

COMPULSORY EDUCATION PHENOMENON FOR ISLAMIC EDUCATION IN INDONESIA

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ABSTRACT

The education level in Indonesia aims to create a society that has the lowest education, which is SMA/Equivalent, so that scientific competence, learning experience and thinking patterns have knowledge in general, so that in the process of interacting in the world of work, this is also the target of religious education institutions. which are non-formal in nature such as al-Quran memorizing schools (tahfiz schools), the method in this study uses the literature study method, namely discussing literature both from laws and regulations, government regulations, related ministerial regulations and education regulations. Basically Compulsory Education/compulsory education is a government program that has been running in Indonesia, namely the 9-year and 12-year compulsory education program, this program is running until now.

Keywords:

Compulsory Education, Compulsory Islamic Education

1. INTRODUCTION

We are familiar with several terms in the scope of education that require our citizens to study at the education level. The term Compulsory Education is a policy or requirement in the level of education in education in Indonesia, namely compulsory education. This term will look new if we talk about the order of ordinary people, even though compulsory education itself has existed since the time of the development of the New Order until now. The fundamental question in today's society is why the term compulsory education is applied? In fact, according to Priyadi and Chaeruddin in their book 12-year Compulsory Education, it is stated that education is an activity that is realized by individuals from the community, or groups from that society and is supported by government policies and training institutions, both held within the scope of formal schools and private schools. outside non-formal educational institutions whose types of education are lifelong to provide learning experiences to the community that are intended for the future [1]. This is also stated in a preamble to the 1945 Constitution which states clearly that the state's efforts to educate the nation's life are by implementing policies protected by law so that every Indonesian citizen has the right to obtain a decent and quality education in accordance with the wishes and abilities and wishes of all Indonesian citizens. citizens regardless of their social condition, race, ethnicity, religion and gender.

The fundamental question for the Compulsory Education program that is supported by law is whether this program also applies to religious education, especially Islamic education.

According to the author's observations, so far it has been found that many Islamic educational institutions that are tahfiz carry out the learning process and the application of learning programs does not include a formal education curriculum so that when they complete their tahfiz program they are not accompanied by a formal diploma, this is more or less a concern.

2. RESEARCH METHOD

The method used in this research study uses a literature study that discusses, compares and scientifically analyzes policies and legal foundations related to the Compulsory Education system in Islamic education, such as laws, decrees / circulars of the minister of education, decrees / circular of the minister of religion so that the analysis obtained provides a complete interpretation of the policy from a legal and expert point of view, so that from this study a clear analysis will be found based on relevant sources.

3. RESULTS AND DISCUSSION

A. Scope and Legal Basis

In general, education is described by a learning process that is given directly or indirectly, formally or informally, from the lower level (Tk, PG) to the level of higher education so that it can be said that education is one of the most important aspects for nation building, quality human resources. Which is a product of education is the key to the success of a country's development. In article 1 of the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System, which reads: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. that is needed by himself, society, nation, and state

From the above opinion, it can be interpreted that education is a learning process for each individual in order to achieve higher knowledge and understanding of certain and specific objects. The knowledge obtained formally results in each individual having a mindset, behavior and character that is in accordance with the education he has received (Big Indonesian Dictionary). Therefore, education is a long and continuous process. An education will always be directed at a goal that can bring a useful function.

If viewed from the aspect of the process, education in Indonesia is categorized into 3, which are formal education, non-formal education and informal education. These three education categories have different backgrounds, processes and systems, such as:

1. Formal Education, as we all know, formal education in Indonesia is a structured and tiered educational path consisting of basic education, secondary education, and higher education. This is in accordance with the Law of the Republic of Indonesia Number 20 of 2003, Article 14, which states that the level of school education consists of basic education, secondary education, and higher education. In addition to this level of education, preschool education can be held, which is not a requirement to enter basic education. In the RI Law Number 20 above, Article 17 also states that basic education is the level of education that underlies the secondary education level. Basic education is formed from elementary schools (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as junior high schools (SMP) and Madrasah Tsanawiyah (MTs),

or other equivalent forms. Secondary education is a continuation of junior secondary. Upper secondary education is divided into 2 parts, namely upper secondary education and vocational secondary education. Secondary education is in the form of Senior High

School (SMA). Madrasah Aliyah (MA), Vocational High School (SMK), and Vocational Madrasah Aliyah (MAK), or other equivalent forms.

