

IMPLEMENTATION STRATEGY OF NON-FORMAL EDUCATION IN MAJELIS TAKLIM IN IMPROVING THE QUALITY OF LEARNING: INTEGRATION OF RELIGIOUS AND GENERAL EDUCATION

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ABSTRACT

This article discusses the implementation strategy of non-formal education in Majelis Taklim in improving the quality of learning through the integration of religious and general education. Majelis Taklim as a non-formal education centre, has an important role in developing the spiritual and intellectual aspects of the congregation. The integration of religious and general education in the Majelis Taklim curriculum aims to create learning that is more comprehensive and relevant to daily life. The strategies proposed and discussed in this article include: 1) Development of an integrated curriculum by incorporating religious teachings with general knowledge, 2) Collaboration with other communities and institutions to increase the understanding of the congregation's needs and problems, 3) Provision of extracurricular activities that can develop themselves and hone skills and build togetherness, 4) Application of active learning methods such as group discussions and simulations, as well as the use of educational technology. By applying these strategies, Majelis Taklim is expected to improve the quality of learning, provide relevant knowledge, and equip the congregation with practical skills that are useful in everyday life and able to answer the challenges of globalisation.

Keywords: *Implementation of Non-formal Education, Education Integration, Majelis Taklim*

INTRODUCTION

Non-formal education plays an important role in developing the capacity of individuals and communities, especially in religious contexts. One form of non-formal education that has a significant influence is Majelis Taklim. This institution is a religious education that functions as a forum for learning and increasing understanding of Islam among the community. In addition, Majelis Taklim also functions as a place to build the character and morals of the congregation. (Susanti, S. S., Kuswarno, E., Muttaqien, K., & Sauri, 2021) Non-formal education such as Majelis Taklim is also included in the concept of long life education for the community. Through Law No. 20 of 2003 Chapter 3 Article 4 which stipulates among others that: 'Education lasts for life and is carried out in the household, school and community environments. Furthermore, research (Maryam, 2023) suggests that the functional role of the Ta'lim Assembly is to strengthen the foundation of Indonesian human life in particular in the mental-spiritual field of Islamic religion in order to improve the quality of life integrally, outwardly and inwardly, worldly and ukhrawiyah together, according to the guidance of Islamic religious teachings, namely faith and piety which underlie worldly life in all fields of activity. To carry out the role and function of the Taklim Assembly itself, the right strategy is needed and can fulfil the needs as a whole.

The integration of religious and general education in Majelis Taklim is one of the strategies that can improve the quality of learning. This integration aims to provide a deeper and more comprehensive understanding to the congregation, so that they not only understand religious teachings textually, but are also able to apply them in their wider daily lives. Therefore, an effective non-formal education implementation strategy is essential to achieve this goal. Previous research shows the importance of good implementation in non-formal education. For example, a study by (Suparman, 2016) states that effective implementation in non-formal education can improve learning quality and learner engagement. The study emphasises the importance of relevant curriculum development and regular training for teachers. Meanwhile, research by (Nurhasanah, 2018) shows that the integration of religious and general education in non-formal education institutions can improve learners' holistic understanding and prepare them to face the challenges of everyday life.

In the context of Majelis Taklim, research by (Rahmawati, 2020) found that Majelis Taklim that integrate religious and general education tend to be more effective in shaping the character and morals of the congregation. The article also suggests that the use of innovative

and participatory learning methods is essential to increase congregational engagement. Learning in Majelis Taklim so far gives a monotonous and boring impression, because this routine is just listening to lectures from ustadz/teachers with stagnant results, so the strategy applied by a Majelis Taklim becomes very important because this will affect the quality of the Majelis Taklim itself, especially in its learning.

Based on this background, this article aims to provide a solution with the implementation strategy of non-formal education in Majelis Taklim that can improve the quality of learning through the integration of religious education and general education. Thus, it is hoped that this article can contribute to the development of effective implementation strategies in Majelis Taklim, as well as provide policy recommendations to strengthen educational integration in the context of non-formal education.

RESEARCH METHOD

This research uses a qualitative approach with a comparative case study design to explore the implementation strategies of non-formal education in two Majelis Taklim, focusing on the integration of religious and general knowledge to improve the quality of learning. The research sites were purposively selected to include two Majelis Taklim with different characteristics, namely in urban and rural areas in order to obtain meaningful context variations.

The research subjects included administrators, teachers and congregants who were interviewed in depth to understand the learning strategies and challenges faced. In addition to interviews, researchers conducted participatory observations of learning activities to capture the dynamics of interaction between participants and teachers, and collected documents such as syllabus and modules to be analysed. Data were analysed using thematic analysis, with stages of data reduction, theme categorisation and conclusion drawing to identify patterns and differences in strategies in both locations. Data validity was strengthened through source triangulation, comparing results from interviews, observations and documentation, and ensuring consistency of information between sources.

