

## Strengthening the Student Profile of *Rahmatan Lil'Alamin* in *Merdeka Belajar* Through Principal Policies at SD NU Sleman Yogyakarta

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**Abstract:** This research aimed to explain the policy of school principals in strengthening *Rahmatan lil 'Alamin* Student Profiles through Diniyah education at SD Nahdlatul Ulama Sleman Yogyakarta, knowing the values of strengthening *Rahmatan lil 'Alamin* Student Profiles through diniyah education at SD NU Sleman Yogyakarta and knowing the supporting factors and obstacle to the school principal's policy in strengthening *Rahmatan lil 'Alamin's* Student Profile through early education at the elementary school. The research type used was field research using descriptive qualitative methods. Sources of research data were obtained from observations, interviews, and documentation. The data analysis method used the Miles and Huberman Interactive Analysis model. Triangulation and member checking were done to test the validity of the data used. The research results indicated that 1) school principals had developed policies in strengthening *Rahmatan lil 'Alamin* Student Profiles through diniyah education with the stages of planning, determining, implementing, and evaluating. 2) The values of strengthening the *Rahmatan lil 'Alamin* Student Profile which were reflected were: the value of tolerance (*tasamuh*), the value of justice (*i'tidal*), the value of balance (*tawazun*), and the value of equality. 3) Supporting factors come from school principals, diniyah teachers, structured syllabi and scheduled hours, and positive responses from students. In contrast, inhibiting factors come from the preparation of the diniyah curriculum, the process of making the diniyah modules, and the need for coordination among the diniyah teachers.

**Keywords:** *Principal, Student Profile of Rahmatan lil 'Alamin, Madrasah Diniyah, Merdeka Belajar (Free Learning)*

### INTRODUCTION

Education is a human right for every Indonesian citizen so that every citizen can get a good education by their talents and interests, regardless of their religious, ethnic, social, economic, or gender status. Equitable education will ensure justice for students with physical, mental, social, economic, or geographical barriers by providing educational services to reach those who are not. It is important in a country because one of the state's goals is to educate the nation's life (Ichsan et al., 2020).

In this regard, the Indonesian government has taken a policy by prioritizing the development sector in the education sector. Both at the central, provincial, and regional levels by carrying out educational reforms. In supporting and implementing this policy, the Indonesian government has provided facilities in the form of sufficient education funds, equipped facilities, and infrastructure, prepared to produce human resources with optimal quality capabilities, and supported national improvement and development to create performance that has the potential high competitiveness (Purba, 2021), especially today the

national education curriculum has switched to the *Merdeka Belajar* (Free Learning) Curriculum.

One of the educational policies is the principal's policy in carrying out leadership in a school. The principal comes from two words, namely head and school. The word head can be interpreted as a chairman or leader in an institution or organization. At the same time, the school is an educational institution that is the place for the teaching and learning process (Badawi, 2022). So, in simple terms, the principal is a teacher professional who is given the task of being a leader who regulates and determines a school's policy direction to achieve educational goals.

As a leader, the principal is responsible for the school's success because every policy and decision taken must make a real and quality contribution to developing a school. The main thing is the teaching and learning process, such as planning, implementing, and evaluating learning (Yazid, 2021). Success in learning is not only the responsibility of a teacher who carries out the teaching and learning process, but the principal plays an important role in contributing, is committed, and has skills in deciding a policy (Mas'udah et al., 2020).

One of the principal's policies in improving the quality of education is in terms of Diniyah lessons. Diniyah lessons are non-formal education programs implemented outside of formal education programs. Diniyah lessons contain religious lessons to grow and form the positive character of students and increase knowledge related to religious knowledge from an early age.

But today, many parents think that giving additional lessons makes children tired. Judging from the activities of students who are already busy with general lessons plus the early lessons that take up their time. However, some parents think that additional lessons at school are very important. The more religious knowledge is obtained, the more students carry out positive activities to avoid negative things' influence (Sutejo, 2019).

