

## Acta program innovation in pesantren local content: a study at private vocational high school in Malang

Muhammad Alwi Viqhy Masroeri & M. Yunus Abu Bakar

UIN Sunan Ampel Surabaya, Indonesia

Corresponding author:

Muhammad Alwi Viqhy Masroeri, E-Mail: [viqhy161200@gmail.com](mailto:viqhy161200@gmail.com)

**Abstract** This study aims to examine the phenomenon of innovation in the implementation of local content in Islamic boarding schools (Pesantren) through the Akta Program at Riyadlul Qur'an Private Vocational High School. This research employs a qualitative approach using a case study method. To gather relevant data, the researcher utilized data collection techniques such as direct observation, in-depth interviews, and document analysis. The findings reveal that the Akta Program is an initiative designed to accelerate Qur'an memorization, integrated into the pesantren education system, with a primary focus on enhancing students' ability to memorize the Qur'an. The program consists of two main components: Kitab Kuning (classical Islamic texts) studies and Qur'an memorization (*Tahfidzul Qur'an*). It is conducted five days a week, from Monday to Friday, while on Saturdays, students engage in general subjects as part of the formal school curriculum. The study highlights the integration of pesantren-based local content into formal education as a potential model for other institutions aiming to balance religious education and academic curricula. It also underscores the need for developing comprehensive teacher training and support systems to optimize the program's impact.

**Keywords:** *Acta Program, Local Content, Pondok Pesantren*

**Abstrak** Penelitian ini bertujuan untuk mengkaji fenomena inovasi dalam implementasi muatan lokal di pesantren melalui Program Akta di SMK Swasta Riyadlul Qur'an. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Untuk mengumpulkan data yang relevan, peneliti menggunakan teknik pengumpulan data seperti observasi langsung, wawancara mendalam, dan analisis dokumen. Temuan penelitian mengungkapkan bahwa Program Akta merupakan inisiatif yang dirancang untuk mempercepat hafalan Al-Qur'an, yang terintegrasi ke dalam sistem pendidikan pesantren, dengan fokus utama pada peningkatan kemampuan hafalan Al-Qur'an siswa. Program ini terdiri dari dua komponen utama: kajian Kitab Kuning (teks Islam klasik) dan hafalan Al-Qur'an (*Tahfidzul Qur'an*). Program ini dilaksanakan lima hari seminggu, dari Senin hingga Jumat, sementara pada hari Sabtu, siswa mengikuti mata pelajaran umum sebagai bagian dari kurikulum sekolah formal. Penelitian ini menyoroti integrasi muatan lokal berbasis pesantren ke dalam pendidikan formal sebagai model potensial bagi lembaga lain yang bertujuan untuk menyeimbangkan pendidikan agama dan kurikulum akademik. Hal ini juga menggarisbawahi perlunya mengembangkan pelatihan guru yang komprehensif dan sistem pendukung untuk mengoptimalkan dampak program.

**Kata Kunci:** *Muatan Lokal, Program Akta, Pondok Pesantren*

### Article history:

*Received*  
13 December 2024

*Revised*  
25 February 2025

*Accepted*  
30 March 2025

*Available online*  
06 May 2025

## **Introduction**

Education is a deliberate and systematic process aimed at creating conditions and learning mechanisms that allow students to actively develop their full potential. The primary objective of education is to shape individuals who possess religious and spiritual strength, self-control, personality integrity, intellectual capacity, noble morals, and skills that are relevant to the needs of the individual, society, and the state, as outlined in Law No. 20 of 2003 concerning the National Education System. The essence of education lies in preparing students to realize their potential and apply it productively in their future lives (Andhika, 2021). Education plays a critical role in equipping youth with the life skills needed to actively participate in social life. Its significance extends beyond individual development, serving as a cornerstone for national progress. Quality education is characterized by its ability to address contemporary challenges and offer practical solutions to real-world problems. This becomes especially relevant as students transition into the workforce and broader social life, where they must apply the knowledge and skills acquired during their education to navigate everyday challenges. The quality of education is heavily influenced by the curriculum and local content, particularly in cultivating students' critical awareness.

From an Islamic perspective, education encompasses not only the mastery of technical skills but also the development of moral and ethical aspects, alongside adherence to religious values. Islam teaches that every individual has a moral responsibility to better themselves and contribute positively to society. Physical, intellectual, social, and emotional skills are considered divine mandates that must be wisely utilized. Islamic education underscores the importance of skill development based on the values found in the Qur'an and Al-Sunnah. Proficiency in reading the Qur'an, performing acts of worship, and understanding moral values are foundational elements, integrated with academic and social skills. Consequently, Islamic education seeks not only academic excellence but also the cultivation of noble character and ethics (Andhin et al., 2024).

