



Evaluating the Implementation of Formal Early Childhood Education in *Pesantren* in South Sulawesi

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Abstract

This article discusses the implementation of the Program Diniyah Formal (PDF) organized by four Islamic boarding schools in South Sulawesi, namely PDF Al-Junaidiyah in Bone Regency, PDF Asadiyah in Sengkang Regency, PDF Mangkoso in Barru Regency, and PDF Nahdatul Ulum in Maros Regency. This research is evaluative research using a discrepancy model. The purpose of this study is to examine whether there is a gap between the standards/criteria for implementing PDF and its actual implementation. The indicators used in this study are derived from the criteria for high school education set by the National Secondary School Accreditation Body (BAN-SM), which is divided into four aspects: graduate quality, learning process, teacher quality, and madrasah management. The instruments used include questionnaires, interview guidelines, and documentation guidelines. Based on the results, the evaluation of the quality of PDF graduates at Islamic boarding schools in South Sulawesi is classified as good. Meanwhile, the evaluation of the PDF learning process at Islamic boarding schools in South Sulawesi is classified as fair. Additionally, the evaluation of the quality of PDF teachers at Islamic boarding schools in South Sulawesi is classified as fair, while the evaluation of PDF madrasah management at these schools is also classified as fair.

Keywords: Education Evaluation, Islamic Boarding School, Early Childhood Education, South Sulawesi

Abstrak

Penelitian evaluasi program penyelenggaraan Pendidikan Diniyah Formal (PDF) ini merupakan bagian dari usaha meninjau mutu dari program pemerintah yang terbilang baru. Mengemban misi tidak hanya sebagai pencetak ahli kitab kuning dan agama (muttafaqun fiddin), tetapi juga kader ulama yang memiliki life skills mumpuni dengan kondisi yang serba terbatas apakah obsesi tersebut dapat terlaksana? Studi evaluatif model kesenjangan dengan pendekatan campuran kuantitatif dan kualitatif ini dilaksanakan pada 4 Islamic Boarding School penyelenggaraan PDF di Sulawesi Selatan. Data dan informasi penelitian ini merupakan hasil wawancara dan observasi dengan para kepala PDF, para ustadz, dan santri menggunakan instrumen IASP SMA/MA BAN-SM. Hasil penelitian menunjukkan (1) mutu lulusan program PDF pada Islamic Boarding School di Sulawesi Selatan berkategori baik; (2) proses pembelajaran pada program PDF pada Islamic Boarding School di Sulawesi Selatan berjalan cukup baik; (3) mutu guru pada program PDF pada Islamic Boarding School di Sulawesi Selatan berkategori cukup baik dan (4) manajemen madrasah program PDF pada Islamic Boarding School di Sulawesi Selatan berjalan cukup baik. Hal ini menunjukkan bahwa secara umum penyelenggaraan program PDF pada Islamic Boarding School di Sulawesi Selatan berkategori cukup baik. Oleh karena itu, diberikan rekomendasi untuk melakukan pengayaan dalam penyelenggaraan PDF pada Islamic Boarding School di Sulawesi Selatan

Kata Kunci: Evaluasi Pendidikan, Pondok Pesantren, Pendidikan Anak Usia Dini, Sulawesi Selatan

INTRODUCTION

Formal early education, abbreviated as PDF, is an Islamic religious educational institution organized within an Islamic Boarding School in a structured and tiered manner along the formal education path. It is described based on PMA No. 13 of 2014 as an Islamic religious educational institution organized by the community of Islamic Boarding School education units in an integrated manner, holding other types of education with elements of Islamic Boarding School, consisting of (1) *Kiai* or other similar designations, (2) *santri* (student is *Pesantren*), (3) Islamic boarding school or *Pesantren*, (4) mosque or *musala*, and (5) recitation and study of the *kitab kuning* (classic books) or *dirasah Islamiyah* with the pattern of *mu'allimin* education.¹ Additionally, Islamic Boarding Schools that can host PDFs must meet administrative, technical, and feasibility requirements. Based on data from the Diktis Kemenag.go.id page, there are four Islamic Boarding Schools in South Sulawesi that have officially established and organized PDFs, namely PDF Ulya and Wustha Al-Junaidiyah in Bone Regency, PDF Ulya As'adiyah in Sengkang Regency, PDF Ulya and Wustha Mangkoso in Soppeng Regency, and PDF Ulya Nahdatul Ulum Maros.² The increase in PDF units in various regions in Indonesia illustrates how the Ministry of Religious Affairs and the Islamic Boarding School community continue to synergize to build the *Tafaqqub Fiddin* civilization while producing Ulema cadres who are currently scarce.³ This reality indicates the need for an in-depth study of learning and evaluation in Islamic boarding schools in general and PDFs in particular.

Many studies have been conducted in line with learning and evaluation in Islamic boarding schools in general and PDF in particular. Indriyati Adawiyah et.al⁴ in their research proposed the study case of educational evaluation that focused on management function that consists of planning, organizing, actuating, and controlling their research proposed four instruments characteristics in evaluating Islamic Boarding Schools by IBSQ namely having a good format, meeting the substances of an evaluation model, having a reliable level of construct validity, and having a high level of reliability.⁵ Meanwhile, Nurhamsah et.al. in their research proposed the urgency of learning evaluation that is directed at the application of learning using the *mangaji tudang* system and the *sorogan* or *bandongan* system. The applied evaluation is flexible in line with the needs

¹ Zamakhsyari Dhofier, *Tradisi pesantren: studi pandangan hidup kyai dan visinya mengenai masa depan Indonesia* (LP3ES, 2011); Difa Ilwa Dilia, Rony Rony, and Anis Trianawati, "Pengaruh Ta'zir Terhadap Akhlak Santri Putri Pondok Pesantren," *At-Tadzkir: Islamic Education Journal* 1, no. 1 (2022): 1–12, <https://doi.org/10.59373/attadzkir.v1i1.1>.

² Saridudin Saridudin, "Pengembangan Kurikulum Pendidikan Diniyah Formal (Pdf) Di Pesantren Ulya Zainul Hasan Probolinggo," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 18, no. 1 (April 27, 2020): 84–99, <https://doi.org/10.32729/edukasi.v18i1.690>; Teuku Zulkhairi, "Pendidikan Diniyah Formal (PDF) Meningkatkan Mutu Pendidikan Dayah Tradisional Di Aceh," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 19, no. 2 (August 27, 2021): 171–87, <https://doi.org/10.32729/edukasi.v19i2.688>.

³ Martin Bruinessen, "Kitab Kuning; Books in Arabic Script Used in the Pesantren Milieu; Comments on a New Collection in the KITLV Library," *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia* 146, no. 2 (January 1, 1990): 226–69, <https://doi.org/10.1163/22134379-90003218>; Sa'dullah Assa'idi, "The Growth of Pesantren in Indonesia as the Islamic Venue and Social Class Status of Santri," *Eurasian Journal of Educational Research*, 2021, <https://eric.ed.gov/?id=EJ1300132>.

⁴ Indriyati Muchson et al., "Evaluation of Management Functions at Darul Quran Islamic Boarding School's Mojokerto: Case Study," *Journal of Education Method and Learning Strategy* 1 (August 19, 2023): 136–46, <https://doi.org/10.59653/jemls.v1i03.171>.

⁵ Khuriyah Khuriyah, Zamroni Zamroni, and Sumarno Sumarno, "Pengembangan Model Evaluasi Pengelolaan Pondok Pesantren," *Jurnal Penelitian Dan Evaluasi Pendidikan* 20, no. 1 (June 21, 2016): 56–69, <https://doi.org/10.21831/pep.v20i1.7529>.

of the learning carried out.⁶ This study still adopts the management function, the instrument characteristics, and *mangaji tudang* system in conducting evaluation but provides a more specific practical framework, especially through evaluation of the quality of graduates, the learning process, the quality of educators, and evaluating madrasah management. Hence, the specific practical framework can be a novelty of the research.

Although the PDF unit has received recognition from the government as part of the national education system in Indonesia, the reality is that the implementation of PDF implementation faces many obstacles. According to Ida Rachmawati, these challenges come from various sectors such as culture, politics, science and technology, social change, and shifting values in society.⁷ In addition, based on the results of research conducted on the PDF of Islamic Boarding School Darussalam Ciamis, it was found that the readiness of implementation in Islamic Boarding School was not optimal. This can be seen from (1) input, the PDF curriculum still overlaps with the *Ma'had Aly* curriculum, *Ustaz* academic qualification standards are considered to still not meet the standards, facilities and infrastructure and financing are still inadequate; (2) Process, learning management is still relatively conventional and less systematic in evaluating learning.⁸

Based on the identified gaps mentioned earlier, a comprehensive study and thorough evaluation of the PDF implementation program as a system become crucial in endeavors to enhance the quality of this relatively new government initiative. Evaluative research concerning the PDF program's implementation remains minimal and is primarily confined to the input and process evaluation components. Moreover, this evaluation has been conducted on only one PDF unit, underscoring the necessity for a more expansive and systemic evaluative research initiative. South Sulawesi Province (South Sulawesi) is one of the regions mandated to host six PDF units. These units are distributed across four Islamic Boarding Schools in South Sulawesi: PDF Ulya and Wustha Al-Junaidiyah in Bone Regency, PDF Ulya As'adiyah in Sengkang Regency, PDF Ulya, and Wustha Mangkoso in Soppeng Regency, and PDF Ulya Nahdatul Ulum Maros. As of now, these four Islamic Boarding Schools that accommodate PDF units have produced alumni. Therefore, it is imperative to undertake a comprehensive evaluative analysis, examining the PDF implementation in Islamic boarding schools in South Sulawesi by assessing the quality of graduates, the learning process, the competence of educators, and the management of the madrasah.

