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## **Students' Interest in Non-Formal Education; Case Study at Madrasah Diniyah Awaliyah Darul Ulum Al-Ihsani**

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### **Abstrak**

Minat siswa terhadap madrasah diniyah semakin menurun padahal perguruan tinggi agama ini sudah cukup lama berkembang. Tujuan dari penelitian ini adalah untuk mengetahui keadaan masyarakat Desa Sumbaga, minat mahasiswa terhadap MDA Darul Ulum Al-Ihsani Desa Sumbaga, dan keadaan MDA Darul Ulum Al-Ihsani Desa Sumbaga. Subjek penelitian ini adalah ketua yayasan, kepala madrasah, dan guru MDA Darul Ulum Al-Ihsani, orang tua dan siswa yang putus sekolah dan tidak melanjutkan ke MDA, siswa yang masih sekolah MDA, dan orang tuanya. Data minat siswa dikumpulkan melalui wawancara, observasi, dan dokumentasi. Data yang terkumpul dianalisis dalam tiga tahap yaitu reduksi data, display data, dan penarikan kesimpulan dan verifikasi. Hasil penelitian ini menunjukkan bahwa masyarakat Desa Sumbaga dalam kondisi baik dari segi agama, pendidikan, dan ekonomi, serta sarana prasarana yang dimiliki oleh MDA Darul Ulum Al-Ihsani, namun minat belajar siswa masih rendah misalnya, dikarenakan kondisi siswa dan ekonomi keluarga yang buruk. Menindaklanjuti temuan kajian tersebut, diperlukan strategi unik untuk meningkatkan minat siswa terhadap pendidikan non-formal di MDA Darul Ulum Al-Ihsani baik dari pihak madrasah maupun orang tua siswa.

Kata kunci: Minat Siswa; Pendidikan non formal; Madrasah Diniyah

## Abstract

**Students' Interest in Non-Formal Education; Case Study at Madrasah Diniyah Awaliyah Darul Ulum Al-Ihsani.** Students' interest in madrasah diniyah is decreasing even though this religious college has been developing for quite a long time. The purpose of this qualitative research is to ascertain the state of the Sumbaga Village community, students' interest in MDA Darul Ulum Al-Ihsani Sumbaga Village, and the state of MDA Darul Ulum Al-Ihsani Sumbaga Village. The subjects of this study were the foundation's head, the madrasa's head, and the Darul Ulum Al-Ihsani MDA teacher, parents and students who dropped out and did not continue to MDA, students who were still in MDA school, and their parents. Data on student interests was collected through interviews, observations, and documentation. The collected data was analyzed in three stages: data reduction, data display, and conclusion and verification. The results of this study show that the Sumbaga Village community is in good shape in terms of religion, education, and the economy, as well as the infrastructure owned by MDA Darul Ulum Al-Ihsani, but student interest in learning remains low due to students' poor physical condition and family economy, for example. Following up on the study's findings, a unique strategy is required to increase students' interest in non-formal education at MDA Darul Ulum Al-Ihsani from both madrasas and students' parents.

Keywords: Student Interests; Non-Formal Education; Madrasah Diniyah

## Introduction

Madrasah diniyah is declining in this era (Rois & Munawaroh, 2019, hal. 46) despite the fact that the presence of the madrasa diniyah in the midst of the community can make a positive contribution to students' overall religious knowledge (Fauzi & Nikmatullah, 2016, hal. 159). The community, on the other hand, has a significant influence on the education process in madrasah diniyah (Jannah & Diana, 2022, hal. 41). However, many parents believe that sending their children to madrasah diniyah will exhaust them (Mubarokah, 2017). As a result, the community is the driving force behind the implementation of the madrasah diniyah; if the community is paying attention, the madrasa diniyah is good, and vice versa (Setiawan & Asrowi, 2021, hal. 42).

The establishment of a legal entity as an implementing institution is not required for the implementation of the madrasa diniyah takmiliyah. According to PP No. 55 of 2007, Pasal 25 explains that “Penyelenggaraan diniyah takmiliyah dapat dilaksanakan secara terpadu dengan SD/MI, SMP/MTs, SMA/MA, SMK/MAK atau pendidikan tinggi” While UU RI No. 20 Tahun 2003, Pasal 30, explains that: “Pendidikan keagamaan diselenggarakan oleh pemerintah dan/atau kelompok masyarakat dari pemeluk agama, sesuai dengan peraturan perundang-undangan”.

