

THE MILESTONES OF RMINU PURWOREJO EMPOWERMENT PROGRAM ON PESANTREN AND MADRASAH DINIYAH NAHDLATUL ULAMA (MADIN NU)

Dwi Gery Febriyan¹, Irfan Hakim Syadzali², Daimah³, M. Nailul Author⁴

¹ Vice Secretary, PC RMINU Purworejo, Indonesia

² Head Division of Madin NU Development, PC RMINU Purworejo, Indonesia

³ Institut Agama Islam An-Nawawi Purworejo, Indonesia

⁴ Institut Agama Islam An-Nawawi Purworejo, Indonesia

Email : dwigery01@gmail.com¹, irfanhakimsy@gmail.com², daimah93@gmail.com³,
aullsirajuddin45@gmail.com⁴

DOI:

Received: April 2024

Accepted: June 2024

Published: Juli 2024

Abstract :

As a Nahdlatul Ulama (NU) non-government organization with a main focus on the development of pesantren and Islamic religious education, RMINU Purworejo is present with assistance through several community service programs. The problem faced is that there is no joint activity forum that accommodates pesantren and Islamic religious education affiliated with NU. This article aims to explain the process and results of the mentoring that has been carried out by RMINU Purworejo during the solemn period. The flagship community service program in pesantren assistance is the formation of the Bahtsul Masail Forum which is carried out regularly every three months. Then, the superior community service program in Madin NU assistance is the preparation of a Madin NU curriculum typical of Purworejo. Teamwork and the gradual and continuous continuation of the community service program are benchmarks for success in carrying out the mentoring process in the community.

Keywords : *community service program, non-government organization, assistance.*

Abstrak :

Sebagai organisasi kemasyarakatan Nahdlatul Ulama (NU) dengan fokus utama pada bidang pengembangan pesantren dan pendidikan keagamaan Islam, RMINU Purworejo hadir dengan pendampingan melalui beberapa program kerja. Permasalahan yang dihadapi adalah belum adanya forum kegiatan bersama yang mewadahi antar pesantren dan pendidikan keagamaan Islam yang berafiliasi dengan NU. Tulisan ini bertujuan untuk memaparkan proses dan hasil pendampingan yang telah dilakukan oleh RMINU Purworejo selama periode masa khidmah berlangsung. Program kerja unggulan pada pendampingan Pesantren yaitu terbentuknya Forum Bahtsul Masail yang terlaksana secara rutin tiga bulan sekali. Lalu, program kerja unggulan pada pendampingan Madin NU yaitu tersusunnya kurikulum Madin NU khas Purworejo. Kerja sama tim dan keberlangsungan program kerja secara bertahap dan kontinu menjadi tolok ukur keberhasilan dalam menjalankan proses pendampingan di masyarakat.

Kata Kunci: *program kerja, organisasi masyarakat, pendampingan.*

PENDAHULUAN

Islamic boarding schools and Nahdlatul Ulama (NU) are two entities that

cannot be separated. Pesantren is one of the oldest Islamic religious education centers developed by local kyai or ulama. Islamic boarding schools function as a forum for developing human resources so that they can make people's lives more intelligent. Islamic boarding schools became the embryo that gave birth to strong Islamic religious-based intellectuals. The Islamic boarding school education system that is rooted and institutionalized in society is able to support the existence of Nahdlatul Ulama as a community organization (Najib, 2020), (Astuti & Wibisono, 2022), (Humairah et al., 2023), (Fernando et al. 2023). Historically, NU was born from the movement of kyai and santri during the previous struggle who were in every Islamic boarding school in several regions who were interconnected and united to form civil society (Mubin, 2020). So it can be said that NU is a large Islamic boarding school that houses Islamic boarding schools in Indonesia with the belief of Ahlussunnah wal Jama'ah An-Nahdliyyah (Aswaja An-Nahdliyyah).

Referring to the Nahdlatul Ulama Khittah, Nahdlatul Ulama was formed on the basis of awareness and realization that every human being can only fulfill their needs when they are willing to live in society. By social action, humans strive to achieve happiness and avoid danger to themselves. Unity, inner ties, mutual assistance and agreement are prerequisites for the growth of brotherhood (al-ukhuwah) and affection which are the basis for the creation of good and harmonious social order. Thus, NU is a religious movement which aims to help build and develop people and society who are devoted to Allah SWT, intelligent, skilled, have noble character, peace, justice and prosperity. NU realizes its ideals and goals through a series of efforts based on the basics of religious understanding that form the unique personality of Nahdlatul Ulama (PBBNU, 2022).