This study aims to address study the gap in the previous researches on learning and evaluation in Islamic boarding schools in general and PDF in particular by presenting the phenomenon that exists in Islamic boarding schools in South Sulawesi with all its uniqueness. This study answers four questions, 1) how is the quality of PDF graduates at Islamic Boarding Schools in South Sulawesi? 2) how is the PDF learning process at Islamic Boarding Schools in South Sulawesi, 3) how is the quality of PDF educator in Islamic Boarding Schools in South Sulawesi? 4) and how is madrasah management of PDF at Islamic Boarding Schools in South Sulawesi? These

⁶ Nurhamsah Nurhamsah, Syuhadak Syuhadak, and Nur Ila Ifawati, "Manajemen Kurikulum Pendidikan Diniyah Formal Pembelajaran Nahwu Dalam Meningkatkan Keterampilan Membaca Di Pondok Pesantren Salafiyah Parappe Sulawesi Barat," *Shant al Arabiyyah* 9, no. 2 (December 12, 2021): 255–68, <https://doi.org/10.24252/saa.v9i2.25656>.

⁷ Ida Rachmawati, "Pola Pembinaan Santri Dalam Mengendalikan Perilaku Menyimpang Di Pondok Pesantren Sabilul Muttaqin, Desa Kalipuro, Kecamatan Pungging, Mojokerto," *Kajian Moral Dan Kewarganegaraan* 1, no. 1 (January 31, 2013): 306–20, <https://doi.org/10.26740/kmkn.v1n1.p306-320>; Abdul Aziz et al., "Learning Arabic Pegon for Non-Javanese Santri at Pesantren," *Jurnal Pendidikan Islam* 8, no. 2 (December 31, 2022): 113–26, <https://doi.org/10.15575/jpi.v8i2.19581>.

⁸ Muhammad Anas Ma'arif, Muhammad Muftaba Mitra Zuana, and Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

questions, finally, led to a systemic evaluation of various PDF implementation policies at Islamic boarding schools in South Sulawesi.

METHOD

This research is evaluative research using the discrepancy model. Evaluative research is applied research which is a systematic way to find out the effectiveness of a program, action or policy, or other object under study compared to pre-established goals or standards. (Sugiyono: 2013: 741). The PDF implementation standards specifically refer to PMA No. 13 of 2014 concerning Islamic Religious Education, and the Decree of the Director General of Pendis Number 5839 of 2014 concerning PDF Establishment Guidelines. Including referring to the National Education Standards. The focus of this research is on the implementation of PDF organized by 4 Islamic Boarding Schools in South Sulawesi, namely PDF Al-Junaidiyah Kab. Bone, PDF Asadiyah Kab. Sengkang, PDF Mangkoso Kab. Sengkang and PDF Nahdatul Ulum Kab. Maros.

The approach used is a quantitative approach supported by a qualitative approach. A quantitative approach is used to obtain in-depth and comprehensive evaluation results. This approach is used to handle quantitative data. With this approach, it is hoped that a more thorough understanding and interpretation of the PDF implementation program can be obtained at the PDF-organizing Islamic boarding school in South Sulawesi. A qualitative approach is used with the consideration that this research is a process of reviewing the behavior or activities of the actors involved in the implementation of the PDF. The evaluation model used in this study is the discrepancy evaluation model. This model is used because it is per the variable to be evaluated, namely the implementation of PDF in Islamic boarding schools in South Sulawesi. Is there a gap between the standards/criteria for implementing PDF and its implementation? The indicators that will be used in this study are indicators of the implementation of education in SMA/MA made by the National Accreditation Board for High Schools (BAN-SM) which is divided into 4 aspects, namely, the quality of graduates, the learning process, the quality of teachers and madrasah management. This research was carried out at 4 Islamic Boarding Schools organizing PDF in South Sulawesi, namely, PDF Al-Junaidiyah Kab. Bone, PDF Asadiyah Kab. Sengkang, PDF Mangkoso Kab. Sengkang and PDF Nahdatul Ulum Kab. Maros. The sources of information in this study are *santri* (student), *ustadz* (teachers), organizers, and heads of PDF. The head of PDF in this case is used as an informant, the organizer is represented by two elements of the organizer (foundation), while the teachers side is also represented by several people as well as by students represented by several people from each class.

Data extracted from students, namely: (1) characteristics of learning facilities and infrastructure; (2) student activities; (3) skills acquired by students. Data obtained from the *ustadz/ustadzah* regarding: (1) characteristics of the *ustadz/ustadzah*; (2) activities of *ustadz/ustadzah*; (3) the learning process; (4) assessment of learning outcomes. From the head of the PDF data collected regarding (1) the level of community needs; (2) environmental support; and (3) how PDF benefits them; 4. PDF head's efforts for future PDF improvements. Based on the source of the data and the type of data collected, the data collection techniques used are questionnaires, interviews, and documentation. The tools used are questionnaires, interview guidelines, and documentation guidelines. This research is descriptive, quantitative, and qualitative which aims to provide an overview of the reality of the implementation of PDF in Islamic boarding schools organized in South Sulawesi to print double-standard human resources who are religious experts

and experts in the field of general science. The evaluation data is analyzed with the help of the R Statistics application. The quantitative assessment criteria are based on normal curves (Glass and Hopkins, 1984: 67)

Table 1. Assessment Criteria for Each Aspect

No	Score Interval	Category
1	$Mi + 1,5 SDI < X$	Very Good
2	$Mi + 0,5 SDI < X < Mi + 1,5 SDI$	Good
3	$Mi - 0,5 SDI < X < Mi + 1,5 SDI$	Fairly Good
4	$Mi - 0,5 SDI < X < Mi - 1,5 SDI$	Not Good Enough
5	$X < Mi - 1,5 SDI$	Not Good

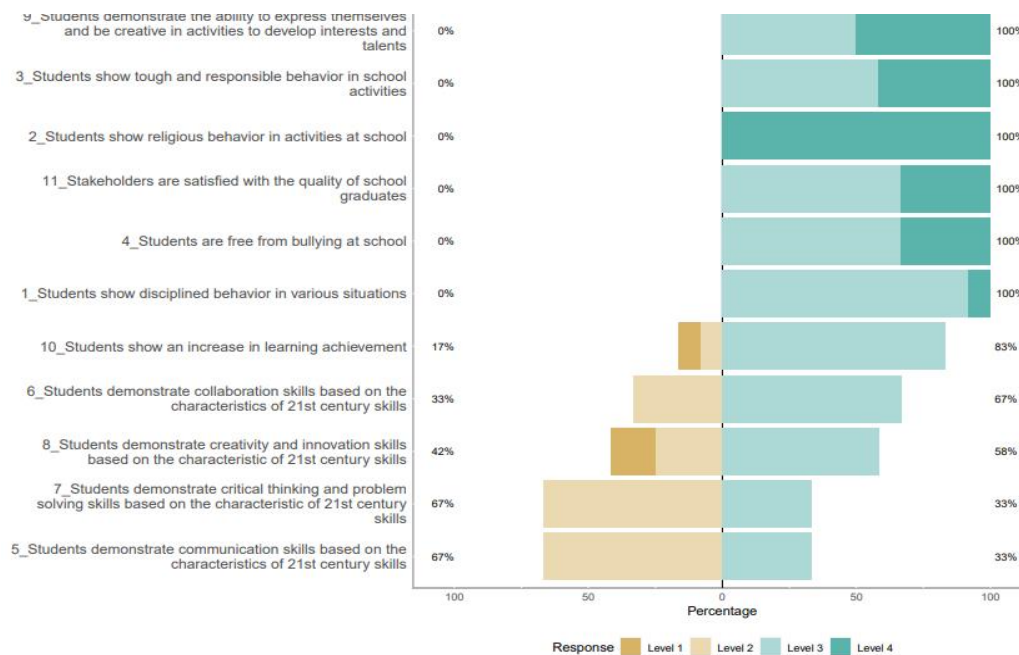
The interview results were analyzed qualitatively to support quantitative descriptive analysis. The qualitative data analysis technique uses an interactive data analysis model developed by Miles and Huberman. This technique consists of three components, namely data reduction, and data presentation (data display). drawing and testing conclusions, and verification (drawing and verifying conclusions).⁹ The validity of qualitative data is carried out by triangulation of sources, namely comparing the results of interviews by one subject with the results of interviews by other subjects, so that their credibility can be accounted for.¹⁰ The instruments used in data collection are observation sheets and IASP SMA/MA interview guidelines. Each instrument has assessment criteria, observation instruments use a range of 1 to 4. After the data is collected, the value is processed first and the average is determined. The average is then grouped as a value on each aspect. In general, the success criteria used in this evaluation research use reference to value interpretation.

