

THE DYNAMICS OF ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

This research aims to explain the dynamics of Mathla'ul Anwar educational institution from an educational aspect. This research type is qualitative with a Library Research approach. The research data consists of data about the dynamics of Mathla'ul Anwar educational institution from the educational aspect from primary sources in the form of books on the dynamics of educational institutions, Mathla'ul Anwar educational institutions, books on institutional development in Islamic education, and relevant journals. Data collection techniques were carried out using documentation studies. The researchers' data sources were obtained from books and journals about the dynamics of Mathla'ul Anwar educational institutions from the educational aspect. Data analysis uses Content Analysis. Based on the research results obtained, Mathla'ul Anwar is an educational institution that emphasizes a holistic approach to developing its students. They integrate educational academies with the formation of moral character and spirituality based on Islamic values. Their curriculum includes general subjects such as mathematics and science, as well as in-depth Islamic religious studies and Arabic. In addition, this institution is active in developing students through various extracurricular activities such as sports, arts, and community service, which aim to develop special skills and social values. Mathla'ul Anwar also pays attention to developing teacher professionalism through continuous training and professional education, ensuring that the teaching delivered remains relevant and in accordance with high educational standards. With their commitment to holistic education and Islamic values, this institution prepares students to become comprehensive individuals of high integrity, ready to face global challenges and contribute positively to society..

Keywords

Aspects of Education, Dynamics of Educational Institutions, Mathla'ul Anwar



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INTRODUCTION

Mathla'ul Anwar is an educational institution in Indonesia that has a rich and diverse background in advancing Islamic education. Founded in 1947 in West Java, this institution aims to provide quality education while integrating Islamic values in every aspect of learning. Since its inception, Mathla'ul Anwar has dedicated itself to developing students' potential not only in terms of academics but also in forming strong characters and good morals in accordance with Islamic teachings. (Aini 2022). Since its inception in 1947 in West Java, Mathla'ul Anwar has made student character development one of the main pillars of their education. This institution not only focuses on academic aspects but is also active in forming strong morals and character in accordance with Islamic values. Character education at Mathla'ul Anwar is not just part of the curriculum but is an integral part of every aspect of students' lives at school. Mathla'ul Anwar believes that holistic education must integrate spiritual and moral values so that students not only become intellectually intelligent but also have high ethics and morality. This is reflected in every learning activity, both inside and outside the classroom, such as extracurricular activities, social activities, and daily worship. This approach helps students to understand and internalize values such as integrity, hard work, tolerance, and concern for others, which are important foundations in Islamic teachings (Bahri & Muhajir, 2023).

Through this learning, Mathla'ul Anwar not only produces graduates who are academically intelligent but also have characters who are ready to face global challenges and contribute positively to society. Apart from that, Mathla'ul Anwar also involves parents and the community in the education process so that the values taught at school can be strengthened and applied in students' daily lives outside the school environment. Thus, this institution aims to produce not only individuals who are professionally successful but also those who are responsible, empathetic, and have a strong moral commitment in accordance with the teachings of the Islamic religion (Maftuh 2017).

This institution offers a variety of educational programs from elementary to upper secondary levels, which are designed to provide a solid educational foundation while still paying attention to spiritual and academic aspects. The curriculum they offer includes not only general subjects such as mathematics and science but also in-depth study of religion and Arabic as an integral part of learning. Mathla'ul Anwar presents various educational programs covering primary to upper secondary education levels. Each program is carefully designed to ensure students have a solid

educational foundation, which focuses not only on academic aspects but also spiritual and moral. The curriculum offered by Mathla'ul Anwar includes general subjects such as mathematics, science, Indonesian, and social studies. However, what makes this institution unique is the in-depth study of the Islamic religion and Arabic as an integral part of the student learning experience (Kusman, 2017). Religious studies at Mathla'ul Anwar are not only limited to understanding religious texts but also include the practical application of Islamic values in everyday life. Arabic is taught to facilitate a deeper understanding of Islamic teachings, opening the door for students to further study key Islamic sources such as the Qur'an and Hadith. This not only increases their understanding of religion but also expands their communication abilities and overall learning skills (Yuliasari, n.d.). Thus, Mathla'ul Anwar provides a balanced education between general knowledge and religion, equipping students with comprehensive knowledge and skills necessary for success in life and forming a character based on Islamic values.

Apart from focusing on formal education, Mathla'ul Anwar is also active in developing various extracurricular activities, such as sports, arts, and social activities. It aims to complement students' learning experiences and help them develop skills and interests outside of academics. Apart from that, this institution is also committed to updating and improving the competence of its educators through regular professional development programs. This aims to ensure that students receive the best guidance and teaching in accordance with current developments and global demands. Mathla'ul Anwar not only prioritizes formal education but also pays great attention to the development of various extracurricular activities. Through these activities, the institution seeks to complement students' learning experiences holistically, enabling them to develop skills and interests outside of academics. (Fananie and Purnama 2023). One of the main aspects of extracurricular activities at Mathla'ul Anwar is sports. They provide various sports activities such as football, volleyball, badminton, and others. Participation in sports not only supports students' physical health but also teaches values such as teamwork, discipline, and sportsmanship. Apart from that, this institution also offers various artistic activities, such as painting, music, dance, and theater. This activity not only enriches students' experiences in the fields of creativity and self-expression but also develops their appreciation for art and culture.

