

## Management of the Nuris Student Exchange Program in Improving Student Competency at the Leading Madrasah Aliyah Nurul Islam Jember

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**Abstract:** *This research explains the management of the Nuris Student Exchange Program in improving student competency at the Leading Madrasah Aliyah Nurul Islam-Jember. This research uses a qualitative approach, with a case study type Data collection techniques use interviews, observation, and documentation. Data analysis uses data reduction, data presentation, and conclusions/verification. The data validity test was carried out using the triangulation method. The research results show that (1) The Nuris Student Exchange Program planning was carried out by the caretaker board to disseminate Islamic teachings, especially the Aswaja creed. (2) The implementation of the Nuris Student Exchange Program is attended (3) Monitoring and evaluation of the Nuris Student Exchange Program is always carried out with K.H. Muhyiddin, Gus Robith, and other board members. It is for every improvement that we hope that the Nuris Student Exchange Program will be better from year to year.*

**Abstrak:** Penelitian ini menjelaskan tentang Pengelolaan *Nuris Student Exchange Programme* dalam meningkatkan kompetensi siswa di Madrasah Aliyah Unggulan Nurul Islam Jember. Penelitian ini menggunakan pendekatan kualitatif, dengan jenis penelitian studi kasus. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, dan kesimpulan (verifikasi). Uji keabsahan data dilakukan dengan menggunakan metode triangulasi. Hasil penelitian menunjukkan bahwa (1) Perencanaan *Nuris Student Exchange Programme* dilakukan oleh dewan pengasuh sebagai salah satu jalan untuk menyebar luaskan ajaran Islam, utamanya akidah Aswaja. (2) Pelaksanaan *Nuris Student Exchange Programme* diikuti oleh siswa kelas XI MA Unggulan Nuris yang merupakan kegiatan tahunan yang diikuti oleh siswa kelas IX dari lembaga MA Unggulan Nuris. (3) Monitoring dan evaluasi *Nuris Student Exchange Programme* selalu dilakukan bersama K.H. Muhyiddin, Gus Robith, dan dewan pengurus yang lain. Hal itu untuk setiap perbaikan yang kami harapkan bahwa *Nuris Student Exchange Programme* akan lebih baik dari tahun ke tahun.

## INTRODUCTION

Education is a process of value transfer, at a macro level it has three targets, namely: first, education is cooperation between cognitive and psychomotor abilities on the one hand and affective abilities on the other. Second, the transferred value system also includes the values of faith, and morals which always maintain harmonious relationships with God, fellow humans, and family. Third, in the transfer of values, values can also be transformed that support the industrialization process and the application of technology, such: as discipline, work ethic, independence, and so on. The goal achieved is to form faithful people, devout, have noble character, advanced, and independent so that they have high spiritual resilience and can adapt to the dynamics of societal development (Al-Munawar, 2005). These three things must be realized in education, especially Islamic religious education in the future.

Meanwhile, Azyurmadi Azra also formulated "that education is a potential where a nation prepares its young generation to live life and to fulfill life goals effectively and efficiently". Likewise, Maragustam Siregar said that "education must follow the goal of creating humans who are equipped with various potentials because basically, every human being has their potential, so it is essential for educators to understand students so that education will emerge that is in harmony with what desired" (Sukarno, 2021).

Ki Hajar Dewantara, who is recognized as the father of Indonesian education, long before Indonesia became independent, had indicated the importance of education, that

education is the key to the development of a nation, education is carried out through efforts to guide all the natural strengths that children have, both as humans and as members of society, to achieve salvation. and ultimate happiness (Rohman, 2009).

The objectives of national education as explained in Law no. 20 of 2003 Chapter II Article 4 concerning the National Education System are as follows: "National education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." (2003, 2006)

Human potential is divided into three domains. In the history of this theory in the early 1950s, Bloom and his groups tried to record the types of goals usually assessed in schools at that time. As a result of their analysis, they divided these goals into several groups or aspects, namely the cognitive aspect, the affective aspect, and the psychomotor aspect. In detail, it can be explained as follows (Baker, 1992):

1. Cognitive aspect, focuses on students' intellectual processes. In other words, this cognitive aspect includes all goals related to students' intellectual processes.
2. Affective aspect, related to attitudes, feelings, emotions, values, interests, aspirations, and adjustments to social feelings.
3. Psychomotor aspect, this aspect is related to skills in doing something general. Manual and motoric, for example: practicing prayers, ablution, etc. In other words, skills refer to physical movements and

physique control, physical skills in the form of movement patterns or skills (Sahlan, 2015).