RESULT AND DISCUSSION

Result

Quality of PDF Graduates at Islamic Boarding Schools in South Sulawesi

Figure 1. Results of Graduate Quality Evaluation at Islamic Boarding Schools in South Sulawesi



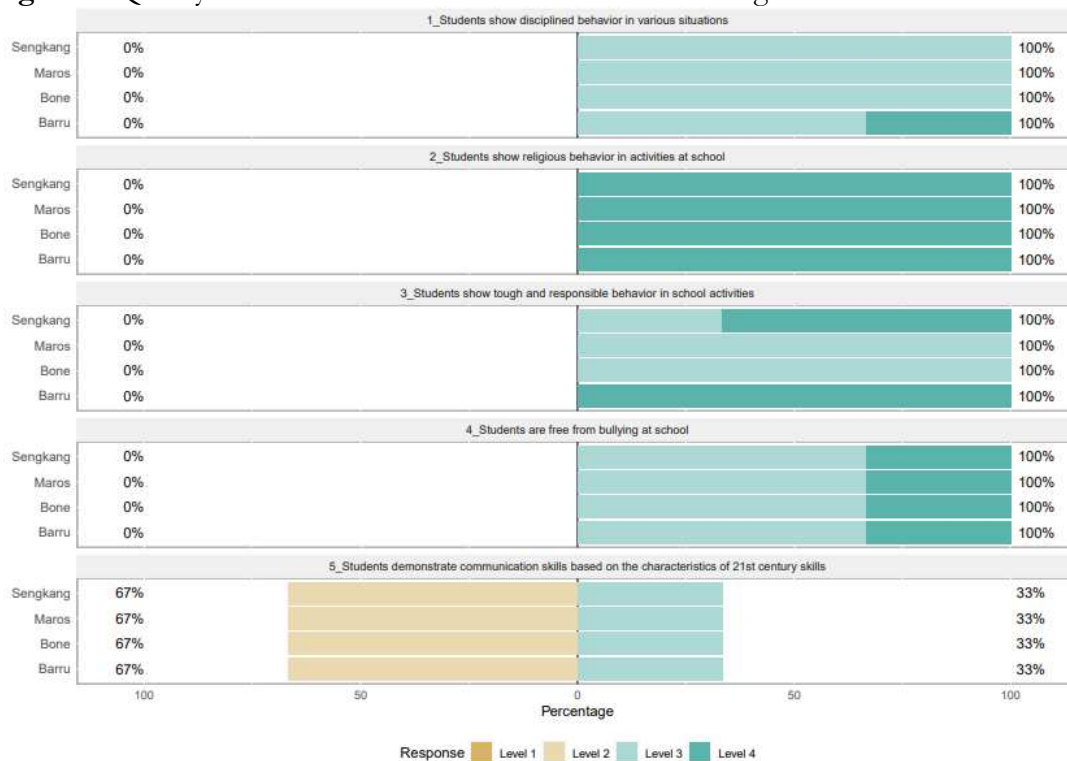
⁹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2018).

¹⁰ Lexy J. Moleong, *Metodologi penelitian kualitatif* (Remadja Karya, 1989).

Figure 2. Results of Graduate Quality Evaluation with SD Mean



Figure 3. Quality of PDF Graduates in Each Islamic Boarding School in South Sulawesi



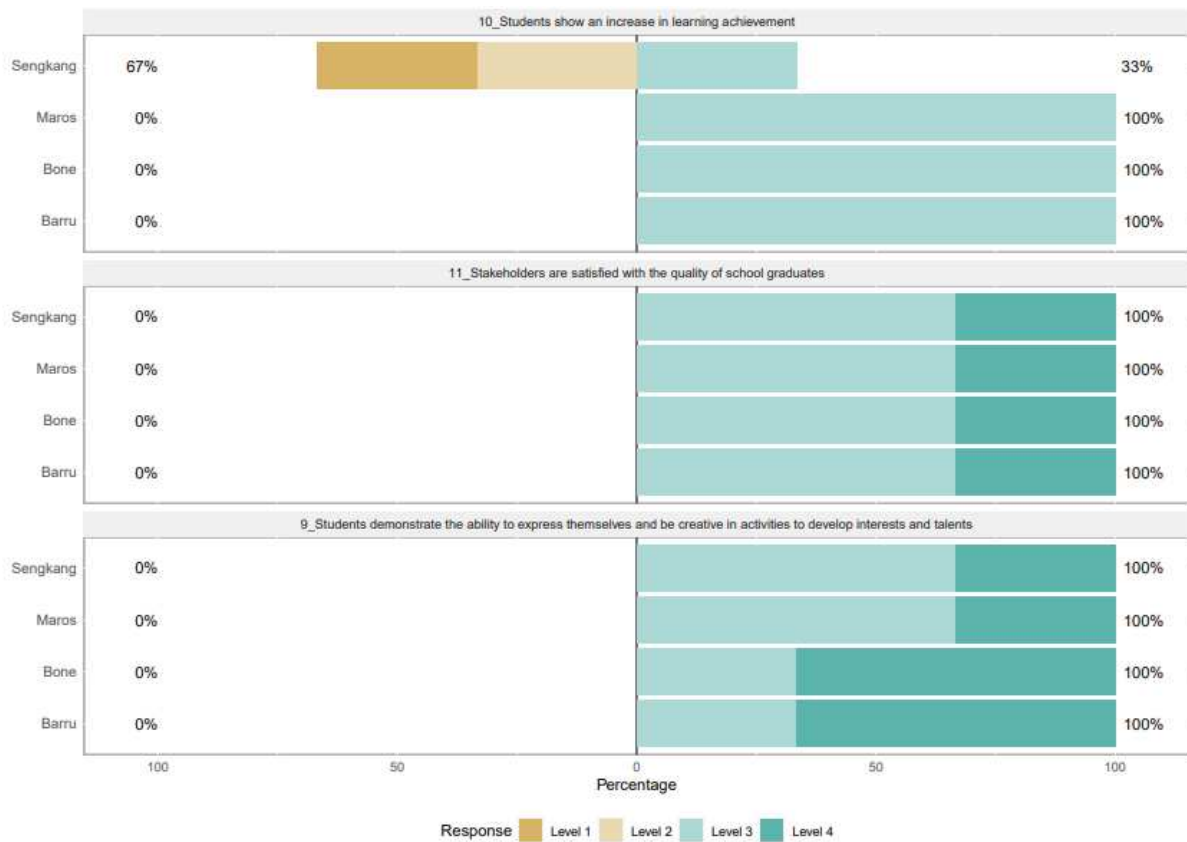
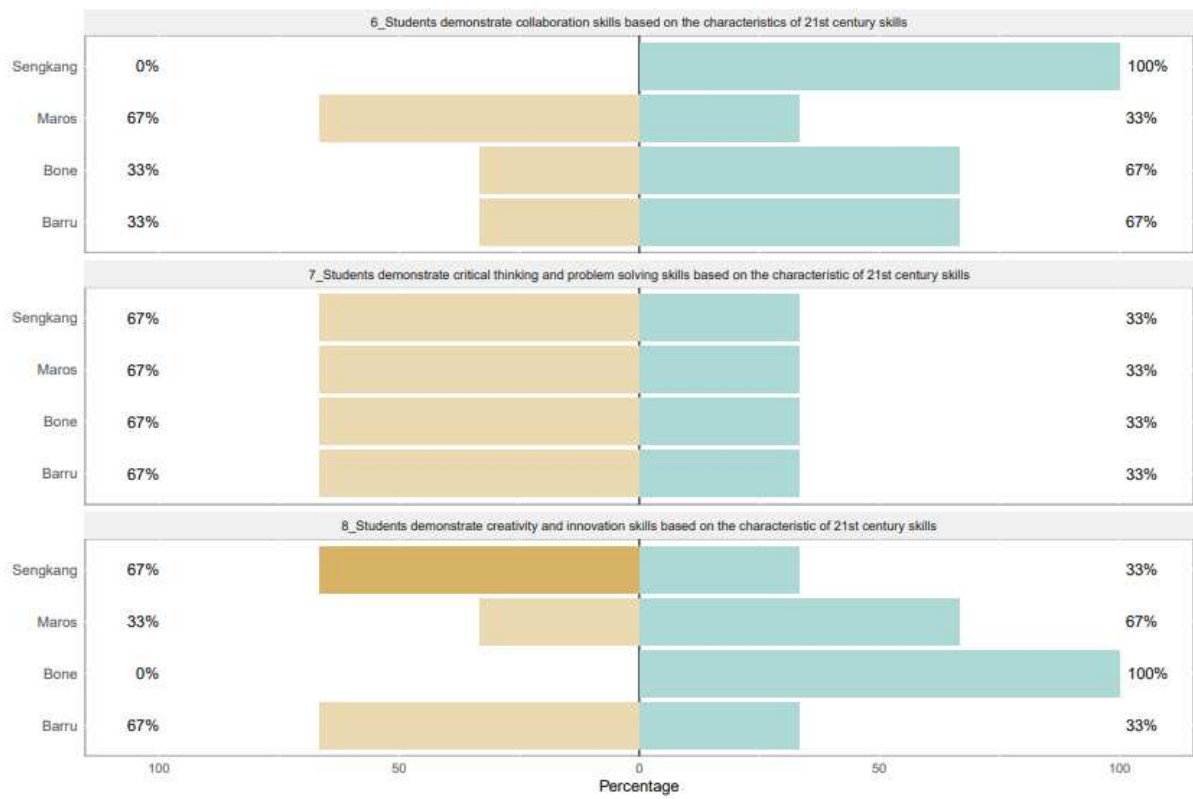


Table 2. Description of Graduate Quality Evaluation Results

Criteria	Interval	Achievement	Category
Very Good	$X > 35,75$	33,05	Good
Good	$30,25 < X \leq 35,75$		
Fairly Good	$24,75 < X \leq 30,25$		
Not Good	$19,25 < X \leq 24,75$		
Enough			
Not Good	$X \leq 19,25$		

The results of the quality evaluation of PDF graduates at Islamic boarding schools in South Sulawesi are categorized as Good. The most prominent graduate competencies based on the evaluation results are the field of attitude, namely religious attitudes, and the field of general skills, namely the ability to express themselves and create. The quality aspects of graduates related to 21st-century skills, namely communication, critical and creative thinking skills as well as innovation in the PDF program are still very low.