Diniyah lessons are usually held by religious-based schools (madrasas) already integrated with the applicable curriculum. However, it differs from the SD that the researchers conducted, namely SD Nahdlatul Ulama (SD NU) Sleman Yogyakarta, an elementary school that combines general studies with religious studies through diniyah lessons. SD NU Sleman was the first elementary school established directly by the Nahdhatul Ulama Regional Board of the Special Region of Yogyakarta in 2009. Officially, judging from the establishment permits and operational permits, SD NU Sleman is under the auspices of the Ministry of National Education, unlike most levels of elementary education which are under the auspices of the Ministry of Religion (*Kemenag*) (Asyrofuddin, 2018).

Since its establishment in 2009, SD NU Sleman has experienced 4 changes in school principals. Until now, in 2021, led by Mr. IM. From year to year, SD NU Sleman has experienced significant developments in learning and learning diniyah, which has been running since the establishment of SD NU Sleman. By carrying out 3 hours of lessons in a day, students are expected to be able to increase their knowledge in the field of religion (Wawancara Personal, 23/02/2022). Based on the things that have been explained above, the researcher sees SD NU Sleman as a relatively new elementary school, especially since it has experienced a change of principal in the last three years, namely 2019; it continues to

experience quality improvements in various fields, especially in terms of implementing diniyah lessons, especially strengthening the profile of *Rahmatan Lil' Alamin* Students in the *Merdeka Belajar* Curriculum. These improvements certainly must align with the policies made by the school principal.

Throughout the literature search conducted by researchers, there were scientific research works that were relevant to the research topics conducted by researchers, including 1) research from Sawitri (2020) with the title, "Policy Analysis of Principals in the Implementation of Online Learning at SDN Kagokan 01". 2) research from Yazid, dkk. (2021) titled "Analysis of Principal Policy in the Learning Process During the Covid-19 Pandemic". 3) research from Sutejo, dkk. (2019) with the title "Implementation of Learning in the Diniyah Program for Elementary School-Age Children in Permata Baru Village, Indralaya Utara, Ogan Ilir Regency". 4) research from Fajrin & Munastiwi (2021) with the title, "Principal Policy Against Online Learning Via Whatsapp Group in the Era of Covid-19 (Case Study at MI Miftahul Huda Jepara)". 5) research from Abdulloh (2021) with the title, "The Role of Early Madrasah Activities in Instilling the Religious Character of Students at Bulukidul Balong Ponorogo Elementary School".

Therefore, this research has three main objectives, namely 1) to explain the principal's policy in strengthening the *Rahmatan lil 'Alamin* Student Profile through diniyah education at SD Nahdlatul Ulama Sleman Yogyakarta, 2) to find out the values of strengthening *Rahmatan lil'Alamin* Student Profile Alamin through the diniyah education at the school, and 3) to find out the supporting and inhibiting factors of the school principal's policy in strengthening *Rahmatan lil 'Alamin's* Student Profile through the diniyah education at the school.

## METHOD

The type of research conducted by researchers is field research (Moleong, 2018). In this research, researchers can obtain data by visiting the places to be studied related to the focus of the research, namely regarding the policy analysis of school principals in improving the quality of diniyah education at SD Nahdlatul Ulama Sleman Yogyakarta. The method used by researchers is a qualitative descriptive method. This method is a method of researching an object, whether in the form of human cultural values, ethical values, artistic values, groups of people, systems of philosophical thought, or other cultural objects. (Suwendra, 2018).

Researchers use a case study approach (Ghony & Almanshur, 2014), so this approach can obtain in-depth knowledge of the research object. The cases selected are actual (real-life events), ongoing cases, not cases that have passed (Lexy J. Moleong, 2001). Researchers, namely, use three data collection methods: 1) Observation. Researchers are directly involved in the activities that researchers do. However, at several meetings, the researcher only observed and did not participate in the activities the researcher was carrying out. 2) Interview. In conducting interviews with informants, researchers used a type of planned-unstructured interview. 3) Documentation. The types of documentation that researchers use are text, visual, and audio, as well as images and sound (audiovisual) to strengthen observation and interview methods (Sukmadinata, 2013).

