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## The Existence of Regional Autonomy Policies In The Islamic Education Institutions of Tangerang District

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**Abstract:** This research aims to investigate the role of Islamic boarding schools (pondok pesantren) in advancing Islamic education following regional autonomy, particularly within Tangerang District. It also seeks to provide policy recommendations aimed at enhancing the quality of services and the development of pondok pesantren as significant Islamic educational institutions. Employing a combined quantitative and qualitative approach, the study explores the landscape of Islamic educational institutions in Banten post-regional autonomy, with a specific focus on pondok pesantren in Tangerang District, through data collection on school numbers, student enrollment, and a comprehensive literature review. The research findings underscore the positive impact of regional autonomy policies in Tangerang District, notably the Tangerang Religious Program and the Sanitren Program, on the expansion and improvement of Islamic education in the region. These policies have stimulated community interest in religious education at pondok pesantren and have led to enhancements in the educational quality of students, facilitated by incentives for Quranic teachers and advancements in sanitation facilities.

**Keyword:** Regional Autonomy, Islamic Education, Islamic Boarding Schools (Pondok Pesantren), Policies.

### INTRODUCTION

Islamic education in Banten has a deep-rooted historical legacy and a robust tradition, functioning not only as an educational institution but also as a focal point for the propagation of Islamic teachings (dakwah) and cultural heritage. The post-regional autonomy era underscores the significant role played by Islamic educational institutions, particularly within Tangerang District, which is home to one of the largest Muslim populations in Banten. Islamic boarding schools (pondok pesantren) in Tangerang District occupy a pivotal position in the landscape of Islamic education. They not only impart formal education but also imbue students with moral and religious values through informal and non-formal educational approaches. Regional autonomy delegates authority to local entities to oversee education, including governance of Islamic boarding schools (Rifa'i, 2017). However, challenges such

as disparities in educational quality between regions and limited financial resources warrant attention.

This research is centered on analyzing the presence of Islamic educational institutions in Banten post-regional autonomy, with a specific focus on Islamic boarding schools in Tangerang District. The aim is to provide an overview of the role and impact of Islamic boarding schools in advancing Islamic education in the region, while also identifying the challenges and opportunities encountered in the post-regional autonomy era. Islamic education in Banten plays a crucial role in shaping societal values, with Islamic boarding schools serving as longstanding institutions for the propagation of Islam and the preservation of pesantren culture (Nor, 2021). Following regional autonomy, the landscape of Islamic boarding schools has evolved, with increased governmental attention through policies aimed at enhancing educational quality and the welfare of pesantren (Mukti et al., 2020; Afista & Abu Bakar, 2020).

This study focuses on two primary programs aligned with regional autonomy policies aimed at advancing Islamic education in Tangerang District: "Tangerang Religi" and "SANITREN" (Kebupaten Tangerang Gemilang, 2023). The first program aims to establish Tangerang District as a region characterized by religious devotion and exemplary moral conduct, while the second program is geared towards improving sanitation standards within Islamic boarding school environments. The objective of this research is to contribute to the understanding of the presence and role of Islamic boarding schools in Tangerang District post-regional autonomy and to offer valuable insights to the local government for formulating more effective policies to support the development of these institutions. The outcomes of this study are anticipated to benefit the local government by informing the formulation of Islamic education policies, assisting pondok pesantren management in enhancing service quality, and fostering a deeper understanding among the general public of the significant role played by Islamic boarding schools in Islamic education.

## METHOD

The appropriate research methodology for studying the presence of Islamic educational institutions in Banten following regional autonomy, focusing on Islamic boarding schools (pondok pesantren) in Tangerang District, can encompass multiple approaches. Firstly, a quantitative approach can involve collecting data on the number, distribution, and characteristics of Islamic educational facilities, including pondok pesantren, in the region. This data can be used to analyze trends in growth and changes over recent years. Surveys and secondary data analysis from authoritative sources like the Central Statistics Agency (Badan Pusat Statistik or BPS) can provide a comprehensive overview of the current state and progress of pondok pesantren in Tangerang District.

