

IMPLEMENTATION OF THE EQUIVALENT EDUCATION PROGRAM IN SALAFIYAH ISLAMIC BOARDING SCHOOL AT ISLAMIC BOARDING SCHOOL

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Abstract:

The era of globalization has brought rapid changes in various aspects of life, including the education system in Islamic boarding schools (pesantren). This study aims to examine how pesantren implement the equivalent education program as an adaptive strategy to face the dynamics of knowledge, technology development, and global challenges. The method used is a qualitative descriptive study involving caretakers, teachers, and students as the primary data sources. The findings show that the integration of religious values with general education and technology is a crucial innovation supporting the success of equivalent education. Effective communication and teacher motivation are the main supporting factors, while limitations in facilities and disparities in student motivation are the obstacles encountered. In conclusion, collaboration between pesantren tradition and educational modernity is key to producing a generation that is both faithful and competitive in the era of globalization. This study recommends improving facilities and enhancing educator capacity for the sustainability of quality equivalent education programs.

Abstrak:

Era globalisasi telah membawa perubahan pesat dalam berbagai aspek kehidupan, termasuk sistem pendidikan di pondok pesantren. Penelitian ini bertujuan untuk mengkaji bagaimana pondok pesantren mengimplementasikan program pendidikan kesetaraan sebagai strategi adaptasi dalam menghadapi dinamika perkembangan ilmu pengetahuan, teknologi, serta tantangan global. Metode yang digunakan adalah studi kualitatif dengan pendekatan deskriptif, melibatkan pengasuh, guru, dan santri sebagai sumber data utama. Temuan menunjukkan bahwa integrasi nilai-nilai keagamaan dengan pendidikan umum dan teknologi merupakan inovasi krusial yang mendukung keberhasilan pendidikan kesetaraan. Faktor komunikasi efektif dan motivasi guru menjadi pendukung utama, sedangkan keterbatasan sarana dan disparitas motivasi santri menjadi kendala yang dihadapi. Kesimpulannya, kolaborasi antara tradisi pesantren dan modernitas pendidikan merupakan kunci dalam mencetak generasi yang beriman dan kompetitif di era globalisasi. Rekomendasi penelitian ini menekankan pentingnya peningkatan fasilitas dan pengembangan kapasitas tenaga pendidik untuk kelangsungan program pendidikan kesetaraan yang berkualitas.

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INTRODUCTION

The era of globalization is a period in which information and knowledge spread without boundaries, supported by rapid advances in communication technology and the internet. Islamic boarding schools as Islamic educational institutions must be able to adapt so as not to fall behind and remain relevant to the development of the times. This aligns with the slogan “holding firmly to the good old things and taking the better new things” (Mufron, 2020).

In the era of globalization, the education world is required to adjust to advances in information technology, new teaching methods, and the need to integrate modern sciences (Sembiring, 2024). Pesantren face the need to combine religious values that characterize them with the demands of modern knowledge and technology development. This has led to a transformation in the pesantren education system through the development of the equivalent education program in Salafiyah pesantren. This program provides a more flexible and accessible educational alternative, capable of reaching students from various backgrounds and preparing them to face global competition.

Education is the process of training students to develop knowledge through various learning experiences according to their fields. Equivalent education, as explained in the Education Law No. 20 of 2003 Article 26, is a non-formal education program that provides general education equivalent to SD/MI, SMP/MTs, and SMA/MA levels through Package Programs A, B, and C (Education Law No. 20 of 2003). Equivalent education in Salafiyah pesantren is not merely about adding formal education levels but also about equal learning opportunities integrated into the pesantren environment. Thus, students not only receive in-depth religious knowledge but also acquire broad competencies in accordance with modern world developments. This approach addresses the challenges of globalization by synergistically integrating religious and general education.

This study focuses on the implementation of the equivalent education program in Ma’had Al-Fath Talang Keramat Islamic Boarding School as a case study of pesantren adaptation to the influence of globalization. The program is implemented through structured guidance, coordination, communication, and motivation among caretakers, teachers, and students. The program is considered a strategic effort for pesantren to remain existent and develop amid rapid social and cultural changes.

Supporting factors for the success of this equivalent education program include effective communication and motivation as well as appreciation given to teachers. Smooth communication facilitates the exchange of information and decision-making, while motivation boosts the spirit and dedication of educators in running the program. Conversely, inhibiting factors such as variations in student motivation and limited facilities are challenges that must be managed well to avoid hindering the achievement of educational goals.

Overall, this study confirms that “education in the era of globalization demands innovation and collaboration so that the goals of Islamic education are still achieved amid rapid changes.” The equivalent education program in pesantren is a concrete form of this adaptation, creating a balance between tradition and modernity to produce a generation that is not only faithful but also competitive in the global era.