In terms of implementation, madrasah diniyah takmiliah can thus be divided into three (three) types, namely (Mohsen, 2014):

- 1) Madrasah diniyah takmiliah is organized by a group of people in the community who are competent to carry out the vision and mission of madrasah diniyah takmiliah education, or by certain legal entities/foundations;
- 2) Madrasah diniyah takmiliah are held in pesantren;
- 3) Madrasah diniyah takmiliah are held within formal educational institutions, both SD/MI, SMP/MTS, and SMA/SMK, or equivalent.

Madrasah diniyah is organized by Muslims, referring to the verses of the Qur'an and al-hadith as the main foundation of Islam (Ismail, 2018, hal. 254) Madrasah Diniyah Awaliyah (MDA), Madrasah Diniyah Wustha (MDW), and Madrasah Diniyah 'Ulya are the three levels (MDU) (Fauzi & Nikmatullah, 2016, hal. 160). One of the goals of non-formal educational institutions establishing madrasah diniyah is to provide students with a unique understanding of Islamic religious education that is not available in formal education (Alfinurika, 2020). Umar Hasyim emphasized that there is no other way to connect the ideals of Muslim parents who are expected to raise pious children than to send them to Islamic educational institutions in order to maintain religion and personality (Tilar, 2000).

Parents' efforts to send their children to Islamic educational institutions necessitate interest from the students themselves. A person's interest stems from a sense of pleasure, which causes him to pay close attention and remember everything (Pratiwi, 2017, hal. 88). Interest can cause immediate attention, aid in concentration, prevent distractions from outside attention, strengthen the attachment of learning materials in memory, and reduce boredom with one's own learning (P, 2019, hal. 212). Interest can cause immediate attention; aid in concentration; prevent distractions from outside attention; strengthen the attachment of learning materials in memory; and reduce boredom with one's own learning. Interest is composed of three components: cognition (knowing), emotion (feeling), and konasi (will). Hidayat breaks down the three elements into several indicators that determine a person's interest in something, such as desire, happiness, paying attention, feeling interested, being active in learning, doing assignments, and obeying rules (Pratiwi, 2017, hal. 93).

Several factors, both internal and external, can influence the emergence of an interest (Sutrisno, 2021). Physical and psychological factors are examples of internal factors that arise from within the individual. Family, school, and environmental factors are examples of external factors that arise outside of the individual. To address the lack of interest in students, parents and madrasas must work together to increase this interest. Teachers and principals must take strategic steps to ensure that madrasa management continues to exist in today's society. Teachers and madrasah principals use three strategies to increase student interest in madrasah education: strategies to attract students' interest; competitive strategies to develop the learning process; and effective madrasa management strategies (Halid Hanafi, 2018).

Seeing the reality of madrasas in Indonesia today, where they continue to receive less community attention and thus are unable to compete with public schools (Halid Hanafi, 2018). The primary source of the problem is a misunderstanding of the significance of religious education for children (Ulumuddin & Wahyudi, 2020, hal. 76; Siregar, 2018). This results in a lack of student interest in non-formal education in madrasah diniyah (Muhria, 2020, hal. 49). As a result, madrasahs diniyah require unique approaches to managing their educational institutions (Irawan et al., 2021, hal. 52). Based on preliminary observations at MDA Darul Ulum Al-Ihsani, Sumbaga Village, several problems emerge that are similar to conditions in other madrasas, namely a lack of student interest in the learning process in madrasas. Students are not interested in madrasa schools because of the current facilities or the quality of the educators.

Several studies on the low interest in madrasah diniyah have been conducted. The majority of previous research has concentrated on the role of moral formation (Maulida, 2018) and the effect of madrasah diniyah education on formal school student achievement (Auliya, 2018). Furthermore, there are studies that concentrate on the motivation of parents (Sujud, 2014; Siregar, 2018) as well as the impact of madrasah diniyah facilities and teacher professionalism on student interest (Isngadi, 2016). According to this information, no research into the state of students' interest in madrasah diniyah has ever been conducted. Such research is necessary because it can provide information about the conditions of student interest, allowing them to identify the obstacles that students face and implement appropriate strategies to increase student interest based on the obstacles encountered. As a result, the goal of this research was to ascertain the state of the

Sumbaga Village community, the state of student interest in MDA Darul Ulum Al-Ihsani Sumbaga Village, and the state of MDA Darul Ulum Al-Ihsani Sumbaga Village.

## Research Methods

A qualitative descriptive study was conducted at Madrasah Diniyah Awaliyah Darul Ulum Al-Ihsani Carus Meong, Sumbaga Village, Bumijawa District, Tegal Regency. Secondary data for this study was gathered from existing sources such as books, journals, and previous research. While the primary data for this study came from informants via interviews, observations, and documentation. Several informants were interviewed for this study, including the foundation's head, the head of madrasah and MDA teacher Darul Ulum Al-Ihsani, parents and students who dropped out of school and did not continue to MDA, students who were still in MDA school, and their parents. The total number of respondents was 15, with students ranging in age from 12 to 15 years.