Islamic educational institutions are currently a very interesting topic that needs to be studied, and the results are disseminated to the general public. So that Islamic educational institutions are increasingly developing to educate the lives of people and nations with noble morals. The parents and we hope that their children who study at educational institutions can become good human beings, namely humans who have the intelligence or clever abilities (hard skills) but also can have good character or noble character (soft skills) in other languages it is called with individual piety and social piety that they can actualize in their daily lives.

To advance educational institutions and fulfill the wishes of the parents mentioned above, skills in managing educational institutions are needed, namely leaders as policymakers, educators, and educational staff as well as stakeholders, must have the art of managing education (Zaedun Na'im, Agus Yulistiyono, Opan Arifudin, Irwanto & Indra, Ambar Sri Lestari, Faizal Arifin & Destiany Nirmalasari, Syatiri Ahmad A. Saeful Bahri, Nur'aini, Hamzah, Tentri Septiyani, Athik Hidayatul Ummah, Nik Haryanti, 2021).

Therefore, education in human life is an important aspect of shaping future generations. With education, it is hoped that it can produce quality and responsible people who can anticipate the future. Education in its broadest meaning always stimulates and accompanies changes and development of humanity. Educational

efforts always accompany and guide change and development of life and human life (Rafik, 2013).

This can be seen in Law No. 20 of 2003 concerning the National Education System Article 3 which states that (2003, 2006), "National education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

This is in accordance with the word of Allah SWT in Surah Al-Baqarah verse 151, namely:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

Meaning: " We have sent to you those who recite Our verses to you, purify you, and teach you the Book and Al-Hikmah, and teach you what you do not know." (RI, 2010)

Talking about education in Indonesia, cannot be separated from the work of Islamic boarding schools which play a role and exist in efforts to make the nation's life more intelligent. Islamic boarding schools are educational institutions that respond to the challenges of the times, by building formal institutions that aim to help students achieve academic goals (Fikriyah, 2022). Zamakhshari Dhofir revealed that the current situation of Islamic boarding school development is moving more towards preparing the next generation who are intelligent

and have noble characters to face the times, mastering science and technology (Dhofier, 1977).

In designing a good and targeted education system, many things need to be considered, one of which is the curriculum (Khoirun, 2020). To produce a good curriculum, it must be connected to an appropriate management system. As is the curriculum at MA Nurul Islam Jember in line with its vision and mission, namely excellence in the field of yellow books and progress in the field of science, and all students master the arguments of Aswaja's beliefs and practices.

KH. Muhyiddin Abdusshomad as the caretaker of the Nurul Islam Islamic Boarding School-Jember together with his son Gus Robith Qoshidi, Lc, a graduate of Al-Azhar University, Cairo, Egypt, is working on an institution that can accommodate his students at the next level of education. After graduating the first Madrasah Tsanawiyah students in 2010-2011, an institution was needed to continue the superior curriculum that had been designed. So, in 2011, under the Nurul Islam Islamic Boarding School Foundation, the Nurul Islam Leading Madrasah Aliyah Institution-Jember was formed.

It cannot be denied that many efforts have been made to develop Islamic education through various ideas and their implications. This is encouraged by the fact that Islamic education today faces relevant challenges. The challenges in question include the presence of the era of nation-states without borders (borderless) which is more popularly labeled as global interaction between nations or globalization in all fields. This includes the presence of the information age with its technological

updates that reach every Islamic family, even every individual (Nafis, 2011).

Madrasah as one of the Islamic educational institutions proves that the role and contribution of madrasahs is not small towards the aim of "intelligent life of the nation". This contribution is even greater when we see how madrasahs were founded traditionally on the initiative and participation of the community through the spirit of Lillahi Ta'ala. Experience also proves that the reputation of madrasahs does not always "lose" in competing with public schools. Now we can see that there are madrasahs that have more achievements and reputations than public schools. Madrasah managers should immediately see and read the trend of this phenomenon as a learning event, especially in efforts to compete for achievements, improve the quality of madrasah services, and which will have a positive impact on society, nation, and state (Soedomo, 1995).

