

SUPERIOR ISLAMIC EDUCATION SYSTEM IN ISLAMIC JUNIOR HIGH SCHOOL

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Abstract: The purpose of this research is to find out the superior Islamic education delivery system at MTsN 2 Bandar Lampung. This research method is a case study qualitative research. Data were obtained through interviews, documentation, and observation at MTs N 2 Bandar Lampung. Sources of interview data were obtained from school principals and curriculum deputy heads. Observations were made by direct observation at MTs N 2 Bandar Lampung and documentation by reviewing curricula and documents regarding the delivery of superior Islamic education. The results of the study concluded that the superior class at MTs N 2 Bandar Lampung was a class containing selected students who were selected based on strict conditions, namely academic potential, IQ, and student creativity which were adequate. The maintenance system is carried out by doing recruitment which consists of 2 paths, namely the achievement path and the regular path. Specifically, there are 3 (three) components of the superior program implemented in the superior class of MTs Negeri 2 Bandar Lampung, namely Academic Excellence, Moral Excellence, and Skill Excellence. Each component has special programs. Each component of the excellence program is expected to produce students who excel in their respective fields.

Keywords: Featured class; Islamic education; Superior school system.

INTRODUCTION

The implementation of the superior class is the implementation of the law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which states that: "citizens who have potential intelligence and special talents are entitled to special education" (Ministry of National Education, 2003) concerning the National Education System Article 4). The purpose of establishing a superior class, according to Silalahi (2006:21) is to: (1) Encourage the development and improvement of the quality of education, (2) Create quality and highly competitive students, (3) Help increase the ability and knowledge of teaching staff, (4) Increasing the potential that exists in schools, (5) Helping improve HR capabilities in terms of competing and competing in the field of education so that they are superior and competitive.

MTs N 2 Bandar Lampung continues to make improvements in order to increase its quality and gain public trust. This can be seen that there are efforts made by these educational institutions to bring an image of a superior class which at least this image has meaning, wanting to elevate madrasas to become superior madrasas in the field of academic achievement and superior in the field of non-academic achievements. The superior class is a class that contains selected students who are selected based on strict conditions, namely IQ, academic potential, and academic achievement, which are adequate, and if given good learning, it is hoped that good results will also be obtained.

MTsN 2 Bandar Lampung is one of the madrasas that has implemented a superior class. In its application, superior classes have different characteristics from regular classes in learning, including learning materials that have more coverage, longer learning time compared to regular classes, student coaching, and others. In relation to the existence of this superior class, it is hoped that it will be able to produce superior, quality, and good-natured generations. From time to time, MTsN 2 Bandar Lampung continues to improve the quality of Human Resources (HR) and the Learning Process, so that in 1998 MTsN 2 Bandar Lampung received the National title of a Model MTs from the Minister of Religion and in 2004,, it was designated as a pilot project in implementing the Curriculum Competency based (KbK).

MTsN 2 Bandar Lampung educates its students so they can acquire skills basis on an expansion and improvement of religious knowledge and skills acquired and useful for them to develop their life as Muslims and become members of society and citizens according to the level of development and prepare them to be able to live a useful life in society. Therefore MTsN 2 Bandar Lampung feels motivated to continue to improve so that it can become a Madrasah of pride for Muslims in particular and society in general, which in the end can produce quality graduates and can continue their education to the favorite SMA/MA/SMK level. One of the parameters to see the success of MTsN 2 Bandar Lampung in producing quality graduates can be seen from the alumni who are currently able to lead various government institutions, both at local and national levels. As an example at the local level, the current Head of the Ministry of Religion of Lampung Province, namely: Drs. H. Rahman Harun, M.Ag, is one of the alumni produced by MTs Negeri 2 Bandar Lampung. Then at the national level, the Minister of Forestry of the Republic of Indonesia, Dr. Zulkifli Hasan, is one of the best alumni ever produced by MTsN 2 Bandar Lampung.

Regarding input aspects or enthusiasts registering at MTs Negeri 2 Bandar Lampung on average, can reach 1000 people. And that is accepted from year to year between 300 to 400 students. So enthusiasts greatly exceed the existing capacity. So the number of students from year to year also increases along with the number of locally owned.