As a community organization, Nahdlatul Ulama consists of a management structure at every level, both at national, provincial, district, sub-district and village/district levels in Indonesia. At each of these levels, there are organizational or institutional departmentalization devices that have certain tasks and function as implementers of NU policies, especially those relating to certain community groups and/or those that require special handling. The implementation of Islamic boarding school development and religious education is entrusted to the Rabithah Ma'ahid Islamiyah Nahdlatul Ulama (RMINU) institution. In Purworejo Regency, as the level of the Nahdlatul Ulama Branch Management (PCNU) during the 2019-2024 Khidmah period, the RMINU institution was formed and implemented which oversees the movement in assisting and developing Islamic boarding schools and religious education (Nahdlatul Ulama Madrasah Diniyah (Madin NU)). This article aims to convey the journey process and results of mentoring activities carried out by the management of the RMINU Purworejo institution in accordance with their duties.

The hope to be achieved in this mentoring activity through the empowerment program is to be able to help Islamic boarding school and religious education communities affiliated with NU establish communication and cooperation with each other. Empowerment is one of RMINU Purworejo's

efforts to build partnerships to develop the capacity of Islamic boarding school and religious education institutions towards unity through the formation of a joint forum that has a work program that provides space for participation by the Islamic boarding school and religious education community. After the emergence of this participation, we hope that the Islamic boarding school and religious education community can create a shared awareness of the importance of continuing the work program that has been mutually agreed upon.

METHODS OF IMPLEMENTING ACTIONS

The approach applied in mentoring activities to Islamic boarding school communities and religious education is participatory action research (PAR). The accommodation process is carried out systematically, collaboratively and sustainably in order to create social transformation in the Islamic boarding school and religious education community in Purworejo Regency. The advantage of the PAR approach is that it provides opportunities for the community to learn and develop together with the mentoring staff so that the mentoring process can increase the community's capacity. The PAR approach also emphasizes real action to overcome community problems (Suud et al., 2023).

Several steps in the mentoring process were modified from Suud et al. (2023) starting with: 1) Identifying the potential of Islamic boarding school communities and religious education, 2) Problem analysis, 3) Empowerment action planning, 4) Implementation of activities and 5) Evaluation and monitoring. The PAR approach begins with a participatory needs assessment to explore the core challenges and possibilities that exist within the community. Our targets in carrying out this mentoring activity are the Islamic boarding school community (students and boarding school administrators) and the religious education community (teachers and Islamic boarding school institutions). This phase includes interviews, condition surveys and focus group discussions. Next, collaborative planning is carried out which includes a work program that is appropriate to the problem. Implementation of the work program can take the form of joint activities in routine forums, holding scientific discussions typical of Islamic boarding schools as well as training on human affairs materials for teachers. The mentoring process also includes evaluation and monitoring of work programs which are discussed jointly with the community regarding work programs that have been implemented (Amri et al., 2024).

IMPLEMENTATION RESULTS

The existence of RMINU Purworejo in the 2019-2024 Solemn Period

Referring to the Basic Articles of the Nahdlatul Ulama Bylaws (AD/ART NU) Results of the 34th NU Congress and the 2018 RMI Governance, Rabithah Ma'ahid Islamiyah Nahdlatul Ulama (RMINU) is an NU organizational device in the form of an institution with the function of implementing NU policies related to the development of Islamic boarding schools and religious education. RMINU has a main base, namely Islamic boarding schools with a total of ±

23,000 throughout Indonesia. This institution was born on May 20 1954 with the name Ittihad al-Ma'ahid al-Islamiyah which was led by KH. Achmad Syaichu and KH. Idham Kholid. RMINU acts as a catalyst, dynamist and facilitator for Islamic boarding schools towards an independent tradition in the orientation of exploring creative solutions for the country. RMINU is based on efforts to develop institutional capacity (Islamic boarding schools and religious education), prepare quality national cadres and community development (<https://rmi-nu.or.id/services/information-umum/>).