Enhancement the quality of graduates, apart from paying attention to the quality of input - process - output, and outcomes, madrasahs must also be equipped with various adequate learning facilities, so that they can provide better learning and produce quality graduates. Various learning creations and innovations must also be carried out. Efforts like this need to be made so that this madrasah becomes superior, innovative, and creative, based on faith, as well as science and technology (Fitri, 2010).

The madrasah as one of the educational institutions must manage all the potential or supporting capacity that exists in society so that educational goals can be achieved. Therefore, managers and madrasah

educational institutions must be aware and strive to build management based on quality improvement at all times. Quality improvement management can be designed and conceptualized well, if planning, organizing existing potentials (organizing), implementing (actuating) and monitoring (controlling) existing activities are carried out properly (Makin, 2010).

The concept of MA Unggulan Nuris is a boarding school, all students must live in Islamic boarding school dormitories. The religious curriculum for MA Unggulan Nuris is formulated in MPKiS NURIS (Management for the Development of the Santri Yellow Book). In the field of *nahwu* study the Alfiyah book, in the field of Fiqh study the book Fathul Qorib, in the field of Ushul Fiqh study al-Waraqat by Imam Haramain al-Juwaini, in the field of *ulumul* hadith study Mandlumah Baiquniyah and the field of *aswaja study* al-Hujjaj al-Qath'iyah by Kyai Muhyiddin Abdusshomad.

To hone science skills, M-SAINS (Madrasah SAINS) MA "Unggulan" Nuris was formed which develops the sciences of Biology, Chemistry, Physics, Mathematics, and Robotics. This science development was carried out in the afternoon. So, it would be very unusual if MA Nurul Islam Jember students won champions in the field of science, such as 1st place in mathematics teaching aids in Java and Bali (Ahmad Fatkhul Arifin, Ulin Nuha, and M. Lubis al-Bahiri), 1st place in KSM Biology level district (Ade Yusfin Damayanti).

The Al-Qur'an tahfidz program was also held at the Nuris "Unggulan" MA. So MHQ (Madrasah Huffadzul Qur'an) was formed with the main aim of making students love the Koran more and be able to memorize the holy Quran. The MHQ institute opens 2

programs, intensive and regular. Apart from the goal of *ukhrowiyah*, memorizing the holy Quran is needed to get scholarships to study in the Middle East such as al-Azhar, Egypt, and Yemen.

Based on this, MA Nurul Islam Jember continues to develop new ideas and breakthroughs, one of which is to develop the quality of Madrasah Aliyah, the "Go International" program was launched. As a result, several Nuris MA graduates were sent to Thailand (M. Ilzamunnabil and Izza Nur Laila) and Al-Ahqof University, Yemen (Ifa Afida).

Nuris Go International's "Unggulan" MA program continues to develop when PP Caretaker. NURIS Jember, Gus Robith Qoshidi, Lc visited Thailand on March 19, 2015, and signed a Memorandum of Understanding (MoU) with several educational institutions in Thailand. Namely establishing cooperation in the form of exchanges between Indonesian students and Thai students. This collaboration proved to be successful after 2 students from Thailand became Nuris Superior MA students in the names of Zulfa Mani and Asfandee Yamalae.

The Go International program was continued by sending NSEP (Nuris Student Exchange Program) participants on January 11 2016 to carry out scientific and cultural exchanges in Thailand. Several procedures must be followed by students who are interested in taking part in this program, starting from micro-teaching, strengthening foreign languages (Arabic, English), forming the character of consistent in religious practice, strengthening *aswaja* knowledge, providing good habits and culture so they can quickly adapt in Thailand. The development of the Go

International program prompted the Nuris Jember Foundation to establish a new forum that specifically handles the relationship between the Nuris institution and institutions abroad. So the "Nuris International Office" was formed, led by Imam Sanusi, S.Pd. It is hoped that from this institution more and more Nuris Superior Madrasah Aliyah students will study abroad and carry out Student Exchange activities abroad.

