# Al badar islamic elementary school as representative of leading schools in tulungagung

Anggara Dwinata [a,1,*], Masitah Ahmad [b,2], Leny Suryaning Astutik [c,3], Noer Af'idah [d,4]

[*a] Hasyim Asy'ari University, Indonesia; [b] Universiti Tekonologi MARA, Malaysia; [c,d] Bhinneka PGRI University of Tulungagung, Indonesia
[1] anggaradwinata@unhasy.ac.id; [2] nuhaadlina19@gmail.com; [3] lennyshadenley@gmail.com; [4] noerafidah1985@gmail.com
*Correspondent Author

| ARTICLE INFO | ABSTRACT |
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| | This research describes the existence of school representation, namely Al Badar Islamic Elementary School as one of the favorite schools in Tulungagung Regency. Favorite schools become reference schools for the community in sending their children to receive quality education. This research uses qualitative research methods with a case study design. The research subjects consisted of the Principal, Teachers and Head of Administration who were the subjects of representation for the school in obtaining valid data. The data collection techniques use observation, documentation and interviews. The results of the research provide an interpretation that Al Badar Islamic Elementary School has become a favorite school in terms of the curriculum implemented which is integrated with the typical curriculum of the school institution, adequate school facilities and infrastructure, competitive graduates, abundant achievements, and adequate human resources. linear and professional. So it can be concluded that Al Badar Islamic Elementary School is present as a high-quality Islamic elementary school in terms of sound and professional institutional management.<br><br> |

## Introduction

School becomes a system within the education institution to achieve its best formula for growth and development. According to Morgan (2014), it is explained that in his comparative analysis study between schools in Finland and Indonesia, the difference lies only in the capability of the overseeing system. This system comprises educational objectives, teacher qualifications, learning processes, learning evaluation, educational budget, cultural factors, and educational policies (Triana et al., 2023). All of these systems serve as benchmarks in supporting advanced education in Finland towards superior education (Sarwadi & Nashihin, 2023). In Indonesia, these strategic steps are still being driven by the government through the roles of the Ministry of Education and Culture, Research, and Technology to ensure continuous improvement in the quality and service of

education in line with the educational direction in Finland.

The existence of educational institutions, especially primary schools, is inseparable from the level of quality and standards of education in their development process (Alfian Nurul Khoirulloh, Hafidz, 2023). Schools can be categorized as having quality and standards if they produce competent graduates upon their completion, nurture generations with character and morals, and often become popular choices among the general public. High-quality schools possess a unique allure for parents who wish to enroll their children there.

Parents, as the closest individuals to their children, should always pay attention to their children's character, personality, and education. It is ideal situations like this that categorize parents as successful in developing their children's personalities comprehensively. According to Marzuki & Setyawan (2022), parents play a significant role in developing their children's education because education is the most essential asset that every child must possess to face the challenges of rapidly evolving times (Hadisi et al., 2023). Dwinata, As'ari, Sa'dijah, Abdullah, & Pratiwi (2023) explain that parental involvement in education has been proven to have a positive impact on children's future lives. Based on research by Giannakas, Papasalouros, Kambourakis, & Gritzalis (2019), many children succeed in adulthood due to the supportive family environment that consistently promotes the quality of their education (Ardianta, 2022). Within the family environment, there is harmonious communication that actively bridges the gap between the child and the school. This communication perspective suggests that parents consider education as a strategic step in supporting their children's development. Education can be pursued through formal educational institutions recognized constitutionally by the government for their establishment and curriculum, which is directed towards providing the best learning for their students.

Entering an era of continuous development, education continues to compete in providing the best contributions and developments for its learners. The curriculum governing it is continuously synergized with content based on science and technology (IPTEK), character, culture, and local wisdom (Zakarya, Hafidz, Martaputu, 2023) in order to create schools that are proven in producing outstanding and competitive future generations. According to Keys & Golley (2017), this collaboration becomes a practical constructivist strategy in building reflective learning by generating interest among partners, especially the community (Husna Nashihin, 2023). This assures parents that if their children are educated in their chosen school, they will be provided with positive understanding and guidance. According to Dwinata, Aka, & Falah (2023), this understanding and guidance are directed towards the development of cognitive, affective, and psychomotor aspects.

