

History of The Establishment of Mts Al-Khairat Pinotu in Improving the Quality of Islamic Education

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ABSTRACT

This research aims to reveal the background of the establishment and development of Madrasah Tsanawiyah (MTS) Al-Khairat Pinotu in Piloto Village, Toribulu District, Parigi Moutong Regency, Central Sulawesi. This research uses a qualitative approach with historical (historical) methods, which includes four main stages, namely heuristic (collection of sources), source criticism, interpretation, and historiography. Data was obtained through in-depth interviews with local education figures, direct observations, and related archival documentation. The results of the study show that MTS Al-Khairat Pinotu was established in 1998 on the initiative of local community leaders in response to the need for Islamic-based junior high school education that is easily accessible to the people of Pinotu Village and its surroundings. Originally named MTS Nurul Muttahidah Pinotu, this institution then switched its auspices to the Al-Khairat Foundation in 2005 in order to be able to access official school operational assistance. The role of community leaders is very large in establishing and managing this madrasah, as well as in building the character of students through religious education and local values. This research confirms that the presence of MTS Al-Khairat Pinotu makes a significant contribution to improving the quality of Islamic education, expanding access to education in remote areas, and forming a young generation that is faithful, knowledgeable, and noble.

Keywords: History, MTS Al-Khairat Pinotu, Islamic Education, Community Leaders.

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INTRODUCTION

Islamic religious education has rich historical roots in the development and spread of Islam. From the beginning of its spread, the Prophet Muhammad as a great pedagogic, has taught the teachings of Islam directly to his companions. At that time, religious education mainly focused on understanding Allah, the Quran, hadith, ethics, and worship practices (Mas'ud, 2020). Religious education also aims to teach moral and ethical values, develop a deep understanding of Islamic teachings, and teach correct worship skills and practices (Dalimunthe, 2023). The main goal of Islamic Religious Education is to form Muslim individuals who are obedient, have noble character, and contribute positively to society (Rifai, 2023). Islamic religious education not only teaches religious aspects, but also

integrates Islamic values into all aspects of life. This includes fields such as science, art, culture, politics, and economics (Riski, 2023).

Madrasah as the name of an institution or forum that accommodates the transformation of knowledge has experienced a significant development in the historical span of the development of Muslims since the time of the Prophet PBUH until now. The history of madrasahs in Indonesia has a long record in the development and renewal of Islamic education in Indonesia. This is the creative efforts of Muslim scholars and intellectuals who are struggling to advance Islamic education in Indonesia.

Figures in society have a very important role in developing education, especially Islamic education. They not only function as educators, but also as leaders, motivators and drivers of social change. Community leaders often serve as leaders who inspire and motivate people to realize the importance of education. They can organize meetings, seminars, or discussions that discuss the benefits of education, especially Islamic education, in shaping the character and morals of the younger generation. By setting a good example, these figures can encourage parents to prioritize their children's education.

Community leaders who have an educational background or experience in a certain field can act as mentors for students and teachers at MTS Al-Khairat Pinotu. They can provide guidance, training, and moral support to educators and students, thereby improving the quality of teaching and learning in madrasahs.

The history of the establishment of MTS Al-Khairat Pinotu can be developed by referring to the broader context of the development of Islamic education in Indonesia. MTS Al-khairat Pinotu as one of the Islamic educational institutions, is inseparable from the long history of Madrasah in Indonesia which began in the early 20th century.

After independence, Islamic educational institutions such as MTS AL-Khairat Pinotu became part of the responsibility of the Religion department, which provided the legal foundation and support for the development of the Madrasah. With the existence of regulations that regulate the curriculum and education level, MTS Al-khairat Pinotu can contribute to producing a generation that is not only religiously knowledgeable, but also has adequate general knowledge. The role of community leaders in developing education at MTS Al-Khairat Pinotu is very important. Through various initiatives and actions, they can create an environment that supports quality education, as well as form a generation of morals and knowledge.