RESEARCH METHODS

This study employs a qualitative research type with a qualitative descriptive approach. The qualitative approach was chosen to gain an in-depth understanding of the implementation of the equivalent education program at Ma'had Al-Fath Talang Keramat Islamic Boarding School. The descriptive qualitative approach was used to obtain a detailed picture of the phenomena occurring in a real context. Data were collected through observations, in-depth interviews, and documentation. Observations were conducted to directly observe the program implementation process, while interviews were carried out with caretakers, teachers, and students as key informants. Documentation including notes, reports, and supporting program documents were also analyzed to complement the primary data. The data collection process was conducted systematically with a holistic approach to obtain valid and in-depth data. Data analysis followed the steps of data reduction, data presentation, and conclusion drawing/verification, in accordance with commonly used qualitative analysis methods. This study ensures data validity through the triangulation of sources and methods, so that the research results can be trusted and academically accountable. With this research method, it is expected to obtain a comprehensive picture of the supporting and inhibiting factors in the implementation of the equivalent education program in the pesantren.

RESULTS AND DISCUSSION

Implementation of the Equivalent Education Program in Salafiyah Islamic Boarding School at Ma'had Al-Fath Talang Keramat Islamic Boarding School

Guidance

Guidance is an activity conducted by the leadership aiming to direct and regulate tasks that have been assigned to carry out an effort. (Marlina, 2023) Guidance is an important activity carried out by the leadership of the Islamic boarding school to provide instructions and guidance to teachers so that the implementation of the equivalency education program can run effectively. Guidance is conducted regularly, especially at the beginning of the academic year, through meetings and direct gatherings involving the school principal, curriculum deputy, and teachers. The guidance material includes the preparation of Lesson Plans (RPP), rules and regulations, and discipline in the teaching and learning process. Documentation of the guidance implementation includes circular letters, meeting minutes, and attendance records of teachers during the guidance sessions.

Based on interview, observation, and documentation data, guidance is considered to be going well and plays a role in improving teacher professionalism and discipline in program implementation. However, guidance should also function as a means of ongoing motivation to overcome obstacles such as low student motivation and limited facilities and infrastructure.

In the discussion, guidance not only functions as giving instructions but also as a form of inclusive and communicative leadership. The example of female leadership at Pondok Pesantren Salafiyah Nurul Huda Malang shows how active involvement of leaders in effective communication can boost the spirit and discipline of educators and students. (Thubatussalamah, 2024) Moreover, the "Copy The Master" strategy applied through audiovisual media at PKPPS Hidayatul Qomariyah becomes an inspiration for building

motivation and independent learning innovatively among students. This approach is very relevant to be applied in the context of Pondok Pesantren Ma'had Al-Fath Talang Keramat so that guidance can strengthen a shared commitment in implementing the equivalency education program. (Sanya, 2024)

Coordination

Coordination is an important task that must be carried out by superiors as well as every member of the organization. (Desi, 2021; Riyanto, 2026) Coordination represents the synergy efforts among elements of the Islamic boarding school with the aim that the implementation of the equivalency education program can run smoothly and in an organized manner. The school principal, curriculum deputy, and teachers actively carry out coordination through regular meetings at various important moments, such as the beginning of the academic year, exam preparation, and student activities. This coordination process includes scheduling, discussing obstacles, and collectively finding solutions to ensure each activity is executed according to targets. Although coordination has been carried out intensively, there are challenges such as miscoordination between learning schedules and tahfiz class schedules that require further attention.

From observation results and meeting documentation, it appears that coordination is systematically conducted and recorded in meeting minutes, attendance records, and circular letters that support the smooth implementation of the program. The implementation of this coordination serves as an important indicator of the success of the equivalency education program at the boarding school. However, challenges in schedule synchronization and limited communication facilities highlight the need to strengthen coordination mechanisms.

In the discussion, coordination is not only viewed as an administrative activity but also as a form of collaborative leadership involving all parties actively and communicatively. Leadership is a fundamental aspect of an organization, including in the context of Islamic educational foundations and Islamic boarding schools. (Aldyandra, 2025) Inclusive leadership carried out by the boarding school leaders encourages the creation of a solid cooperative work culture among teachers and teaching staff. This approach aligns with findings in the journal "Santri Quality Management in the Equivalency Education Program at Ma'had Al-Faruq Karanglewas," which emphasizes the importance of integrated quality management for achieving educational standards and student welfare. (Agus R et al., 2026; Sawitri et al., 2023; Suryadi & Asma, 2025) Furthermore, the role of the head of madrasah as an important coordinator in enhancing teachers' professional competence strengthens the effectiveness of program implementation, as described in the journal "Improving Teacher Professional Competence Through the Role of Madrasah Heads at PKPPS Al Qosim Jambi." The inclusive and collaborative leadership model applied in this boarding school strengthens coordination, minimizes obstacles, and encourages the improvement of learning quality. (Habibi, 2022)