Mathla'ul Anwar is also active in social activities aimed at forming students' social awareness and social responsibility. They often hold activities such as community service, visits to orphanages, and environmental projects. Through these activities, students are invited to care about the needs of

the surrounding community and learn to be agents of positive change in their community. Mathla'ul Anwar is actively involved in social activities aimed at developing social awareness and social responsibility in his students. One of the main ways they do this is by organizing various community service activities. These activities often involve students in projects designed to provide direct benefit to the local community, such as cleaning up the environment, providing assistance to those in need, or holding informal educational programs for local children. (Ahmad, Bachtiar, and Gunawan 2024). Apart from that, Mathla'ul Anwar also visited orphanages and places that needed other social assistance. The purpose of this visit is not only to provide material assistance but also to build a sense of empathy and mutual care between students and underprivileged individuals. Environmental projects are also part of their efforts to protect the environment. Students are involved in activities such as tree planting, plastic waste reduction campaigns, or clean water management. This not only provides students with the opportunity to learn about important environmental issues but also to act concretely in protecting their environment.

Through these activities, Mathla'ul Anwar not only educates students to become leaders in the classroom but also in society. They are taught to understand the importance of contributing positively and using their skills to build a better and more sustainable community. Thus, this institution is not only committed to providing quality education for academics but also forming character and leadership that is responsible and empathetic to the wider community (Marlina et al., 2023). Overall, Mathla'ul Anwar realizes the importance of education that covers all aspects of students' lives. By combining formal education with a variety of extracurricular activities, this institution not only produces students who are academically intelligent but also have the skills, values, and commitment to be successful in various aspects of life. Overall, Mathla'ul Anwar is not just an educational institution but also a learning center that is dedicated to producing a generation that is educated, faithful, has noble character, and is ready to contribute to society in a positive and productive way.

According to Tolchah (2015), improving the quality of education is the main key to the dynamics of education. This includes improving the quality of teaching, educational facilities, and evaluation and assessment systems. Improving the quality of these reforms must be the main focus of every educational effort. By understanding views on the dynamics of education, we can gain insight into how education systems can develop and adapt to meet the changing needs of society. This view emphasizes the importance of innovation, collaboration, and quality in efforts to improve

the education system as a whole. According to Suryadi Ahmad (2024), Ahmad highlighted the importance of the role of teachers and leadership in encouraging educational dynamics. Teachers, as agents of change, must continue to develop their competencies and skills to adapt to current developments. In addition, school principals and other educational leaders must be able to create an environment that supports innovation and change (Suryadi 2024). Meanwhile, Fadjarazani (2020) emphasizes the importance of community participation and collaboration in education. Education is not only the responsibility of the government and schools but must also involve parents, communities, and various other stakeholders. This collaboration can help create a more comprehensive and supportive learning environment (Fadjarajani et al. 2020).

Research conducted by Darmansyah in 2022 stated that the Education System influences Islamic Education Management, Education Management influences Islamic Education Management, and Education Personnel influences Islamic Education Management (Darmansyah and Us,. Research, according to Sulaiman in 2018, stated that Islamic educational institutions really need to carry out management to make schools an integral part of society, not separate community institutions; the right to exist and survival of schools depends on society as a social institution that functions to serve members of society. The fields of education, schools, and societal progress are two mutually exclusive things; both need each other (Sulaeman, 2018). Research according to Tenwiramu in 2022 states that the Tri education centers are three basic education centers or references. In Islam, everyone is obliged to study religious education in order to have knowledge so that they can actualize religious values and faith as ordered in the Islamic religion itself (Tenriwaru et al., 2022). Research conducted by Ahmad Sudaryo in 2024 stated that the dynamics of Islamic education in Indonesia include a long history, adaptation to diversity, the relationship between religion and the state, as well as the impact of reform and globalization. Challenges such as extremism, improving the quality of education, and the role of society also influence the dynamics of Islamic education (Sudaryo, 2024). Further research conducted by Royhatudin in 2024 stated that madrasas and schools were placed as internal political instruments in the formation of their ideological identity, which had religious developments and dynamics that were realized through existing movements in educational institutions by encouraging organizations to be more intensive and open through movements in educational institutions. contestation of religious ideologies, which ultimately expands networks between internal administrators at both local and national levels. This will have an impact on MA education because it can strengthen the view that Islamic boarding