In addition, qualitative methods such as literature reviews of previous articles and research, coupled with in-depth interviews with pondok pesantren administrators, teachers, and students, can yield insights into the challenges, opportunities, and impacts of regional autonomy policies on Islamic education in pondok pesantren.

Integrating both quantitative and qualitative methods in the research design can offer a comprehensive understanding of the existence of Islamic educational institutions in Banten post-regional autonomy, especially within the context of pondok pesantren in Tangerang District. Previous studies employing this combined approach, such as descriptive studies conducted by the Ministry of Religious Affairs and field research conducted by independent research institutions, can serve as valuable guides and references to enrich this research methodology. Therefore, employing a blend of quantitative and qualitative research methods is expected to provide a thorough and nuanced understanding of the dynamics of Islamic educational institutions in the region.

## RESULTS AND DISCUSSION

### History and Implementation of Regional Autonomy in Banten

Banten officially attained provincial status as the 30th province within the Unitary State of the Republic of Indonesia (NKRI) in 2000, established through Law Number 23 of 2000. Prior to this, Banten functioned as a residency under the province of West Java (Haryanto, 2018). The establishment of the Province of Banten, as outlined in Law Number 23 of 2000, was driven by the following objectives:

1. To enhance the efficiency of government administration, development implementation, and community empowerment to ensure sustained growth and progress.
2. To foster improvements in governance, development initiatives, and community welfare, while leveraging regional potential to implement effective regional autonomy.

The implementation of regional autonomy in Banten has been guided by several principal objectives:

1. Enhancing Public Services:
  - a. Education: Improving educational quality through school infrastructure development, enhancing teacher welfare, and expanding educational access.
  - b. Healthcare: Enhancing healthcare access and quality by constructing health facilities and hospitals, and augmenting the number of healthcare professionals.
  - c. Infrastructure: Developing fundamental infrastructure such as roads, bridges, irrigation systems, and telecommunications networks.
2. Advancing Community Well-being:
  - a. Poverty Alleviation: Implementing poverty reduction programs, including direct cash assistance (BLT), skills training, and fostering micro, small, and medium-sized enterprises (MSMEs).
  - b. Local Economic Development: Promoting the economic potential of the region through the development of tourism, agriculture, and industrial sectors.
  - c. Employment Creation: Offering job training and labor-intensive programs to enhance employment prospects for the local populace.
3. Strengthening Local Governance:
  - a. Capacity Building: Providing training and development opportunities for local government officials to enhance service delivery and effectiveness.
  - b. Accountability and Transparency: Introducing e-government systems and promoting community involvement in policy-making processes.
  - c. Conflict Resolution: Facilitating mediation and dialogue to address community conflicts and promote social cohesion.

These initiatives underscore the commitment of the Banten provincial government to improving governance efficiency, advancing socio-economic development, and empowering local communities through the effective implementation of regional autonomy policies.

### Government Policies of Banten Province Regarding Islamic Education

The Banten Provincial Government has implemented several policies aimed at enhancing Islamic education within the province, as follows:

1. Provincial Regulation Number 1 of 2022 on Facilitating the Operation of Islamic Boarding Schools (Pesantren)

This regulation is designed to elevate the quality of Islamic boarding schools (pesantren) across Banten Province. Key provisions of this regulation (Alia & Siagian, 2022) include:

- a. Pesantren development: The provincial government of Banten provides guidance and support for pesantren through:

- 1) Curriculum development assistance and facilitation
- 2) Enhancement of educator qualifications and educational standards
- 3) Infrastructure development
- 4) Institutional capacity strengthening
- b. Financial assistance: Financial aid may be granted to pesantren meeting specified criteria.
- c. Facilities provision: The provincial government may provide essential facilities for pesantren, including classrooms, dormitories, libraries, laboratories, and places of worship.
2. Governor Regulation Number 17 of 2021 on New Student Admissions at Public Senior High Schools (SMA), Public Vocational Schools (SMK), and Public Special Schools (SKh) in Banten Province

This regulation governs the admission process for new students at public senior high schools, vocational schools, and special schools in Banten Province. It introduces a special admission pathway for students from pesantren who have memorized at least 5 chapters (juz) of the Quran and possess certification from the pesantren's leadership.