Communication

Communication is the process of delivering messages to designated targets. (Wijaya, 2021) Communication is a vital process that connects all elements involved in the implementation of the equivalency education program. The school principal, curriculum

deputy, and teachers at Ma'had Al-Fath Talang Keramat actively engage in open and regular communication, both through formal forums such as faculty meetings and informal media like WhatsApp groups. The principal emphasizes that open and comfortable communication for expressing opinions and challenges greatly facilitates smooth learning. Communication documentation in the form of meeting minutes and circular letters serves as evidence of ongoing formal communication, while informal communication is also very effective in expediting the resolution of emerging issues.

From observations and documentation, it is evident that communication is two-way and supportive, thereby aiding in achieving the goals of the equivalency education program. Although there are some obstacles related to communication infrastructure, these do not hinder the smooth implementation due to participatory efforts from all parties.

In the discussion, communication is not merely an administrative information channel but also a cornerstone in building a collaborative and responsive work atmosphere. This aligns with findings in the journals "Santri Quality Management in the Equivalency Education Program at Ma'had Al-Faruq Karanglewas" and "Improving Teacher Professional Competence Through the Role of Madrasah Heads at PKPPS Al Qosim Jambi," which emphasize that effective communication is the foundation of successful quality management and professional competence in the context of equivalency education. The communication media and dialogic methods applied at Ma'had Al-Fath are key to synchronizing the understanding and actions of all educational elements, enabling a continuous improvement of learning quality. (Habibi, 2022)

Motivation

Motivation is a process that explains the direction and persistence of an individual in achieving goals. (Amilda, 2025) Motivation is an important factor that drives the success of the equivalency education program implementation. The school principal, curriculum deputy, and teachers at Ma'had Al-Fath Talang Keramat actively provide motivation through various means such as awards, training, and recreational activities as a form of appreciation for the hard work of teachers. The principal emphasizes that giving awards and opportunities for teachers to express ideas greatly helps maintain high work enthusiasm. Documentation of motivation in the form of award decrees, training participant lists, and recreational activity documentation strengthens evidence of the ongoing motivation provided continuously.

From interviews, observations, and documentation, it is evident that the motivation process is positive and supports the improvement of the quality of the equivalency education program implementation. Although there are some obstacles like limited facilities and infrastructure, efforts to provide motivation both personally and professionally remain the main driving force for teachers' work spirit and student participation.

In the discussion, motivation is not only an internal drive of individuals but also a crucial pillar in enhancing the performance and commitment of educational staff. This aligns with findings in the journals "Santri Quality Management in the Equivalency Education Program at Ma'had Al-Faruq" and "Improving Teacher Professional Competence Through the Role of Madrasah Heads at PKPPS Al Qosim Jambi," which affirm that sustained motivation and appropriate rewards are key to maintaining quality and professionalism in equivalency

education. The motivational approach at Ma'had Al-Fath, which includes awards and training, has significantly contributed to supporting effective program implementation (Agus R et al., 2026).

Factors Affecting the Implementation of the Equivalency Education Program

Supporting Factors

Effective Communication

Communication is a key factor supporting the success of the implementation of the Salafiyah Pondok Pesantren Equivalency Education Program at Ma'had Al-Fath Talang Keramat. Interviews with the principal, curriculum deputy, and teachers reveal that communication is conducted regularly and openly both through coordination meetings and direct communications. The principal stated that periodic meetings with curriculum representatives and teachers serve as an effective medium to convey information and directives related to program implementation. The curriculum deputy and teachers also emphasized that smooth communication facilitates the delivery of problems and solutions, enabling the program to run well.

Field observations also show that scheduled teacher council meetings are regularly held, along with frequent informal communications, creating a conducive work atmosphere. Documentation such as meeting minutes and circular letters provide tangible evidence that communication is executed systematically and continuously. With this effective communication, coordination among educational elements in the pesantren runs harmoniously and becomes a main supporting factor for the smoothness of the program.