Schools that are capable of providing understanding and guidance in the development of cognitive, affective, and psychomotor aspects on a massive scale are categorized as outstanding schools. According to Setyariza, Kusumawardani, Widayati, Handayani, & Khoir (2024), outstanding schools are developed to achieve prioritized potentials to be implemented according to the expected goals (Nashihin, 2019). According to Dwinata & Naim (2023), the excellence of a school lies in how the institution manages and organizes the school as a healthy organization in terms of academics, curriculum, finance, infrastructure, human resources, student affairs, and community relations. All of these are the culmination of the key factors of outstanding schools, serving as a representation in providing services and opportunities to students in developing their full potential.

In addition to providing maximum services, the hallmark of an outstanding school lies in how its distinctive features and characteristics positively impact the development of its students. According to Kasman (2021), these distinctive features and characteristics can be

seen through the programs introduced in daily learning activities to support the involvement and achievements of students (Nashihin, 2018). These features and characteristics can manifest in various forms such as extracurricular programs, entrepreneurship, arts and culture, religious activities, healthy lifestyle initiatives, local wisdom, and sports.

In the Tulungagung area, there are several outstanding Islamic-based schools that are categorized as attractions for parents in choosing schools for their children. Schools integrated with Islamic values are currently a trend in providing a perspective for parents to equip their children with a strong foundation in spirituality, morality, and character. This is believed to support students' learning outcomes and enable them to apply these values effectively in society. Based on the researcher's observations, one of the Islamic-labeled schools in Tulungagung is SD Islam Al Badar.

SD Islam Al Badar is one of the favorite Islamic-based schools in Tulungagung Regency, located in Ketanon Village, Kedungwaru Subdistrict, Tulungagung Regency. The school was established in 2002 with the primary goal of providing Islamic education, culture, personality development, and moral values to the Muslim community. Based on a brief interview with Ms. Faricha Hanim, S.Pd. on April 1, 2024, in the principal's office, it was explained that SD Islam Al Badar consistently reflects on its journey towards success by devising specific strategies at the end of each semester, which are monitored by the school quality assurance team. These strategies are the means to realize the school's vision and mission through flagship programs, ensuring a representative Islamic education.

Moreover, the school actively promotes innovation, creativity, and competitiveness in various fields. Innovative missions are initiated by the principal in providing services and outreach to the school community. Creative missions are fostered through students' mindset in activities such as entrepreneurship, promoting a healthy lifestyle, and respecting local cultural wisdom. Meanwhile, competitiveness is realized through students' achievements in sports, language, arts, and religious fields as a representation of their non-academic achievements. Lastly, there is a continuous effort to enhance communication and coordination with parents/guardians.

Indeed, outstanding schools are a desire for communities that care about their children's education. SD Islam Al Badar validates this essence effectively through its New Student Admission (PPDB) process, as it consistently accepts approximately 3-4 new classes of students each year, with each class comprising 30 students. This certainly sets it apart from public schools, which have faced difficulties in attracting students over the past decades, with some even being merged or closed due to declining enrollment. Based on this overview, it can be inferred that SD Islam Al Badar is indeed one of the favorite schools for the community in Tulungagung Regency. From the presentation of implicit data, it can be deduced that the research's objective is to comprehensively explore SD Islam Al Badar as a representative outstanding school in Tulungagung Regency.