Data analysis is a method used to reduce conclusions from data sets into an embodiment that can be understood through logical and systematic descriptions so that the focus of the study can be studied, tested, and answered carefully and thoroughly. Researchers used data analysis according to Miles and Huberman's interactive model by looking at three components, namely: (1) data reduction, (2) data presentation, and (3) conclusion (Creswell, 2013). This research uses a data validity test using triangulation. The process of combining triangulation of sources and techniques from this research is to collect data and then combine various data collection techniques such as observation, interviews, and documentation. Then the data will be checked and compared for the truth through observation, interviews, and documentation that has been previously obtained (Sugiyono, 2015).

## RESULT AND DISCUSSION

### 1. Principal Policy in Strengthening *Rahmatan Lil' Alamin's* Student Profile through Diniyah Education at SD Nahdlatul Ulama Sleman Yogyakarta

As a school principal, a lot of work must be carried out, especially related to policies, to realize the ideals and goals to be achieved. To realize this goal, the principal must have the competencies as a leader, including 1) As an educator (educator), namely having a strong commitment and focus on developing curriculum and teaching and learning activities. 2) As a leader (leader), he can provide direction and guidance to teachers and other school members. 3) As managerial, namely providing broad facilities and opportunities to teachers for the development of the teaching profession. 4) As an administrator, namely being able to place a budget to increase teacher competence. 5) As a supervisor, namely observing the learning process directly to assess the teaching and learning process in class. 6) As an innovator, namely establishing good relations with the environment, setting a good example for citizens, and making new innovations. 7) As a motivator, namely providing motivation and enthusiasm that builds to create a comfortable, safe, and conducive environment (Badawi, 2022).

It is necessary to design policies. The policy stages at SD NU in strengthening the Student Profile of *Rahmatan Lil' Alamin* through diniyah education are as follows:

#### a. The Planning Stage

Planning is the initial stage in formulating policies (Nasution, 2017). As for planning to strengthen *Rahmatan Lil' Alamin's* Student Profile through diniyah education at SD Nahdlatul Ulama Sleman, among others:

##### 1) Choosing teachers based on NU Ideology

To strengthen *Rahmatan Lil' Alamin's* Student Profile in the Free Learning Curriculum through diniyah education at SD NU Sleman, the policy of selecting teachers is very important, especially in early learning, so that there are no wrong elements or values in the delivery because they do not agree. Therefore, the school principal carried out a policy by selecting the NU-based Islamic boarding school teachers and graduates of Islamic boarding schools to strengthen further and add to the competence of these teachers (Researcher observation, 12/02/2022).

##### 2) Creating an Integration-Based Curriculum

Diniyah lessons began as entrusted by PWNU Yogyakarta, which can be carried out in earnest. Then in this stage, the principal prepares the curriculum concerning the school's mission, which is to foster an appreciation of the religious teachings adhered to and the nation's culture so that students become superior, have a noble character, respect parents and teachers, and respect others in addition to realizing a comfortable, peaceful, orderly, disciplined and prosperous school by the times (Personal Interview, 12/02/2022).

In preparing it, the school principal and the team planned a curriculum designed in collaboration between the Diniyah Takmiliyah curriculum, the Ministry of Religion, Islamic Religious Education, Islamic Boarding Schools, and internal SD NU Sleman. From there, SD NU Sleman saw that *Rahmatan Lil' Alamin's* Student Profile in the *Merdeka Belajar* Curriculum was important to implement and strengthen, apart from the fact that human nature was created with diversity and differences (Wijaksono & Ichsan, 2022), it is important to strengthen the *Rahmatan Lil'Alamin* Student Profile from an early age by creating a curriculum concept and incorporating the values of *Rahmatan Lil'Alamin* Student Profile into diniyah education.

### 3) Making Learning Modules

As explained in the curriculum section, Diniyah education at SD NU Sleman creates a curriculum integrated between the Diniyah Takmiliyah curriculum, the Ministry of Religion, PAI, Islamic Boarding Schools, and the school's internal curriculum. Therefore, in the planning for making the module, SD NU Sleman has prepared it himself. The school principal and the team compile and produce their book or module referencing NU values so that the material presented does not contain elements of radicalism (Istiyani et al., 2021). Because it is indeed the preparation and manufacture of the module itself, it requires quite a long time with various considerations and corrections from various parties because the preparation of the material uses the Javanese language.