2. Non-formal education, we both know that the regulation of all education and its name has been regulated in the Law of the Republic of Indonesia which is explained in the derivatives of each article in the Act. For non-formal education, it is also stated in the Republic of Indonesia Law Number 20 of 2003 article 26 which states that non-formal education is held for citizens who need educational services that function as substitutes, additions, and/ or complements to formal education in order to support lifelong education. Non-formal education functions to develop the potential of students with an emphasis on mastery of knowledge and functional skills as well as the development of professional readiness and personality. Non-formal education includes youth skills education, literacy education, and other education that is shown to develop students' abilities. Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies and similar educational units.
3. Informal Education, is an educational activity carried out by the family and the environment which is carried out in the form of independent learning activities. Informal education can also be said to be a learning process that lasts throughout the ages so that everyone acquires values, attitudes, skills and knowledge that comes from daily life experiences, environmental influences including the influence of family life, relationships with neighbors, work environment, and games. , markets, libraries, and mass media.

Compulsory Education or in other terms, namely the obligation of learning activities by the government, is a step to carry out the educational process through learning. Through learning, we can carry out the educational process systematically and monitored so that we can know for sure the level of change in students. The educational process is naturally considered too long and not in accordance with the needs of life. There are often unresolved problems, but the next problem that urgently needs to be solved has also emerged. Of course this makes us feel difficult. Therefore, the educational process must be managed properly and correctly to suit the needs of life. Since then, the education process has been carried out consciously according to the conditions needed in that way so that we can survive in the face of life's problems. Whereas the educational process carried out allows us to solve problems in a short time.

Implementation of compulsory education according to Vassiliou "In most countries, the start of compulsory education coincides with the start of primary education. Almost everywhere, children who have reached compulsory school age must be enrolled in an education institution"[3]. From Vassiliou's opinion, it can be interpreted that some countries stipulate compulsory education starting with basic education. In almost every country, children who have reached the age of compulsory education must be enrolled in formal, non-formal, or informal educational institutions, in other words, children of compulsory school age must attend school.

Compulsory education is an opportunity that is open to everyone. School-age children should be part of the program. We do not let school-age children wander around during study hours, because they are supposed to follow the education and learning process. With the compulsory education program, there is no reason for every child of

the nation not to go to school. Thus, it is expected that there will be a significant increase in human resources.

The compulsory education program held by the government is a good opportunity for self-improvement. Especially for the poor, this program is a program that was launched for them. It will be a loss if the program is not utilized optimally, and this compulsory education program is a form of government concern and responsibility, and we should take advantage of this program because various knowledge and skills can be obtained, these knowledge and skills are the provisions in making changes to life our.

There are two Compulsory Education/compulsory education programs that have been running in Indonesia, namely the 9-year and 12-year compulsory education programs.

1. 9 years Compulsory Education

The 12-year Compulsory Education Program currently running is constrained by the fact that the 9-year Compulsory Education Program has not yet been completed. According to Talman, it was stated that this year's 9-year Compulsory Education only covered 66.15% of all districts and cities (340 out of 541 districts and cities). Compulsory Education for 9 Years of Basic Education, is a government program to answer the needs and challenges of the times. Based on the National Education Law No. 2/1989. The government seeks to improve the standard of living of the people by requiring all Indonesian citizens aged 7-12 years and 12-15 years to complete basic education with a program of 6 years in elementary school and 3 years in junior high school equally. It is irrelevant if in modern times there are still Indonesian children who are not in school and some are still illiterate. Therefore, the government is trying to improve the quality of human beings through the basic education level. To realize the above objectives requires cooperative cooperation between the Government, communities and families. There are still many obstacles in preparing for the 9-year Compulsory Basic Education, including: limited funds to provide equal distribution of education, lack of family motivation to send their children to school.

2. 12 years compulsory education

The development gap between regions in the long term can have an impact on the social life of the community. The gap between regions can also be seen from the 122 districts which are underdeveloped areas. The gap is related to the uneven distribution of demographics and the availability of inadequate infrastructure, with the imbalance in development making the distribution of education in Indonesia also disrupted, infrastructure development is one of the main problems that must be resolved immediately in order to achieve educational harmony, especially school infrastructure which is the main requirement in realizing the 12-year Compulsory Education program.

With conditions like this, the 12-year compulsory education is still hampered. Meanwhile, what is currently ongoing is to continue the initiative of the Ministry of Education and Culture in the previous period which launched PMU or Universal Secondary Education, as a continuation of the 12-year compulsory education. If compulsory education is mandated by law, it must be followed by all school-age residents, fully

financed by the Government and there are sanctions for those who do not follow. PMU only provides the widest opportunity for all Indonesian citizens to attend quality secondary education, facilitated by the government to accommodate the school-age population, financing is borne by the government, local government and the community, there are no sanctions for those who do not attend.