## Method

The research method employed is qualitative study, with the chosen research design being a case study (Syaiful Anam, 2023). According to Anggito & Setiawan (2018), a case study research design is a plan in which a case is presented within a specific context and particular phenomena. Cases can occur at various scales, including individual, role, group, organization, community, gender, and even within a nation. The research location is SD Islam Al Badar in Tulungagung, situated in Ketanon Village, Kedungwaru Subdistrict, Tulungagung Regency, with research subjects comprising the school principal, vice

principal, teachers, and students, aiming to obtain comprehensive information.

Data collection techniques include observation, documentation, and interviews. In the research, triangulation is employed by the researcher to verify the authenticity of the data. According to Sudaryono (2016), through triangulation, data from observations can be compared with data from documentation, what people say can be compared with their personal beliefs, and interview results can be compared with specific supporting documents. Subsequently, the acquired data is analyzed through three main stages: 1) data reduction, 2) data presentation, and 3) drawing conclusions.

Data The methods used for gathering data encompass observation, documentation, and interviews. To ensure the reliability of the data, the researcher employs triangulation. Sudaryono (2016) explains that triangulation allows for cross-referencing data obtained from observations, documentation, personal statements, and interview findings with relevant documents. Following this, the data undergoes analysis through three primary stages. Data collection techniques include observation, documentation, and interviews.

## Results and Discussion

This research was conducted at SD Islam Al Badar located in Tulungagung Regency. In this school, there are approximately 250 students, with each grade consisting of 2 classes, each class having 20 students and 2 class teachers. The research topic is to elaborate on the representation of an outstanding school through comprehensive development conducted by the relevant institution.

To obtain accurate data, the researcher collected data directly at SD Islam Al Badar. The data collected were then analyzed and interpreted according to their level of validity. This research was carried out through interviews, documentation, and observation of the school principal and the head of administration. The data obtained served as a benchmark for drawing conclusions regarding the representation of excellence at SD Islam Al Badar as a favorite school in the Tulungagung area, through its applied curriculum, flagship programs, academic and non-academic achievements, qualified human resources, and adequate facilities.

The researcher conducted observations and interviews from March 15, 2024, to April 5, 2024, between 10:00 AM and 11:30 AM. During this time, the school principal and the head of administration were available to provide information about the attractiveness and excellence of SD Islam Al Badar Tulungagung. The research findings show that based on the interview with Ms. Faricha Hanim, the school principal, "At SD Islam Al Badar, the learning process is supported by the national curriculum integrated with the institution's specific curriculum, especially the role of religious programs in shaping students' character." The interview results provide evidence that the academic aspect supporting the learning process is the curriculum from the Ministry of Education and Culture, supplemented by the specific curriculum of SD Al Badar, which has a positive impact on students' cognitive and affective behavior. This is further emphasized by Mr. Muhtadin, a Class VI teacher, who stated, "The teacher's role in supporting academic activities must be actively pursued to realize the school's vision of creating Islamic and excellent education in achievements." The interview findings are consistent with the research conducted by Cahyani, Dwinata, Adlina, & Pujiono (2024), which emphasizes the integration of general education, religious education, and skills development in building an ideal character.

The observational results support this essence, showing that the school has flagship programs aimed at supporting these objectives. These programs will be outlined in the following table:

Table 1. School's Flagship Programs

| No | Program | Aspect |
|---|---|---|
| 1 | Recitation of the Qur'an | Affective aspect |
| 2 | Qur'anic Reading and Writing (*BTQ - Baca Tulis Qur'an*) | Affective aspect |
| 3 | Practice of dhuhur prayer and dhuhur congregation | Affective aspect |
| 4 | IQ and learning style tests | Cognitive aspect |
| 5 | Integration of national curriculum with Al Badar's specialized curriculum | Cognitive aspect dan Affective aspect |
| 6 | Digital-based learning with the school's app | Cognitive aspect dan Psychomotor aspect |
| 7 | Outing class and market day | Psychomotor aspect |
| 8 | Outbound activities | Aspek afektif dan Psychomotor aspect |