Madrasah Aliyah Nurul Islam Jember is one of the educational institutions at the Nurul Islam Islamic Boarding School Foundation (Nuris) Antirogo-Jember which has the vision of producing a generation with moral character, excellence in the field of religion and achievement in the field of science, one of its missions is to improve the academic quality of students so that they excel and globally competitive. In realizing this mission, the institution the "Santri Nuris Go International" program.

To develop the quality of Madrasah Aliyah, the "Go International" program was launched. The Nuris Go International "Leading" Madrasah Aliyah program further developed when the Head of the Nurul Islam Islamic Boarding School-Jember (Gus Robith Qoshidi, Lc) visited Thailand and signed a Memorandum of Understanding (MoU) with several educational institutions in Thailand. This aims to establish cooperation in the form of exchanges between Indonesian students and Thai students.

## **METHOD**

To describe the management of the Nuris Student Exchange Program in improving student competency at the Superior Madrasah Aliyah Nurul Islam-Jember, using the main elements

that must be found by the research focus points, objectives, benefits of the research, this research uses a qualitative approach. Meanwhile, the type of research used is a case study or case study. In this research, triangulation is used to obtain data validity, namely source triangulation and technical triangulation.

The research location is Madrasah Aliyah Nurul Islam, Jalan Pangandaran 48 Antirogo-Sumbersari-Jember, East Java. The subjects in this research are as follows: Head of the Leading Madrasah Aliyah Nurul Islam, Head of the Nuris Student Exchange Program, Nuris Student Exchange Program Educators, and Nuris Student Exchange Program students.

The research techniques or methods used to collect data are as follows: Observation, interviews, and documentation. Documents can be in writing, drawings, or someone's monumental works.

This research was conducted at Madrasah Aliyah Nurul Islam-Jember Jalan Pangandaran 48 Antirogo-Sumbersari-Jember, East Java. Researchers use the institution as a place for research because the institution has programs that are unique and superior to the institution. The program in question is the Nuris Student Exchange Program, namely learning and teaching activities abroad (Thailand, Singapore, Egypt, Malaysia) attended by class XI students who have passed the selection test organized by the Nuris Student Exchange Program management board.

## **RESULT**

This research was conducted at Madrasah Aliyah Unggulan Nurul Islam-Jember Jalan Pangandaran 48 Antirogo-Sumbersari-Jember, East

Java. Researchers use the institution as a place for research because the institution has programs that are unique and superior to the institution. The program in question is the Nuris Student Exchange Program, namely learning and teaching activities abroad (Thailand, Singapore, Egypt, and Malaysia) attended by class XI students who have passed the selection test organized by the Nuris Student Exchange Program management board.

Madrasah Aliyah Nuris is a boarding school, all students must live in the Islamic boarding school dormitory. The religious curriculum for the Nuris Leading Madrasah Aliyah is formulated in MPKiS NURIS (Management for the Development of the Santri Yellow Book). In the field of the Alfiyah book, in the field of Fiqh studying the book Fathul Qorib, in the field of Ushul Fiqh studying al-Waraqat by Imam Haramain al-Juwaini, in the field of studying Mandlumah Baiquniyah and in the field of studying al-Hujjaj al-Qath'iyah by K.H. Muhyiddin Abdusshomad.

MPKiS NURIS is also tasked with controlling the development of each Nuris "Unggulan" Madrasah Aliyah student so that all students can read the yellow book. To hone science skills, M-SAINS (Madrasah SAINS) Madrasah Aliyah "Unggulan" Nuris was formed which develops the sciences of Biology, Chemistry, Physics, Mathematics, and Robotics. The Tahfid MHQ (Madrasah Huffadzul Qur'an) program's main aim is for students to love the Koran more and be able to memorize the Koran. The MHQ institute opens 2 programs, intensive and regular. Apart from the goal of the holy Qur'an is needed to get scholarships to study in the Middle East such as al-Azhar, Egypt, and Yemen. To develop the quality of

Madrasah Aliyah, the "Go International" program was launched. The Nuris Go International "Leading" Madrasah Aliyah program further developed when the Head of the Nurul Islam Islamic Boarding School-Jember (Gus Robith Qoshidi, Lc) visited Thailand and signed a Memorandum of Understanding (MoU) with several educational institutions in Thailand.