The emergence of new pesantren (Islamic boarding schools) has gradually strengthened their position as key educational institutions within Indonesia's national education system. Initially, the social, political, and cultural dynamics did not significantly affect the sustainability of pesantren, but over time, they have maintained their existence and secured a special place in society. This is due to the essential role of pesantren in educating the nation and preserving local cultural values. Pesantren graduates actively contribute to societal development by spreading Islamic values and pesantren traditions across wider communities. Historically, education within the pesantren environment has focused on fostering a deep understanding of Islamic religious teachings, known as *tafaqquh fi al-din*. The primary aim of this educational process is to produce a generation of scholars who not only educate the community but also play an active role in da'wah (Islamic preaching) and serve as the moral guardians of society. In alignment with this function, the pesantren curriculum is largely dominated by Islamic sciences sourced from classical Arabic texts, commonly referred to as *kitab kuning* (yellow books) (Rusydi, 2016).

Pesantren, as an educational institution deeply rooted in the traditions of the Indonesian Muslim community, has demonstrated remarkable adaptability in maintaining its relevance through a robust internal resilience system and by employing a multidimensional educational approach. The development of students in pesantren extends beyond mastering religious sciences; it also includes character development through the instillation of leadership values, independence, simplicity, discipline, solidarity, egalitarianism, and other positive attitudes. These values are crucial in forming a quality and independent society, contributing to the achievement of national development goals and supporting the constitutional mandate of educating the nation (Idris, 2013).

The Akta Program at Riyadlul Qur'an Private Vocational High School, operating under the Islamic Boarding School Foundation, is an embodiment of the pesantren's commitment to ensuring that students studying while memorizing the Qur'an are able to complete their memorization efficiently and on schedule. Upon graduation from the vocational school, students are expected to continue their education either at other pesantren or at universities.

Given the context above, an initiative has emerged to integrate pesantren-based local content into the formal school curriculum. This local content is designed to align with the unique characteristics and potential of the local community, particularly the values and wisdom embedded within the pesantren environment. The primary goal of this initiative is to develop student competencies that reflect local strengths and reinforce the identity and noble values inherent in the pesantren community (Dewi et al., 2021).

## **Methods**

Selecting the appropriate research method is crucial for researchers when conducting scientific studies. This step is intended to provide a thorough and comprehensive understanding of the issues under investigation and the strategies employed to address them. In this study, a qualitative approach was employed (Khofifah et al., 2024). The research utilized a case study approach, focusing on the phenomena occurring at Riyadlul Qur'an Private Vocational High School, Ngajum, Malang, particularly related to the innovation of the Akta program and its implementation of the pesantren-based local content policy.

Data collection was conducted using three primary techniques: observation, documentation, and interviews. Observation involved direct engagement with the school environment to gain a firsthand understanding of the program's implementation. Documentation was used to analyze relevant records and materials related to the Akta program and local content policy. In-depth interviews were conducted with key stakeholders, including school administrators, teachers, and students, to gather insights into their experiences and perspectives.

Data analysis was performed following a systematic process, consisting of three stages: data reduction, data presentation (data display), and conclusion drawing (Ahmad, 2021). These steps facilitated a clear and structured interpretation of the collected data, ensuring that the findings were both reliable and valid.

## **Results and Discussion**

Improving human resources quality can only be achieved through consistent efforts, particularly in the education sector. Education is instrumental in shaping individuals and societies with distinct characteristics, such as faith in God, noble character, strong personality, discipline, resilience, independence, and intelligence. It also plays a critical role in fostering patriotism, social solidarity, and physical and mental health (Hana, 2024). According to Mulyasa (2023), local content in education can be defined as the planning and organization of teaching materials that local governments determine, tailored to the specific conditions, needs, and characteristics of each region. The integration of local content into the curriculum is aimed at reinforcing students' competencies relevant to regional advantages and strengthening local identity and values.

In this context, local content serves as an essential aspect of fostering students' academic and character development. Local content not only introduces local culture but also aims to shape attitudes and behaviors that reflect regional values, while ensuring mastery of academic competencies. The implementation of local content is highly flexible, enabling schools to develop it according to regional characteristics, which is crucial for creating an education system that addresses local needs (Muhaimin, 2022).

