

MADRASAH'S CONTRIBUTION TO THE EMPOWERMENT OF THE VILLAGE COMMUNITY IN INDONESIA

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Abstract

The study aims to examine the contribution of Madrasah to empowerment of rural communities in Indonesia. Research methods carried out through literary methods by searching for literature that fits the context of research. Research findings show that the presence of Islamic educational institutions, the Madrasah that exists in the village, turns out to play a significant role in improving the capacity and well-being of individuals through various educational programmes and social activities. Collaboration with various stakeholders and the involvement of the local community is the key to success in empowering the village community. It is hoped that these findings can be the basis for further enhancing the role of Madrasah in supporting the empowerment of the village community in Indonesia.

Keyword: Contribution, Madrasah, Community Empowerment, Village.

Introduction

The village is the smallest unit in the government structure in Indonesia. The village has the potential of natural resources, culture, and communities that are the basis for development and empowerment. Rural empowerment aims to improve the quality of life, well-being, and the ability of communities to manage local resources independently. (Aslan, 2019).

Local resources are the wealth and potential of a region or local community. Local resources can include a variety of things, such as natural potential (for example, mineral wealth, agricultural land, biodiversity), human potential (eg, knowledge, skills,

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culture), as well as social potential (e.g., community networking, local intelligence). Good use and management of local resources is essential in the development and empowerment of village communities. By optimally utilizing local resources, communities can improve their own well-being and reduce dependence on external resources. (Paramita et al., 2018). However, to empower the village community, by actively involving the community in decision-making, planning, and implementation of activities to sustainable empowerment goals, it is not easy to turn a hand, because there are some obstacles that need to be taken into account and pursued.

The challenges and constraints faced by rural communities in Indonesia include limited access to infrastructure, minimal economic opportunities, poor quality of education, and lack of public involvement in decision-making. (Prayogi, D. 2017; Raharjo et al., 2017). When the Mapu community empowers the empowerment of the village community, it will be able to improve the well-being and the ability of the community to manage local resources independently.

So with that, to empower the village community, it is necessary to involve education as one of the important components. Education has a very strategic role in building awareness, knowledge, skills, and values necessary for empowering the village community, one of which is the madrasah educational institution.

Madrasah is an Islamic educational institution whose purpose is to provide formal education that includes a general curriculum and Islamic education. Madrasah is not only aimed at providing religious teaching, but also has a responsibility to form qualified, independent, and capable individuals to play a role in society. (Moosa, E. 2015; Pedersen et al., 2019).

The role of the madrasah in society is to provide Islamic education to students in the village, form the character of qualified students, thus possessing moral values, ethics, discipline, leadership, and honesty in order to create a young generation of noble and responsible morality, provide holistic knowledge with general and Islamic subjects, empowering the community with educational programmes, skills training, and social activities, so that the Madrasah can help the community in improving the quality of life, economic development, and empowerment of women and children, the development of entrepreneurship and student expertise through training and skills education programs, and the participation in social activities in the community, such as charity, social welfare, and community development programmes. It demonstrates the commitment and responsibility of the madrasah in building communion and common well-being. (Moosa, E. 2007; Berkey, J. P. 2007; Calista, W., & Mudiyo, M. 2021).

The Madrasah that exists in the village has great potential to contribute to empowerment of the community, such as: 1) Improving the quality of education: The madrasah can play an important role in improving the education quality in the villages by providing quality formal education, as well as providing broader access to education for the children of the village. 2) Integration of Religious Education and Empowerment:

the madrasha can integrate religious education with empowering the village community. Through the religious instruction given, the madrasah can form a strong character and morality in the students, which can then be applied in the day-to-day life of the villagers. 3) Supporting Programs and Activities: Madrasah also has supporting programmes and activities that contribute to empowerment of the village community. For example, skills training for the community, teaching entrepreneurship, empowering women and children, and active participation in village community activities. (Dian et al., 2023; Asadullah, M. N. 2018; Aslan & Hifza, 2019).