schools, madrasas, and schools have double standards. On the one hand, being part of the national education system with various regulations in it, on the other hand, there are ideological interests. is still being promoted through various strategies and efforts where Islamic boarding school education through religious, social, and da'wah practices can be synergized with formal educational institutions, namely madrasas. (Royhatudin 2024). Ahmad Sudaryo stated in 2024 that the dynamics of Islamic education in Indonesia include a long history, adaptation to diversity, the relationship between religion and the state, as well as the impact of reform and globalization. Challenges such as extremism, improving the quality of education, and the role of society also influence the dynamics of Islamic education (Sudaryo, 2024). Subsequent research conducted by Royhatudin revealed findings that education developed by MA, such as Islamic boarding schools, madrasas, and schools, was positioned as an internal political instrument in the formation of ideological identity, which had religious developments and dynamics that were realized through movements in educational institutions. encouraging organizations to be more intensive and open nationally through the contestation of religious ideologies, which ultimately expands networks between internal administrators at both local and international levels. This will have an impact on MA education because it can strengthen the view that Islamic boarding schools, madrasas, and schools have double standards, on the one hand being part of the national education system with various regulations in it, on the other hand, there are ideological interests. is still being promoted through various strategies and efforts where Islamic boarding school education through religious, social and da'wah practices can be synergized with formal educational institutions, namely madrasas. Meanwhile, schools with an eclectic modernist style have succeeded in establishing more modern educational institutions despite the tug-of-war between conservatism and modernity and locality (Royhatudin, 2024). Quality is the quality of an institution, where the institution has its own characteristics that other institutions do not have, but it can be an example for other institutions. However, in reality, there are still many institutions that do not realize the importance of implementing strategic management so that these institutions can create institutions that have good quality, especially Islamic educational institutions. Strategic management is the right way to guarantee the quality of education in Islamic educational institutions. The strategy is to foster critical and creative thinking so that it is able to produce intelligent people who can develop themselves at social and humanitarian levels. Educational institutions must have various strategies for developing their education, one of which is by including it in their vision and mission. Each institution must have a clear vision and mission

so that the direction of education to be achieved becomes clearer and measurable and will produce quality education (Ramdani, 2023). Based on relevant research, this research focuses on the dynamics of educational institutions and educational aspects. The results of the literature review show that the educational aspect is very important in providing the means to develop individual potential and talents. Through education, a person can gain the knowledge, skills, and understanding necessary to succeed in personal and professional life. Education provides access to better economic opportunities. Educated individuals tend to have more opportunities to get decent jobs, higher incomes, and access to health services and other facilities. Education is not just academics and technical skills but also the development of character and moral values. A good education helps build good attitudes, such as integrity, empathy, and social responsibility. Through education, society can increase awareness of social, environmental, and political problems. Individuals who tend to be more involved in community activities and have the ability to make positive changes. Education is the foundation for innovation and technological progress. Countries that invest in education tend to have more scientists, researchers, and innovators who contribute to new discoveries and technological developments. Education plays an important role in maintaining and developing the cultural heritage of a nation. Through education, the younger generation can learn to appreciate and defend their cultural values. In the era of globalization, good education prepares individuals to face challenges and opportunities on a global scale. The ability to communicate, adapt, and collaborate across borders are important skills taught through education. Apart from explaining the dynamics of the Mathla'ul Anwar educational institution, the review article also explains educational aspects. It is hoped that all components of educational institutions need to work together by creating synergy and good coordination in order to achieve maximum goals. Management strategies in improving education are an important need that must be met. Thus, education is important not only for individual personal development but also for the social, economic, and political progress of a nation and for maintaining the welfare of the earth. Although Mathla'ul Anwar's holistic approach to education is widely known, in-depth empirical research has been conducted into its effectiveness. This approach may not be enough in the long run. Research that measures the real impact of education and integrates intellectual, character, moral, and spiritual aspects on student educational outcomes can make a significant contribution.

The aim of this research is to understand, analyze, and identify the dynamics of the Mathla'ul Anwar educational institution from an educational perspective. Researchers want to know the special challenges faced by the Mathla'ul Anwar educational institution from the educational aspect in developing itself, both in terms of educational quality and other aspects. With the rapid development of technology, it is necessary to examine how Mathla'ul Anwar integrates technology into their learning process. Research on the use of technology in the teaching and learning process at Mathla'ul Anwar can provide an overview of their readiness to face the digital era. The study of how Mathla'ul Anwar transmits and measures the quality of their education is perhaps an area that has not been explored much. This may include assessment systems, educational supervision, and feedback from students and parents. Focusing on the latest innovations in curriculum and teaching methods at Mathla'ul Anwar can be an interesting field. This includes how they adapt the national curriculum to Islamic values, as well as the innovative teaching methods they use. Research to understand how good education can have a positive impact on the development of Islamic educational institutions, such as improving the quality of education, student growth, and increasing reputation.

METHOD

This research type is qualitative with a Library Research approach (Strauss and Corbin 2003). The researcher explains how the dynamics of the Mathla'ul Anwar educational institution are seen from an educational perspective. The research data is in the form of data about the importance of education at the Mathla'ul Anwar educational institution from primary sources in the form of relevant books and journals. Data collection techniques are carried out using documentation studies in the form of documents in the field, based on findings, reviewed, analyzed, and presented as results or discussion (Kusumastuti and Khoiron 2019). The researcher's data source was obtained from the book Dynamics of Educational Institutions, Mathla'ul Anwar from the educational aspect, and studied ten journal articles related to Islamic educational institutions, Mathla'ul Anwar from the educational aspect using search data collection techniques from e-Journal obtained via Google school children. Journal of the Dynamics of Educational Institutions Mathla'ul Anwar Educational Institutions in Educational Perspective. Data analysis uses Content Analysis. The researcher carried out a critical analysis of the dynamics of the Mathla'ul Anwar educational institution from the educational aspect with educational theories and discussions that are relevant to educational

institutions. Furthermore, the researchers also compared it with several related studies (Danandjaja 2014).