### 1. Pesantren Local Content in the Akta Program

Local content in education, especially in pesantren (Islamic boarding schools), is designed to develop competencies based on the region's distinctive characteristics. In this case, pesantren local content includes specific educational materials that support the pesantren's educational system. Riyadlul Qur'an Private Vocational High School integrates local pesantren content into its curriculum as part of the Akta Program, which focuses on Qur'an memorization and other Islamic studies. The program is part of a broader effort to preserve and develop the cultural values intrinsic to the pesantren environment, and it is an integral part of the educational strategy to cultivate not just academic knowledge, but also moral integrity and Islamic principles.

Table 1: Pesantren Local Content in the Akta Program

Subject	Description
Kitab Kuning (Yellow Book)	Classical Arabic texts such as <i>Tafsir Jalalain</i> and <i>Fathul Mu'in</i> for Islamic studies.
Arabic and Nahwu-Shorof	Learning the Arabic language to understand Islamic texts.
Fiqh and Ushul Fiqh	Understanding basic Islamic law and the principles of jurisprudence.
Tasawwuf and Akhlak	Moral and spiritual development in Islamic ethics.
Islamic Calligraphy (Khat)	Learning the art of Arabic script in Islamic traditions.
Hadith and Hadith Musthalah	Studying hadith, its sources, and methods of understanding.
Worship Practices	Hands-on training in Islamic worship practices, such as prayer, ablution, and Hajj.
Tahfidzul Qur'an	Qur'an memorization practice.
Islamic History	Introduction to Islamic history from the time of the Prophet.
Modern Boarding	Learning about pesantren-based organizational management.
Regional Language	Teaching regional languages (e.g., Javanese Pegon or Sundanese) within an Islamic context.

The table presents the subjects included in the pesantren local content within the Akta Program. These subjects not only focus on the core religious teachings but also incorporate regional languages, cultural practices, and management skills necessary for holistic student development in an Islamic environment.

The main objectives of this local content include providing students with a deep understanding of the pesantren environment and its culture, developing relevant skills for life in the pesantren, and fostering attitudes and behaviors that align with Islamic and local cultural values (Siska et al., 2023).

### 2. Challenges in the Implementation of the Akta Program

Despite the promising potential of the Akta Program in enhancing the quality of education, several challenges remain in its implementation. The first challenge is the limited number of qualified teachers. As the program expands, there is a need for more teachers to handle the growing number of students and ensure that each student receives proper guidance and support. Currently, the limited availability of teaching staff means that some students must engage in independent learning without direct supervision, which hinders optimal progress.

Another challenge is the shortage of classrooms and facilities. The Akta Program currently uses available boarding school facilities, which can be inadequate in meeting the needs of a growing student body. Additionally, the relatively new nature of the Akta Program requires ongoing evaluation and refinement to address any operational and logistical issues effectively. A

lack of socialization and collaboration between program leaders, teachers, and the school foundation further complicates its smooth implementation (Hafid, 2016).

### 3. Learning Implementation in the Akta Program

The learning activities in the Akta Program at Private Vocational High School Riyadlul Qur'an take place five days a week, focusing on Qur'an memorization and Islamic studies. The learning schedule is structured to ensure a balance between religious studies and general education, with dedicated time for Kitab Kuning learning, muroja'ah (memorization review), and the deposit of memorized Qur'an chapters (Fatmawati, 2019).

The learning process is divided into three main stages: Introduction, Core Activities, and Closing Activities. The introduction stage involves students reading prayers and shalawat as a form of gratitude and spiritual readiness. The core activities focus on the repetitive review of memorized Qur'an verses and the practice of tajweed (pronunciation) and makharrijul huruf (correct articulation). In the closing activities, students reflect on the learning process, discuss challenges, and receive motivation from the teacher to stay focused on their memorization goals.

### 4. Evaluation of the Akta Program

The evaluation process for the Akta Program includes input, process, and outcome assessments. Input evaluation focuses on the availability and utilization of resources, including the adequacy of teachers and facilities. Process evaluation examines the effectiveness of teaching methods, such as peer teaching, muroja'ah, and memorization deposit systems. Outcome evaluation assesses the success of the program in achieving its goals, including students' memorization progress and their ability to apply the skills learned in daily life.