This study used informants as primary data sources, conducting interviews at their respective homes with pre-prepared research questions. This research question relates to the state of the community, the state of the madrasa, and the state of student interest as well as the obstacles encountered in the teaching and learning process at the madrasa, both by students, parents, and madrasas, in the hope that effective strategies to overcome these obstacles can be found. In order to complete the data obtained from informants, the authors went directly to the research site to observe what was required. Data in the form of important documents owned by madrasas is also used to support the data obtained to complete the writing in this study regarding student interest in madrasah diniyah.

An interview guide sheet containing the aspects to be studied was used as the research instrument. The interviews in this study focus on eight major topics. The eight factors are as follows: (1) the quality of teachers and madrasas; (2) madrasah facilities; (3) student interest; (4) internal factors that can influence student interest; (5) external factors that can influence student interest; (5) External factors that can influence student interest; (6) strategies used by teachers and madrasah principals to pique students' interest; (7) strategies used by teachers and madrasah principals to develop the learning process; and (8) Madrasa management techniques employed by teachers and principals. Except for the category of aspect, some of these aspects were determined prior to data collection

(3). Unfortunately, there is a keragaman kategori that occurs when performing a wawancara from all of the information.

The data collected as a result of interviews, observations, and documentation is then analyzed. In qualitative data analysis, there are three stages: data reduction, data display, and conclusion or verification (Umrati & Wijaya, 2020). Because the data obtained from the field is quite large, it is necessary to highlight the important points by reducing, summarizing, and selecting the most important points. As a result, it can provide a clearer picture and make it easier for researchers to collect additional data. The next step is to present the data after it has been reduced. The data is presented in the form of a short description with narrative text. The presentation of data will make it easier to understand what happened and plan future work based on what has been learned. The third step in this data analysis is to draw conclusions and validate them. The preliminary conclusions are still provisional, and will change if no strong evidence is found to support the next stage of data collection. However, if the initial conclusions are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the initial conclusions are credible.

## Results and Discussion

Based on the findings of this study, it is clear that the people of Sumbaga Village are in good health in terms of religious, educational, and economic aspects. In an effort to improve religious knowledge, many assemblies of various ages were formed. Furthermore, the majority of the children there can attend elementary school, and their economy can support their children's madrasah diniyah education. During the interview, this was explained:

“The cost of sending your child to this madrasa is relatively low. All fund management is explained to parents in detail” (The findings of an interview conducted on March 22, 2022 with one of the MDA teachers, Darul Ulum Al-Ihsani, are presented).

“The payment terms for school administration for madrasa students are flexible and can be paid in installments over the course of a year” (The findings of an interview conducted on March 22, 2022 with one of the MDA teachers, Darul Ulum Al-Ihsani, are presented).

With low fees and payment methods that can be paid in installments, this can help the economically disadvantaged community. However, the number of devotees in Madrasah diniyah, particularly at MDA Darul Ulum Al-Ihsani, remains

low. This was explained during an interview with Darul Ulum Al-Ihsani, one of the MDA teachers, who stated:

“The current enrollment is 30 students. Since the initial registration, this number has been decreasing. Some children leave because they do not want to continue their madrasah education. When compared to the other MDAs in Sumbaga Village, which have six madrasahs, this number is the smallest. Other MDA students number in the 30s or higher” (Interview results on March 21, 2022).

The number of students at MDA Darul Ulum Al-Ihsani is indeed small, despite the fact that, according to data obtained, this madrasah has been in operation for a long time, namely since the 1990s, and community enthusiasm is waning.

The number of fans who are still small is due to a variety of factors, one of which is the child's physical condition. According to this information, one of the students who dropped out of school stated:

“My physical condition is poor, and I am frequently ill. Physically, I can't be too tired because, in addition to MDA, I also attend junior high school. As a result, I decided to discontinue my studies at MDA Darul Ulum Al-Ihsani” (Interview results on March 17, 2022)

If a child's body is in poor condition, his or her ability to learn will suffer (Korompot et al., 2020, hal. 42; Putra & Wahjuni, 2019, hal. 468; Ditasari & Masykur, 2014, hal. 4) as a result, interest in learning declines. One of Darul Ulum Al-MDA Ihsani's teachers added:

“Most children decide to stop attending MDA Darul Ulum Al-Ihsani in order to focus more on formal schools, specifically junior high schools. If they have to go to a madrasa after junior high school, they are exhausted. He also came home late in the evening, which sometimes interfered with MDA entry times” (Interview results on March 22, 2022)

Children who only care about their formal education contribute to the lack of interest in education in madrasah diniyah, and madrasah diniyah education is undervalued (Junanto, 2016, hal. 179; Fadli & Mulyawan, 2021, hal. 56; Yaqin, 2021).