Several procedures must be followed by students who are interested in taking part in this program, starting from micro-teaching, strengthening foreign languages (Arabic, English), forming the character of discipline in worship, strengthening knowledge, and providing noble character and culture so they can quickly adapt. Thailand. The development of the Go International program prompted the Nuris Jember Foundation to establish a new forum that specifically handles the relationship between the Nuris institution and institutions abroad. So the "Nuris International Office" was formed, led by Imam Sanusi, S.Pd. It is hoped that from this institution more and more Nuris Superior Madrasah Aliyah students will study abroad and carry out Student Exchange activities abroad.

The data obtained and presented will be analyzed by researchers according to the research results which refer to the research focus as follows:

### **1. Planning for the Nuris Student Exchange Program in Increasing Student Competency at the Leading Madrasah Aliyah Nurul Islam Jember**

The planning of the Nuris Student Exchange Program at MA Nurul Islam aims to increase students' competence, practice Aswaja's teachings, and form

good and noble characters and morals. In this case, the entire board of caregivers and teachers work together to guide and teach good morals.

As we know, the flow of globalization can no longer be avoided. Therefore, the Nurul Islam Islamic Boarding School-Jember continues to improve in providing learning about Islamic religious knowledge and also instilling the Aswaja faith in students.

The Nuris Leading Madrasah Aliyah prepares Aswaja Nahdlatul Ulama cadres because more beliefs other than Aswaja Nahdlatul Ulama' are entering community life and reaching the education sector. So, Madrasah Aliyah Nuris provides intense teaching on the teachings of Aswaja Nahdlatul Ulama so that students' faith is strong and they become good Aswaja Nahdlatul Ulama cadres. To disseminate Aswaja's teachings at the international level, Madrasah Aliyah Nuris has a superior program, namely the Nuris Student Exchange Program, where students undertake learning and teaching in Thailand, Malaysia, Singapore, and Egypt.

This Program is supported by institution has collaborated with each country. For Thailand, it collaborates with the Alumni Agency, Singapore with the Imam of the Indonesian Embassy Mosque in Singapore, Egypt with the Indonesian Embassy in Cairo, and Malaysia with the Mufti of Kuala Lumpur.

In this case, by the opinion of Baharuddin and Moh. Increasingly, in his book *Management of Islamic Education*, "planning is a decision-making activity regarding what targets (objectives) will be achieved, what actions will the goals or targets, and who will carry out the tasks."(Makin, 2010)

Furthermore, the vision and mission of the Nuris Student Exchange Program are as follows: Firstly, practicing the Aswaja faith/morals/culture. Secondly, spreading Aswaja teachings and applying the knowledge gained in madrasas (English, Indonesian, Arabic, Al-Qur'an, and Aswaja). Moreover, the caregivers want Nuris students to study at the Nuris Islamic boarding school and a more advanced Islamic boarding school.

The Nuris Student Exchange Program creates a work plan that describes the goals to be achieved and relates to the quality of graduates. In this case, the Nuris Student Exchange Program has a work plan for the pre-departure process, learning in Thailand, Malaysia, Singapore, and Egypt. Thailand, Malaysia, and Egypt for 30 days. Meanwhile in Singapore travel and visit the Imam of the Indonesian Embassy Mosque.

Planning according to Bintoro Tjokroaminoto (Husaini, 2008) is the process of systematically preparing activities that will be carried out to achieve certain goals. Planning according to Prajudi Atmosudirdjo is the calculation and determination of something that will be carried out to achieve certain goals, who will do it, when, where, and how to do it (Suherman et al., 2024)

As Ahmadi argues in his book *Management of Islamic Education*, in the context of Islamic education management, the head of the madrasah as education manager has the task of preparing technical plans, namely program planning. The program planning in question, by madrasa management standards, includes the formulation of the madrasa vision and mission, the formulation of madrasa goals, and the

formulation of madrasa work plans (Nafis, 2011).