FINDINGS AND DISCUSSION

Findings

Mathla'ul Anwar, since its founding in 1947, has demonstrated a strong commitment to the development of holistic education based on Islamic values. One of the significant results of their approach is producing a generation of students who not only excel academically but also have strong character, good morals, and leadership based on Islamic religious values (Khairotunnisa 2023). The dynamics of the Mathla'ul Anwar educational institution in the educational aspect can be understood from several important points of view:

Table 1. Dynamics of Educational Institutions, Educational Aspects

No.	Viewpoint	Orientation
1.	Holistic Approach	Mathla'ul Anwar adopts a holistic educational approach that not only focuses on academic aspects but also on developing students' character and spirituality. They integrate Islamic values into all aspects of learning, from the academic curriculum to extracurricular activities
2.	Comprehensive Curriculum	This institution offers a comprehensive curriculum that covers general subjects such as mathematics, science, Indonesian, and social studies. Apart from that, deepening the study of Islamic religion and Arabic is an important part of learning to strengthen students' spiritual and moral understanding.
3.	Extracurricular activities	Mathla'ul Anwar is actively developing various extracurricular activities, including sports, arts, and social activities. This not only complements students' learning experience but also helps them develop leadership skills, team collaboration, and creativity outside the classroom environment.
4.	Development of Social Awareness	Through community service activities, visits to orphanages, and environmental projects, Mathla'ul Anwar encourages students to build social awareness and social responsibility. It helps students to understand their role in society and become agents of positive change.
5.	Development of Teacher Professionalism	This institution is also committed to improving the quality of teaching by developing teacher professionalism through continuous training and development. This aims to ensure that the education provided is always relevant to current developments and global demands.

Mathla'ul Anwar adopts a holistic educational approach that not only focuses on academic aspects but also on developing students' character and spirituality. They integrate Islamic values into all aspects of learning, from the academic curriculum to extracurricular activities. This institution offers a comprehensive curriculum covering general subjects such as mathematics, science, Indonesian, and social studies. In addition, deepening the study of Islamic religion and Arabic is an important part of their learning to strengthen students' spiritual and moral understanding. Mathla'ul Anwar is actively developing various extracurricular activities, including sports, arts, and social activities. This not only complements students' learning experience but also helps them develop leadership skills, team collaboration, and creativity outside the classroom environment. Through community service activities, visits to orphanages, and environmental projects, Mathla'ul Anwar encourages students to build social awareness and social responsibility. It helps students to understand their role in society and become agents of positive change. This institution is also committed to improving the quality of teaching by developing teacher professionalism through continuous training and development. This aims to ensure that the education provided is always relevant to current developments and global demands.

Mathla'ul Anwar not only focuses on students' academic achievements but also on the formation of strong character and high moral values in accordance with Islamic teachings. With this approach, this institution aims to produce a generation that is not only intellectually intelligent but also has integrity and responsibility and is ready to contribute to building a better society. In the academic aspect, Mathla'ul Anwar offers a comprehensive curriculum covering general subjects such as mathematics, science, Indonesian, and social studies (Khairotunnisa, 2023). However, what makes them different is the deepening of Islamic religious studies and Arabic, which are integral parts of learning. This helps students not only to understand religious texts but also apply Islamic values in their daily lives. Apart from that, this institution is actively developing various extracurricular activities, such as sports, arts, and social activities. It aims to complement students' learning experiences and help them develop skills outside of academics, such as leadership, team collaboration, and creativity.

Mathla'ul Anwar also stands out in their efforts to develop student's social awareness and social responsibility through community service activities, visits to orphanages, and environmental projects. This not only teaches students to care about the local community but also acts as an agent of positive change in their community (Wahyudi, Ali, and Fauzan 2024). Overall, Mathla'ul Anwar

has proven itself to be a comprehensive and value-oriented educational institution, making a significant contribution to shaping students' character and leadership in accordance with Islamic teachings. Their holistic approach not only produces graduates who are academically intelligent but also have strong moral and social commitment, ready to contribute to society and face global challenges in the future.