In addition to physical health, a child's psychological state can influence his or her interest in learning (Sopandi & Sopandi, 2021; Ramadhan et al., 2021; Saleh & Malinta, 2020, hal. 61; Korompot et al., 2020, hal. 44). Most of the children who wish to continue their education at MDA Darul Ulum Al-Ihsani have personal interests in their teachers or subjects. Several students at MDA Darul Ulum Al-Ihsani stated this during an interview, namely:

“I like morals because I believe it is the simplest lesson. I want to study at MDA Darul Ulum Al-Ihsani because I want to expand my religious knowledge. In addition, I can hone my singing skills by taking hadroh or sholawatan at MDA” (Interview results on March 19, 2022)

“I like the SKI subject because I prefer to learn through stories, which SKI material provides. I am interested in attending MDA. I want to improve my religious knowledge despite the fact that my talent, namely football, cannot be developed at MDA” (Interview results on March 19, 2022)

One of the reasons they remain at MDA Darul Ulum Al-Ihsani is their interest in a variety of subjects. As can be seen, the health of students, both physical and psychological, has a significant impact on their desire to study in madrasah diniyah; a strong physique and an interest in specific subjects are the reasons for children's high interest in learning (Herijulianti et al., 2002).

In addition to internal factors that emerge from within students in the form of physical and psychological factors (Jirana et al., 2015, hal. 92; Umar, 2015, hal. 23; Korompot et al., 2020, hal. 46), external factors such as the family environment, school environment, and community environment can also influence a lack of interest (Caryono & Suhartono, 2012, hal. 819; Astuti, 2015, hal. 68; Maulida & Pranajaya, 2018, hal. 9). According to the findings of interviews and observations, the family factor has a significant impact on increasing student interest in learning at Madrasah Diniyah. In line with this, there is a confession from one of the teachers at MDA Darul Ulum Al-Ihsani who stated:

“Some students are too lazy to go to school. This is due to the fact that there are no specific things that can increase student interest in MDA schools from the students themselves. When children do not attend school, there is no strong motivation and no encouragement from their parents” (Interview results on March 21, 2022).

This statement implies that the family environment can influence students' interest in learning (Sutrisno, 2021; Setianti et al., 2017, hal. 118; Simbolon, 2014, hal. 17). Furthermore, the association of children influences students' interest in learning to varying degrees. Friends who study hard will influence children's behavior; conversely, friends who like to stay up late and are lazy will influence children's attitudes (Herijulianti et al., 2002; Fuad & Zuraini, 2016, hal. 49; Taufan, 2019, hal. 59).



Overcoming several problems encountered by students, teachers, and madrasah principals implemented strategies aimed at increasing the interest of new students. One of the MDA teachers, Darul Ulum Al-Ihsani, stated:

"In order to attract new students, we first approach parents of students who have recently graduated from TPQ to provide motivation for their children to attend MDA." (Interview results on March 22, 2022)

In order to increase public interest in sending their children to madrasah diniyah, the madrasah approached parents. Aside from the approach to the community, teachers improve the madrasa itself in order to attract new students. During an interview, one of the MDA teachers, Darul Ulum Al-Ihsani, stated:

"The strategy for attracting new students begins with first improving the quality of madrasa teachers. The quality of good teachers will produce good student graduates, enhancing the madrasa's image in the eyes of the community" (Interview results on March 22, 2022)

"Madrasas' strategy for attracting new students is to improve the quality of understanding and achievement of their students. This is expected to pique the interest of children who have not previously attended MDA Darul Ulum Al-Ihsani" (Interview results on March 22, 2022).

The strategy to improve the quality of education in the form of improving the quality of teachers and students needs to be carried out by madrasah diniyah so that it gains the trust of the community (Istiyani, 2017, hal. 138). Furthermore, it is known that MDA Darul Ulum Al-Ihsani has implemented strategies to improve the learning process, such as: making teachers learning partners for students; creating a flexible syllabus in madrasas; and ensuring teachers' abilities continue to develop (Halid Hanafi, 2018).