Furthermore, according to Mukhtar Latief and Surya Wahyuni Latief, education management is a process for optimizing, aligning, empowering, and improving all educational institution resources so that they can be managed productively, effectively, and efficiently in achieving educational goals to improve the quality of education. Djam'an Satori in Anwar defines management as the entire process of cooperation by utilizing all available and appropriate personnel and material resources to achieve educational goals that have been set effectively and efficiently. (Anwar et al., 2024)

With the explanation above, the Nuris Student Exchange Program creates a work plan that describes the goals to be achieved and relates to the quality of graduates. In this case, the Nuris Student Exchange Program has a work plan for the pre-departure process, learning in Thailand, Malaysia, Singapore, and Egypt. The readiness carried out by Nuris Student Exchange Program participants is to take part in several trainings such as micro-teaching, and bilingual classes (Arabic and English). Meanwhile, the implementation time in Thailand, Malaysia, and Egypt is 30 days. Meanwhile in Singapore travel and visit the Imam of the Indonesian Embassy Mosque.

The student exchange with institutions in these three countries is a continuation and innovation of the Community Service Program (PAM) activities that Nuris has carried out so far. They teach the Koran, Arabic, English, and the Yellow Book at various Islamic boarding schools in Jember. The goal is to learn to serve

and practice their knowledge in society.

Meanwhile, the Head of the Superior Supreme Court, Nuris Ning Balqis Al-Humairo, said that this activity was very positive and encouraging. Apart from being able to implement their knowledge, they can also gain insight and experience that can be put into practice in Islamic boarding schools.

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## **2. Implementation for the Nuris Student Exchange Program in Increasing Student Competency at the Leading Madrasah Aliyah Nurul Islam Jember**

In the program implementation process, madrasas need madrasa guidelines, organizational structure, and implementation of madrasa activities. Guidelines for implementing the Nuris Student Exchange Program follow the school curriculum, we usually leave at the beginning of the year (January/February).

Determining the location of service during activities follows the agreement and needs of the institution where we will work. Usually, the Nuris Leading Madrasah Aliyah will deposit the number of participants along with the talents of the participants, and then

each person in charge determines the location of the Nuris Student Exchange Program participants in the destination country.

Since the Covid-19 outbreak, these activities have been temporarily suspended and will begin again in 2023. The Nuris Student Exchange Program is a student exchange program for class XI with overseas students. The program lasts for 30 days with 25 days in Thailand, 2 days in Malaysia, and 3 days in Singapore. In 2023 there will also be 5 students from Thailand studying at the Nuris Islamic Boarding School, which will later be known as the Thailand Student Exchange Program. This activity was carried out as a reciprocity of the Nuris Student Exchange Program activities which are still carried out by Madrasah Aliyah Unggulan Nuris to this day.

Furthermore, the organizational structure of the Nuris Student Exchange Program contains a clear and transparent implementation and administration system.

As for the organizational structure of the Nuris Student Exchange Program, Gus Robith Qoshidi, LC, as Advisor, and Ning Lailatul Happy Dian, S.Pd. is a coach. Next, Imam Sanusi, S.Pd. is the Director and chair of the Nuris Student Exchange Program, and Nuris Sabilatul Munfida as Secretary and Treasurer of the Nuris Student Exchange Program, then Untung Rahmatullah, S.T as Coordinator, and Nuris Public Relations as General Assistant.

As George R. Terry believes, actuating is an action to ensure that all group members like to try to achieve goals, so that they are by managerial planning and organizational efforts (Sarwoto, 1987).

The implementation of the learning program at the Nuris-Jember

Superior MA, apart from general learning, is also provided with religious knowledge sourced from several famous books under the auspices of MPKiS NURIS (Management for the Development of the Santri Yellow Book).

Starting in 2011 with the first graduates of MTs Unggulan Nurul Islam, the caretakers founded MA Unggulan Nurul Islam to continue the vision and mission of the Islamic boarding school. There are several superior programs at Nurul Islam's Superior MA, including M-SAINS, MPKis, MHQ, and the Nuris Go International "Unggulan" MA Program. The Nuris Go International "Unggulan" MA Program is a continuation program of the Community Service Program which was carried out by MA Nurul Islam Jember students. The focus of the Nuris Go International "Excellent" MA Program is broadcasting Aswaja's teachings and beliefs to the Islamic community.