3. Programs of the Banten Provincial Office of Education and Culture

The Banten Provincial Office of Education and Culture implements various programs to support Islamic education, including:

  - a. Development of Islamic religious education curricula
  - b. Enhancement of the quality of Islamic religious educators
  - c. Improvement of Islamic educational facilities
  - d. Provision of financial assistance to Islamic educational institutions
4. Collaboration with the Ministry of Religious Affairs
  - a. The Banten Provincial Government collaborates closely with the Ministry of Religious Affairs to elevate the standard of Islamic education within the province. This partnership encompasses:
  - b. Curriculum development for Islamic religious education

Professional development initiatives for Islamic educators

- a. Infrastructure enhancement for Islamic educational institutions
- b. Coordination of religious activities and events

In summary, the Banten Provincial Government is dedicated to advancing the quality of Islamic education. It is anticipated that these policies and programs will contribute to the continued improvement of Islamic education in Banten Province, fostering a generation characterized by piety, moral integrity, and intellectual excellence.

### **Profile of Tangerang Regency**

Tangerang Regency, situated within Banten Province, Indonesia, possesses a diverse and economically dynamic profile, underscored by its rich history and cultural heritage. Renowned as a rapidly developing area in the Jabodetabek region, Tangerang Regency accommodates a sizable and varied population. The region hosts a spectrum of Islamic educational institutions that play a pivotal role in shaping societal values and character. These institutions, spanning from elementary to tertiary levels, have significantly contributed to the dissemination of religious principles, morals, and Islamic ethics (Khasanah et al., 2022). Notably, Tangerang Regency serves as a prominent hub for religious education, encompassing both traditional pesantren and modern Islamic educational establishments.

With a Muslim majority population of 93.73%, Tangerang Regency presents ample opportunities for advancing Islamic education (Saihu & Aziz, 2020). Encompassing an area of 1,011.08 square kilometers in Banten Province, the regency boasts a burgeoning economy driven by key sectors such as industry, commerce, and services (Arsita, 2019). This economic

prosperity creates a favorable environment for elevating the standards of Islamic education across various educational tiers. Presently, Tangerang Regency hosts numerous Islamic educational institutions, ranging from preschools to higher education establishments (Mujahidin et al., 2020). Several of these institutions have gained recognition for producing accomplished alumni across diverse fields. Additionally, the Tangerang Regency Government demonstrates a steadfast commitment to fostering Islamic education through a range of supportive programs and policies such as :

1. The construction of educational infrastructure, including madrasahs and pesantrens.
2. Improvement of teacher quality through training programs and workshops.
3. Provision of scholarships for academically gifted students from economically disadvantaged backgrounds.
4. Development of a curriculum that integrates both general knowledge and religious studies.

Given the robust economic potential and governmental dedication, it is expected that Islamic education in Tangerang Regency will continue to advance, fostering intelligent, morally upright Muslim generations capable of making meaningful contributions to the nation's development. The following outlines the types of Islamic educational institutions present in Banten Province as of 2022.

**Table 1. Number of Islamic Educational Institutions in Banten Province by Regency in 2022**

Regency/City	Madrasah Ibtidaiyah (MI)	Madrasah Tsanawiyah (MTs)	Madrasah Aliyah (MA)	Junior High School level in Islamic Education
Pandeglang Regency	173.00	197.00	84.00	886
Lebak Regency	224.00	225.00	77.00	814
Tangerang Regency	294.00	197.00	68.00	855
Serang Regency	122.00	187.00	79.00	744
Tangerang City	105.00	58.00	24.00	811
Cilegon City	13.00	41.00	22.00	826
Serang City	19.00	56.00	24.00	853
South Tangerang City	86.00	44.00	18.00	754
Total	1036.00	1005.00	396.00	6543.00