### b. The Determination Stage

After the planning stage, the determination stage is carried out to determine the plans that have been prepared previously. The stages of determination at SD NU Sleman are as follows:

- 1) Determining the curriculum to be enforced in SD NU with the content of the diniyah.

**Table 1 Curriculum table**

| National Content              | Local Content           | Self-development            |
|-------------------------------|-------------------------|-----------------------------|
| 1. Islamic Education          | Dinyah Programs         | 1. Marching Band            |
| 1. Pendidikan Kewarganegaraan | 1. <i>Alquran Hadis</i> | 2. Painting and Calligraphy |
| 2. Indonesian Language        | 2. <i>Akidah Akhlak</i> | 3. Dance Arts               |
| 3. Mathematics                | 3. Fiqih                | 4. Little Dai               |



|   |                      |                                   |
|---|----------------------|-----------------------------------|
| 4. Natural science                      | 4. Muwajjahah        | 5. Computer                       |
| 5. Social Science                       | 5. Bahasa Arab       | 6. <i>Tilawah</i>                 |
| 6. Arts Culture Skills                  | 6. NU Studies        | 7. <i>Hadrah</i>                  |
| 7. Sports physical Education and health | 7. Javanese Language | 8. <i>Karate</i>                  |
|   | 8. English Language  | 9. <i>Pencak Silat Pagar Nusa</i> |
|   |                      | 10. Swimming                      |
|   |                      | 11. Volly Ball                    |
|   |                      | 12. Badminton                     |
|   |                      | 13. Football                      |
|   |                      | 14. Robotic                       |
|   |                      | 15. English Club                  |

- 2) Assigning a decree to the person in charge of the diniyah.
  - 3) Assigning SK to the diniyah tutors.
- c. The Implementation Stage

After the planning and determination stage, the next step is the implementation stage. All the things prepared before are carried out at this stage. The stages of implementing the policy at SD NU Sleman are as follows:

1) Material

In the implementation phase of diniyah education, the material taught at SD NU Sleman consists of the Qur'an Hadith, Aqidah Akhlak, and Fiqh. It is as explained by Mr. IM, the Head of the School, namely:

“The lessons of the diniyah that we emphasize are the Qur'an Hadith, Aqidah Akhlak, and Fiqh. If the teacher's diniyah is more about theory and practice. Tahfidz teachers focus on reading the Koran by teaching the law of dead nuns or dead mim. This was later practiced more when deposited by different teachers. Especially writing like that too. The teacher said the children had to queue one by one. One team but different teachers. Whereas the Koran Hadith, Aqidah Akhlak, Fiqh are made one teacher, but if the teacher recites the Koran per level, for example grades 1 A, B, C are held by one teacher. So, they entered the class together”.

Apart from those who enter formal studies, such as the Qur'an Hadith, Aqidah Akhlak, and Fiqh, some enter the hidden curriculum. It means that the diniyah lessons at SD NU Sleman consist of the Koran Hadith, Aqidah Akhlak, and Fiqh, plus the contents of *Muwajjahah* (reading and writing the Quran), which are included in the Quran Hadith. However, in practice, the diniyah and *muwajjahah* teachers are different, so specialists in teaching *muwajjahah* must already be proficient in their field because it relates to reading and memorizing the Quran.

Furthermore, to strengthen *Rahmatan Lil' Alamin's* Student Profile through diniyah education at SD NU Sleman, this strengthening is emphasized through tolerance and morals from students. It is as explained by Mr. IM:

“The diniyah lesson in *Rahmatan Lil' Alamin's* Student Profile is more about tolerance in the study of NU and its morals. As far as I know the term *Rahmatan Lil' Alamin* Student Profile was not long ago and our concept is related to diniyah, I think it was born earlier. So, I think what we have conveyed through the diniyah lessons, especially the emphasis on the Aqidah and Morals, is already included in the program”.

In strengthening the *Rahmatan Lil' Alamin* Student Profile at SD NU Sleman, what is most emphasized here is the morals and habits of the students daily habits. It is in line with what was conveyed by Mr. Isnaeni Marzuqi, also emphasized by Ms. DW as the teacher in charge of the diniyah. In addition, what is unique in delivering the material is using the Javanese language. As explained in the planning section, the diniyah module uses Javanese Ngoko Smooth, likewise, with the delivery of material diniyah. It aims to be easily understood by students (Personal Interview, 25/02/2022).