Based on a study of research articles conducted by Darmansyah, it is stated that the Education System has an influence on Islamic Education Management, Education Management has an influence on Islamic Education Management, and Education Personnel has an influence on Islamic Education Management. (Darmansyah and Us 2022). Research, according to Sulaiman, states that Islamic educational institutions really need to implement management to make schools an integral part of society, not separate community institutions; the right to exist and the survival of schools depends on the community; schools are social institutions. Whose function is to serve member communities in the fields of education, schools, and community progress are mutually exclusive; both need each other (Sulaeman, 2018). Research according to Tenwiramu states that the Tri educational centers are three centers or basic educational references. In Islam, everyone is required to study religious education so that they have knowledge so that they are able to actualize religious values and faith as ordered in the Islamic religion itself. (Tenriwaru, Safaruddin, and Juhaeni 2022). Research conducted by Ahmad Sudaryo stated that the dynamics of Islamic education in Indonesia involve a long history, adaptation to diversity, the relationship between religion and the state, as well as the impact of reform and globalization. Challenges such as extremism, improving the quality of education, and the role of society also influence the dynamics of Islamic education (Sudaryo, 2024). Subsequent research conducted by Royhatudin revealed findings that education developed by MA, such as Islamic boarding schools, madrasas, and schools, was positioned as an internal political instrument in the formation of ideological identity, which had religious developments and dynamics that were realized through movements in educational institutions. Encouraging organizations to be more intensive and open nationally through the contestation of religious ideologies ultimately expands networks between internal administrators at both local and international levels. This will have an impact on MA education because it can strengthen the view that Islamic boarding schools, madrasas, and schools have double standards, on the one hand being part of the national education system with various regulations in it, on the other hand, there are ideological interests. is still being promoted through various strategies and efforts where Islamic

boarding school education through religious, social and da'wah practices can be synergized with formal educational institutions, namely madrasas. Meanwhile, schools with an eclectic modernist style have succeeded in establishing more modern educational institutions despite the tug-of-war between conservatism and modernity and locality (Royhatudin, 2024).

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and more measurable and will produce good quality education (Ramdani 2023).

The results of the literature review show that the educational aspect is very important in providing the means to develop individual potential and talents. Through education, a person can gain the knowledge, skills, and understanding necessary to succeed in personal and professional life. Education provides access to better economic opportunities. Educated individuals tend to have more opportunities to get decent jobs, higher incomes, and access to health services and other facilities. Education is not just academics and technical skills but also the development of character and moral values. A good education helps build good attitudes, such as integrity, empathy, and social responsibility. Through education, society can increase awareness of social, environmental, and political problems. Individuals who tend to be more involved in community activities and have the ability to make positive changes.

Discussion

The dynamics of Mathla'ul Anwar educational institution in educational aspect can be understood through several main dimensions that shape its identity and philosophy as a leading Islamic educational institution in Indonesia. Mathla'ul Anwar is an educational institution that is famous for its holistic approach to developing students (Nasution, 2020). They not only emphasize developing the intellectual aspects of students but also prioritize developing character, morals, and spirituality in accordance with Islamic religious values. This approach is believed to be the key to forming a generation that is comprehensive and has high integrity (Suparti, n.d.). Under Dutch rule, the people of Banten did not improve; in fact, they became more destitute and backward. This condition is experienced by almost all people throughout the archipelago. To overcome this problem, the Dutch Government implemented ethical politics. The ethical, political program carried out by the Dutch government includes creating irrigation to support people's agriculture and organizing schools for native people. It turned out that the program failed to provide benefits to the village population. This happened because only a small portion of the people could enjoy the school, especially people who lived in the city and were ready to become candidates for Ambtenar (Dutch employees) (Raya, n.d.). Meanwhile, most people are not reached by this education system. In addition to the very small numbers (only in urban areas where schools are provided), the conditions for being able to study are also very difficult and tend to be deliberately made difficult for various reasons. The aim of the Netherlands in organizing schools, as stated above, is to prepare qualified workers whose number of candidates does not need to be large. Most of the people of the earth are

only needed as manual workers who do not require high knowledge, and the important thing is as long as they are strong. Islamic education that still exists is Islamic boarding schools, which are organized by Kyai individually and traditionally. This education is full of limitations, both in terms of facilities, funds, and management. Added to this are unsafe conditions due to various supervision by the Dutch government. The colonialists thought that the religious charisma stored in the souls of the Kyai still invited the spirit of anti-infidels/colonialists, who, if there was an opportunity, would definitely ignite the fire of rebellion against the colonial government. (Sianipar et al. 2024).

For the time being, learning activities will be held at the benefactor house in Menes City. He gave up his residence to be used as a place of study for the people. This figure is K.H. Mustagfiri. Furthermore, after obtaining a plot of land donated by Ki Demang Entol Djasudin, which was located on the side of the main road, a madrasa building was built through mutual cooperation by the entire Menes Islamic community. Until now, the building still functions as a place for Madrasah Ibtidaiyyah, Islamic Elementary School, and Mathla'ul Anwar Kindergarten. This building is none other than the center of the Mathla'ul Anwar Islamic College, which is located in Menes, Pandeglang. (Nurdin 2023). Regarding educational programs, a 9 (nine) year educational program is provided. Namely, I will start from classes A, B, I, II, III, IV, V, VI, and VII. There is no difference between the Ibtidaiyyah level and the Tsanawiyah level. Apart from education with a classical system in the form of madrasas, as a modernization step, it also opened an educational institution with an Islamic boarding school system. This model is still being maintained, even correlated with the school system. The teachers who teach at the madrasa in the morning, afternoon, and evening, in their respective homes, continue to hold recitations using the Islamic boarding school system and accommodate students who come from various regions to study at the Mathla'ul Anwar madrasa.