In addition to attracting new students, teachers and principals use a variety of strategies to pique the interest of lazy students in learning. One of the MDA teachers, Darul Ulum Al-Ihsani, explained that:

"If there are children who frequently do not attend school, the teacher approaches them first. If it continues to fail, the teacher approaches the parents so that the parents and children can discuss the situation. Because the people who have the most influence on children are their parents" (Interview results on March 22, 2022)

The teacher paid special attention to some lazy students, increasing their interest in studying at MDA Darul Ulum Al-Ihsani. Based on this, the teacher realized that there needed to be a unique and interesting strategy in place so that students

could continue to attend the madrasa and increase community interest in sending their children to MDA Darul Ulum Al-Ihsani. According to one teacher,

“To pique the interest of new students in the coming year, Darul Ulum Al-Ihsani MDA students will compete in sub-district level competitions that will hone their skills. With the hope that students will win the competition and boost the madrasah's achievements” (Interview results on March 22, 2022)

Based on the study's findings, the Darul Ulum Al-Ihsani MDA's condition can be described as good in terms of teacher and student quality, as well as the madrasa's facilities. The foundation's chairman stated that several criteria were used in selecting the Darul Ulum Al-Ihsani MDA teacher, including graduates from Islamic boarding schools who had completed the minimum level of aliyah and were considered capable of becoming educators. In the sense that a teacher not only has extensive knowledge but can also communicate that knowledge in a language that students can understand. However, understanding of the teacher's material must always be improved as time passes. The government, on the other hand, has not facilitated a coaching program to improve teacher comprehension. The information was gathered through the results of interviews, which revealed that:

“There is currently no teacher training program offered by the foundation or the government” (The outcome of a March 22, 2022 interview with the chairman of the MDA Darul Ulum Al-Ihsani foundation)

“Teachers improve the quality of their understanding by learning and seeking more knowledge on their own, and there is no coaching program offered by foundations or the government” (Results of an interview with MDA Chairman Darul Ulum Al-Ihsani on March 22, 2022)

As a result of their respective initiatives, MDA teacher Darul Ulum Al-Ihsani gained more insight into learning materials at Madrasah Diniyah. In addition to quality, students can still find the facilities they require at MDA Darul Ulum Al-Ihsani. MDA Darul Ulum Al-learning Ihsani's resources and school buildings are adequate, but they could be improved.

Some alumni are also known to be successful and to be able to put their religious knowledge into practice. One of the MDA teachers, Darul Ulum Al-Ihsani, stated:

“Some MDA Darul Ulum Al-Ihsani graduates and alumni have become highly educated individuals. In the sense that the information obtained from MDA is more or less beneficial to them. One of them is that there are formal school

teachers, TPA teachers, MDA teachers, and so on" (Interview results on March 22, 2022).

As can be seen, religious knowledge obtained at Madrasah Diniyah Awaliyah Darul Ulum Al-Ihsani can be useful in both this world and the hereafter.

According to previous research, student interest can be increased by using appropriate learning methods (Fauzan & Muslimin, 2018, hal. 69; Rifawahid & Na'im, 2019, hal. 151), enhanced educational quality (Zafi et al., 2021, hal. 234), and must be accompanied by parental motivation to learn (Mubailah & Yusuf, 2021, hal. 143) and the teacher (Irawan et al., 2021, hal. 52). Madrasah diniyah plays an important role in instilling Islamic values in the community (Masnun, 2019, hal. 30; Muhria, 2020, hal. 49) and can produce students with character, noble character, and virtue (Muzayaroh, 2021, hal. 248; Syahr, 2016, hal. 63). To maximize the role of the madrasah diniyah, it must be supported by students' interest in learning, and several more effective strategies must be used to increase this interest.

Aside from the presented research findings, there are some limitations that must be considered. Despite the fact that this study included a large number of informants, the information obtained was less detailed. As a result, some issues remain unresolved. However, more research is needed to include more students, both those who are still enrolled in madrasah diniyah and those who have dropped out.

## Conclusion

In this study, both the community and the madrasa are in good condition. However, students' interest in non-formal education remains low at MDA Darul Ulum Al-Ihsani. This is because of the students' health. In addition to some of the strategies that have been used, madrasahs must devise new and effective strategies to increase student interest. Parents can also help children develop a desire to learn. Furthermore, the child's social environment must always be considered so that it does not interfere with the child's development.

Based on the study's findings, it is clear that students' interest in studying at MDA remains low, so parents and teachers are expected to implement appropriate strategies to increase students' motivation to study at MDA. Children's health conditions must also be properly maintained so that they do not interfere with the concentration of children's learning and can demonstrate their interest in learning.

The presence of a madrasa diniyah in the midst of the community can have a positive impact, which must be maximized by both the madrasa and the surrounding community.

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