Research on superior madrasas has, of course, been carried out by many researchers, such as research (Hasan MN, 2015), which explains that basically the emergence of superior madrasas is motivated by the same problem, namely the low quality of Islamic education, especially the problem of output produced and the quality of management in Madrasas. From this, the government took the first step by issuing policies that supported the Madrasah model. Research conducted by (Wahib, 2018) explains the strengthening of madrasa quality towards superior madrasah. The results of the study explain that in order to strengthen the quality of private madrasas towards superior madrasas, it is necessary to optimize the institutional management of madrasas, create and develop madrasa entrepreneurship, and optimize the leadership of the madrasah head. The research was carried out (Amir, 2019), which explained that building a

culture of quality in educational institutions is a necessity. Therefore, part of the effort to create a superior madrasah is to strengthen the commitment of all madrasah members to carrying out various quality-oriented or stigma-oriented activities. Another study conducted by (Amalia Ratna, 2020) concluded that superior class management strategies can be carried out by building collaboration with students in learning, creating a conducive learning climate, and evaluating teaching and learning processes. Research conducted by (Ahmadi, 2021) explains that the head of the madrasa has carried out the process of formulating the vision and mission of the madrasa through meeting and deliberation forums with all stakeholders.

Of the five studies that have been described above, the fifth provides an explanation that achieving superior madrasahs must be through strengthening the quality or quality of education. Meanwhile, in this study, researchers tried to examine the dynamics of the education system in Indonesia, especially Islamic education in madrasahs. Researchers want to know the effectiveness of the education system in Madrasahs so as to create superior Madrasahs.

Superior Madrasahs are recommended for certain Madrasahs, which are considered to have academic excellence, facilities, and infrastructure to superior purchasing power and active community support. These madrasahs serve as models and centers for comparative studies of other madrasahs. These superior Madrasahs are given privileges in carrying out development efforts in accordance with their respective uniqueness. From this description, the objective of this study theoretically is to develop a discourse on Islamic education management theory, and pragmatically this research can be used for a superior Islamic education delivery system at MTsN 2 Bandar Lampung so that it can be used as an evaluation material for educational institutions and the community.

METHOD

This study uses a qualitative approach, with the type of research used is Field Research. The main objective of research using a qualitative research approach is to develop understanding, and concepts, which eventually become theories. This stage is known as "grounded theory research" (Long, 2016, Rukin, 2019). According to Yin, in conducting case study research, research can interact continuously with the theoretical problems studied and with the data collected. In addition, it can also use various sources of research evidence about events that exist in real-life contexts (Fitrah, 2017). In field research, researchers will describe facts at Mtsn 2 Bandar Lampung related to the dynamics and system of Islamic education at the institution.

The research location is at Mtsn 2 Bandar Lampung. The data used in this study are primary data and secondary data. In this study, preliminary data were obtained through interviews. At the same time, secondary data was obtained through relevant documentation,

observation, and previous research. In analyzing this data, the author uses qualitative data analysis techniques, in which the researcher describes, describes, and describes the qualitative data obtained by the author from collecting data through observations conducted in January 2021 at MTs N 2 Bandar Lampung. Respondents to this study were the head of the Madrasah, Waka Madrasah, and 5 teachers at MTs N 2 Bandar Lampung, the documents were obtained from the archives regarding the Educational Standards that had been carried out. Data analysis was carried out by collecting interview data, observation,

RESULTS AND DISCUSSION

Results

Superior Islamic Education Implementation System at MTs N 2 Bandar Lampung

MTsN 2 Bandar Lampung is one of the madrasahs that has implemented a superior class. In its application, superior classes have different characteristics from regular classes in learning, with the following explanation:

Table 1. Excellent Islamic Education Recruitment Process at MTsN 2 Bandar Lampung

No	Process	Activity
1.	Student screening.	<p>1) Achievement Path; the admissions route for superior class new students is through the selected route for grade 6 SD/MI semester 1 report cards which have an average value of 75.00 or rank 10 in their respective classes. Those who meet these requirements are entitled to follow further selection. Students who are accepted through this route are as much as 60% of the 40 students in one class.</p> <p>2) Regular Line; the new superior class acceptance route through the regular class selection route. Ranks 1-60, as a result of the selection of regular class new students, have the right to take part in the selection of superior class new students. Students who are accepted through this route are + 40% of the 40 students in one class.</p> <p>This activity was carried out in early April.</p>
2.	Selection	Prospective students are then selected/tested in writing in terms of academic abilities (mathematics, English, and science) and practice of reading the Qur'an and interviewing English.
3.	Announcement	The announcement was made in June.

The student recruitment pattern began early in April by recruiting the best students in their MI or SD with an average grade 5 and 6 qualification of at least 75 or ranked in the top 10 in their respective classes. Prospective students write down their academic abilities (mathematics, English, and science) and the practice of reading the Qur'an and conducting interviews in English. In addition, in accepting new students, MTs Negeri 2 Bandar Lampung

prioritizes new students based on academic selection without distinguishing between rich and poor, then the announcement stage, which is usually held in June.