PDF Learning Process at Islamic Boarding School in South Sulawesi

Figure 4. Results of PDF Learning Process Evaluation at Islamic Boarding Schools in South Sulawesi

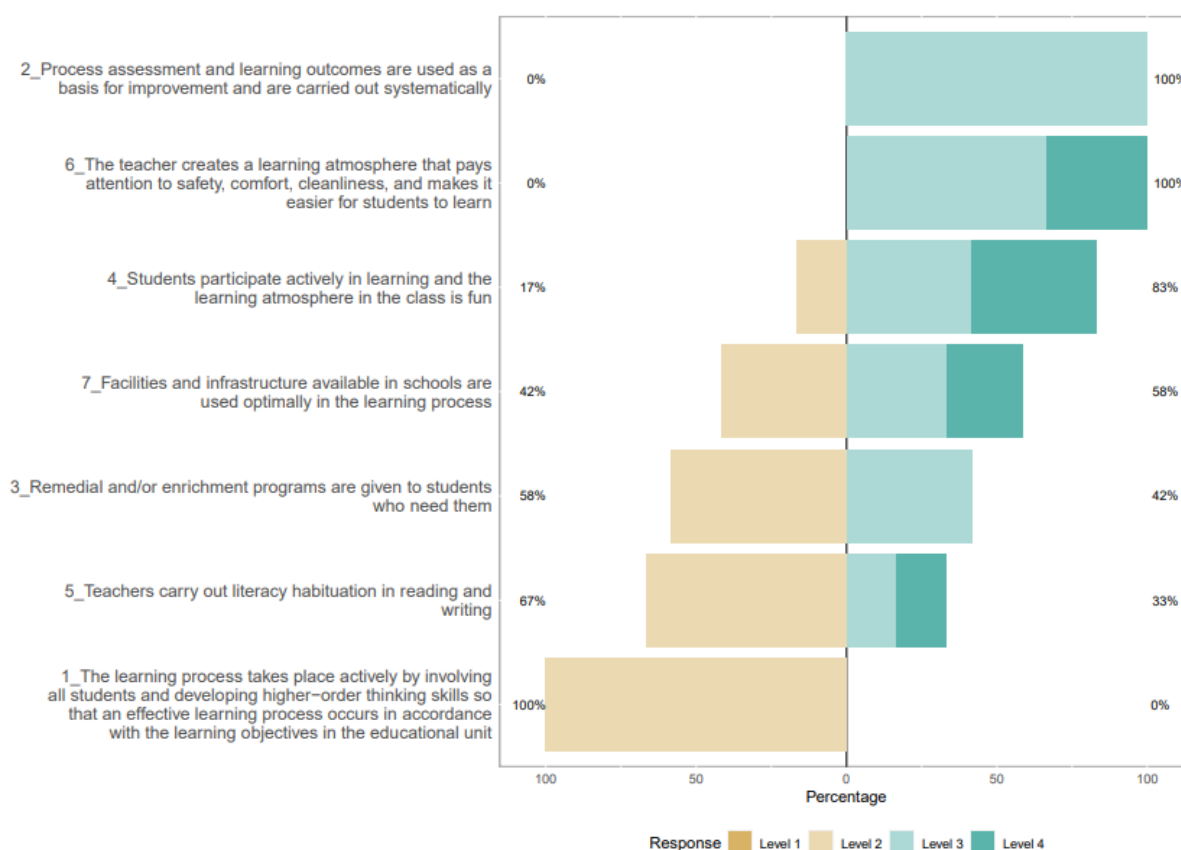


Figure 5. Results of Learning Process Evaluation with Mean (SD)

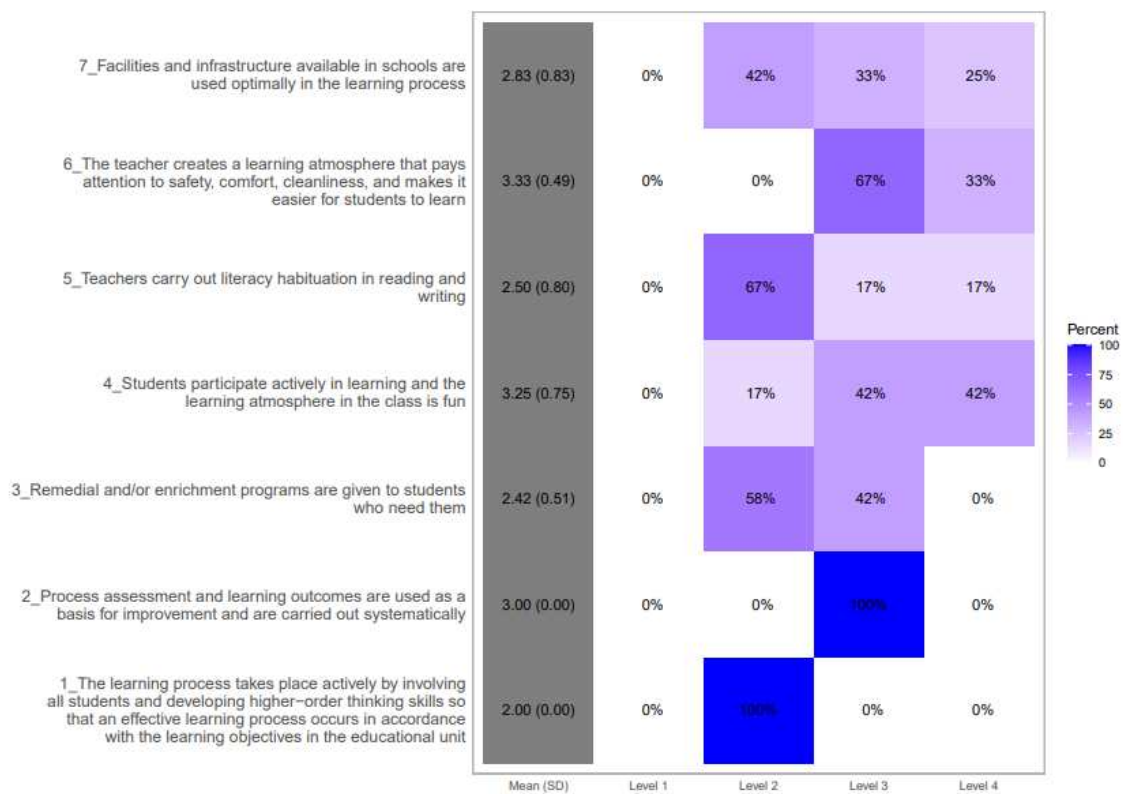


Table 3. Description of Learning Process Evaluation

Criteria	Interval	Achievement	Category
Very Good	$X > 15,75$	11,33	Fairly Good
Good	$12,25 < X \leq 15,75$		
Fairly Good	$8,75 < X \leq 12,25$		
Not Good Enough	$5,25 < X \leq 8,75$		
Not Good	$X \leq 5,25$		

The PDF learning process at Islamic boarding schools in South Sulawesi went quite well. Santri actively participates in learning and there is a pleasant learning atmosphere. To support the learning process, teachers create a learning atmosphere that pays attention to safety, comfort, and cleanliness and makes it easier for students to learn. Ustaz/ah shows an encouragement to students to habituate reading and writing literacy. Also, make improvements by systematically assessing learning processes and outcomes. The facilities and infrastructure available in PDF can also be utilized optimally in the learning process. Unfortunately, the learning methods used by educators are limited, and not diverse so learning is considered less effective. The most dominant method used is the classical /class method because it is considered the most following book-based material. Many learning methods can be maximized by educators, including the use of variations of learning methods, so that it will have an impact on managing the learning process more effectively.