With regard to tahfizi education that focuses on Al-Quran education, their education is also regulated and has regulations so that the rules for opening tahfiz institutions are not arbitrary, the rules are contained in the Decree of the Director General of Education No. 91 of 2020 which states that Koranic education as part of Islamic education has a position strategically, this is because:

1. Qur'anic education is the most important basic education because in the Qur'an there are approximately 750 reference verses related to science so that all Islamic religious educational institutions must teach the Qur'an.
2. The development of Qur'anic education is very important because the Qur'an is the main source of Islamic teachings and a way of life for every Muslim. The Qur'an not only contains instructions about the relationship between humans and God but also regulates relationships with others (*habluminallah wa habluminannas*) and humans with the natural surroundings. To fully understand the teachings of Islam, it is necessary to understand the content of the Qur'an and practice it in daily life seriously and consistently.
3. Education of the Koran is the foundation of all educational curricula in the Islamic world because the Koran is a religious broadcast that is able to strengthen *aqidah* and strengthen faith. Thus the education of the Qur'an is the main spirit of Islamic education because the Qur'an is a guide to life. Therefore, it is not just learning to read and memorize but must be developed again at the next level, namely learning to understand so as to be able to practice it properly in accordance with the divine message.

As a supporting education for Compulsory Education, Al-Quran education has curriculum guidelines and guidelines as well as the regulatory mechanism which is also stated in the Minister of Religion Regulation number 13 of 2014 concerning Islamic religious education in article 50, in this regulation it is clearly explained that the implementation of education, type, curriculum, learning process, students, educators and education personnel, infrastructure, management of education, financing, assessment and graduation, accreditation, guidance and evaluation as well as on procedures for registration and closing of educational institutions of the Qur'an. From the explanation above, it has been answered that Compulsory Education/compulsory education applies to schools or religious education institutions, both formal and non-formal, such as tahfiz institutions that are required to have formal education, if they do not have one, they can collaborate with community education institutions or PKBM in providing education formal.

B. Obstacles to Compulsory Education Program Implementation

According to Nopembri, the success of the Compulsory Education Program can be divided into 2 factors, namely internal factors and external factors. Internal factors are factors that influence from within the individual, internal factors include; children's abilities, school interests, children's expectations, students' perceptions of school and children's aspirations. External factors include; geographical conditions, socio-economic conditions, family integrity, parental perceptions, and availability of infrastructure,

Factors inhibiting the implementation of the 9-year compulsory education program for school-age children can be caused by:

1. Parents' Education Level

Education is a conscious effort to prepare students through guidance, teaching and training activities for their future roles. With the level of education their parents have, they will be able to direct their children in the educational process. We can see this from the tendency of parents who have a high level of education to consider education

important for their children, so they will have a higher interest in sending their children to a higher level. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, personality self-control, intelligence, noble character, and skills needed by themselves, society, nation and state.

2. Parents' Income Level

Income is all income in the form of money or goods that are regular in nature and which are usually received as compensation or contra-achievements. Parental income is used as a measure of family welfare, because parental income is a source for obtaining all the desired needs including educational needs. According to the Central Statistics Agency (BPS) the income received by the population is classified based on 4 groups, namely: (1) the low-income group, namely the population with an average income of <Rp.1,500,000 per month, (2) the middle-income group, namely residents with an average income between Rp.1,500,000-Rp.2,500,000 per month, (3) the high-income population group, namely residents who have an average income between Rp.2,500,000-Rp.3,500,000 per month, (4) very high income groups, namely people with income > Rp. 3,500,000.

3. Number of Dependent Parents

The more dependents parents have, the more funds needed to meet the needs of family life. This has an impact on the allocation of funds given to finance education for their children, the more dependents in the family, the funds allocated cannot be useful for the children's future.

The number of family dependents can be classified into four, namely:

- a. Dependents of 10 people or more can be said to be very much
- b. Dependents of 7-9 people can be said to be a lot
- c. Dependents of 5-6 people can be said to be moderate
- d. Dependents of 1-4 people can be said to be a little

4. Residential Environmental Factors

The social environment is human life and its interactions with each other, humans cannot live alone, according to their nature, humans need to live together and live in society. Humans as social beings can be interpreted in general where parents live spur in influencing the continuation of their children's education. Parents who live in educated communities will encourage their children to send their children to school, on the other hand, parents who live in uneducated or low-educated communities will also influence not to send their children to school.