Santriwan and female students who have completed 9 (nine) years of education, namely graduating from class VII, are sent to various places/regions to preach Islamic teachings in a new form, namely establishing the Menes branch of the Mathla'ul Anwar madrasah, accompanied by the Management Mathla'ul Anwar Menes. They were given a biscuit or letter of teaching assignment from President Bestur Mathla'ul Anwar with a spirit of faith and belief in God's promise, which read, "In tanshuru Allah yanshuru kum." This means that if you help Allah's religion, Allah will definitely help you. So it is not surprising that in the 1920s to 1930s, in Lampung, Lebak, Serang (Kepuh), Bogor, Tangerang, Karawang and other places, the Menes branch of the Mathla'ul Anwar madrasah was established, only allowed to organize madrasas up to grade IV (four), while for

grades V, VI and VII you have to study at Menes (Anita et al., 2022).

In 1929, Madrasah Putri Mathla'ul Anwar was founded with three figures as its leaders, namely Nyi. H. Jenab bint Yasin, Nyi Kulsum, and Nyi Aisyah. Apart from teaching and learning activities for students at madrasas and Islamic boarding schools, every Thursday of every week, all teachers are required to attend recitations held at the Soreang mosque, Menes. That's where KH. Mas Abdurrahman stays and also serves as a study center. The aim is to expand the framework and deepen Islamic knowledge. In this way, finally, the kyai led by Mathla'ul Anwar was able to think and be broad-minded, not confined to just one cleric's opinion. To build and maintain the Mathla'ul Anwar madrasah, efforts are made by working together, both with human energy and funds. For this reason, shadaqoh jariyah, waqf, and jimpitan (trivial rice) were collected, which were organized by the Majlis Ta'lim congregation of women. The method is to cook rice every time you want to; take one tablespoon of the rice you want to cook and store it in a separate place.

Next, the rice is collected by an officer who usually consists of an impoverished widow who receives a balance of ten percent of the collection. These poor widows then make deposits to the cadres who take part in the recitation every Thursday, which are handed over again to the central coordinator, Mathla'ul Anwar. This unnoticeable but real effort was finally able to gather a force that was not small. Among the many signs of evidence that cannot be forgotten are the existence of several plots of land purchased from the jimpitan rice levy (rice trivial) and, to this day, the place called "Kebon Perempuan," owned by Mathla'ul Anwar. This evidence must not be forgotten by future generations (Adibah, 2021). In 1940, a Madrasah Arabah (Arabic School) was founded, which specifically taught Arabic; for this reason, a teacher was brought in from Salatiga, namely KH. Humaedi, apart from that, several youths were sent to Jakarta (Jamiatul Khaer school) as prospective teachers. To study astronomy, a teacher was brought in from Pekalongan (KH. Syabrawi and an astronomy course was held for Mathla'ul Anwar teachers). A preacher's course called cm was held to develop preachers, which was attended by students, teachers, and young people. Apart from providing preaching courses for madrasah students from the lower to the upper level, at each class increase, Ichtifalan holds speeches for school children to train them to be good at giving speeches (Nurdin, 2023).

To accommodate students coming from the regions, Islamic boarding schools were established around Menes, including the largest in Kananga, led by KH. TB. Ahmad is the first alumnus of education at Mathla'ul Anwar. The students who board at Kananga come from Bogor,

Tangerang, Lampung, and others, and they number in the hundreds. Kananga is a village at the foot of Mount Pulosari and is the birthplace of Mathla'ul Anwar because that is where K. Tb. Moh. Sholeh stayed, and upon arrival, KH. Mas Abdurrahman from Makkah lives in Kananga and is married to the daughter of KH. TB. Moh. Sholeh then moved to Soreang, Menes, and this Islamic boarding school was built in Soreang. KH. E. Muhamad Yasin is an intellectual scholar with broad insight, and he is the son of a prosecutor.

In the Mathla'ul Anwar context, holistic education includes several important elements. First, they provide a balanced curriculum between general subjects such as mathematics, science, Indonesian, and social studies with in-depth study of Islamic religion and Arabic. This not only provides a strong academic foundation but also ensures that students understand and apply Islamic values in their daily lives. Second, this institution is active in developing student character through various activities, both inside and outside the classroom. They teach values such as integrity, honesty, responsibility, hard work, and empathy, which are considered important moral foundations in accordance with Islamic teachings. (Al Ghifari 2022). Through this approach, Mathla'ul Anwar strives to produce graduates who are not only academically intelligent but also have highly ethical personalities and are ready to face life's challenges with strong morality. This is in line with the opinion of Khasanah in 2022, who emphasizes the importance of education in equipping and developing individuals according to their natural potential. Education must liberate students and give them the freedom to develop and build strong characters and independent personalities. (Khasanah et al. 2022).