Source : BPS (2023)

Based on the total educational institutions table for Banten Province in 2022, it is evident that Tangerang Regency/City has the highest number of Islamic boarding schools (pondok pesantren), totaling 855 establishments. This highlights Tangerang's prominence as the region with the most traditional Islamic educational institutions compared to other areas in Banten. Islamic boarding schools play a critical role in Indonesia's Islamic education system by not only offering formal education like Primary Islamic Schools (MI), Junior High School level in Islamic Education (MTs), and Senior High School level in Islamic Education (MA), but also emphasizing comprehensive religious learning and Islamic lifestyle.

Despite the significant presence of Islamic boarding schools in Tangerang, it does not imply that formal Islamic education (MI, MTs, and MA) is lacking in the area. It's essential to recognize that each type of Islamic educational institution serves distinct roles and objectives, collectively contributing to a comprehensive and diverse Islamic education landscape in Banten Province.

### **Analysis of Regional Autonomy Policies Impacting Islamic Boarding Schools (Pondok Pesantren) in Tangerang Regency**

The Provincial Regulation of Banten Province Number 1 of 2022 on Facilitating the Operation of Islamic Boarding Schools (Pesantren) has observable impacts on the enrollment



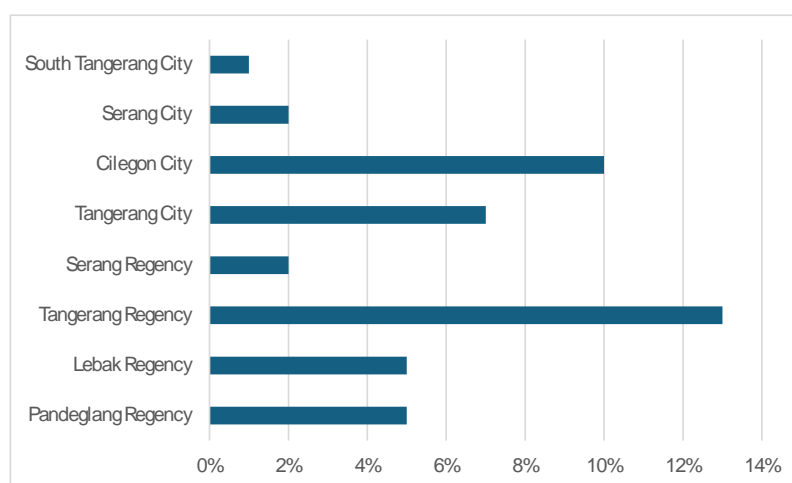
data of Islamic boarding schools in Tangerang Regency from 2020 to 2021, as depicted in Table 2 below.

**Table 2. Number of Students in Islamic Boarding Schools (Pondok Pesantren) in Banten Province in 2020**

Regency/City	Year	
	2020	2021
Pandeglang Regency	815	858
Lebak Regency	842	791
Tangerang Regency	888	788
Serang Regency	813	801
Tangerang City	796	855
Cilegon City	760	836
Serang City	733	749
South Tangerang City	758	753
Total	6405	6431

Source : BPS (2023)

From the presented table, it is evident that the number of students in Islamic boarding schools (pesantren) in Tangerang Regency increased from 6,405 in 2020 to 6,431 in 2021, showing the highest growth rate of 13% in student enrollment. This is further illustrated by the following graph.



Source : BPS (2023)

**Figure 1. Growth Diagram of Students in Islamic Boarding Schools (Pondok Pesantren) in Banten Province for the Year 2020-2021**

The observed increase in the number of students enrolled in Islamic boarding schools (pesantren) reflects the positive outcomes of implementing regional autonomy policies, including the specific Provincial Regulation Number 1 of 2022. This regulation likely offers incentives, support programs, and infrastructure provisions for pesantren in Tangerang Regency, such as teacher training initiatives, infrastructure development, and financial assistance. The resulting impact is evident in the enrollment growth, indicative of heightened community interest in religious education offered by pesantren.