RMINU strives to always introduce and implement RMINU cultural values, namely creative, harmonious, trustworthy, responsive, intellectual, simple, independent and active (KHARISMA). The general objectives of RMINU include: 1) Creating Islamic boarding school and religious education communities that have the ability to carry out advanced and fair management of Islamic boarding schools and religious education for the benefit of all, 2) Creating Islamic boarding school and religious education communities that have the ability to act as agents of transformation and change. social based on the noble values of Islamic boarding schools, and 3) Creating networks and cooperation between Islamic boarding schools and religious education.

In 2019, the Purworejo Regency Nahdlatul Ulama Branch Management (PCNU) held a Branch Conference (Konfercab) which coincided with Sunday, November 17 2019 at the NU Center Building Complex, Purworejo Regency. The results of the Konfercab have decided that the elected Rois Syuriah is KHR. Abdul Chakim Chamid (late) and the Chairman of Tanfidziyah was Drs. KH. Farid Solihin, M.MPd. Then a formation team was formed to determine the composition of the Purworejo Regency PCNU management. The results of the decision between the elected Rois Syuriah, the elected Chairman of Tanfidziyah, and the formation team, one of which appointed and entrusted it to KHR. Muhammad Amir Kilal (Gus Kilal) from the Darunnajaa Islamic Boarding School, Lengong, Banyuwirip as Chair of the PC RMINU institution, Purworejo Regency. After all the heads of institutions and their management composition were elected, then on Sunday, January 19 2020, the inauguration and inauguration of all the PCNU management of Purworejo Regency for the 2019-2024 Solemn Period was held at the Al Anwar Islamic Boarding School, Maron, Loano, Purworejo.

RMINU Purworejo's Action for the 2019-2024 Sermon Period in Empowering Islamic Boarding School Communities and Religious Education

The results of the 32nd NU Congress in 2010 in Makasar and the 33rd NU Congress in 2015 in Jombang have given RMINU the authority to manage Islamic boarding schools and religious education (madrasah diniyah). As a follow-up to the results of the congress, PWNU Central Java issued Circular Letter No. 594/PW.11/C/X/2017 dated 28 Muharram 1439 H concerning the improvement and management of Islamic madrasahs. Which was then strengthened at the direction of Rois Syuriah PWNU Central Java at that time (KH. Ubaidullah Shodaqoh):

“The motto Tafaqquh fiddin (deepening religious knowledge) is an obligation for some people. There must be a generation that continues the relay

of polemic knowledge through Madrasah Diniyah Nahdlatul Ulama. Then, proceed to the Islamic boarding school level to further strengthen the spirit of understanding religion in more detail."

providing additional enthusiasm for the PC RMINU Purworejo Regency in developing activities for Islamic boarding schools and religious education. To date, the number of Islamic boarding schools in Purworejo Regency affiliated with Nahdlatul Ulama is 90 male Islamic boarding schools and 63 female Islamic boarding schools. Then, the number of Islamic madrasas in Purworejo Regency that are affiliated with Nahdlatul Ulama is 59 Islamic schools.

Our identification of the conditions of Islamic boarding schools and Islamic boarding schools in Purworejo Regency with NU affiliation is quite diverse. If we look at the condition of Islamic boarding schools and Islamic boarding schools and the number of students, only 7 to 10 percent are said to be large Islamic boarding schools and Islamic schools. Apart from that, there is no joint forum between Islamic boarding schools and Islamic boarding schools specifically affiliated with NU, so there is no visible cooperation. This is what moved us to start a work program to create a forum for friendship and scientific discussion forums typical of Islamic boarding schools. Then, there is no lesson material at Islamic madrasas that teaches about Aswaja which is adapted to the children's age. Apart from that, from the internal management side, RMINU Purworejo was also identified to manage the internal management and establish relationships and cooperation with related parties.