This holistic approach also includes developing students' spirituality by instilling religious values in all aspects of education. This includes teaching about Islamic teachings, rituals of worship, and practicing values such as compassion, justice, and kindness in social interactions. Overall, Mathla'ul Anwar not only prioritizes academic achievement but also the importance of building students' character and spirituality in achieving their vision of producing a generation with high integrity and being able to make positive contributions to society (Mihit, 2023). Their holistic approach and Islamic values make this institution one of the main choices for those who want a comprehensive education oriented toward overall personality development (Nurdin, 2023). This is in line with Suparman's 2020 research, which stated that the curriculum at Mathla'ul Anwar was designed comprehensively to cover various subjects that are important for student development, both academically and spiritually. This includes mathematics, science, Indonesian, and social

studies as the main foundations of general education that support students' understanding of the world and intellectual skills (Suparman et al., 2020). Apart from that, the results of other research conducted by Hermawan in 2021 show that education not only focuses on academic aspects but must also shape the character of students who have noble character and integrity. Deepening Islamic religious studies and Arabic are integral components of their curriculum (Hermawan et al., 2021). The study of Islamic religion at Mathla'ul Anwar is not only limited to understanding sacred texts and Islamic teachings theoretically but also emphasizes the application of practical Islamic values in everyday life. This helps students to internalize and practice Islamic moral teachings, ethics, and values in various contexts of their lives (Royhatudin, 2024). Teaching Arabic also has an important role in expanding students' understanding of Islamic teachings because this language is the main medium for understanding religious texts such as the Koran and Hadith. Mastery of Arabic not only supports a deeper understanding of religious sources but also improves students' communication skills in an increasingly connected global context (Rosidin, 2018). Thus, the curriculum offered by Mathla'ul Anwar not only aims to provide strong academic knowledge but also to form students who have a deep understanding of the spiritual and moral values of Islam. This approach helps prepare students to become individuals with high integrity and ready to face life's challenges with confidence and wisdom based on religious values.

The dynamics of educational institutions are very active in shaping student character through a comprehensive and diverse approach, which includes formal curriculum, extracurricular activities, and personal training. They believe that values such as integrity, honesty, hard work, and empathy are important foundations in holistic Islamic education. (Dipraja 2019). Mathla'ul Anwar integrates Islamic values into their formal curriculum, not just as a separate subject but as part of every aspect of learning. This allows students to learn about Islamic moral and ethical values in a context relevant to their academic studies (Matdravi, n.d.). For example, in history lessons, they might emphasize the values of justice and loyalty contained in the history of the Prophet Muhammad SAW. Mathla'ul Anwar offers a variety of extracurricular activities such as sports, arts, and social activities designed to complement students' learning experiences. Through these activities, students not only develop specific skills but are also strengthened in values such as teamwork, leadership, and a sense of social responsibility. In addition to classroom teaching and extracurricular activities, the educational dynamics institute pays special attention to the personal training of students (Tolchah 2015).

Teachers and educational staff play an important role in guiding students to develop good character through encouragement, advice, and mentoring in personal or academic situations. This approach helps Mathla'ul Anwar students not only become academically smart but also become individuals with integrity, empathy, and ready to make positive contributions to society (Nurlia and El Furqon 2018). By thoroughly instilling Islamic values in their education, this institution seeks to produce a generation that is not only successful in terms of knowledge and skills, but also in terms of morality and leadership based on religious values (Warisno 2019).

Dynamic educational institutions do recognize the importance of activities outside the classroom as an integral part of their student's learning experience. They offer a variety of extracurricular activities that include sports, arts, and social activities, designed to complement student development beyond the scope of the academic curriculum (Fadjarajani et al., 2020). Mathla'ul Anwar provides various types of sports, such as football, badminton, basketball, and volleyball. Through sports, students not only improve their physical health but also learn about teamwork, discipline, and the spirit of sportsmanship. Activities such as music, dance, drama, and painting are also part of the extracurricular activities at Mathla'ul Anwar (Khamim et al., It helps students to develop their creative expression, increase their sense of appreciation for culture, and hone unique artistic skills. This institution also organizes social activities such as community service, visits to orphanages, and environmental projects. Through this activity, students are invited to understand their social responsibilities and to develop a sense of empathy toward those who need help. By providing a variety of extracurricular activities, Mathla'ul Anwar not only enriches students' educational experience but also helps them develop the skills, leadership, and values essential for success in their future personal and professional lives (Na'im, 2021).

Mathla'ul Anwar is active in encouraging students to get involved in social activities and community service as an integral part of their learning. Through various initiatives such as visits to orphanages, environmental projects, and aid activities to communities in need, this institution provides opportunities for students to understand and implement their social responsibilities as responsible and empathetic citizens (Suryadi, 2024). Mathla'ul Anwar organizes regular visits to orphanages, where students interact directly with children and families in need. Through these visits, students not only contribute their time and energy but also learn to respect the lives of others and develop a sense of empathy for those who are less fortunate. This institution is also active in initiating environmental projects such as reforestation, environmental cleanup, or awareness

campaigns about environmental problems. Students involved in these projects learn about how important the environment is and instill in them responsibility for the environment in which they live (Ilyas et al., 2022). Mathla'ul Anwar often organizes community relief activities that involve collecting and distributing food, clothing, or financial aid to families in need. This not only helps affected communities but also teaches students about the importance of sharing and making positive contributions to society. By encouraging students to get involved in social activities and community service, Mathla'ul Anwar not only teaches the values of altruism and empathy but also prepares students to become caring and responsible leaders in building a better society in the future. (Fajri and Ilmi 2024).