RESULTS AND DISCUSSION

1. Integrative Curriculum Development

Majelis Taklim that are effective in improving the quality of learning for the congregation tend to have a curriculum that integrates religious knowledge with general knowledge. (Grimmit, 2021) Mentioned that the integration between religious and general education in the context of Majelis Taklim can help overcome educational dualism and enable the congregation to develop a holistic understanding of religious values and their application in daily life. Such as discussions on health, parenting, economics and politics. There are differences in the duration of time in terms of delivering the material, religious knowledge is more intensely carried out once a week with structured material and scheduled asatidz, but in providing general knowledge material this is incidental and adjusted to the momentum that occurs in the community. The speakers are also not from the management or asatidz Majelis Taklim, but from outside parties who are invited specifically. The following is an example of general material that can be delivered to the congregation of Majelis Taklim.

Table 1. General Material in Taklim Assembly

Theme	Summary of Materials/Activities	Purpose	Objectives of Resource Persons
Politics	The importance of participation, ethics in politics, and how Islamic values can be applied in the political context.	Provide awareness in politics and equip the congregation with an understanding of the importance of politics.	Relevant non-governmental organisations (NGOs)
Health	The material presented includes healthy lifestyles, reproductive health, disease prevention, elderly health and the environment	Providing counselling in assisting pilgrims to maintain overall health and improve quality of life.	health centre

Theme	Summary of Materials/Activities	Purpose	Objectives of Resource Persons
Family Economy	The material presented was about financial education and financial management for families.	Provide a better understanding to the congregation about wise financial management and according to Islamic principles.	Academia
Parenting	The material presented is about religious education, moral formation and family communication	Helping pilgrims to educate their children effectively	Psychologist

By understanding and applying the materials described above, it is hoped that the congregation of Majelis Taklim can strengthen relationships with God and fellow humans, improve overall quality of life and be able to contribute positively in society by becoming knowledgeable and responsible individuals.

2.Collaboration with other communities and institutions

The cooperation carried out by Majelis Taklim aims to increase the understanding of the congregation about the needs and problems experienced from various aspects. Majelis Taklim will ask for help from other parties to be able to provide the material needed. This is very beneficial for the community, especially the congregation, with the hope that the presence of Majelis Taklim in the midst of society can be used as a place that can fulfil needs and find solutions to problems experienced. (Freire, 2020) Emphasises the importance of dialogical and participatory education. In his research, he stated that collaboration between Majelis Taklim and other communities can create a space for constructive dialogue and increase the active participation of students in the learning process. Some communities or institutions that can collaborate with Majelis Taklim are:

- a. Educational institutions
- b. Religious organisations
- c. Non-governmental organisations (NGOs)
- d. Government agencies
- e. Professional Community
- f. Community Learning Activity Centre (PKBM)
- g. Education Technology and Innovation Community

Majelis Taklim should be able to act as a medium that brings people together with various institutions and communities, by opening up to collaboration, Majelis Taklim can expand its reach and impact in society. Collaboration with schools, universities, religious organisations, NGOs, government agencies, as well as professional and technological communities can enrich the curriculum and learning methods. Integration between religious and general education will provide learners with a holistic, relevant and applicable learning experience, thus strengthening the unity and solidarity of the people.

3.Provision of extracurricular activities

Extracurricular activities in Majelis Taklim play an important role in increasing learning and congregational involvement. Even in research (Purnamasari, 2014) it is said that extracurricular activities in Majelis Taklim are a strategy to attract worshipers to join Majelis Taklim. Some of the reasons why these activities are so important are:1) Social skills development, because in these activities it is possible for the congregation to interact with each other outside the learning session.

This will help them in developing social skills, building strong relationships and creating a sense of community. 2) Increased motivation, extracurricular activities make learning more interesting and dynamic, thus reducing boredom. 3) Application of Islamic values, extracurricular activities provide a platform to apply and integrate Islamic values in real-life situations. These reasons are reinforced by (Al-Ahda, 2023) extracurricular activities are one of the supports in developing the quality of learning.As for some extracurricular activities that can be applied in Majelis Taklim, namely:

- a. The art of reading the Qur'an (Qira'at)
- b. Islamic music art
- c. Social service

- d. Skills training
- e. Tourism/pilgrimage
- f. Seminars and training

Overall, this extracurricular activity can have a significant positive impact on the congregation or the Majelis Taklim itself, and the most important thing is that this activity can provide opportunities for worshipers to develop various skills and knowledge that are more applicable.