Table 2: Evaluation of the Akta Program

Type of Evaluation	Focus	Indicators
Input Evaluation	Resources and Planning	Teacher availability, classroom facilities, curriculum design.
Process Evaluation	Implementation of Learning Activities	Student engagement, memorization review, teacher-student interaction.
Outcome Evaluation	Achievement of Program Goals	Memorization progress, character development, social behavior.

Table 2 outlines the three types of evaluations conducted in the Akta Program. Each evaluation type serves to monitor and assess different aspects of the program, ensuring that students achieve their learning goals and the program maintains its intended quality.

### 5. Development Plan for the Akta Program

The Akta Program at Private Vocational High School Riyadlul Qur'an is poised for further development. Future plans include increasing the number of Qur'an memorization teachers, expanding facilities, and improving the socialization of the program with students, teachers, and school leaders. Additionally, the program will incorporate a system to track students' progress in memorization and provide additional motivational support.

The Akta Program at Riyadlul Qur'an Private Vocational High School exemplifies the integration of pesantren-based local content into the formal education system. Although the program faces challenges in terms of resources and implementation, its structure and objectives provide a valuable contribution to the development of students' religious and academic capabilities. Continued evaluation and improvement are necessary to ensure its long-term success and effectiveness in producing graduates who are not only knowledgeable but also possess strong character and the ability to contribute to their communities.

## Conclusion

The Akta Program at Riyadlul Qur'an Private Vocational High School successfully integrates pesantren-based local content into formal education, focusing on Qur'an memorization and Islamic studies. Despite challenges such as limited teaching staff and facilities, the program effectively contributes to students' academic and character development. The evaluation highlights strengths in structured learning and student engagement but identifies resource constraints as key areas for improvement. Future development plans include increasing teacher recruitment, expanding facilities, and refining the curriculum. Overall, the Akta Program exemplifies the potential of integrating local cultural and religious content into education, preparing students to contribute to society while preserving their faith and values. This study highlights the potential of integrating local pesantren-based content into formal education, offering a model for other schools to blend academic and religious curricula effectively. The research demonstrates how pesantren-based local content can enhance both academic and moral development in students, providing valuable insights for similar educational programs. Future studies should explore the long-term impact of such programs on academic achievement and social behavior, identify solutions to resource constraints, and evaluate the use of technology to improve the program's implementation.

## References

- Rindu, Abu Bakar, "Memahami Gaya Belajar Siswa: Kunci Keberhasilan Personalisasi Pembelajaran" *Kampus Akademik Publisng Jurnal Ilmiah Nusantara (JINU)* Vol.2, No.1 Januari 2025 e-ISSN: 3047-7603, p-ISSN :3047-9673, Hal 287-300 DOI : <https://doi.org/10.61722/jinu.v2i1.3276>.
- Sugianti, Santi, Rositah, "Analisis Kebijakan Pendidikan Terkait Penerapan Muatan Lokal Dan Keterampilan Sebagai Mata Pelajaran" n.d.
- Alfaini, Sania. "Kurikulum Muatan Lokal Berbasis Pesantren Dengan Bi'ah Lughowiyah 'Arobiyyah" 8, no. 1 (n.d.): 2022.
- Ali, Ridwan, and Syibrani Mulasi. "Transformasi Kurikulum Merdeka: Pengembangan Muatan Lokal Untuk Meningkatkan Identitas Budaya." *ISTIFHAM: Journal Of Islamic Studies*. Vol.01,2023.<https://jurnal.seutiahukamaa.org/index.php/istifham/article/view/35>Journal Homepage:<https://jurnal.seutiahukamaa.org/index.php/istifham>.
- Andhin Sabrina Zahra, Alfi Manzilatur Rokhmah, and M. Yunus Abu Bakar. "Memahami Keterampilan Dan Nilai Sebagai Materi Pendidikan Dalam Perspektif Islam." *ALFIHRIS : Jurnal Inspirasi Pendidikan* 2, no. 3 (June 17, 2024): 251–67. <https://doi.org/10.59246/alfihris.v2i3.914>.
- Effendy, Moh Hafid, Sekolah Tinggi, Agama Islam, and Negeri Pamekasan. "Potret Implementasi Muatan Lokal Bahasa Madura Pada Madrasah Di Pesantren," n.d.
- Gozali, Ahmad, Sekolah Tinggi, Ilmu Tarbiyah, Palapa Nusantara, and Lombok Ntb. "Modernisasi Sistem Pendidikan Pesantren." *EDISI : Jurnal Edukasi Dan Sains*. Vol. 3, 2021. <https://ejournal.stitpn.ac.id/index.php/edisi>.
- Kartika, Tika. "Manajemen Pembelajaran Tahfidz Al-Qur'an Berbasis Metode Talaqqi." *Jurnal Isema : Islamic Educational Management* 4, no. 2 (December 31, 2019): 245–56. <https://doi.org/10.15575/isema.v4i2.5988>.
- Kebijakan Tentang Kurikulum Pengembangan Muatan Lokal, Studi, Dewi Zainul Alfi, and M Yunus Abu Bakar. "Rabbani: Jurnal Pendidikan Agama Islam" 2, no. 1 (2021). <https://doi.org/10.19105/rjpai.v1i2.4140>.
- Khofifah, anifa, lailatus, abu bakar, 2002, "Optimalisasi Pembelajaran Melalui Pemahaman Kemampuan Awal Peserta Didik" *KAMPUS AKADEMIK PUBLISING Jurnal Sains Student Research* Vol.2, No.6 Desember 2024 e-ISSN: 3025-9851; p-ISSN: 3025-986X, Hal 34-45 DOI: <https://doi.org/10.61722/jssr.v2i6.2902>
- Kurikulum, Implementasi Manajemen, Dan Pembelajaran, Muatan Lokal, and Andhika

