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INTRODUCTION

Alhamdulillah, thanks to God The Almighty, the editors of the journal EDUKASI could present the second issue of the journal, volume 17 of 2019. This issue contains 8 articles, namely: 1) Internalization of Moderation Values through Islamic Religious Education in Public Higher Education, 2) The Implementation of Living Quran Culture in Schools, 3) Evaluation of Leading Education Programs on Madrasa Aliyah Negeri Insan Cendekia, 4) The Implementation of Punishment in *Santri* Characters Developing in Islamic Boarding Schools, 5) Management of Inclusive Education in Madrasas, 6) Islamic Religious Education in Boarding Schools, 7) *Pesantren* and Entrepreneurship Education, and 8) The Competence and Role of *Mu'allim* in Education.

The first article was the Internalization of Moderation Values through Islamic Religious Education in Public Higher Education, which was co-written by Yedi Purwanto, Qowaid, and Lisa'diyah Ma'rifatani. This article describes the internalization of the value of Islamic moderation through Islamic religious education in public higher education institutions, especially at the Universitas Pendidikan Indonesian (UPI) in Bandung. The study was conducted with a qualitative approach. This paper shows that there is a pattern of internalization of moderation through Islamic Religious Education courses. The material was adapted to student input, the competence of lecturers and subject matter support from the UPI campus environment. The curriculum was designed according to the provisions of higher education. The internalization method was carried out through face-to-face meetings in lectures, tutorials, and seminars. The evaluation was conducted through the screening of Islamic insights, and through periodic reports from lecturers and tutors.

The second article was titled The Implementation of Living Quran Culture in Schools, written jointly by Nur Kholis, Nuril Mufidah, and Lilik Indriharta. This article

describes the types of implementation of living Quran culture in schools and analyzes the values that underlie the spirit of the development of living Quran culture in schools. This research is a case study using a qualitative approach, carried out at the Al-Azhaar Tulungagung Islamic Elementary School and Islamic Middle School, East Java, Indonesia. The subjects of the study were the *Kiai*, the head of the foundation, the principal, and the teacher. The results show that the implementation of the living Quran culture in schools includes: *tahfidz*, *iqra'*, *tahsin*, *tarjamah*, *khotmil* Quran, Quran reading competition, attaching Quranic verses in each class, the discipline of establishing prayer, and practice *birrul walidain* such as: pray for parents, piety, politeness.

The third article was about the Evaluation of Leading Education Programs on Madrasa Aliyah Negeri Insan Cendekia Serpong, South Tangerang, by Evi Sopandi. This study aims to evaluate the implementation of leading education programs in MAN Insan Cendekia Serpong as a prominent school, in the perspective of antecedents, transactions, and results. This study used the countenance evaluation model of the Stake as the basis for its methodology. Data was collected from all elements of education at MAN Insan Cendekia Serpong, including school principals, teachers, and students. Data were collected using questionnaires, documentation, observation, and interview. The results of the study revealed the following. First, almost all aspects of antecedents, such as the number of students, and the quality of student input, the availability of learning support resources, the quality of teachers, in ideal conditions. Second, internally, the educational process in MAN Insan Cendekia went well and externally related to its function as a model, the implementation was not ideal and not maximal yet. Students and teachers view that the implementation of education in MAN Insan Cendekia was going well, with regard to

learning facilities that more complete than in other schools. And finally, MAN Insan Cendekia students' learning achievement, which is shown by their scores on national examinations and various levels of achievement, increased compared to the results of previous years, and this can be judged as a good achievement of MAN Insan Cendekia in conducting the education process.

The fourth article was entitled *The Implementation of Punishment in Santri Characters Developing in Islamic Boarding Schools*, by Muhammad Alqadri Burga. This study analyzes the implementation of punishment by the teacher as an effort to foster honest character, discipline, and responsibility of students at the Islamic Boarding School Darud Da'wah Wal Irsyad (DDI) Mangkoso, with three focus issues, namely: 1) the form of the application of punishment in fostering the character of students; 2) various obstacles in applying penalties in the formation of santri characters and their solutions, and 3) the results of applying penalties in developing santri characters. This type of research is qualitative with a pedagogical, psychological, juridical, and normative theological approach. The data source consisted of informants from various elements of the DDI Mangkoso Islamic Boarding School, namely: leaders, teachers, students, and students' parents. Data collected through observation, interviews, and documentation. The results showed that the form of punishment applied was a warning, giving an assignment, psychological punishment, and physical punishment. Barriers to the implementation of punishment in *pesantren* were the child protection act, environmental problems, and teacher creativity. The conclusion stated that fostering the character of students will be very optimal if there are support and good cooperation with students' parents.

The fifth article was the study report from Sumarni, entitled *The Management of Inclusive Education in Madrasa*. This study aimed to determine how the management of inclusive education in Madrasah Tsanawiyah Yabika, Tangerang, Banten, especially related to the management of students, infrastructure, teaching staff, curriculum and assessment,

financing, coaching, and monitoring and evaluation and its relationship with the community. This study used a qualitative approach. The results showed that the management of inclusive education in Madrasa Tsanawiyah Yabika, generally was running quite well. The madrasa tried to meet the needs of students by their abilities, both infrastructure, facilities, curriculum, learning, and assessment system. Madrasa has also provided special tutors for children with special needs. However, there are several aspects of the management of inclusive education that have not been running as it should. The admission of new students did not go through a standard assessment and identification process, but only used tests and interviews with parents of students; many teachers have not received training for handling children with special needs. coaching, supervision, and evaluation from the government also did not exist. Likewise, cooperation with external parties has not been done much either.

The sixth article was about *Islamic Religious Education in Boarding Schools*, by Juju Saepudin. This paper presents the results of research on Islamic Religious Education (PAI) at Al-Muttaqin Islamic Boarding School in Tasikmalaya City. Data were collected by interview, observation, and document study techniques. Based on the results of the analysis and discussion, several conclusions were found as follows: First, structurally the curriculum, Islamic religious education was not limited in the number of hours of study, but was revealed to be a sub-field of study that was part of a family of a subjects, even modified in local content which was typical of *pesantren*. Second, Islamic religious education was not limited as a subject but became a system so that it is not limited by formal space and time. Third, the implications of developing religious education could improve student achievement and prestige in the eyes of parents and the community.

The seventh article was entitled *Pesantren and Entrepreneurship Education*, by Hasbi Indra. This study discusses the development of *pesantren*, value systems, challenges, and responses throughout the

curriculum using the literature method. The results of the study concluded that both the scriptures and empirical facts show that *pesantren* and entrepreneurial spirit are in line. Therefore, *pesantren* which has millions of students is an important part of building the nation through entrepreneurial graduates. Through the curriculum, it can be formed so that they can compete in the era of globalization.

The last article entitled *The Competence and Role of Mu'allim in Education*, by Dody Riyadi H. S. This research used a descriptive

qualitative method with the technique of collecting documentation data against written sources about *mu'allim*. The concept of the existence of *mua'llim* refers to Allah and the Prophet Muhammad. Hence, the sacred of the concept of *mu'allim* is not enough to translate as a teacher who teaches religion in schools. Mastery over spiritual, intellectual, personal, and social competencies makes the status of *mu'allim* become prophetic who not only served as a caregiver for children in the family and teaching students at school but also became a transformer in the community.

Jakarta, 30 August 2019

Chief in Editor

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A handwritten signature in black ink, appearing to read 'Hayadin', written over a light grey circular watermark.

Hayadin