5. Distance factor from home to school

Distance is the main object in the discussion about the characteristics of an area above the earth's surface. The use of distance allows geographers to better understand some interesting parts of the distribution of an area, the characteristics of vegetation, soil climate, and the characteristics of the people who live in it whether they are able to adapt or even dominate their environment. Significance of costs and distances There are several

conclusions that can be drawn in this section, including in studying roads, the qualifications of geographical distances can also be expressed in terms of the "cost" of the distance. The cost of distance is a reflection of the topography, for example, residents with good economic abilities tend to find housing locations far from the city center and are located in the farthest cost zone, the aspect of distance costs is the time of distance.

Regional development is influenced by relative location. The relative location of an area or place is the position of the area or place concerned in relation to the natural and cultural factors that exist in its vicinity. Location describes the affordability of development and progress of the region concerned with other regions.

Low affordability will make it difficult for an area to make progress, on the contrary, the more accessible the area is, the easier it will be for the area to progress. This has to do with distance. Regarding the distance, the closer the distance between areas, the easier it is for contact to occur[7]. From this it can be concluded that the long distance from home will be difficult to achieve and requires a lot of money, from this understanding it is clear that the long distance between home and school greatly affects interest in continuing school.

6. Highway Facilities

Roads are land-connecting infrastructure in any form, covering all parts of the road including complementary buildings and equipment for vehicles, people and animals. The definition of road is not limited to roads on ground level, but includes roads that cross large rivers/lakes/seas, below water level and above ground level.

According to its role, roads are grouped into 3 groups, namely arterial roads (which serve arterial transportation), with the characteristics of long trips, high speed, efficiently limited number of entrances, collector roads that serve collection transportation with the following characteristics: medium-distance travel , low average speed, unlimited number of access roads, and local roads with the following characteristics: vehicle speed >20km/hour, road width >6meters.

The functions of roads are divided into: (1) Class I primary roads or more often referred to as provincial roads because they function to connect roads between important cities, or connect industrial centers, ports or airports, roads are used for high-speed vehicles with large tonnages. (2) Class II secondary road functions are roads between smaller cities such as sub-districts, which are usually traversed by medium to high speed vehicles, with medium weight. (3) The function of the class III or collector road ends is a road of the same type or different type[8].

7. Transportation Facilities

Almost all human life can not be separated from the need for transportation. Transportation is defined as the movement of goods and people from the place of origin to the destination. Transportation grows and develops in line with the advancement of the level of human life and culture. The life of an advanced society is characterized by high mobility, which is made possible by the availability of adequate transportation facilities.

Transportation plays an important role in economic, social, cultural, political and defense and security life directed at the realization of a reliable and highly capable national transportation system to support the mobility of people, goods and services. Supporting regional development and improving international relations that further strengthen the life of the community, nation and state.

Transportation facilities are a very important sector because transportation as a means for someone to travel is related to children's education that adequate

transportation facilities and infrastructure affect children to continue their education. The more suggestions and infrastructure, the easier it is for children to go to school, thus it is clear that transportation facilities are also very influential in influencing interest in continuing school.

Compulsory Education delivered and launched by the government is the legal umbrella for education towards better education in the future, and applies to all levels of education, both formal and non-formal, such as religious education in Islamic education. The vigilance and thoroughness of parents to choose and sort out educational institutions that are in accordance with family goals and are supported by the state as the legal umbrella. So that you don't feel cheated and cause regret later on.

4. CONCLUSION

Conclusions based on the results of the above discussion are as follows:

- A. The compulsory education program is a government program that has been running in Indonesia, namely the 9-year and 12-year compulsory education program, this program also applies to religious education in the Islamic education space.
- B. Seeing the increasing need for skilled workers and increasing education inputs, the Government is very willing to realize the 12-year compulsory education program. However, it is clear that this is difficult to achieve if various problems have not been handled properly. According to Talman 2016, there are 4 problems in the implementation of the 12-year compulsory education program: (1) Regulatory and Inter-institutional/Ministry Coordination Problems, (2) 12-year Compulsory Education Program and Local Government, (3) Education Service Quality System, (4) Financial Policy for 12 Years of Compulsory Education
- C. Compulsory Education financing is included by the State in one of the priority education budgets, amounting to 20% of the State Revenue and Expenditure Budget (APBN) and from the APBN to meet the needs of national education administration. Educational financing consists of investment costs, operating costs, and personal costs and includes investment costs for education units including costs for providing facilities and infrastructure, developing human resources, and fixed working capital. Operational costs include salaries of educators and education personnel as well as all allowances attached to salaries.

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