Quality of PDF Educator at Islamic Boarding School in South Sulawesi

Figure 6. Results of Teacher Quality Evaluation PDF at Islamic Boarding Schools in South Sulawesi

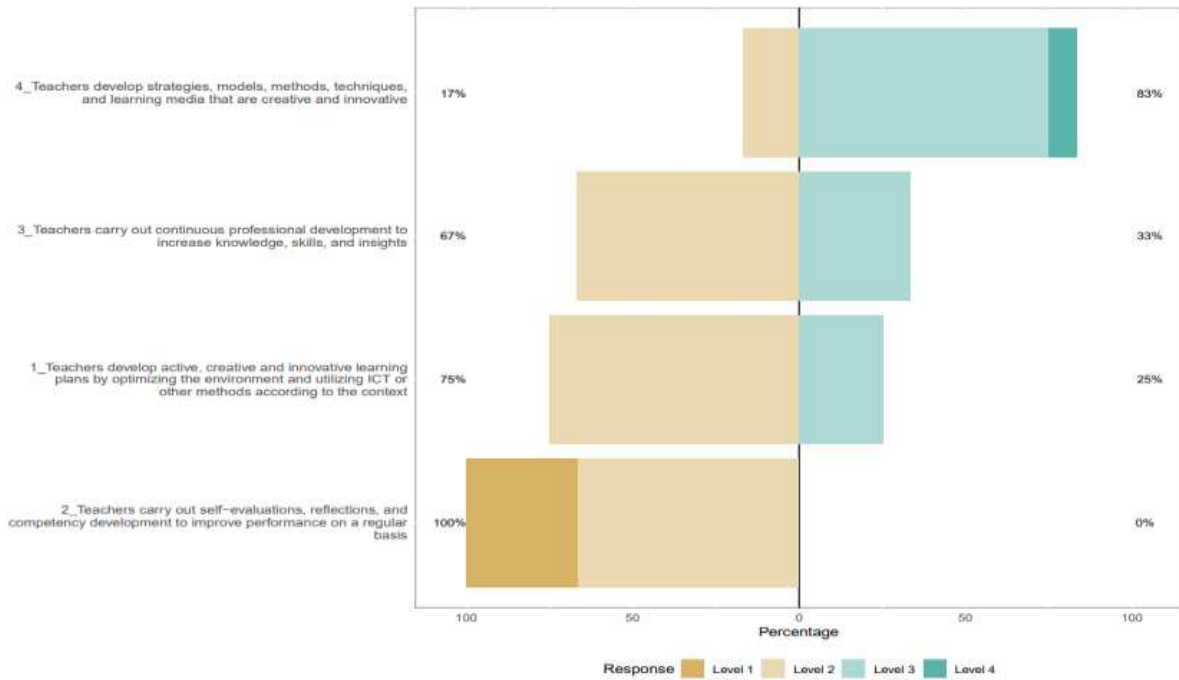


Figure 7. Results of Teacher Quality Evaluation PDF with Mean (SD)

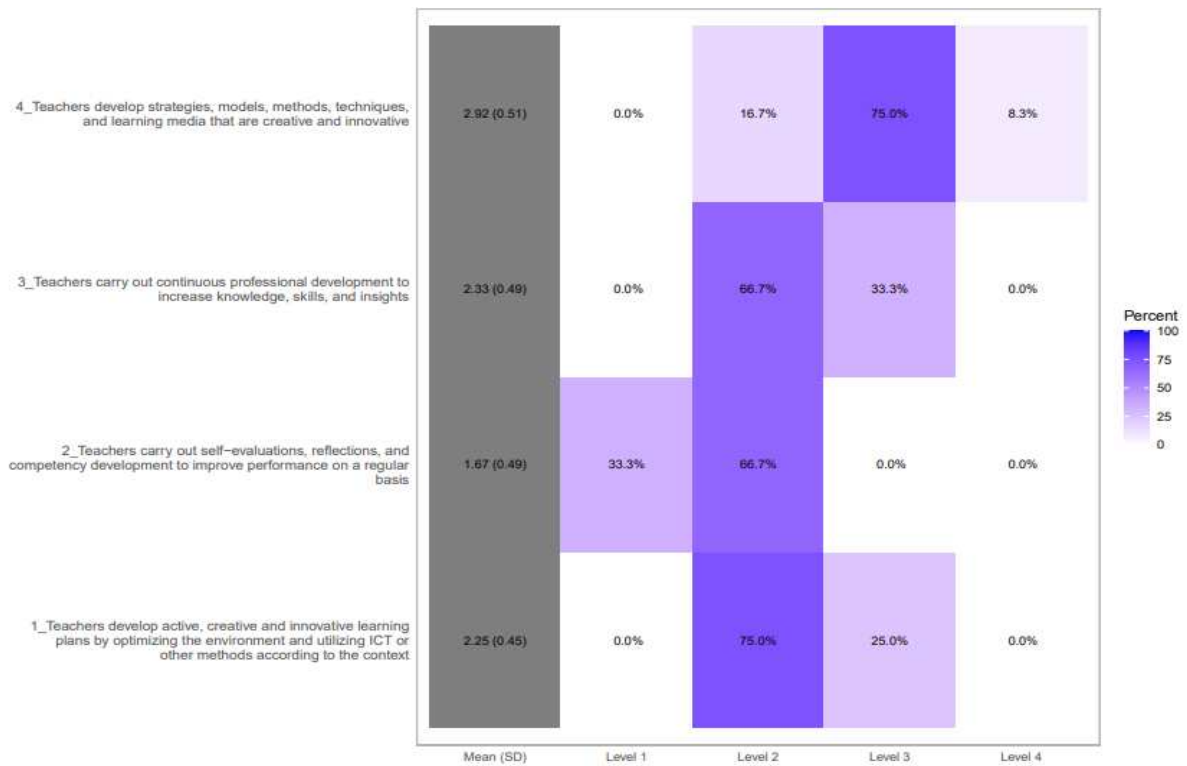


Figure 8. Results of Teacher Quality Evaluation PDF in Every Islamic Boarding School in South Sulawesi

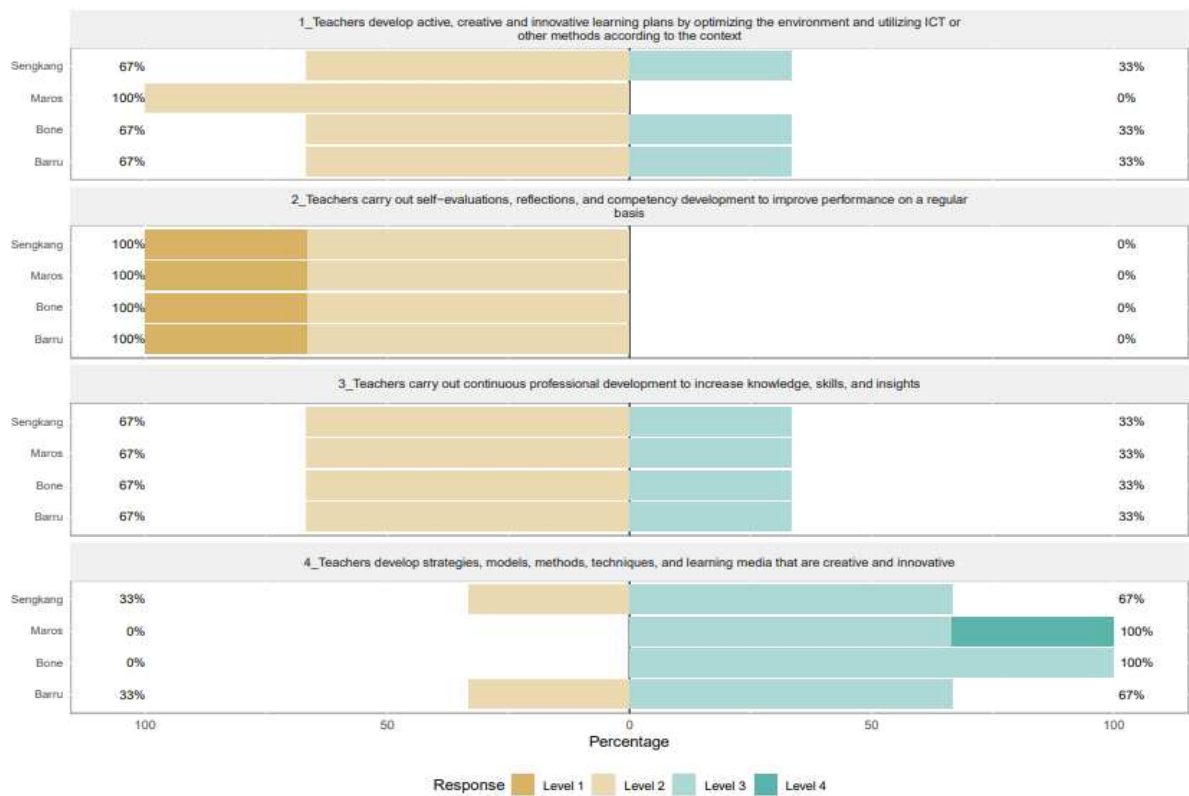


Table 4. Description of Teacher Quality Evaluation Results

Criteria	Interval	Achievement	Category
Very Good	$X > 13$	9,167	Fairly Good
Good	$11 < X \leq 13$		
Fairly Good	$9 < X \leq 11$		
Not Good Enough	$7 < X \leq 9$		
Not Good	$X \leq 7$		

In general, the quality of teachers in PDF in Islamic boarding schools in South Sulawesi is categorized as quite good. The teachers' PDF shows the effort in developing learning using varied and unique (unusual) learning strategies. This encourages students to be actively and constructively involved even without the use of information and communication technology media.