Source: Data processed, 2024

Furthermore, the programs outlined include cognitive, affective, and psychomotor aspects, which are relevant to the school curriculum. Based on the interview with Ms. Faricha Hanim, the school principal stated, "The curriculum at SD Islam Al Badar conforms to the standards set by the Ministry of Education and Culture, complemented by a specialized curriculum focused on Information Technology, Islamic Education, English, and Arabic languages." This aligns with the opinion of Sari (2022), who explained that the curriculum, as an instructional tool for learning, must be implemented concretely based on knowledge intensified with the school's culture (Nashihin, 2017). The curriculum, as the academic core of learning, must guide students to become intelligent, moral, and skilled graduates. A brief overview of the documentation study from the school's pamphlet about SD Islam Al Badar has explained that the formal educational institution under the auspices of the Islamic Social and Educational Foundation is fully committed to providing the best educational services to the community.

In addition to the curriculum, adequate facilities and infrastructure are also needed to improve educational services to the community. Based on the interview with Ms. Arifa Mardhiana, the head of administration at SD Islam Al Badar, she stated, "At SD Islam Al Badar, Alhamdulillah, we have continuously provided adequate facilities and infrastructure, even though they were not all built simultaneously at the beginning of establishment." Based on documentation results, several facilities and infrastructure include:

Table 2. Facilities and Infrastructure at SDI Al Badar

| No | Name | Available | Not Available |
|---|---|---|---|
| 1 | Classrooms with Permanent AC & LCD | √ | |
| 2 | Mosque | √ | |
| 3 | Common Dining Room | √ | |
| 4 | Library | √ | |
| 5 | Computer Laboratory | √ | |
| 6 | Language Laboratory | √ | |
| 7 | Karawitan Building and Art Laboratory | √ | |
| 8 | Health Room (UKS) | √ | |
| 9 | Cooperative Room | √ | |
| 10 | Futsal Field | √ | |
| 11 | Basketball Court | √ | |
| 12 | Archery Field | √ | |
| 13 | Leadership Meeting Room | √ | |
| 14 | Principal's Office | √ | |
| 15 | Administration Room | √ | |

| 16 | Teacher's Room | √ |
| 17 | Spacious Parking Area | √ |
| 18 | Practical Room | √ |
| 19 | School Garden | √ |
| 20 | Playground | √ |

Source: Data processed, 2024

Based on the presentation of Table 2 regarding facilities and infrastructure, it is evident that an outstanding school should have indicators of comprehensive and adequate facility services. This is in line with Ellong's research (2018), which explains that facilities and infrastructure should be managed purposefully to provide effective and efficient services to the school community, especially students. In Islamic educational institutions, facility and infrastructure management includes planning, procurement, inventorying, supervision, maintenance, and disposal of unusable facilities. In planning standardization, items are carefully chosen and collectively agreed upon for procurement at the beginning of the budget cycle according to their needs. Procurement standardization entails providing facilities and infrastructure that support the learning process, such as discussion rooms, reading corners, laboratories, sports facilities, and others that enhance students' soft and hard skills. Inventory involves orderly and systematic recording and registration of facilities. Supervision and maintenance are strategies for reviewing the extensive and continuous use of facilities. Disposal of facilities is the final step for items that are damaged and unusable.

On the other hand, aside from facilities and infrastructure, equally important is having adequate and qualified human resources. Based on the interview with Ms. Faricha Hanim, the school principal stated, "At SD Islam Al Badar, there are specific criteria for recruiting new human resources, especially class teachers, namely they must have academic expertise, expertise in their field, at least a bachelor's degree in education, be able to read the Quran as a basis, and have no prior criminal records." This is supported by Sidik's research (2016), which states that educators or teachers need to possess four main competencies to become quality personnel: pedagogical competence, outstanding personality, social competence, and professional competence, as a manifestation of significant potential development within individuals. Moreover, quality teachers should be able to integrate these competencies intellectually, emotionally, and spiritually.