- Wirabhakti. "The Implementation of Curriculum Management and Local Content Learning of Islamic Boarding School Program at School," n.d.
- Muntiarti, Titi, Ernawati Ernawati, and Bambang Indriyanto. "Evaluasi Program Tahfidz Al-Qur'an Di Sma It Buahati Jakarta." *Jurnal Penelitian Dan Penilaian Pendidikan* 3, no. 1 (December 11, 2020): 1–13. <https://doi.org/10.22236/jppp.v3i1.5913>.
- Mustafidin, Oleh Ahmad, Andi Wahyudi, M Zaki Ambari, and Setia Ws Semarang. "Pembentukan Karakter Bangsa Melalui Pengembangan Kurikulum Muatan Lokal Berbasis Pesantren." *JPM Jurnal Pengabdian Mandiri* 3, no. 5 (2024). <http://bajangjournal.com/index.php/JPM>.
- Nandar, Nandar, Sukino Sukino, and Erwin Erwin. "Nandar, Sukino, Erwin: Pengembangan Perencanaan Pembelajaran Muatan Lokal Hafalan Al-Quran Di Kelas III MI Al-Ma'arif 2 Nanga Pinoh." *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 1 (January 21, 2024): 44. <https://doi.org/10.35931/am.v8i1.2874>.
- Muhammad Idris Usman "Pesantren Sebagai Lembaga Pendidikan Islam (Sejarah Lahir, Sistem Pendidikan, dan Perkembangannya Masa Kini)" *Jurnal Al Hikmah* Vol. XIV Nomor 1/2013 101.
- Eva fatmawati "manajemen pembelajaran tahfidz al - qur' an" *Jurnal Islamic Education Manajemen* 4 (1) (2019) 25-38 DOI:10.15575/isema.v3i2.5255 <http://journal.uinsgd.ac.id/index.php/isema>.
- Siti Zulfah, *Manajemen Kurikulum Muatan Lokal Berbasis Pesantren*, 2023. <https://arradpratama.com/>.
- Sulaiman, Rusydi. "Pendidikan Pondok Pesantren: Institusionalisasi Kelembagaan Pendidikan Pesantren The Education of Pesantren: Insitutionalization of Pesantren Education." Vol. 9, 2016.
- Siska, "Implementasi Landasan Sosiologis Dalam Pengembangan Kurikulum Muatan Lokal Berbasis Keagamaan Di Pondok Pesantren Adat Dan Syara' MATUA MUDI AK" *Jurnal Pendidikan Dan Ilmu Sosial* Vol. 1 No. 3 Juli 2023 e-ISSN :2985-7716, p-ISSN :2985-6345, Hal 195-208 DOI: <https://doi.org/10.54066/jupendis-itb.v1i3>
- Zafira, Hana, Zahra Subagyo, Universitas Islam, Negeri Sunan, Ampel Surabaya, M Yunus, and Abu Bakar. "Membangun Kepribadian Muslim Dan Sumber Daya Manusia Yang Berkualitas Melalui Revitalisasi Pendidikan Islam." *Jurnal Ilmiah Nusantara ( JINU)* 1, no. 6 (2024): 437–46. <https://doi.org/10.61722/jinu.v1i6.2889>.