Table 2.Implementation of the Superior Class Program at MTsN 2 Bandar Lampung

No.	Excellence Program	academic component
1	Academic Excellence	The Academic Component includes subjects: English and Arabic. The aim is to actively improve the abilities and skills of MTsN 2 Bandar Lampung students in foreign languages, namely English and Arabic.
2	moral excellence	The Moral Component includes: a) <i>Mabit</i> (Faith and Taqwa building evening), Rihlah, Mentoring Group, Controlling daily Worship charity. The goals are a) students are directed to a comprehensive understanding of religion (Salimul Aqidah/Aqidahnya Straight), Shohihul Worship (good Worship), and Matinul Khuluq (Commendable Morals), b) Provide more guidance intensively and continuously in small groups of students and with a mentor; c) Carry out intensive supervision of the implementation of students' daily charity, both at school and at home.
3	skills advantage.	The skill component includes household skills. The goal is for students to be equipped with household skills so that one day they become empowered human beings who use and have a leadership attitude.

Specifically, there are 3 (three) components of the superior program implemented in the superior class of MTs Negeri 2 Bandar Lampung, namely Academic Excellence, Moral Excellence, and Skill Excellence. Each element has special programs.

In general, to obtain optimal learning results, the learning process is carried out within 8 (eight) hours of effective learning. The effectiveness of learning in the Superior Class of MTs Negeri 2 Bandar Lampung can be seen in the following table: (1) Monday-Friday 07.15 to 16.00 WIB, and (2) Saturday 07.15 to 14.00 WIB.

Table 3. Evaluation of Superior Islamic Education at MTsN 2 Bandar Lampung

No.	What is being evaluated	Activity
1.	Curriculum	The curriculum used in the superior class is the National curriculum with modified local content with an emphasis on essential material and material enrichment developed through a learning system that can stimulate and fully accommodate spiritual, logical, ethical, and aesthetics as well as develop holistically, creatively, and systemic, and the ability to think systematically.
2	Educator	learning strategies in the superior class of MTs Negeri 2 Bandar Lampung are oriented towards empowering learning components, which include: students, curriculum, learning resources or materials, educators or teachers, methods, and

		environmental components and situations. For now, concretely the learning strategies used by teachers in superior classes at MTs Negeri 2 Bandar Lampung are presentations, demonstrations, cooperative learning, games, simulations, problem-solving, discussions, drill and practice, discovery, and tutorials. Learning strategies in the superior class of MTs Negeri 2 Bandar Lampung are oriented towards maximizing the empowerment of learning components, which include: students, curriculum, learning resources or materials, educators or teachers, methods, and environmental components and situations.
3.	Student	Excel in every selected superior component.

Evaluation is carried out on three things, including the applicable curriculum. The curriculum is evaluated to determine the achievement of learning objectives. Then teachers, in the implementation of the superior class program, competent teachers are needed, so the recruitment or determination of learning teachers must go through a selective process. From the student side, students of the superior class program are expected to show good achievements in the educational environment when students are in the process or when they go out into the community.

Discussion

In order to guarantee the implementation of a quality, objective, and transparent new student admissions process, there are two pathways for new admissions for superior classes that are implemented at MTs Negeri 2 Bandar Lampung, namely the Academic Achievement Pathway and the regular pathway. The Academic Achievement Path is a pathway for admitting new students to superior classes through a selection of class 6 SD/MI semester one report cards which have an average grade of 75.00 or rank 10 in their respective classes. Those who meet these requirements are entitled to take part in the next selection. Students accepted through this route are +60% of 40 students in one class. Regular Track Is a pathway for admitting new students to superior classes through the regular class selection route. Ranks 1-60 from the results of the regular class new student selection are entitled to take part in the superior class new student selection.

The selection process, as referred to above, is carried out with a minimum standard of fulfilling the requirements of the Written Test to test the level of students' academic ability as well as find out the rank of the highest score obtained by the participants; and Oral Test which includes intelligence and creativity tests that students have.

In addition to class input, qualified teachers are needed to achieve successful learning in MTs Negeri 2 Bandar Lampung's superior class. Quality is not only from the aspect of the academic degree one has and only as a learning transformer. For this reason, the qualifications

that are selected and needed for teachers who teach in the superior class of MTs Negeri 2 Bandar Lampung, apart from the two main requirements above, other standardized requirements that must be possessed are:

1. Teaching according to their educational background
2. Have teaching experience in a regular class with good achievement
3. Have knowledge and understanding of the characteristics of students who have potential intelligence and special talents
4. Have the characteristics of being fair, democratic, flexible, humorous, respectful, have broad interests, paying attention to the problems faced by children, have an attractive appearance and attitude
5. Have knowledge about the nature and needs of children
6. Have the ability and ability to think at a high level
7. Knowledge of the cognitive, affective, and psychomotor needs of intelligent and gifted children
8. Have the ability to solve problems creatively
9. Able to use teaching strategies
10. Able to use appropriate teaching techniques
11. Have the ability to conduct research

To ensure the quality and availability of teachers with the above standards, institutions institutionally implement an assessment system for the teacher recruitment process in superior classes. The recruitment process is carried out both in writing (test) and orally (interview). The process is carried out simultaneously, programmed, and planned so as to obtain maximum results.