The researcher chose MTS (Madrasah Tsanawiyah) as the focus of the research rather than junior high school because MTS is often more relevant in the context of the Muslim community in Indonesia, where religious education is a priority. The researcher wanted to explore how MTS functions as an institution that meets the educational needs of the local community, especially in terms of Islamic education.

Therefore, this study can highlight how MTS Al-khairat Pinotu stands as a response to the needs of Islamic education in the area, as well as how this institution plays a role in developing Islamic education in the community. This research can also delve deeper into the figures who played a role in the establishment of MTS Al-khairat Pinotu and its impact on the surrounding community.

METHOD

The author uses the historical research method or commonly referred to as the historical method which refers to the method proposed by Kuntowijoyo because it is considered easy for the author to understand when conducting research. (Falah, 1985: 32).

This research seeks to reveal how the process of establishing the madrasah occurred, who were the figures who played a role in its establishment, and the historical, social, and cultural factors behind it. Using historical research methods that include heuristics, source criticism, interpretation, and historiography, this research aims to compile a historical narrative that is factual, chronological, and relevant to the development of Islamic education in the region. The focus of the research will be limited to the history of the establishment of MTS Al-Khairat Pinotu.

The location of the research was conducted in Pinotu Village, Toribulu District, Parigi Moutong Regency, Central Sulawesi Province. Because the researcher wants to describe the history of the establishment of MTS Al-khairat Pinotu. The research time used by the researcher in this study is estimated to be from October to December.

In the context of research on the history of the establishment of MTs Al-Khairat Pinotu, the primary sources used include direct interviews with educational figures in Pinotu Village who were directly involved in the establishment of the madrasah, such as the first teacher, the head of the first madrasah, and the foundation. In addition, official documents such as the archives of the establishment of the madrasah, decision letters, and madrasah profiles prepared in the early days of the establishment of this institution are also an important part of the primary source. In this study, secondary sources include scientific books on the history of Islamic education in Indonesia, especially those that discuss the development of madrasahs, academic journal articles, as well as the results of previous research relevant to the topic of the establishment of Islamic educational institutions in remote areas.

In this study, the selection of data collection techniques is highly dependent on the type of research, research questions, and the nature of the data needed (Abdussamad, 2021; Fitzgerald et al., 2022). The instruments used will include analysis sheets of historical documents, interview sheets and tools, and field notes. These historical documents can be letters, meeting notes, diaries, reports, and various other historical resources. The interview sheet that will be used is semi-structured and the researcher will use a smartphone as an interview tool. Field notes, also known as field notes, refer to written notes made by researchers during or after engaging in an observation or field research activity. Especially in ethnographic studies, anthropology, and other social research (Abdussamad, 2021).

FINDING AND DISCUSSION

RESEARCH RESULTS

In this study, the researcher used document analysis sheets, interview sheets, and observation sheets as research instruments. After that, the results obtained through research instruments are analyzed qualitatively. In compiling the research results, the researcher applies four steps: heuristic, criticism, interpretation, and historiography.

History of the Establishment of MTS Al-Khairat Pinotu

The researcher conducted an interview with Azwar Moh. Nur, S.Pd.i. as a teacher for Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu was established on the basis of the community's needs for educational institutions equivalent to Junior High School (SMP) in Piloto Village. At that time, although there was a junior high school, it was located quite far from the village, making it difficult to access education for most people. The initiative to establish the madrasah was realized in 1998, with adequate support, both in terms of human resources and infrastructure.

The establishment of Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu was motivated by the opportunity and readiness of resources in Pinotu Village to form a junior high school education unit. The existence of Madrasah Ibtidaiyah Negeri (MIN) in the village is one of the driving factors, because most MIN graduates require a continuation of education equivalent to junior high school (SMP). In addition, the availability of educators, school buildings, and strategic locations are the initial capital that supports the realization of the establishment of MTs. MTs Al-Khairat Pinotu is also a concrete solution to the low level of formal education among the local community. This MTs has a mission to form students who not only excel in cognitive aspects, but also have religious character and noble morals. In other words, this madrasah seeks to produce a generation that has faith, knowledge, and morals, in line with the basic values of Islamic education. In addition to providing strong religious and academic provisions, MTs Al-Khairat Pinotu also pays great attention to the development of students' potential in non-academic fields.