Moreover, the surge in student numbers signifies enhanced accessibility and educational quality within pesantren across Tangerang Regency. With the rising enrollment figures, it suggests that these educational institutions are capable of delivering improved educational services, including adequate learning facilities and elevated teaching standards (Basyit, 2017). Collectively, the data underscores that the regional autonomy policy outlined in Provincial Regulation Number 1 of 2022 has positively contributed to augmenting both the

quantity and caliber of pesantren operations in Tangerang Regency, thereby facilitating greater access to religious education for the local populace.

### **Perceptions and Community Responses to the Facilitation of Islamic Boarding School Operations Policy in Tangerang Regency**

The community in Tangerang Regency has embraced Provincial Regulation Number 1 of 2022 concerning the facilitation of Islamic boarding school operations. The increased number of pesantren students from 6,405 in 2020 to 6,431 in 2021 attests to growing interest in religious education at these institutions. Residents perceive that pesantren are now more accessible and the quality of education is on the rise (Subekti & Fauzi, 2018). This sentiment is reinforced by government support through infrastructure development, teacher training initiatives, and financial aid to pesantren. Additionally, community members believe that this policy contributes to enhancing the quality of the younger Islamic generation in Tangerang Regency, fostering comprehensive religious education and cultivating strong moral values and character (Chandra, 2020; Nasution, 2020). Overall, the community views the facilitation policy positively, recognizing its value in advancing religious education within Tangerang Regency.

### **Assistance Programs for Implementing Regional Autonomy Policies Impacting the Presence of Islamic Boarding Schools in Tangerang Regency**

#### **1. Tangerang Religi**

The Tangerang Religi program aims to elevate religious aspects as fundamental values in life that reflect the evolution of religious life, consisting of belief, worship practices, and ethics that guide behavior according to divine guidelines for achieving prosperity and happiness (Tangerang Regency Gemilang, 2023). Efforts to enhance the capabilities of religious institutions and figures are considered essential, achieved through providing incentives to Quranic teachers (Guru Ngaji), enabling students to gain enhanced religious knowledge (Maarif, 2023). The Tangerang Religi initiative by the Tangerang Regency Government significantly contributes to enhancing the presence of Islamic boarding schools in the area. The following aspects highlight its positive impact:

- a. **Enhanced Incentives for Quranic Teachers:** This program offers incentives to Quranic teachers in Tangerang Regency, serving as a primary driver for their welfare improvement. Data shows a notable increase in incentive recipients year over year: from 3,006 teachers in 2019 to 3,288 in 2020 (Tangerang Regency Gemilang, 2023). Ambitious targets set in the RPJMD 2023 to reach 17,810 Quranic teachers receiving incentives demonstrate a strong commitment from the local government to support religious education at the grassroots level. This increase in incentives not only aids in improving the welfare of Quranic teachers but also provides moral encouragement for them to continue delivering quality religious teachings (Maulidhinah et al., 2023).
- b. **Increased Community Interest in Religious Education:** Through the Tangerang Religi Program, pesantren (Islamic boarding schools) receive support to enhance the quality of religious education. This support includes infrastructure development such as classrooms and dormitories, along with the provision of educational materials like religious books. With the improved quality of religious education in pesantren, community interest in enrolling their children there also rises, as demonstrated by Ihsan et al. (2021), reflected in the increased number of students in Table 2. This reflects community confidence in the effectiveness of religious education provided by pesantren, as well as their increased role in educating the younger generation according to religious values.

- c. **Strengthening Islamic Outreach in Tangerang Regency:** The Tangerang Religi Program not only focuses on enhancing the quality of religious education but also organizes various religious activities aimed at strengthening Islamic outreach in Tangerang Regency. Activities such as Quranic recitation sessions, Quran festivals, and Quranic recitation competitions (Musabaqah Tilawatil Quran, MTQ) have successfully become platforms for disseminating Islamic values and reinforcing religious identity within the community. Therefore, this program not only fosters a quality religious education environment but also makes a tangible contribution to strengthening the presence and sustainability of pesantren as centers of Islamic education in the region.