The curriculum used in the superior class is the National curriculum with modified local content with an emphasis on essential material and material enrichment developed through a learning system that can stimulate and fully accommodate spiritual, logical, ethical, and aesthetics as well as develop holistically, creatively, and systemic. And the ability to think systematically (Abdullah, 2013). Institutionally, MTs Negeri 2 Bandar Lampung realizes that the availability of a curriculum that meets the above standards for superior classes is an important key to achieving the quality of the learning carried out. Special programs such as superior classes require different curriculum differentiation from regular classes,

The standardization of curriculum differentiation that is used for superior classes at MTs Negeri 2 Bandar Lampung is guided by 1) The curriculum developed in order to anticipate students' intelligence and talents; 2) The curriculum must be able to realize students according to their abilities; 3) The curriculum is designed to be able to deal with the problems and complexities of life that have changed due to technological advances and changes in social values;

4) The curriculum is designed to develop critical thinking skills and the ability to provide logical reasoning and creative problem-solving skills; 5) The curriculum is designed to develop morals and the ability to make ethical decisions; and 6) Curriculum is developed to encourage students' leadership spirit.

The learning material used in the flagship class of MTs Negeri 2 Bandar Lampung combines three interrelated components, namely knowledge, skills, and attitudes. This material contains content in the form of knowledge, skills, creative processes, or values to be communicated to students. Concretely, the learning materials/resources used in MTs Negeri 2 Bandar Lampung's flagship class include Workbooks, Textbooks, Learning Modules, the Internet, Film/Video, Computers, Student Worksheets, and Laboratories.

The learning concept developed in the flagship class of MTs Negeri 2 Bandar Lampung is oriented towards the process of developing new knowledge, skills or attitudes through the process of individual interaction with information and the environment. This pattern was built with the aim that students learn through interactive and informative learning cycles. Because it is strongly believed that the quality of learning is determined and influenced by the interaction between the availability of information and the environment. The learning strategy developed in the flagship class of MTs Negeri 2 Bandar Lampung is to sequence learning events or learning activities in a teaching process. So that in this way, there is a peculiarity in the learning process, where the teacher does not give a vacuum to students. Otherwise, there is a communicative-interactive learning process between students and teachers and students with other students. Therefore, the learning strategy in the superior class of MTs Negeri 2 Bandar Lampung is oriented towards empowering learning components which include: students, curriculum, learning resources or materials, educators or teachers, methods, and environmental components and situations. For now, concretely, the learning strategies used by teachers in superior classes at MTs Negeri 2 Bandar Lampung are presentations, demonstrations, cooperative learning, games, simulations, problem-solving, discussions, drill and practice, discovery, and tutorials. Learning strategies in the superior class of MTs Negeri 2 Bandar Lampung are oriented towards maximizing the empowerment of learning components, which include: students, curriculum, sources or learning materials, educators or teachers, methods, and environmental components and situations. For now, concretely, the learning strategies used by teachers in superior classes at MTs Negeri 2 Bandar Lampung are presentations, demonstrations, cooperative learning, games, simulations, problem-solving, discussions, drill and practice, discovery, and tutorials. Learning strategies in the superior class of MTs Negeri 2 Bandar Lampung are oriented towards maximizing the empowerment of learning components, which include: students, curriculum, learning resources or materials, educators or teachers, methods, and environmental components and situations. For now, concretely, the learning strategies used by teachers in superior classes

at MTs Negeri 2 Bandar Lampung are presentations, demonstrations, cooperative learning, playing, simulations, problem-solving, discussions,

CONCLUSION

The results of the study concluded that the superior class at MTs N 2 Bandar Lampung was a class containing selected students who were selected based on strict conditions, namely academic potential, IQ, and student creativity which were adequate. The implementation system is carried out by conducting recruitment which consists of 2 paths, namely the achievement path and the regular path. Specifically, there are 3 (three) components of the superior program implemented in the superior class of MTs Negeri 2 Bandar Lampung, namely Academic Excellence, Moral Excellence, and Skill Excellence. Each component has special programs. Each component of the excellence program is expected to produce students who excel in their respective fields.

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