RMINU Purworejo has made efforts to strengthen management within the institution (internal) and establish friendship with other institutions (external). The institution's work program has been realized in several activities, including Muhadloroh Arabic, Bahtsul Masail between Islamic Boarding Schools (Quarterly Agenda), Workshop between Islamic Boarding Schools (Quarterly Agenda), NU Madin Socialization, Online Yellow Book Recitation, National Santri Day Commemoration and MADIN-NU Teacher Training. The targets for carrying out these activities are students, Islamic boarding school administrators, Madin NU administrators and ustadz/ah, as well as other autonomous institutions and/or bodies within the Purworejo Regency PCNU as well as the general public. Periodically, information about the activities we have carried out can be seen by uploading documentation on our Instagram social media page (<https://www.instagram.com/rmipurworejo/>). Apart from that, starting at the end of 2022, RMINU Purworejo will have business activities in the form of providing photocopying services and office stationery (ATK) where the premises also function as an office and secretariat. Some of the profits obtained are used to increase the operational costs of activities.

Development of the Management's Internal Work Program

The RMINU Purworejo work program for the 2019-2024 Khidmah Period at the start of the management focused more on efforts to build friendship and communication with parties related to the implementation of NU policies in developing Islamic boarding schools and religious education. This effort is demonstrated by seeking internal (between management) and external (other

stakeholders) coordination. Internal coordination is carried out by preparing a management structure within the institution. This is because in the course of the management during the ongoing solemn period there have been several changes, both regarding the composition of divisions and the names of management members. Then, to establish coordination between the management, it was mutually agreed to hold regular meetings every evening according to the Javanese calendar on Saturday Wage (Masage) evening.

The next focus is on efforts to establish relationships with other parties as a step to build coordination that can support the institution's work program. Some of the activities that have been carried out include conducting social services to poro masyayikh or caretakers of Islamic boarding schools in Purworejo Regency, visiting the Head of the Purworejo Regency Ministry of Religion Office, coordinating with the Purworejo Regency FKDT administrators, as well as attending invitations and coordination meetings held by PCNU Purworejo and PWNU Central Java. This coordination was carried out to comb through initial data collection regarding the number of Islamic boarding schools and Islamic boarding schools in Purworejo Regency. Apart from that, RMINU Purworejo also took part in overseeing the preparation of regional regulations (Perda) for Islamic boarding schools which were organized by the Commissions and Leadership of the Purworejo Regency DPRD and carried out advocacy regarding the implementation of the Purworejo Regent's Regulations to the People's Welfare Section, Purworejo Regency Regional Government.

Development of Islamic Boarding School Empowerment Work Program

Bahtsul Masail activities are one of the institution's main work programs. Bahtsul Masail activities in the early stages of the Khidmah period are carried out twice a year. After that, interest from Islamic boarding schools increased so that the intensity of bahtsul masail activities was increased to three times a year. Participants who took part in this activity were representatives from every Islamic boarding school in Purworejo Regency. Through this activity, it is hoped that it will become a forum and learning tool for students to get used to expressing opinions and speaking in public with the knowledge they have learned while at the Islamic boarding school. This work program also supports relationships between Islamic boarding schools so that friendship is created.

The following is the implementation of Bahtsul Masail (BM) activities by RMINU Purworejo

1. On October 21 2020, attended by 29 students from representatives of 7 Islamic boarding schools.
2. March 17 2021, attended by 29 students from representatives of 11 Islamic boarding schools.
3. December 29 2021, attended by 31 students from representatives of 15 Islamic boarding schools.
4. February 25 2022, attended by 56 students from representatives of 15 Islamic boarding schools.

5. On July 27 2022, attended by 70 students from representatives of 14 Islamic boarding schools.
6. September 24 2022, attended by 65 students from representatives of 15 Islamic boarding schools.
7. December 30 2022, attended by 73 students from representatives of 16 Islamic boarding schools.
8. On June 23 2023, attended by 55 students from representatives of 12 Islamic boarding schools.
9. September 15 2023, attended by 82 students from representatives of 18 Islamic boarding schools.
10. December 22 2023, attended by 70 students from representatives of 15 Islamic boarding schools.
11. On May 31 2024, attended by 80 students from representatives of 20 Islamic boarding schools.

In carrying out BM activities, we are assisted by a committee formed from representatives of Islamic boarding school students. The first period was a combination of representatives from 6 Islamic boarding schools and currently ongoing it has been changed to representatives from 1 Islamic boarding school. Apart from that, another superior work program in empowering Islamic boarding schools is a workshop between Islamic boarding school administrators. This activity aims to form a forum/container for friendship and communication between boarding school administrators throughout Purworejo Regency, explaining and introducing the activities that have been carried out by RMINU Purworejo, as well as accommodating suggestions and input from each Islamic boarding school.