The implementation of the Nuris Student Exchange Program begins with conducting outreach to students, and then a week after the outreach, registration will be carried out. Usually during registration, many participants register, but after the selection is carried out, many participants have to be eliminated. Students who are declared to have passed the selection will carry out socialization with their parents, regarding student preparation including program administration and financing.

Several materials are used as a reference for selection, namely: English, Arabic, the Koran, and books. For the selection of each material (English, Arabic, Al-Qur'an, and books) there is a goal and purpose. First, there we teach and learn, especially Arabic which is very much needed because in

Thailand the majority of Muslims are Muslims. Second, for daily communication, especially English for communication in Malaysia and Singapore. Third, put into practice the knowledge we have gained, especially the Aswaja creed because the main aim of this program is to spread Aswaja Islam. In the selection, only those who are fully committed to this program are taken, because they are participants who must maintain the good name of the institution, as well as Indonesia. Students who are declared to have passed the selection will carry out socialization with their parents, regarding student preparation including program administration and financing.

After making the selection, participants who pass the selection test will take part in coaching for 3-4 months before departure. Coaching material is related to the material used as selection material, to deepen students' cognitive abilities. Furthermore, Thai language material was added, because participants will study in that country. Meanwhile, micro-teaching coaching is carried out 1 month before departure.

The process of the Nuris Go International "Excellent" MA Program requires good coordination. Coordination is the implementation of bringing together the contributions of various people, materials, and other resources towards achieving predetermined goals. Coordination plays an important role in the implementation of the Nuris Go International "Excellent" MA Program in coaching. Because it must be implemented in a compactly with other sources. The leader's role is central in moving each person or certain unit so that coordination between them takes place well.

Language development is achieved gradually when students communicate using Arabic or English using simple sentences. Students understand body language and sentences spoken by other students. Implementation of training using media and the use of infrastructure in learning activities by attaching a vocabulary to every item in the Islamic boarding school and getting students used to communicating using two languages without fear of making mistakes.

By the opinion of the Educational Administration Lecturer Team at the Indonesian Education University, efforts are made to provide the best possible service to students from the admission process until the time the students leave the educational institution (school) because they have finished/graduated from studying at that institution (school) (Indonesia, 2014).

The Nuris Student Exchange Program uses the curriculum as an experience because the learning process is outside the madrasa. Nuris Student Exchange Program participants studied Thailand, Malaysia, Egypt, and Singapore. The Nuris Student Exchange Program in Egypt is only held once every 2 years. This students' competence, because they can learn many things in that country. With this, it is hoped that it can help students be more advanced, creative, and able to put their knowledge into practice.

For Nuris Student Exchange Program participants in Thailand, there are two main activities, namely: learning and teaching. In the learning process, Nuris Student Exchange Program participants will be taught Thai customs, culture, and language. Meanwhile, in the teaching process,

Nuris Student Exchange Program participants are asked to teach Arabic, English, the Koran, and the Aswaja Islamic faith.

One of the Thai cultures that are good for Nuris Student Exchange Program participants is the nickname "A Million Hijabs". Because in Thailand it is clear which Muslims and Buddhists are visible, the difference can be seen from the headscarves worn by Thai Muslim women. Meanwhile, those who do not wear the hijab can be said to be Buddhists.

Not only in Thailand, Nuris Student Exchange Program participants also studied in Malaysia and Singapore. While in Malaysia, Nuris Student Exchange Program participants performed Ru'yatul Hilal in Putrajaya International Convention Centre-Kuala Lumpur-Malaysia's tallest building, while in Singapore, Nuris Student Exchange Program participants conducted a scientific gathering with Kyia Moh. Noor Tijani as Imam of the Indonesian Embassy Mosque in Singapore.

Meanwhile, for participants in the Nuris Student Exchange Program in Egypt, it is held every 2 years. Apart from studying, participants are also allowed to perform Umrah for 8 days. The learning was carried out at Al-Azhar University, Egypt. The studies they carried out in Egypt were to deepen their study of the book Al-Jurumiyyah and the book Al-Risala.