Factors supporting the contribution of the madrasah in the villages such as the availability of adequate means and resources for the activities of the Madrasah, the quality of the human resources (teachers and educators) who are competent and have a high degree of dedication and the presence of awareness and active participation of the villagers in support of the activities. (Rahmat, R. S., & Nurzaman, M. S. 2019; Aflaha, A., Nurjaman, U., & Khor, A. 2022).

An important role as an educational institution, the madrasah has a role to play in forming a young generation that is intelligent, noble, and ready to play an active role in building a better society. The role of the madrasah in society is a significant contribution in efforts to improve the quality of human resources and strengthen the religious and moral foundations in the midst of society.

Thus, the contribution of Islamic educational institutions such as the madrasah, need to develop appropriate strategies and efforts to enhance the role of Madrasah in empowering the village community.

This research is aimed at further investigating the contribution of Madrasah to the empowerment of village communities in Indonesia, so that the results of this research are expected to provide new insights, policy recommendations, and practices that can enhance the contributions of madrasah in empowering the village community in Indonesia.

Research Method

The research method used in this research is literature. Literature research is a research method that involves the collection and analysis of written sources relevant to the research topic. This method allows researchers to explore previous research, gather information, and build an in-depth understanding of the subject being studied. (Marshall & Rossman, 2014; Punch, 2013; Adhabi & Anozie, 2017).

In literary research, there are several steps taken, among them: 1) search for keywords. 2) Selection of literature. Review and select literary sources suitable for research purposes, be it books, journal articles, or other relevant sources. 3) Reading and recording: Read and record relevant information from selected literary sources, including quotations and summaries useful for further analysis. 4) Literary analysis: Analyze and interpret information that has been collected to identify relevant findings,

dig patterns or relationships between sources, and build research arguments (Champe & Kleist, 2003; Tharenou et al., 2007).

Thus, literary research methods allow researchers to acquire a comprehensive understanding of research topics before starting empirical research, identify gaps in knowledge that need further research, and strengthen the theoretical foundations or thinking that support research.

Result and Discussion

The concept of education in Madrasah

The concept of education is a view or understanding of the educational process that includes the objectives, methods, and values applied in order to the desired learning outcome. (Sitopu et al., 2024; Afni et al., 2024; Guna et al., 2024). Educational objectives, or objectives of education, can vary depending on different perspectives and contexts. One of the general goals of education is to provide individuals with the knowledge and skills that will enable them to live meaningful and productive lives. Education aims to develop an individual intellectually, emotionally, socially, and physically. (Hairiyanto et al., 2024; Fitriani et al., 2024).

The educational objectives contained in the national curriculum outline four main objectives of education: cognitive development, affective development, psychomotor development, and social development. These objectives cover various aspects of individual growth and include the development of knowledge, values, skills, attitudes, and behavior. In order to the goal of learning, the method of learning is required. (Tubagus et al., 2023; Aslan & Shiong, 2023).

A learning method is a method or strategy used in delivering material from a teacher or educator to a student or student. (Muharrom et al., 2023). Learning methods aim to streamline the learning process with the aim of achieving optimal results. Some types of learning methods include lectures, discussions, question-and-answer, experimental, and the use of various learning media such as audio, visual, and contextual teaching and learning as well as a number of other methods that each have advantages and disadvantages in achieving learning effectiveness. With the existence of learning methods, the goal of learning is achieved so that the student has and applies positive values in himself. (Nurhayati et al., 2023; Nurdiana et al., 2023).

Thus, the concept of education encompasses the thought, idea, or idea that forms the basis in the maintenance of education. The concept of education also affects the approach to teaching, learning, and evaluation carried out in the context of learning.

According to Ki Hajar Dewantara, education should have a unity of clear concepts, namely Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani. Ki Hajar Dewantara interprets education as an attempt to advance the growth of the child's mind, mind, and body in order to become a better individual in society. So with that, to teach the values of education to the pupils then through the

three educational centres one of them is a school or a madrasah (Erwan et al., 2023; Sarmila et al., 2023).