## 2) Time

In carrying out the diniyah at SD NU, Sleman formally requires 11 hours of lessons per week. As for the implementation, each class requires 3 hours per week. It is as explained by Ms. ITM as the teacher of the diniyah, namely:

“For the diniyah lessons themselves, they are carried out within 3 hours per week, then for muwajjahah 4 times 2 hours a week”.

From the explanation above, it can be concluded that the diniyah lessons are held for 3 hours per week, then for additional muwajjahah they are held 4 times 2 hours a week.

## 3) Evaluation

Evaluation is an important stage after the previous stages, which aims to measure and assess the extent to which these stages run (Hidayati et al., 2022). The evaluation related to strengthening *Rahmatan Lil' Alamin's* Student Profile through diniyah education at SD NU Sleman is as follows:

- a) Guardians of students consult with the early-day teacher through the WA group or make an appointment and meet in person.
- b) Reporting student activities while at school to parents via the WA group.
- c) Evaluating the syllabus to update the things that need improvement.
- d) Holding regular meetings for evaluation and coordination at least once per semester (Researcher Observation, 12/02/2022).

## 2. The Values of Strengthening *Rahmatan Lil' Alamin's* Student Profile Through Diniyah Education at SD Nahdlatul Ulama Sleman Yogyakarta

Student Profile *Rahmatan Lil' Alamin* at SD NU Sleman is taught through diniyah lessons with the strengthening of religious values to strengthen students' sensitivity to diversity. The initial urgency of *Rahmatan Lil' Alamin's* Student Profile began to be built based on a universal philosophy based on the context of human social relations. Here also occurs the relationship between teachers and students in conveying the understanding that religion carries the message of love, not hatred, so they feel comfortable with this diversity (Fatihaturrohmah & Ichsan, 2019). In addition, formal education is a place to form character based on structured and systematic education.

Strengthening the understanding of *Rahmatan Lil' Alamin* Student Profile to all students so that it is hoped that future leaders can have exclusive, tolerant, moderate, and multicultural views (Akhmadi, 2022) so that violence in the name of religion and creating divisions in the nation can be minimized or even stopped.

Furthermore, to describe the strengthening of the values of *Rahmatan Lil' Alamin's* Student Profile through diniyah education at SD NU Sleman, the researcher uses the Reinforcement theory from B. F Skinner, which emphasizes that learning focuses on behavior and the consequences that will be obtained or accepted. Learning is defined as a stage of behavior change. This behavior change results from learning that arises through strengthening new behaviors called operant conditioning. The theory of reinforcement (strengthening) is divided into two (Zaini, 2014), namely:

### a. *Positive reinforcement*

It manifests in motivating students by providing positive consequences that aim to enable them to achieve learning objectives. Giving rewards or awards in the form of praise or prizes for hard work and results obtained. As for the form of positive reinforcement at SD NU Sleman, namely:

- 1) Make it a habit to say sorry, thank you, and ask for help wherever you are.
- 2) Giving awards in the form of stars or points.
- 3) Giving pins or trophies to participants.

### b. *Negative reinforcement*

It is manifested in the form of motivating students by providing negative consequences that aim to make students avoid negative behavior that is detrimental to them. Give punishment or punishment in the form of reprimands and firm action when carrying out these negative behaviors. As for the form of negative reinforcement, among them:

- 1) Reprimanding directly.
- 2) Informing parents.
- 3) Trialing with a point system.

Reinforcement theory emphasizes the repetition of one's behavior. If the behavior gets something (consequences) that is fun, then the person will not do harmful behavior.



Therefore, any behavior with positive consequences tends to be repeated, while any behavior with negative consequences tends to be eliminated (Mursyidi, 2019).