Effective communication thus becomes a crucial factor supporting the success of the PKPPS program implementation at Ma'had Al-Fath Talang Keramat. Open and regular communication among the principal, curriculum deputy, and teachers strengthens coordination and harmonization of information, making learning activities run smoothly and allowing problems to be resolved promptly. This aligns with communication management theory which states that good communication creates a conducive work environment and fosters good cooperation in various activities. (Siregar, 2021)

Motivation and Appreciation for Teachers

Motivation and appreciation for teachers are important supporting factors in the implementation of the program. The principal stated that giving praise and awards, both directly and through incentives and joint recreational activities such as trips to Lampung, serve as ways to boost teachers' enthusiasm in carrying out their duties. Similar opinions were expressed by the curriculum deputy and teachers who felt motivated by the recognition and attention they received. Observations showed that appreciation was consistently given, evident from bonuses, decrees, and documentation of recreational activities. This creates a positive work atmosphere and supports the improvement of teaching performance. Documentation of meeting minutes, decrees, and photos of activities provide tangible proof that this motivation is given concretely, positively impacting the success of the equivalency education program at the pesantren.

Moreover, motivation and appreciation for teachers, realized in the form of direct awards and collective activities, serve as primary drivers in enhancing teachers' spirit and the

quality of teaching. Giving rewards such as bonuses and recreational activities strengthens the sense of being valued and demonstrates the pesantren leadership's care for the educators, supporting Herzberg's theory about the importance of motivational factors in the workplace (Suprayetno, 2025). Thus, these two supporting factors become key capital that reinforces the implementation of the equivalency education program at the pesantren and need to be continuously maintained and developed.

Inhibiting Factors

Lack of Student Motivation

Motivation is the drive or impulse that arises from within an individual to act toward a specific goal. (Rukmana et al., 2024; Suharti & Mariam, 2025; Zubaidi et al., 2023) The lack of student motivation becomes one of the main obstacles in the implementation of the PKPPS program. From interviews, N as the principal stated, "From our experience, one of the main challenges is the lack of motivation from students, which affects the program's effectiveness." This opinion is also supported by ES as the curriculum deputy and SA as a teacher, who expressed the same challenge regarding student motivation, especially in general subjects.

Field observations show that some students are less enthusiastic about attending lessons, especially general subjects. Attendance documentation reveals higher student presence in diniyah (religious) subjects compared to general subjects, indicating student disinterest in general subjects. In conclusion, low student motivation, particularly in general subjects and influenced by the students' reasons for entering the pesantren, is a major obstacle to the program's implementation.

Limitations of Facilities and Infrastructure

The limitations of facilities and infrastructure are also inhibiting factors in the implementation of the program. Educational needs include the quality of education, educational curriculum, and learning facilities and infrastructure (Aji Wahyudin & M. Fahim Tharaba, 2024; Wahyudin et al., 2024). The principal (N) stated that some facilities are still inadequate, such as classrooms and teaching aids. This is in line with the opinions of ES and SA, who also feel that these limitations hinder comfort and the effectiveness of learning.

Observations show that classrooms are crowded and limited, and there is a lack of teaching aids such as projectors and reference books. Documentation of facility inventories and photos of classroom conditions support these findings, along with meeting minutes discussing the need to improve facilities. Therefore, the limitation of facilities and infrastructure is a significant inhibiting factor that impacts the teaching and learning process and the achievement of program goals.

The lack of student motivation in attending lessons, especially general subjects, remains a main obstacle that reduces students' active participation and learning consistency. This aligns with previous research findings that student motivation is influenced by emotional support, teaching methods, and the learning environment. Teachers play an important role in motivating students to be enthusiastic about learning. Furthermore, the current limitations of facilities and infrastructure affect the overall quality of the learning process and must be addressed by program management to improve facilities as a support for the success of the PKPPS implementation.

CONCLUSION

This study examines the implementation of the Equivalency Education Program at the Salafiyah Islamic Boarding School Ma'had Al-Fath Talang Keramat as a form of adaptation by the pesantren to the challenges of globalization, which has brought significant changes to traditional Islamic education. This program provides santri the opportunity to obtain general education equivalent to formal levels through an integrated approach between religious values and modern knowledge, addressing the demands of balancing tradition and modernity in the current era.

Key supporting factors for success include smooth communication among stakeholders and motivation and appreciation given to educators, which significantly improve their discipline and dedication. Meanwhile, inhibiting factors include low student motivation in general subjects and limitations in facilities and infrastructure, which potentially reduce the effectiveness of program implementation.

The discussion reinforces the finding that communication and motivation are crucial aspects in the success of the equivalency education program, which need continuous maintenance and development. On the other hand, efforts to fulfill facilities, increase student motivation, and manage other obstacles are main recommendations to ensure educational goals are well achieved.

Overall, the equivalency education program at Pondok Pesantren Ma'had Al-Fath Talang Keramat demonstrates how pesantren can maintain their relevance and existence in the global era by adopting educational innovation that integrates religious values and modern demands.

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