Development of the NU Madrasah Diniyah (Madin) Empowerment Work Program

In the field of Madin NU assistance, RMINU Purworejo is trying to carry out several activities to initiate introductory steps regarding Madin NU. This is due to the introduction of a curriculum for Madin NU which is based on the yellow book and human affairs material. The initial action taken by us was comprehensive socialization of the Madin NU program with the assistance of the RMINU Central Java Regional Management. After that, we held another workshop to accommodate suggestions from every Madin NU representative who attended. The next action is to provide training to teachers or ustadz/ustadzah who teach in Madin. In this training, educational material was also introduced by distributing textbooks that had been adapted to the children's ages. Then we tried to make Madin NU a model by collaborating with one of the Madin who was willing to be transformed into Madin NU and providing training and providing motivation to the Madin NU teaching staff at that place. And the final activity was training and assistance in making the Madin NU curriculum with mutual agreement. This agreement was obtained from the results of deliberations between the teachers who were present and provided suggestions for a list of lessons along with yellow book sources that could be taught to Madin NU students. This curriculum is being tested for several months and will later be re-evaluated regarding suitability and

obstacles in the field.

CONCLUSIONS AND SUGGESTIONS

The management of Nahdlatul Ulama policies in the field of Islamic boarding school development and religious education in Purworejo Regency through the RMINU Khidmah Period 2019-2024 has been attempted through a process of determining participatory work programs in accordance with community conditions. Several superior work programs provide opportunities to connect friendship and cooperation with the activities of Islamic boarding school scientific discussion forums, discussion forums and training forums. This is also supported by the continuity of the management of RMINU Purworejo in maintaining organizational rhythm. Suggestions for implementing future work programs are to seek cooperation and collaboration with related parties, such as regional governments, similar institutions within organizations and universities in managing the administration and management systems of Islamic boarding school and religious education organizations and institutions. This is in order to initiate the independence of these organizations and institutions so that the implementation of community empowerment and service can run sustainably, sustainably and harmoniously.

REFERENSI

- Amri, M., Asfahani, A., Kadeni, K., Arif, M., Jamin, F. S. (2024). Community Empowerment in the Fields of Education Entrepreneurship and the Environment in the Village. *Community Development Journal*, 5(2), 3704-3712.
- Astuti, D. R., & Wibisono, M. Y. (2022). Tinjauan Sejarah atas Peran Organisasi Kemasyarakatan Islam pada Pembangunan Indonesia. *Jurnal Iman dan Spiritualitas*, 2(1), 121-130.
- Fernando, D. D., Kurniawan, F., Birsyada, M. I. (2023). Peran Nahdlatul Ulama dalam Mewujudkan Kemerdekaan Negara Kesatuan Republik Indonesia. *Santhet: Jurnal Sejarah, Pendidikan dan Humaniora*, 7(2), 567-574.
- Humairah, A. E., Rama, B., Yahdi, M. (2023). Eksistensi Nahdlatul Ulama dan Pengaruhnya dalam Bidang Pendidikan Islam. *Edusociata: Jurnal Pendidikan Sosiologi*, 6(2), 1218-1224.
- Mubin, F. (2020). Sejarah dan Kiprah Nahdlatul Ulama di Indonesia. <https://doi.org/10.31219/osf.io/69wjh>
- Najib, A. A. (2020). Konsep Dasar Pendidikan Nahdlatul Ulama KH. Hasyim Asy'ari. *Al Ulya: Jurnal Pendidikan Islam*, 5(1), 67-80.
- [PBNU] Pengurus Besar Nahdlatul Ulama. (2022). *Anggaran Dasar Anggaran Rumah Tangga Nahdlatul Ulama Keputusan Mukhtamar Ke-34 Nahdlatul Ulama*. Jakarta: Sekretariat Jenderal Pengurus Besar Nahdlatul Ulama.
- Suud, F. M., Na'imah, T., Ismail, F. B. H. (2023) Participatory Action Research

pada Komunitas Pekerja Indonesia di Malaysia: Upaya Meningkatkan Manajemen Diri. *Lumbung Inovasi: Jurnal Pengabdian Kepada Masyarakat*, 8(3), 378-389.