusa Indah has non-formal school partners and Islamic boarding schools. In addition to students who take part in direct learning at the institution, these students are registered at PKBM Nusa Indah to obtain learning outcome reports and equivalent diplomas. One of PKBM Nusa Indah's partners is the Misykat al-Anwar Tahfidzul Quran Islamic Boarding School, located in Jehian Garden, Jalan Yogyakarta Selatan, Jujugan hamlet, Yogyakarta Selatan village, Gadingrejo District, Pringsewu Regency, Lampung. Not only does Misykat Al-Anwar Quran Junior High School offer formal education, the Misykat Al-Anwar Tahfidzul Quran Islamic boarding school also offers non-formal education, such as the Quran House for non-resident students, Madrasah Diniyyah, Madrasatul Quran, and Majelis Ta'lim.

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The management of the Islamic boarding school establishes a special learning program for students so that they have the same rights as students in formal schools. Human resources are one of the supporting factors that influence the implementation of the program. The resources in question are the teaching tutors. The tutors must have at least teaching experience, a bachelor's degree, and expertise in the field they are studying.

Edward II (Subarsono, 2014) stated that when there are resources, policy implementation can be carried out, and resources are a real variable. The contents of the policy have been conveyed comprehensively and consistently, but if there are no adequate human resources to realize the implementation of the policy, then everything will not go according to plan.

Every student at the Misykat Al-Anwar Tahfidzul Qur'an Islamic Boarding School is registered in the Dapodik (Basic Education Data) system and Emis PD-Pontren, a national data collection system that is connected to other educational data. Dapodik issued by the Ministry of Education, Culture, Research and Technology aims to provide a data collection system that must be followed by formal and non-formal educational institutions. Only educational institutions that have been permitted and receive NPSN can access Dapodik. Students who are registered with Dapodik will receive a NISN (National

Student Registration Number), and they will have a record of their learning outcomes up to college. Meanwhile, Emis PD-Potren is an official site provided by the Ministry of Religion to assist in the data collection process for the number of students in Indonesia. Every student at the Misykat al-Anwar Tahfidzul Quran Islamic Boarding School currently has a NISN and is registered with Dapodik and Emis Kemenag.

The learning process of PKBM Nusa Indah for Takhassus students at the Misykat al-Anwar Tahfidzul Quran Islamic Boarding School shows the implementation of package C equivalency education for Takhassus students. The syllabus for each subject is given and the learning time is adjusted according to the agreement with the Islamic boarding school. Every Monday, Tuesday, Thursday, and Friday, tutors are contracted by the Islamic boarding school to teach. LKS (Student Worksheets) and material modules for tutors to use are the educational tools used. The learning process includes presentation of material by tutors, discussions, and working on questions from the LKS. To ensure that all students have a report on their learning outcomes each semester, grades are taken every half semester and at the end of the semester.

⁶ The implementation of the Package C equivalency education program for Takhassus students at the Misykat al-Anwar Tahfidzul Quran Islamic Boarding School offers benefits for both parties, according to data and interview results conducted by researchers with informants. PKBM Nusa Indah continues to acquire new students every year, together with ³ students at the Misykat Al-Anwar Islamic Boarding School. For the benefit of the pesantren, providing electability guarantees for all Takhassus students and giving students the right to study general subjects formally. A diploma that is comparable to formal education can allow students to continue their education to college level and get jobs. This helps the pesantren by giving them the convenience to manage fair education and gain the trust of the community. The increasing number of ³ students at the Misykat Al-Anwar Tahfidzul Quran Islamic Boarding School increases every year.

CONCLUSION

The results of the implementation of the Package C Education Program at PKBM Nusa Indah at the Misykatul Anwar Tahfidzul Qur'an Islamic Boarding School for Takhassus Al-Qur'an students are that this program offers an inclusive and integrated educational solution for students who want to gain general knowledge equivalent to SMA/MA without leaving the Islamic boarding school. By providing formal education that is not taught in Islamic boarding schools, this program meets the needs of students who focus on religious education. This allows students to deepen their memorization and understanding of the Qur'an while continuing their education in general fields.

This program has a curriculum that includes science and social studies majors, which provides flexibility in learning methods that include face-to-face, tutorial, and independent learning. This allows students to take formal education without disrupting their main activities at the Islamic boarding school. Vocational learning also provides students with added value in practical skills, which prepare them for work in the world of work.

The advantage of this program is that graduates have a nationally recognized diploma, which is equivalent to a formal SMA/MA diploma. This gives students an equal opportunity to continue their education to higher education or enter the workforce. Overall, Takhassus Al-Qur'an students receive an improved quality of education through this Package C Program. This program also gives them the opportunity to make a greater contribution to society by providing them with general knowledge and practical skills.

This program shows that religious education and general formal education can work well together, providing benefits for the overall development of students, both spiritually and academically.

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