Madrasah Management of PDF at Islamic Boarding Schools in South Sulawesi

Figure 9. Results of Madrasah Management Evaluation PDF on Islamic Boarding Schools in South Sulawesi.

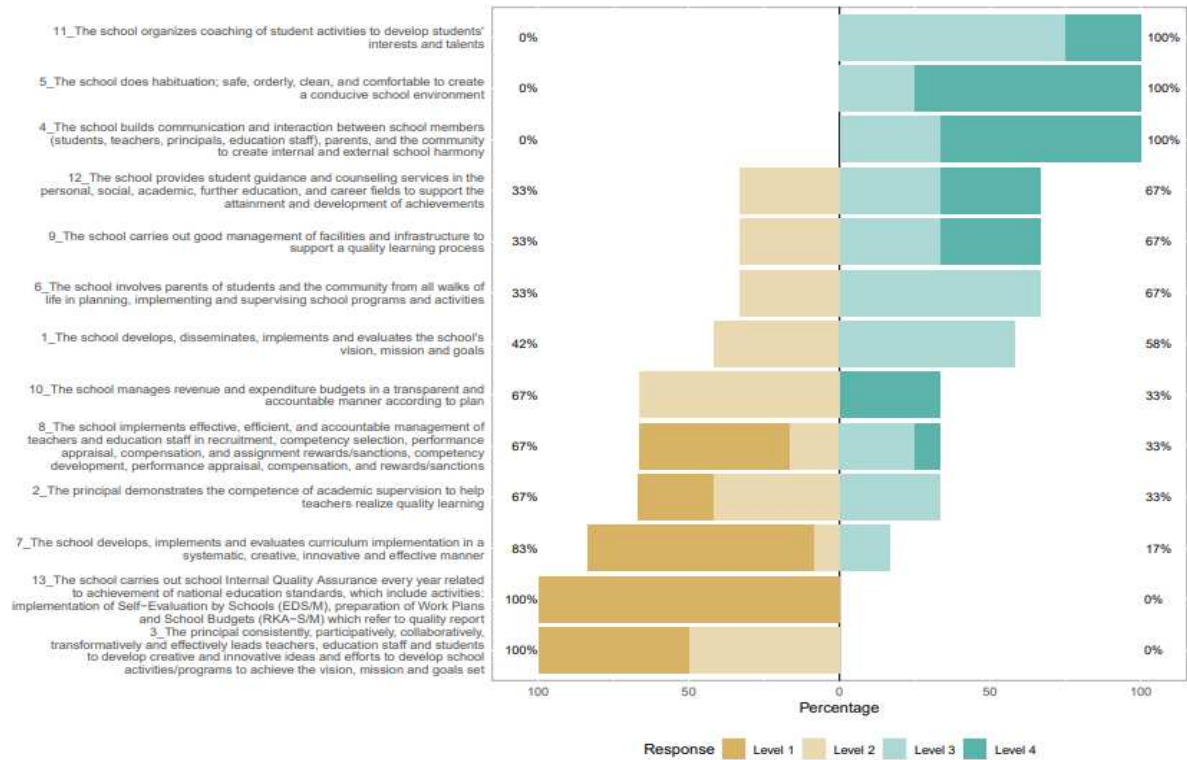


Figure 10. Results of Madrasah Management Evaluation PDF on Islamic Boarding Schools in South Sulawesi

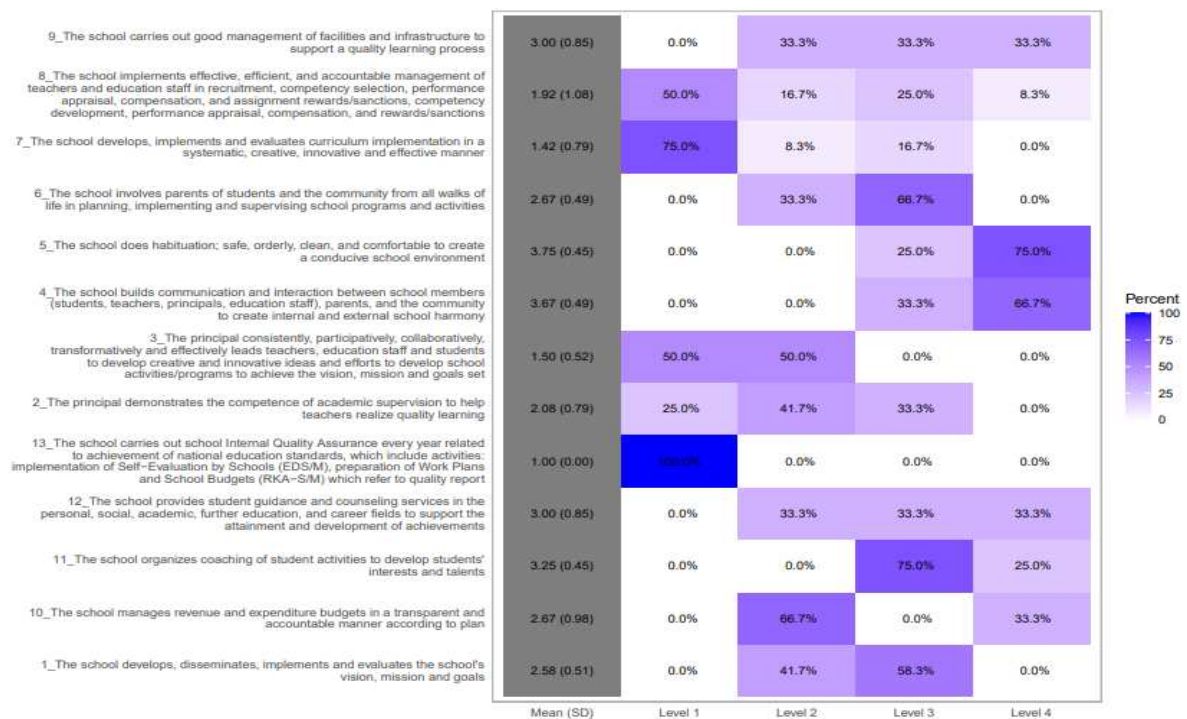
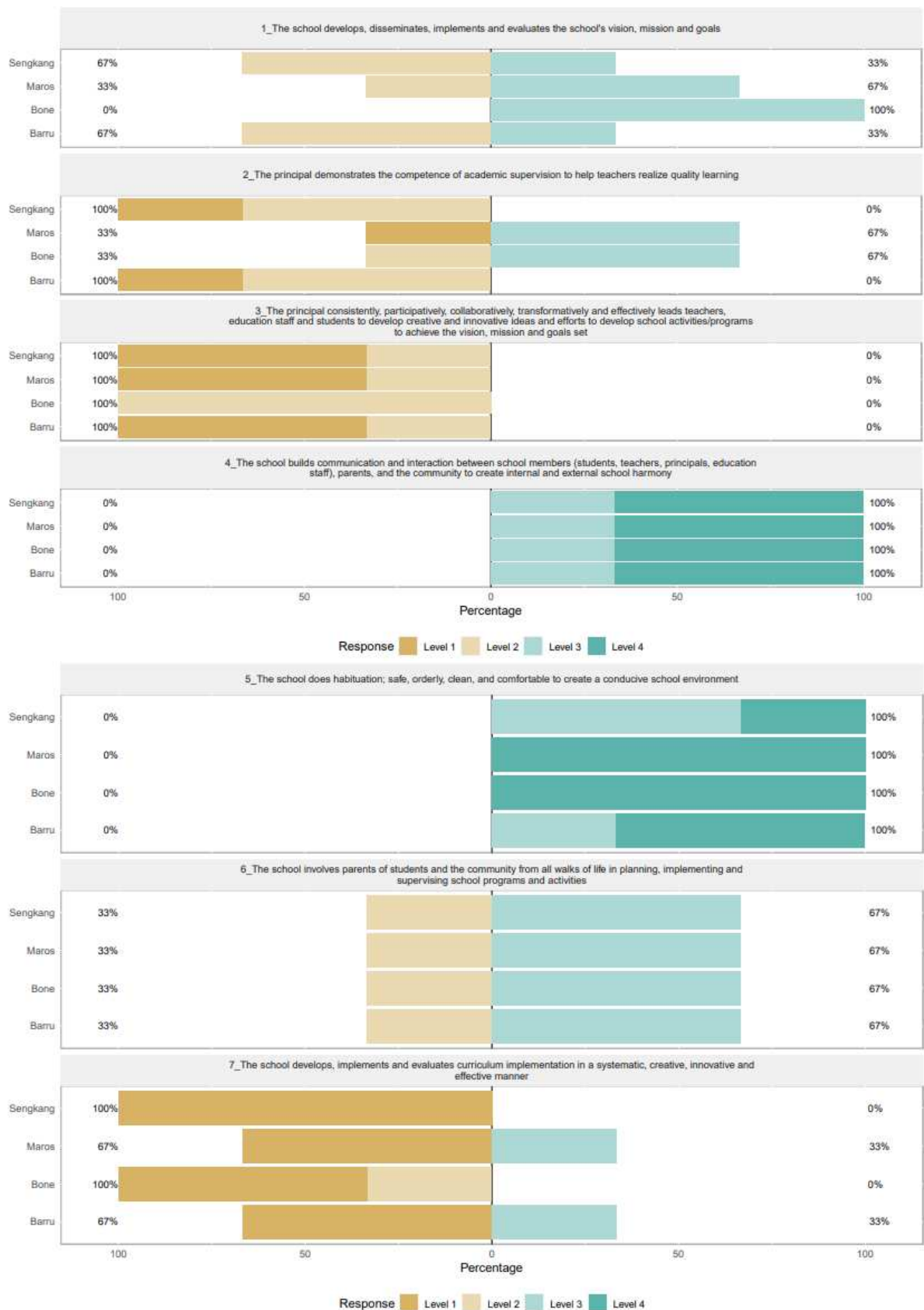