In summary, the Tangerang Religi Program has successfully brought significant positive impacts on the presence of pesantren in Tangerang Regency, reinforcing their role in providing quality religious education services to the local community.

## 2. SANITREN (Sanitation Based on Islamic Boarding Schools)

Program implemented by the Tangerang Regency Government aims to enhance the quality of sanitation and health in Islamic boarding schools (pesantren) across the region. This initiative involves providing grants to 700 Self-Managed Recipient Groups (KPS) within the regency, benefiting all Islamic boarding schools in its 29 districts. The program specifically targets Salafi Islamic boarding schools and Salafi development centers identified with inadequate sanitation infrastructure, as highlighted by Tangerang Regency Gemilang (2023) based on Ministry of Religious Affairs data, which indicates concerning sanitation conditions in one-third of registered institutions.

To address this issue, the government is undertaking a phased approach by distributing grant funds directly to pesantren accounts. These funds are designated for constructing standardized 5x9 meter sanitation facilities comprising three bathroom units (MCK) and two ablution areas. Oversight of this initiative is managed jointly by the Regional Development Planning Agency (Bappeda) and the Ministry of Religious Affairs of Tangerang Regency. The SANITREN Program has positively impacted Islamic boarding schools in various ways, aligning with regional autonomy policies. It has notably:

- a. **Improved Sanitation and Health Quality:** By enhancing access to clean water, adequate sanitation, and promoting clean and healthy living behaviors (PHBS) within pesantren environments, this program contributes to better student health and a more conducive learning atmosphere.
- b. **Enhanced Image and Appeal:** The program's focus on sanitation improvements makes Islamic boarding schools more attractive to potential students and improves their standing within the community, potentially increasing enrollment and bolstering their presence.
- c. **Improved Education Quality:** A healthier, more conducive learning environment can boost the overall quality of education provided by these institutions, supporting student focus and knowledge absorption.
- d. **Strengthened Community Role:** SANITREN demonstrates the active role of Islamic boarding schools in promoting public health, fostering closer ties with local communities, and contributing to regional development efforts.
- e. **Support for Regional Autonomy:** The program aligns with regional autonomy objectives by advancing community well-being through improved education and health standards in pesantren settings.

In summary, the SANITREN Program has significantly benefited Islamic boarding schools in Tangerang Regency, reflecting its positive impact on regional autonomy initiatives aimed at enhancing education, health, and community engagement within the context of Islamic education.



## CONCLUSION

The research findings underscore the significant impact of regional autonomy policies on the sustainability of Islamic boarding schools (pesantren) in Tangerang Regency, focusing particularly on two primary initiatives: the Tangerang Religi Program and the SANITREN Program. Data analysis reveals that the implementation of regional autonomy policies, exemplified by Regional Regulation No. 1 of 2022 facilitating pesantren operations in Banten Province, has yielded positive outcomes in both the expansion and enhancement of Islamic education within the area.

The Tangerang Religi Program, which incentivizes Quranic teachers and supports the development of religious education infrastructure, together with the SANITREN Program, aimed at improving sanitation standards in pesantren, has effectively bolstered public interest in religious education at these institutions and has measurably improved the health and educational standards for students (santri).

The implications of these findings suggest that regional autonomy policies, particularly those supporting Islamic education through infrastructure development and sanitation improvements in pesantren, have the potential to significantly enhance the accessibility and quality of Islamic education services within the region. As public interest in religious education at pesantren continues to grow, coupled with improved educational and sanitation standards at these institutions, it is anticipated that the younger Muslim generation in Tangerang Regency will benefit from improved access to high-quality religious education, thereby contributing positively to community and national development.

To further advance these initiatives, it is recommended to strengthen coordination between local governments, religious educational institutions, and community stakeholders in the implementation of Islamic education programs. Moreover, periodic evaluations of the efficacy and impact of these programs are essential to ensure the optimal achievement of Islamic education development objectives within the region.

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