Lastly, to demonstrate the excellence and attractiveness of a school, it is essential to showcase the achievements attained, both academically and non-academically. The list of achievements includes:

Table 3. List of Achievements in the Last 5 Years

| No | Name | The achievements attained | Level | Place |
|---|---|---|---|---|
| 1 | Ardis Danendra Aryaduta | 3rd Place in 80-Meter Sprint Competition | Local/Regional | Lapangan Rejoagung, Tulungagung |
| 2 | Qonita Zahra Diena | 1st Place in Pentaque Competition Across East Java | Regional | SMK Al Badar, Tulungagung |
| 3 | Muhammad Hirzi S. K. | 1st Place Gold Medal in U9 10-Meter Distance Competition Across East Java | Regional | Juanda, Sidoarjo |
| 4 | Maher B. Kanaya | 3rd Place in Pentaque Competition | Local/Regional | SMK Al Badar, Tulungagung |
| 5 | Faiha Qatrunnada S. M. | 3rd Place in 10-Meter Archery Competition at | National | Jakarta |

| | | | | |
|---|---|---|---|---|
| | | the National Level | | |
| 6 | Bungahayu Langit R. | 1st Honorable Mention in Javanese Language Storytelling Competition | Local/Regional | Department of Tourism and Culture of Tulungagung Regency |
| 7 | Aiman Rizqi Santoso | 1st Place in Science Competition Commemorating Tulungagung Regency Anniversary | Local/Regional | Bravo Supermarket, Tulungagung |
| 8 | Bungahayu Langit R. | 1st Place in Speech and Storytelling Competition Across East Java | Regional | UIN Sayyid Ali Rahmatullah, Tulungagung |
| 9 | Bungahayu Langit R. | 3rd Place in Storytelling Competition at the National Level | National | Health Department of Tulungagung Regency |
| 10 | M. Yura Thawab Al Banjari | 3rd Place in English Fun Competition Top of Form Bottom of Form | Local/Regional | Department of Tourism and Culture of Tulungagung Regency |

Source: Data processed, 2024

Based on Table 3 listing the achievements, it is evident that the students at SD Islam Al Badar have achieved remarkable academic and non-academic accomplishments. These achievements serve as tangible evidence that SD Islam Al Badar is an educational institution that attracts attention due to its exceptional track record of achievements over the years. Thus, parents should not hesitate to enroll their children at SD Islam Al Badar. Illahi (2020) explains that to achieve genuine peak performance, the role of teachers is crucial in providing guidance, direction, and motivation to become intelligent, moral, and skilled students. The insights and competencies of teachers must be continuously developed to realize professionalism in education. Successful teachers are those who play a significant role in guiding their students towards excellence, both academically and non-academically.

Exemplary principles, maintaining harmonious communication, responsibility, having a clean track record, humility, and fair behavior are part of the dimensions of role modeling strategies for teachers in setting the best example for students at school. Based on field observations, researchers have seen that teachers have fulfilled their roles as educators. Concrete actions demonstrated by teachers are essential in shaping good student character, such as speaking politely, arriving at school on time, and wearing neat and clean attire. Teachers act as motivators to provide appreciation and punishment as concrete motivation to instill a sense of responsibility for what students have achieved during the learning process.

## Conclusion

The presence of primary education institutions cannot be separated from the representation of excellence that ensures the quality of education in its development process. Schools can be categorized as having quality and competent graduates if they can produce intelligent, characterful, moral individuals, and become the primary choice for education among the public. Essentially, a quality school is one that has its own appeal to the community. SD Islam Al Badar is one of the favorite schools in the Tulungagung area. The main goal of education at SD Islam Al Badar is to shape a generation of young Islamic

education, excel in achievements, and participate in building a dignified nation. From the established goals, they are further developed in cognitive, affective, and psychomotor dimensions. In order to develop these aspects, the school needs to manage and organize itself as a healthy organization in terms of academic aspects and curriculum, finances, facilities and infrastructure, human resources, student affairs, achievements, and community relations.

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