The values of strengthening *Rahmatan Lil' Alamin's* Student Profile through diniyah education are reflected in SD NU Sleman as follows:

a. Tolerance (*Tasamuh*)

Tolerance means mutual respect for fellow human beings. The tolerant values found in SD NU Sleman are as follows: 1) Tolerance towards friends with different understandings. 2) Tolerant when queuing for food and ablution. 3) Tolerant of foreigners who come. 4) Tolerant of different surrounding environments.

b. Justice (*I'tidal*)

Justice means siding with the truth, not being one-sided, not arbitrary, and objective (Muwahhadah & Karomah, 2018). The form of value of justice contained in SD NU Sleman, namely: fair when taking food and not discriminating against anyone when taking action against children who make mistakes.

c. Balance (*Tawazun*)

Balance is a harmonious and balanced attitude in respecting for the sake of the realization of a relationship between human beings and Allah Swt (Pratama & Zahir, 2019). As explained earlier, the form of balance values in SD NU Sleman is reflected when students study, pray, and eat. They can balance when it's time to study while eating, and during prayer time, they rush to take ablution water and perform congregational prayers.

d. Equality

Equality means being the same; there are no differences from one another even though they are different in terms of gender, race, language, socio-culture, or other identities (Saeful, 2019). The values of equality reflected in SD NU Sleman are gender equality, namely that men and women have equal opportunities. In addition, children are also taught the limits of friendship between boys and girls, so they don't have a sense of mocking or insulting each other.

### **3. Supporting and Inhibiting Factors of Principal Policy in Strengthening *Rahmatan Lil' Alamin's* Student Profile Through Diniyah Education at SD Nahdlatul Ulama Sleman**

Factors greatly influenced the implementation of the policy of strengthening *Rahmatan Lil' Alamin's* Student Profile through diniyah education at SD NU Sleman. These factors are divided into two, namely:

a. Supporting Factors

Supporting factors are all things that play a role in the success of the principal's policy in strengthening the Student Profile of *Rahmatan Lil' Alamin* through diniyah education at SD NU Sleman. This factor comes from various layers (Researcher Observation, 23/01/2022), namely:

1) The Principal as a Role Model

As a school principal leader and policy maker, he wants the implemented policies to run smoothly as they should.

2) Competent Diniyah Education Childhood Teachers

Because the diniyah lessons take references from the book, then as a diniyah teacher, they must be able to teach various books and graduates of Islamic boarding schools so that they have competencies in their fields.

3) Structured syllabus

The syllabus has been structured from start to finish. It is what helps the early teacher to convey material to students.

4) The positive response from students

The good response of students in learning is something that needs attention. With a good and positive response, it can be seen how students pay attention to the material being taught.

b. Inhibiting Factors

Inhibiting factors are anything that hinders the principal's policy. This factor comes from:

1) Compilation of Fairly Heavy Diniyah Education Curriculum

Mr. IM revealed that the inhibiting factors were more towards preparing the diniyah curriculum (Personal Interview, 29/02/2022).

2) Difficulties in Making Javanese Language-Based Diniyah Modules

In making the diniyah module and delivering material to students using Javanese, children, especially the lower classes, sometimes have difficulties because Javanese is a foreign language for children. Vocabulary Javanese children still need to improve. They have been accustomed to using Indonesian since they were small.

3) Lack of Routine Coordination for Diniyah Teachers

Teacher coordination is needed in learning so that the goals that have been designed can be achieved as expected. But in reality, there still needs to be coordination between one teacher and another. The type of teacher is certainly different from one another, even though all of them have the same mission, but when in the field, what is taught may be different (Personal Interview, 29/02/2022).

## CONCLUSIONS

To strengthen the profile of *Rahmatan Lil' Alamin* students in the school environment, the principal has implemented various important policies, especially in strengthening religion in his Diniyah education program. The school principal has also developed a policy to strengthen the *Rahmatan lil 'Alamin* Student Profile through four stages, namely the planning, determination, implementation, and evaluation stages. The results obtained are that the values of strengthening the *Rahmatan lil 'Alamin* Student Profile which have direct benefits for children are the tolerance value (*tasamuh*), the value of justice (*i'tidal*), the value of balance

(*tawazun*), and the value of equality. Therefore, various supporting factors need to be used by school principals to continue to improve the quality of education in the current *Merdeka Belajar* (Free Learning) Curriculum.

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