Figure 11. Results of Teacher Quality Evaluation PDF in Each Islamic Boarding School in South Sulawesi



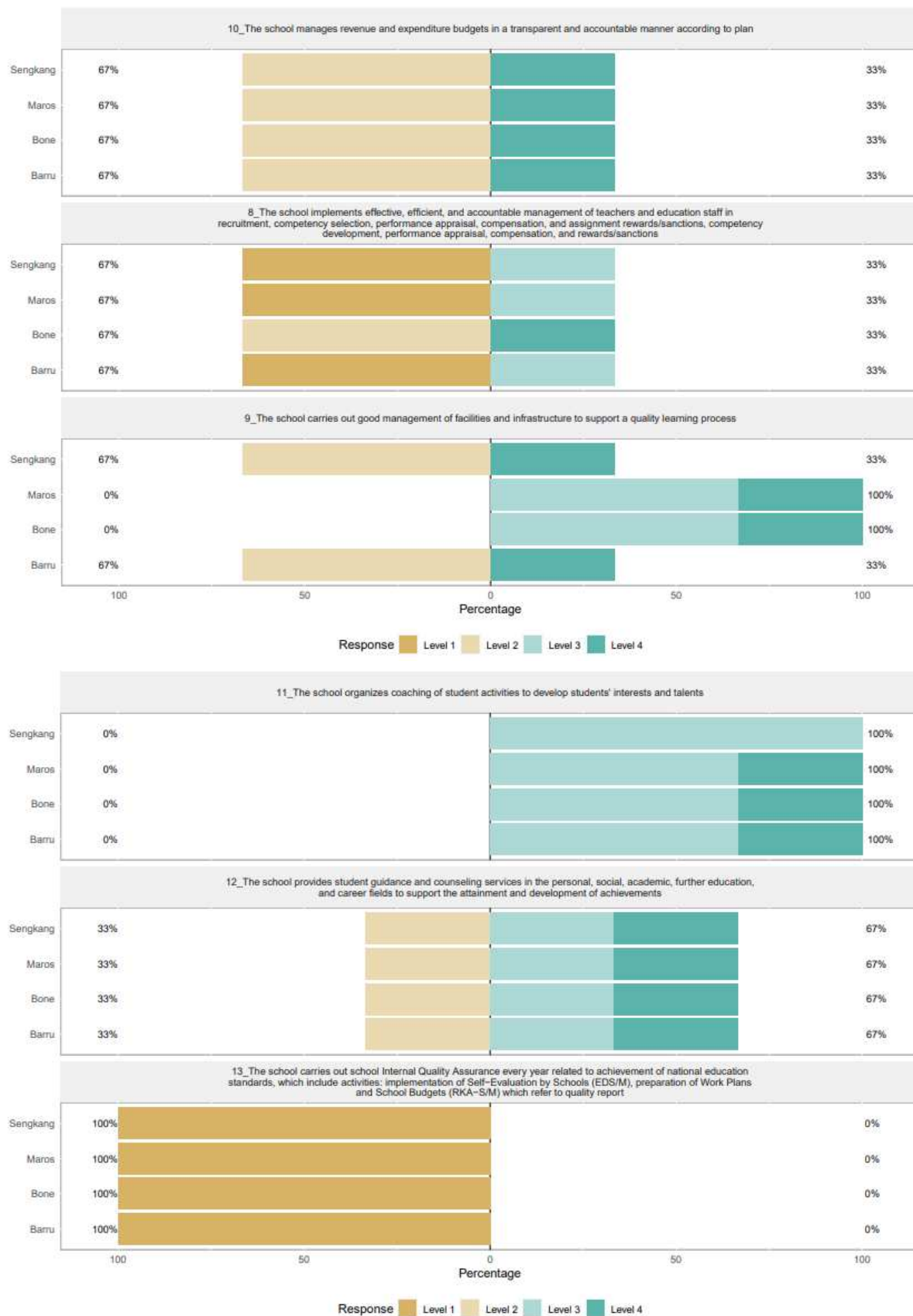


Table. 5. Description of Madrasah Management Evaluation Results

Criteria	Interval	Achievement	Category
Very Good	$X > 42,25$	32,5	Fairly good
Good	$35,75 < X \leq 42,25$		
Fairly Good	$29,25 < X \leq 35,75$		
Not Good	$22,75 < X \leq 29,25$		
Enough			
Not Good	$X \leq 22,75$		

The evaluation of madrasah management PDF in Islamic boarding schools in South Sulawesi is categorized quite well. PDF is considered successful in creating a conducive school environment because it is safe, orderly, clean, and comfortable. This makes communication and interaction between PDF's internal citizens, parents, and the community firmly established.

DISCUSSION

The demand to integrate the pattern or regulation of formal education set by the Ministry of Religious Affairs into Islamic Boarding Schools in PDF has proven not to shift the traditional values and the quality of students in mastering the yellow book or character building.¹¹ Even the competence of attitudes, knowledge, and skills of graduates is well measured. In general, five excellent characteristics are awakened and patterned in Islamic Boarding Schools, deeply rooted and challenging to experience shifts in the lives of students, namely:¹² First, the *mondok* system allows educators to control and supervise students directly. Second, the familiarity between Kiai and *santri* makes aspects of knowledge more contextual or meaningful. Third, Islamic Boarding Schools can produce graduates who are independent in employment. Fourth, a simple lifestyle but full of fun and joy is directly demonstrated by *Kiai*. Fifth, the cost of organizing Islamic Boarding School education is much cheaper, and some are even free.

The traditional values are purportedly the root cause of students' low skills in the field of information and communication technology. PDF is mandated to adapt and compete with modern religious educational institutions, prompting Islamic boarding schools to engage in competitive efforts for improvement.¹³ This is exemplified by the digital publication of the yellow book at one Islamic boarding school, facilitating learning or studying the yellow book at any time and place (Formal Early Education Book). However, the utilization of this technology is not apparent in Islamic boarding schools organizing PDFs in South Sulawesi.

¹¹ Nurul Komariah and Ishmatun Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education," *At-Tadzkiir: Islamic Education Journal* 2, no. 1 (March 27, 2023): 65–77, <https://doi.org/10.59373/attadzkiir.v2i1.15>; U. Abdullah Mu'min, "Construction of Islamic Character Education Values Based on Local Wisdom in Culture Kasepuhan and Kanoman Palaces," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (June 13, 2023): 305–18, <https://doi.org/10.31538/tijie.v4i2.391>.

¹² Kardi Kardi et al., "Challenges of Online Boarding Schools In The Digital Era," *At-Tadzkiir: Islamic Education Journal* 2, no. 1 (March 8, 2023): 37–51; Nurmawati Nurmawati, Cheri Julida Panjaitan, and Khairul Amri, "Measurement of the Parenting Style of the Character of Millennial Students at State Islamic Higher Educational Institutions," *Jurnal Ilmiah Peuradeun* 10, no. 3 (September 30, 2022): 685–98, <https://doi.org/10.26811/peuradeun.v10i3.712>.

¹³ Muhammad Alqadri Burga and Muljono Damopolii, "Reinforcing Religious Moderation through Local Culture-Based Pesantren," *Jurnal Pendidikan Islam* 8, no. 2 (December 31, 2022): 145–62, <https://doi.org/10.15575/jpi.v8i2.19879>.

These findings align with research published by Mahyudin Ritonga, where it was concluded that the freedom to leverage information technology is severely restricted in Indonesian Islamic boarding schools.¹⁴ In fact, according to Azyumardi Azra, the capability of Islamic Boarding Schools to advance in science and technology, and align with government education policies transcends mere survival.¹⁵ Islamic Boarding Schools should position themselves strategically, even holding significant roles in the broader Indonesian national education system.¹⁶

The classical method in PDF in South Sulawesi is implemented with the *mangaji tudang* system known as the *halaqah* system. A classical learning model with the position of seated students making a semicircle facing the *ustadz* (educator). The system is considered the most suitable to be used to deliver book material and for rote memorization subjects whose process uses a deposit system (advanced students one by one facing the *ustadz*). The same thing happened to PDF in East Java.¹⁷ The process of PDF learning has a uniqueness that is different from formal schools in general. The encouragement learning model that prioritizes face-to-face learning between students and *ustadz* shifts to classics that are arranged in class patterns and grade levels.¹⁸ Even though the learning system contains values that are not only the substance of the book there is a bond between students and teachers that is closer because of individual dialogue.