Madrasah is an educational institution that studies Islam and educates students according to their talents, interests, and abilities. Madrasah has a role and responsibility to the government and the Muslim community for the progress and success of the Muslims. Etymologically, the word "madrasah" comes from Arabic which means school. (Alawiyah, F. 2014).

The Madrasah in Indonesia is a school that specialises in teaching the lessons of Islam, and usually has a curriculum that includes general education and religious education. This madrasah can be founded by the community and can use the name of the founder or institution that founded it, so that education in madrasahs has its own concept of education and as a symbol of the difference between the other madrasahs that exist. (Sidiq, U. 2018).

The concept of education in the madrasah involves an effort to internalize religious values and to unify the values of science, technology, art, and virtue in education. Therefore, each Madrasah needs to undertake an attempt to spiritualize education, that is, to integrate religious value and spirit into all aspects of education. It aims to combine understanding of science, technology, art, and religious beliefs within the pupils. Besides, education in the madrasah also involves the formation of the character of the pupils. Madrasah is characterized by the creation of an institutional atmosphere that promotes Islamic values, an up-to-date moral life, and professional, open, and active management in society. (Kosim, M. 2007; Maimun, A., & Fitri, A. Z. 2010).

Madrasah by combining two curricula between the curriculum of the madrasah's own cottage and the general curricula, each has its own purpose. The goal is to develop students in a holistic way, both academically, religiously, morally and personally. Religious education: The main objective of education in madrasah is to teach and deepen the understanding of Islam to students. Madrasah focuses on learning and practicing the values of Islam, strengthening faith, and developing a deep and applicative understanding of the teachings of religion. 2) General science education: In addition to religious education, madrasah also provides general science education such as mathematics, Indonesian language, IPA, IPS, and other fields of study. 3) Formation of the Nobility of Morals: One of the purposes of education in the madrasah is to form a noble morals and character that is Islamic. Education in Madrasah aims to develop the positive attributes and ethics of Islam in the daily behavior of the pupils, such as honesty, charity, justice, and patience. 4) Skill education: In addition to academic knowledge, the madrasah also aims to develop practical skills and life skills that are useful in everyday life. These can include communication skills, creative thinking, adaptability, as well as problem solving. 5) Preparation for Religious Life: The Madrasah aims to prepare students to live with the principles and teachings of Islam in various

aspects of life, including social, economic, political and cultural contexts. (Ansori, M. 2020; Fathoni, H. 2020; Nasir, M. 2015).

In order to these goals, madrasahs with religious and general curricula usually integrate religious learning with general education to acquire a balanced and comprehensive understanding of various aspects of life. Therefore, madrasah education in Indonesia also has basic concepts, patterns, systems, purposes, methods, and materials that correspond to Islamic education.

Madrasah's contribution to education in the village

Madrasah is a term used to refer to Islamic religious schools in Indonesia. In the villages of Indonesia, there are many madrasahs that provide religious education for children in the neighborhood. Madrasah is often an important part of education and social life in the village, as it plays a role in conveying religious values and providing religious education to the younger generation. (Qurrotunnisa, I. D. T., & Himmawan, D. 2023).

The Madrasah that exists in the village can serve as an educational institution that teaches Islamic religion as well as other subjects such as Indonesian language, mathematics, and general sciences. Some madrasahs in the village may also offer a higher level of education, such as the tsanawiyah madrasah (SMP) or the aliyah Madrasah. (SMA). The Madrasah in the village can also be the centre of religious and cultural activities, such as holding studies, tadarus of the Quran, and other social activities. They can also play an important role in strengthening the community bonds and local traditions in the villages. (Masrurroh et al., 2023; Srinio et al., 2024).

The Indonesian government also has a programme to develop the madrasah in the villages. The program aims to improve the quality of religious education in the village and expand access to education for the villagers. Assistance and support are provided to improve facilities and facilities, teacher training, and curriculum development in the village madrasah-madrasah. So, in the villages of Indonesia, madrasah can be a form of religious education available to the villagers. (Kuswandi et al., 2020).