Since its inception, Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu has experienced dynamics in terms of the number of students. Along the way, the number of students fluctuates from year to year, reflecting the internal and external conditions of the institution. In general, there was an increase in the number of students in the early years of its establishment, but there was a significant decrease in 2005. The decline in the number of students that year was caused by several main factors, including the limited number of teaching staff and the increasing competitiveness of other educational institutions, especially junior high schools (SMP) in the surrounding area. Facing these challenges, MTs Al-Khairat Pinotu has made various efforts to improve, both in terms of management and strengthening human resources. This momentum also coincides with the start of the distribution of School Operational Assistance (BOS) funds from the government, which provides budget support to improve and stabilize the operational conditions of madrasahs. Since then, the process of improvement has gradually begun to be carried out to maintain the existence and increase the competitiveness of the institution in the midst of the dynamics of educational development at the local level.

The establishment of Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu is inseparable from the role of a number of community leaders who have a high commitment to the development of Islamic education in the Pinochet Village area. These figures became the main driving force in the process of planning, establishing, and early management of madrasahs. Some of the figures who are recorded to have an important role in the establishment of MTs Al-Khairat Pinotu include Hj. Moh. Nur (Deceased), Moh. Djamil Al-

Idrus, Aci La Puliti, Bakir Saehuba (Deceased), and Bair (Deceased). Their role is very significant, both in the provision of resources, the establishment of institutional structures, and in building communication with the community and other related parties. The dedication and contribution of these figures became the main foundation that allowed this madrasah to stand and develop to this day.

1. Interview Results of the Vice Principal of MTS Al-Khairat Pinotu

As one of the figures who has a strategic role in the management and management of educational institutions, Mr. Hairul, S,Pd. as the Vice Principal plays an important role in determining the direction and policy of the development of Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu.

This interview aims to obtain information about how MTs Al-Khairat Pinotu has contributed to improving access to education, shaping the character of students, and supporting the development of human resources at the local level. In addition, the interview also explored various efforts that have been made by madrasahs in facing educational challenges in rural areas, including strategies to strengthen the quality of learning and community involvement.

In the results of an interview with Mr. Hairul, S,Pd. as the deputy principal of MTS Al-Khairat Pinotu, the principal explained that in an effort to develop quality education, Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu faces a number of challenges that are quite complex, both from internal and external aspects. One of the main issues identified is related to the quality and competence of educators. There are still teachers who teach subjects that are not in accordance with their scientific background. In addition, curriculum issues are also an important concern. At the level of educational units, there is inconsistency in the implementation of the curriculum. Some schools are still using the 2013 Curriculum (K13), while others have started to implement the Independent Curriculum.

Another factor that also affects the development of the quality of education is the funding aspect. The limited education budget is considered to have a direct impact on the school's ability to improve the quality of human resources, including the development of teacher professionalism through training, workshops, and other capacity-building activities. Therefore, strong policy support and adequate budget allocation are important prerequisites in encouraging the improvement of the quality of education in madrasahs, especially those in rural areas such as MTs Al-Khairat Pinotu.

Along with the development of the national education system that increasingly integrates digital technology, Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu also adjusts to various digital-based policies, such as the implementation of the Computer-Based National Exam (UNBK) and online learning activities. One of the main obstacles is the limited number of technological devices, such as computers or laptops, that are not yet available in sufficient quantities. This causes schools to have to borrow devices from other educational institutions to meet the needs of exams or computer-based learning activities. In addition, the unstable quality of the internet network is also a technical

obstacle that is quite often faced, especially when conducting exams or other online activities.