Mathla'ul Anwar also emphasizes developing teacher professionalism through continuous training and professional education. This aims to ensure that the teaching provided is always relevant, innovative, and in accordance with high educational standards (Mubarok 2021). Mathla'ul Anwar prioritizes teacher professional development as an integral part of their efforts to provide high-quality and relevant education for their students. Through various continuing training and professional education programs, this institution aims to ensure that the teaching delivered is always in accordance with high educational standards and relevant to the latest developments in the world of education. Mathla'ul Anwar provides regular and ongoing training to their teachers. This training covers various aspects such as the latest teaching methods, learning evaluation techniques, use of technology in education, and strategies to increase student engagement in the learning process (Hardiansyah et al. 2022). Teachers at Mathla'ul Anwar are encouraged to take professional education courses that are relevant to their field of study or current educational developments. This may include attending seminars and conferences or taking certification programs that enhance their competency in teaching and mentoring students. In addition to formal training, Mathla'ul Anwar encourages mentoring between senior and junior teachers as well as collaboration between teachers in the development of lesson materials and effective teaching strategies. This allows for the exchange of experiences and best practices in dealing with complex educational challenges (Nirmayanthi, Azisah, and Wayong 2024). With their commitment to the professional development of teachers, Mathla'ul Anwar not only improves the quality of classroom teaching but also ensures that students receive a holistic and high-standard education. This is an integral part of their vision to become a superior educational institution in forming a generation that is ready to face global challenges with strong academic and moral readiness.

Overall, Mathla'ul Anwar is not just an educational institution but also an institution that is committed to producing a generation that is academically educated, has a noble character, and is ready to become a leader who plays an active role in society. Their holistic approach and Islamic values make this institution the first choice for parents who want a comprehensive and sustainable education for their children (Wilujeng et al., 2020). Mathla'ul Anwar adopts a holistic educational approach that emphasizes a balance between developing students' academic, character, and spiritual aspects. This school not only focuses on academic achievement but also on the formation of a strong personality and moral values. Islamic values are thoroughly absorbed in all aspects of learning, including the academic curriculum and extracurricular activities. Each subject is taught with Islamic principles in mind so that students not only gain scientific knowledge but also a deep understanding of the teachings of their religion. Apart from that, various extracurricular activities, such as religious studies, social activities, and leadership training, are designed to form characters with noble morals and a leadership spirit. With this approach, Mathla'ul Anwar is trying to produce a generation that is not only intellectually intelligent but also has high moral and spiritual integrity and is ready to make a positive contribution to society. (Supradi 2020).

This institution offers a comprehensive curriculum covering general subjects such as mathematics, science, Indonesian, and social studies. Apart from providing a broad knowledge base, this institution also emphasizes the importance of deepening the study of the Islamic religion and Arabic language (Syarif, 2021). Islamic religious subjects are taught to strengthen students' spiritual and moral understanding, helping them internalize Islamic values in everyday life. Arabic is also an important part of the curriculum, not only as the language of the Quran but also to enrich students' linguistic abilities and broaden their knowledge of Islamic culture. With this approach, institutions strive to create a balanced and holistic learning environment where students not only excel academically but also have a strong spiritual and moral foundation. (Deraman, Pabbajah, and Widyanti 2022). Mathla'ul Anwar actively develops various extracurricular activities, which include sports, arts, and social activities. These activities are designed to complement students' learning experiences, giving them the opportunity to explore their interests and talents outside the classroom environment. Through sports activities, students learn about physical health, teamwork, and sportsmanship. Arts activities, such as music, theater, and fine arts, allow students to express creativity and develop an appreciation for culture. Meanwhile, social activities, including community service programs and religious activities, help students develop leadership skills,

empathy, and social responsibility. Thus, the extracurricular program at Mathla'ul Anwar not only enriches students' lives academically but also shapes their character into balanced, creative, and responsible individuals (Rizqi, n.d.).

CONCLUSION

Mathla'ul Anwar is an educational institution that prioritizes a holistic approach to the formation of its students. With a primary focus on developing academics, moral character, and spirituality in accordance with Islamic values, this institution offers a comprehensive curriculum. This includes learning general subjects such as mathematics and science, as well as deepening the Islamic religion and Arabic language. Apart from that, Mathla'ul Anwar actively develops students through various extracurricular activities, which include sports, arts, and community service. Through these activities, they not only develop students' specific skills but also teach values such as teamwork, leadership, and social responsibility. The institution also pays special attention to teacher professional development by offering ongoing training and professional education to ensure that the teaching delivered is always relevant, innovative, and in line with high educational standards. Overall, Mathla'ul Anwar is committed to giving birth to a generation that is not only academically intelligent but also has strong and noble character and is ready to make a positive contribution to society. Their holistic approach makes this institution an ideal choice for those seeking a comprehensive education oriented toward Islamic values.

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