The main contribution of madrasah to education in the village, among them: 1) Providing access to education: Madrasah is often the main educational institution in the villages, especially for Islamic education. Madrasah helps provide access to education for children in villages who may have difficulty accessing public or other private schools. It ensures that children in the villages also have the opportunity to get formal education. 2) Quality Religious Education: Madrasah has an important role in providing quality religious education to the pupils in the village. The Madrasah facilitates in-depth Islamic learning and trains students to understand and apply religious principles in daily life. Thus, the madrasah contributes to the formation of Islamic morality and character among the village community. 3) Preserving Traditional Values: Madrasah also plays a role in preserving and inheriting traditional values to the young generation in the village.

Through religious education given, madrasah helps to strengthen local values and customs that are rooted in the culture of the village. It helps to preserve the cultural identity and local wisdom of village in the midst of modernization and globalization. 4) Improving the Quality of Human Resources: Madrasah in the villages also contributes to improving the quality of human resources in the village environment. By providing quality religious education, madrasah helps to increase knowledge and understanding of the teachings of Islam, which in turn can affect behavior and positive actions in daily life. 5 Strengthening relations with the community: Madrasah is often an integral part of the village community. Through religious activities and social programmes, madrasah can strengthen ties with local communities. It creates an inclusive and mutually supportive atmosphere between educational institutions and the village community (Rachman, F., & Maimun, A. 2016; Fazri et al., 2024) With these contributions, the madrasah has an important role in the development of education in the village, both in terms of religious education and general education. Madrasah helps ensure access to education for children in the villages, strengthens religious understanding and traditional values, and improves the quality of human resources in rural communities.

The contribution of Madrasah to the empowerment of the village community

The village is the smallest unit in the administrative structure in Indonesia. Villages are settlements of people who have certain territorial boundaries and have their own social, economic, and political life. In Indonesia, a village is administered by a village government led by a head of village or head of the village government. (Aslan & Setiawan, 2019).

Villages play an important role in the development and development of communities, especially in rural areas. In the village, there is a wide range of potential natural and human resources that can be utilized to improve the living conditions and well-being of the population. Generally speaking, the village has an agricultural sector as a major economic base, but today various sectors such as tourism, trade, and industry are also beginning to flourish in some villages. (Aslan & Hifza, 2020).

The Indonesian government is committed to strengthening the village's role in national development. One of the efforts is through the village empowerment program, which aims to provide support, training, and assistance to the village community so that they can become independent, improve the quality of life, and more actively participate in the development of the village and the nation. (Monkman et al., 2007; Kurniawati et al., 2021).

Village Empowerment refers to the empowerment of rural communities in Indonesia. The aim of the programme is to improve the quality of life of rural people through policies, programmes, and activities that address the priorities and educational needs of those communities. The programme covers a wide range of areas, including education, health, infrastructure, tourism, and agriculture. This effort aims to enhance

independence, capacity development, and participation in the community. (Duffy, J. 2008).

The program follows the principles of good governance, transparency, and accountability. The successful implementation of the Village Empowerment requires the integration of community participation, capacity-building, and resource mobilization to ensure the sustainability of the program. The main objective of this programme is to create independent and prosperous societies that can contribute to national development.

Each village has an educational institution to provide education to its citizens, one of which is the madrasah, so that the Madrasah that is in the village has a contribution to the empowerment of the village community. Some of the contributions that may be given by the madrasah to the Empowerment, among others; 1) Religious and Moral Education: Madrasah provides religious education to his students, strengthening the religious and moral values in the community of the villages. Thus, the madrasah helps to build a strong character and good morality among the children and youth of the country. 2) Increased Religious Literacy: The Madrasah helps to improve the understanding and knowledge of the village community related to the teachings of Islam. Thus, the village people can better understand the teaching of religion and make it as a guideline in everyday life. 3) Center of Religious and Social Activities: Madrasah is often the center of religious and social activities in the village, such as holding studies, tadarus of the Quran, and other social activities. It helps to strengthen the community bonds and religious traditions in the village. 4) Economic empowerment: Some madrasahs in the village can also facilitate skill training, craftsmanship, or agriculture for the village community. This can help improve the skills and knowledge of the village people in certain areas, which in turn can support local economic development. 5) Character Education and Entrepreneurship: Madrasah can also provide character and entrepreneurial education to its students, so that they can be better prepared to face challenges and help build entrepreneur skills in the village community (Rao, N., & Hossain, M. I. 2011; RAFIQ-UZ-ZAMAN, M. D. 2013).