As an Islamic-based educational institution, Madrasah Tsanawiyah (MTs) Al-Khairat Pinotu is expected to continue to develop and play a strategic role in shaping a generation that is not only intellectually intelligent, but also spiritually and morally strong. Great hopes are placed on this madrasah to be able to produce students who have faith, piety, and have a good understanding and practice of Islamic religious teachings in daily life.

2. Interview Results with the Head of Pinotu Village

In addition to interviews with the school, the researcher also conducted interviews with the community and the government. In this case, the researcher interviewed one of the figures, namely the Head of Pinoku Village. This enthusiasm also indicates strong social support for the existence of madrasahs, which in turn strengthens the position of MTs as a center for academic and spiritual development of students. This phenomenon is in accordance with the view that education based on religious values and local wisdom tends to gain wider social legitimacy, especially in religious and communal community environments such as in Pinochet Village.

In the early days of its establishment, MTs Al-Khairat Pinotu faced various limitations, both in terms of infrastructure, human resources, and institutional support. But over time, these conditions have changed significantly. Support for this madrasah continues to increase, not only from the village government, but also from the provincial government, the central government, and the active participation of the community. The multi-stakeholder collaboration has had a positive impact on the overall development of the institution.

As a result of this support, MTs Al-Khairat Pinotu now has more adequate educational facilities and has succeeded in obtaining accreditation status which is an indicator of institutional quality recognition. This increase has also encouraged the progress of madrasahs in various aspects, including in the management of education, the learning process, and the competitiveness of institutions at the local level.

DISCUSSION

1. History of the Establishment of MTS Al-Khairat Pinotu

Based on the results of interviews conducted with teachers and principals of MTs Al-Khairat Pinotu, it is known that the main background of the establishment of this madrasah is rooted in the community's need for an educational institution at the level of Junior High School (SMP) based on Islam in Piopatu Village. At that time, access to junior secondary education was very limited, and the nearest options were schools outside the village, which required more money and effort from the students' parents. The initiative to establish MTs emerged at the end of 1997 to early 1998, spearheaded by a number of community leaders and local educators, including Hj. Moh. Nur

(deceased), Moh. Djamil Al-Idrus, Aci La Puliti, Bakir Saehuba (deceased), and Bair (deceased).

At the beginning of its establishment, this madrasah was not under the auspices of the Al-Khairat Foundation and was known as MTs Nurul Muttahidah. School operations are fully supported by non-governmental organizations. However, in 2005, along with the enactment of the School Operational Assistance (BOS) policy, obstacles arose because the foundation that oversees the madrasah did not have adequate legal force to receive the assistance. Therefore, the management took a strategic step by transferring the madrasah to the Al-Khairat Foundation in order to gain access to funding from the government. Since then, the school's official name has changed to MTs Al-Khairat Pinotu. This madrasah was born as a form of concern for the younger generation, with the aim of not only providing formal education, but also forming the character of students based on Islamic values and local wisdom.

2. What is the role of MTS Al-Khairat Pinotu in developing Education in Pinochet Village?

MTs Al-Khairat Pinotu has a very significant contribution in encouraging the development of education in Pinochet Village, both in terms of expanding access to education, fostering religious character, and preserving local socio-cultural values. From the results of interviews conducted with the principal and teachers, it is known that this madrasah is the first educational institution at the junior high school level to be established in Pinoku Village. Before the presence of this madrasah, access to secondary education was very limited, and students had to travel a considerable distance to continue their education outside the village.

In addition, MTs Al-Khairat Pinotu also plays a role in shaping students' character through religious programs such as Dhuha prayers, memorization of the Qur'an, and learning short surahs. MTs Al-Khairat Pinotu also develops innovative learning methods by utilizing group discussions and digital media such as quiz applications. Overall, MTs Al-Khairat Pinotu has played a significant role in encouraging the progress of education in Pioku Village, both in increasing the number of educational participation, strengthening religious values, shaping students' character, and responding to the challenges of the times by adapting to technology. This role shows that madrasahs are not only formal educational institutions, but also moral and social development institutions for the local community.

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