4.Application of Innovative Learning Methods

Majelis Taklim, which integrates religious and general education, needs to use varied learning methods, the aim is to fulfil the different learning needs of each congregation. The methods used will not only improve the understanding of the congregation, but also help the congregation in developing critical and analytical skills in understanding the wider social and cultural context. Even according to (Jamil, S., Ahwal, U. A., & Lasmana, 2023) the importance of applying various learning methods in Majelis Taklim as an effort to increase understanding as well as tolerance among congregants. Innovative learning approaches can motivate congregation participation and increase their involvement in the learning process. Here are some innovative methods that can be applied:

a. Dialogical Approach

Using a dialogical approach, the congregation is encouraged to actively dialogue and exchange ideas, resulting in two-way learning that is more dynamic and participatory.

b. Project-Based Learning

Invites the congregation to engage in real projects that are relevant to the topic being studied. For example, social projects that can be applied in daily life, such as social service programmes or the development of certain skills.

c. Use of Technology

Utilise digital technologies such as educational apps, learning videos and e-learning platforms. These technologies can expand access to information and provide a more interactive learning experience.

d. Case Studies

Using case studies to discuss actual issues that are relevant to the daily lives of the congregation. This method helps pilgrims develop analytical and problem-solving skills.

e. Co-operative Learning

Implement co-operative learning where learners work in groups to complete a task or project. This can improve collaboration and teamwork skills.

f. Simulation and Role Play

Using simulation or role play to practice real situations. This method helps pilgrims understand the material more deeply and apply it in a practical context.

g. Creative Lecture Methods

Modifying the traditional lecture method with a more interactive approach, such as interactive lectures that involve Q&A, small group discussions, or short presentations from the congregation.

h. Multisensory Approach

Using various visual, auditory, and kinesthetic props and media to deliver the material. This can help worshipers with different learning styles to understand the material more easily.

In implementing innovative learning methods, this certainly requires careful planning and commitment from the teacher as well as active participation from the congregation of Majelis Taklim. Thus, learning in Majelis Taklim can be more interesting, effective, and meaningful for all worshipers. The implementation of innovative learning methods in Majelis Taklim cannot be separated from the various challenges that must be faced. Some of these challenges include:

Resource Limitations: Majelis Taklim may experience limitations in terms of resources, such as facilities, teaching aids, and access to technology. This may hinder the implementation of methods that require specialised equipment or advanced technology.

Limited Knowledge and Skills of Teachers: Teachers in Majelis Taklim may not be familiar with or have adequate skills in using innovative learning methods. Training and professional development for teachers is important in overcoming this challenge.

Resistance to Change: Both teachers and congregants may show resistance to new learning methods because they are used to conventional methods. Change requires time and effort to convince all parties of the benefits of new methods.

Variation in Congregation Background: The congregation of Majelis Taklim usually comes from various backgrounds of age, education, and experience. This demands flexible and adaptive learning methods to meet the needs of all congregants.

Time and Curriculum Limitations: Limited time in Majelis Taklim sessions can be an obstacle in implementing learning methods that require more time, such as project-based learning or case studies.

Lack of Access to Technology: Not all congregants have adequate access to technology such as smartphones, computers, or the internet. This can limit the effectiveness of learning methods that rely on technology.

Logistics and Infrastructure Constraints: Some Majelis Taklim may be in hard-to-reach locations or have inadequate facilities, making it difficult to implement certain learning methods.

Lack of Support from Related Parties: Lack of support from Majelis Taklim administrators or related institutions can hamper efforts to innovate in learning. Moral and material support is needed for the successful implementation of innovative methods.

From some of the challenges described above, there are several efforts that can be made to overcome these challenges, Majelis Taklim can take several steps such as: 1) Increase the capacity and skills of majelis taklim administrators and teachers (Asatidz) through training and workshops. 2) Conduct widespread socialisation and provide an understanding to all parties about the importance of innovation in learning. 3) Seek support from the government, non-profit organisations or sponsors to secure the necessary resources and facilities. 4) Adapting innovative learning methods to suit the conditions and needs of the Majelis Taklim and the congregation.

CONCLUSION

This article reveals that the implementation strategy of non-formal education in Majelis Taklim, which integrates religious and general education, has a positive impact in improving

the quality of learning and the development of religious values among the congregation. Based on the findings and discussions that have been described:

1. Curriculum development that integrates religious education with general education can help the congregation to understand and apply religious values in the context of daily life better.
2. Cooperation with relevant institutions will help the Majelis Taklim in providing general knowledge to the congregation according to their needs and problems.
3. Extracurricular activities can support and improve the skills and motivation of the congregation in learning.
4. The application of varied learning methods can encourage the active involvement of the congregation in the learning process, and help them develop critical and analytical skills.

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