Through his contributions to the education of religion, morality, religion, social, economic, and entrepreneurship, madrasah played a role in empowering the village community and strengthening the foundations of social, religious, and cultural life in the neighborhood.

Supporting and inhibiting factors of Madrasah's contribution

The supporting factors that play a role in the contribution of the madrasah to education in Indonesia, consist of; 1) The relevant curriculum: The Madrasah has a curricular developed specifically to meet the educational needs of the pupils in accordance with the principles of Islamic religion. The curricula includes religious education, Arabic, as well as other general lessons such as mathematics, science, and

Indonesian language. 2) Qualified Educators: Madrasah has educators who have competence and expertise in the field of Islam and general knowledge. They understand the principles of Islamic religion and are able to deliver the material effectively to the pupils. 3) A favourable environment: The Madrasah provides a supportive environment in the learning process, including educational facilities, such as classrooms, libraries, laboratories, and sports facilities. In addition, the Islamic environment is also supported through the intense religious atmosphere in the madrasah. 4) Character building: Madrasah has an important role in shaping the character of students with strong moral and spiritual values. Religious education integrated with the curriculum helps students to understand and internalize religious teachings in everyday life. 5) Parental involvement: The role of parents is very important in supporting the contribution of the madrasah. By involving the parents in the educational process, the Madrasah can strengthen the relationship between the madrasah and the family, so that it can support the academic and moral development of the pupils. 6) Cooperation with governments and the public: Madrasah works with the government and the community to get support in curriculum development, improvement of facilities and facilities, as well as training for educators. Such cooperation can help madrasah in making better contributions in the field of education (Yuliana et al., 2021; Setyawan, A. 2022).

Meanwhile, some of the factors hindering madrasah's contribution to education in Indonesia include: 1) Lack of resources: Madrasah often faces constraints in terms of resources, including limited educational facilities, inadequate textbooks, and budget constraint to improve infrastructure and expand educational programmes. 2) Low quality of educators: One of the factors inhibiting the contribution of the madrasah is the limited number of qualified educators. Madrasah often struggles to attract and retain educators who are highly educated and have sufficient competence in the field of Islamic religion and general knowledge. 3) Lack of government and public support: Madrasah often lacks full support from both the government and the public. This support includes adequate budget allocations, development of educational infrastructure, and training of educators. 4) Stigma and negative stereotypes: Madrasah is still often faced with the negative stigma and stereotype of the wider society. Sometimes, this makes the achievements and contributions of the madrasah in education less recognized and adequately appreciated. 5) Lack of parental involvement: Parents play an important role in supporting education in the madrasah. However, sometimes there is a lack of active engagement and participation of parents in support of children's education at the madrasah. 6) No integration of the programme with the needs of the world of work: Madrasah is often unable to integrate the educational program with the requirements of the work world. This leads madrasah graduates to face the challenge of finding a job or continuing their education to higher levels. (Megawati et al., 2023; Nurfuadi, N. 2022).

Thus, addressing such impediments requires the collective role of governments, communities, and stakeholders to provide appropriate support and solutions in increasing the contribution of madrasah to education.

Conclusion

Madrasah is an institution of Islamic education by teaching two curricula to pupils, the general and the religion which is not independent of its presence in the village. With the presence of such educational institutions, madrasah has contributed to the empowerment of the village community in Indonesia, as well as the development of the society. Madrasah as an educational institution serves as a social activity, and the involvement of the community, then madrasah contribute in improving the capacity and well-being of individuals in rural areas. Through various programmes and activities, madrasah provides opportunities for community members to access new opportunities and resources, which ultimately improve the quality of life of people in Indonesian villages.

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