Making teaching and learning fun when learning with the book is very difficult, but the teacher's PDF answers the challenge well. According to Taruna, this can happen because the closeness between students and teachers is not only established in the classroom, but outside it. The supervisory function also continues to run because most of the teachers are in the Islamic Boarding School so the knowledge and exemplary attitudes of teachers obtained by students are more meaningful.¹⁹ The academic qualifications of teachers are also the reason for the quality of educators in PDF to be quite good. teachers PDF has an S1 degree and most of them have masters/S2 and many even have doctoral degrees/S3. This shows that the educational qualifications of educators in PDF in Islamic boarding schools in South Sulawesi have exceeded the PDF academic qualification standards. However, at a practical level, not all teachers teach or hold subjects under their diplomas or competencies. All PDFs in South Sulawesi are experiencing this issue. For example, there are graduates of tafsir/hadith teaching mathematics subjects. Educators in PDF have been able to compile lesson plans that facilitate active learning and explain the stages of preparing lesson plans based on applicable provisions but making learning creative and innovative by optimizing the environment is very difficult to implement. In addition, there is no use of ICT in learning.

¹⁴ Mahyudin Ritonga, "The Existence of Yellow Books (Kitab Kuning) as the Sources of Islamic Studies at Islamic Boarding Schools Within the Industrial Revolution Dialectics," SSRN Scholarly Paper (Rochester, NY, December 21, 2020), <https://doi.org/10.2139/ssrn.3752816>.

¹⁵ Azyumardi Azra, *Islam Substantif: Agar Umat Tidak Jadi Buih* (Mizan, 2000).

¹⁶ Tamin Ritonga et al., "Practice to Theory of Learning: A Lesson Learned from Islamic Boarding School in South Tapanuli of Indonesia," *Humanities & Social Sciences Reviews* 7, no. 5 (November 13, 2019): 1304–10, <https://doi.org/10.18510/hssr.2019.75169>.

¹⁷ Nur Komariah et al., "Teacher Empowerment Management in Islamic Boarding Schools Jambi Province," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (June 13, 2023): 200–223, <https://doi.org/10.31538/tijie.v4i2.395>.

¹⁸ Mahrus As'ad, "Implementing Life Skill Education in an Environment-Based Pesantren," *Jurnal Pendidikan Islam* 8, no. 1 (June 30, 2022): 15–24, <https://doi.org/10.15575/jpi.v8i1.18253>.

¹⁹ Yusuf Hanafi et al., "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19," *Heliyon* 7, no. 3 (March 1, 2021): e06549, <https://doi.org/10.1016/j.heliyon.2021.e06549>.

Learning evaluations that should be carried out by educators have not been carried out optimally. There are educators on the PDF who are unable to perform or still need assistance in carrying out self-evaluation.²⁰ Most others do so simply by keeping reflective journals and notes. Though learning evaluation is the most important and inseparable part of a learning system. Mahmud Yunus emphatically said that mastery of learning methodology is more important than providing material. The lack of evaluation of learning also means that teacher professionalism is still low.²¹

The quality of educators in terms of professionalism is still low, this is indeed an internal problem experienced by almost all Islamic educational institutions in the educational environment labeled Madrasah.²² In general, educators in madrasahs cannot be said to be professional because of the background of educators and educators' motivations which are more based on religious motivations. Most educators have educational backgrounds from non-educational institutions. The recruitment system is not based on needs analysis so it is far from academic considerations and professional competencies.²³ This also happens to PDF Institutions, the demand for the integration of religious science and general science is a special challenge, so educators who teach have not been able to carry out learning professionally as a complete system starting from design, and implementation to evaluation of learning.²⁴

According to Taruna, the relationship between Islamic Boarding School and the community since the beginning of the establishment of Islamic Boarding School is indeed very strong, even the establishment of this PDF program is the result of a study of the needs of the community in general and parents' anxiety about the future of students to continue to Islamic Universities that require formal diplomas.²⁵ So public relations with Islamic Boarding School in general and PDF, in particular, are becoming stronger. The strong relationship between PDF and the community is also shown by strong synergy and collaboration to encourage student achievement. All PDFs in South Sulawesi organize extracurricular activities that involve students in various competitions and get support from Islamic Boarding Schools, parents, and the

²⁰ Rola Ajjawi et al., "Aligning Assessment with the Needs of Work-Integrated Learning: The Challenges of Authentic Assessment in a Complex Context," *Assessment & Evaluation in Higher Education* 45, no. 2 (February 17, 2020): 304–16, <https://doi.org/10.1080/02602938.2019.1639613>; Hania M. Al-Shanawani, "Evaluation of Self-Learning Curriculum for Kindergarten Using Stufflebeam's CIPP Model," *SAGE Open* 9, no. 1 (January 1, 2019): 2158244018822380, <https://doi.org/10.1177/2158244018822380>.

²¹ Verónica Villarroel et al., "Authentic Assessment: Creating a Blueprint for Course Design," *Assessment & Evaluation in Higher Education* 43, no. 5 (July 4, 2018): 840–54, <https://doi.org/10.1080/02602938.2017.1412396>.

²² Moslem Alimohammadlou and Farzaneh Eslamloo, "Relationship between Total Quality Management, Knowledge Transfer and Knowledge Diffusion in the Academic Settings," *Procedia - Social and Behavioral Sciences*, 3rd International Conference on New Challenges in Management and Business: Organization and Leadership, 2 May 2016, Dubai, UAE, 230 (September 12, 2016): 104–11, <https://doi.org/10.1016/j.sbspro.2016.09.013>; Deni Zam Jami and Asep Muharam, "Strategy for Improving the Quality of Islamic Religious Education Study Programs with Total Quality Management," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (July 24, 2022): 267–83, <https://doi.org/10.31538/ndh.v7i2.2096>.

²³ Abuddin Nata, *Ilmu Pendidikan Islam* (Prenada Media, 2016).

²⁴ Dian Dian et al., "Optimizing Islamic Religious Colleges In Facing The Era of Globalization," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (February 4, 2023): 58–77, <https://doi.org/10.31538/tijie.v4i1.326>; Akhsanul Fuadi and Suyatno Suyatno, "Integration of Nationalistic and Religious Values in Islamic Education: Study in Integrated Islamic School," *Randwick International of Social Science Journal* 1, no. 3 (October 23, 2020): 555–70, <https://doi.org/10.47175/rissj.v1i3.108>; Badrudin Badrudin et al., "The Implementation of Pesantren Financing Based on Agribusiness Social Entrepreneurs," *Jurnal Ilmiah Peuradeun* 9, no. 1 (January 30, 2021): 17–38, <https://doi.org/10.26811/peuradeun.v9i1.504>.

²⁵ Achmad Gunaryo et al., *INCRE 2020: Proceedings of the 2nd International Conference on Religion and Education, INCRE 2020, 11-12 November 2020, Jakarta, Indonesia* (European Alliance for Innovation, 2021).

community who produce various achievements. Although madrasah management is going quite well, the PDF curriculum in South Sulawesi has never been reviewed let alone developed. The teaching and learning process is carried out only based on the national PDF curriculum. However, for the national exam, a PDF is needed.

Since the establishment of PDF in 2014, PDF has never conducted a curriculum review. Even though this review is needed to answer problems related to the learning process, for example, *isti'dadiyah* activities taken PDF for 1 year as a preparatory class to encourage students to have standard abilities to follow learning in class. Tactical activities are born out of the unpreparedness of the input aspect of PDF. If the curriculum has been reviewed and considered in semester 1, the teaching is very high and far from the standard of student input (outside Islamic Boarding School), then PDF can be revised and included into a special subject. Taruna agrees. According to him, improvements must be needed, especially in compiling the structure as a standard curriculum content. Content standards for general subjects follow existing provisions and can run according to plan

CONCLUSION

Based on the data findings and the results of the evaluation of PDF implementation in Islamic boarding schools in South Sulawesi, the following conclusions were obtained, 1) the results of the evaluation of the quality of PDF graduates at Islamic boarding schools in South Sulawesi are classified as good, 2) the results of the evaluation of the PDF learning process at Islamic boarding schools in South Sulawesi are quite good, 3) the results of the evaluation of the quality of PDF teachers in Islamic boarding schools in South Sulawesi are quite good, 4) the results of the evaluation of PDF madrasah management at Islamic boarding schools in South Sulawesi are quite good. It indicates that the evaluation of PDF implementation in Islamic boarding schools in South Sulawesi provides a dynamic indicator for evaluation.

This research makes a major contribution related to how the evaluation of education delivery is carried out with various underlying indicators. The existence of varied indicators in understanding how the evaluation of education implementation is carried out will be able to provide the development of an evaluation system that is more comprehensive and holistic in the future.

This research, finally, shows some lack of education in its evaluation. Hence, there are several recommendations as a result of the implementation of the evaluation namely, 1) the government needs to facilitate curriculum redesign and training in making PDF curriculum documents that are under the peculiarities of organizing Islamic boarding schools, 2) the government should conduct supervision activities for educators who are followed up by assisting to implement learning that integrates religious knowledge with general knowledge, 3) Islamic boarding schools should start utilizing technology to support learning, 4) and it is necessary to carry out a comprehensive evaluation by the government in the form of system evaluation by accrediting as in education units in general, which begins with the preparation of a special Accreditation Instrument for Formal Early Education that can accommodate the specificities possessed by PDF.

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