Nuris Student Exchange Program participants also made a pilgrimage to several tombs of Islamic figures and visited the Bibliotheca-Alexandria library, and the Palace of King Farouq, the last sultan of Egypt.

This is to Lenunburg and Ornstein's opinion that the curriculum is a 'learning experience'. So, the curriculum is defined as 'all madrasah

efforts to influence students' learning in the classroom, on the madrasah grounds, and outside the madrasah (Nafis, 2011). Meanwhile, the supervisor is a Ustad who is directly selected by the Director of the Chair of the Nuris Student Exchange Program.

The results of this research are by Law Number 20 of 2003, Article 39 paragraph 2 which states that the teacher's task is to plan and implement the learning process, assess learning outcomes, and provide guidance and training. Regarding student competency, those who take part in the Nuris Student Exchange Program have wider knowledge. Because they experience new and good things, which are then used as role models that can be applied in Islamic boarding schools. Nuris Student Exchange Program participants are students who have achievements, so they can practice their knowledge and teach it abroad.

Through these activities, caregivers really hope that the Nuris Student Exchange Program activities can be used as a medium for da'wah. This is none other than to increase the participants' competency in terms of knowledge and practice of science so that Nuris Superior MA students can follow the example and set an example for all students in Thailand, Malaysia, and Egypt. Just as Muslim women in Thailand are very neat in covering their intimate parts, the way of dressing for Thai Muslim women can be imitated by MA Unggulan Nuris students and Muslim women in Indonesia. So the nickname "A Million Hijabs" can also be applied in Indonesia.

The results of this research are in Bloom's opinion in the early 1950s a number of his groups tried to record the types of objectives usually assessed in schools. As a result of their analysis,

they divided these goals into several groups or aspects, namely cognitive, affective, and psychomotor aspects.

With the results of the research above, it can be concluded that the implementation of the Nuris Student Exchange Program can strengthen the opinion of George R. Terry, Team of Educational Administration Lecturers at the Indonesian Education University, Lenunburg and Ornstein, regarding the provisions of Law no. 20 of 2003 Article 39 paragraph 2, and Bloom that the flagship activities of the Nuris Student Exchange Program already have guidelines, an organizational structure, and the implementation of the Nuris Student Exchange Program is realized by providing services to participants as well as the availability of coaches during the coaching process so that Nuris Student Exchange Program participants can increasing the competency of students at the Superior MA Nuris-Jember.

### **3. Evaluating the Nuris Student Exchange Program in improving student competency at the Leading Nurul Islam Madrasah Aliyah Jember**

Evaluation is an activity to collect data and information regarding students' learning abilities, to assess the extent to which the program (instructional system development) has been running, and also as a tool to determine whether the educational objectives and learning process in developing knowledge have proceeded as they should (Fikriyah, 2022)

Therefore, Evaluation aims to improve and perfect educational programs for students and strategies for how the program should be implemented. It is important to carry

out an assessment not only to find out whether a program is good or not to change the curriculum, but also to find out the facilities, resources, and abilities of implementers and curriculum builders in schools. The second thing is much more important, because no matter how good the curriculum is, without the ability of its implementers, educational results will not be optimal. The program evaluation is carried out before departure, during implementation accompanied by the person in charge from the Islamic boarding school and madrasah, and also carried out when the Nuris Student Exchange Program participants have returned to the madrasah.(Arifin et al., 2024)

The Nuris Student Exchange Program management board caregivers carry out a continuous monitoring process. In the monitoring process, the Director, Chair of the Nuris Student Exchange Program, and other board members monitor the participants in turn by visiting the participants where they carry out Nuris Student Exchange Program activities. So far, the Nuris Student Exchange Program activities have gone well.

After the Nuris Student Exchange Program activity, participants will make an Activity Responsibility Report, while the caregiver and the responsible board will coordinate improvements to the activity. The hope is that by holding an evaluation, this program can be expanded to various countries and make it easier for MA Unggulan Nuris students to be able to study abroad.

The results of this research are the opinion of Muhaimin, Suti'ah, et al in their book Educational Management that monitoring is an activity carried out to supervise or monitor the

process and development of the implementation of school/madrasah programs. The focus of monitoring is to obtain information regarding the implementation of school/madrasah programs, not the results. Monitoring is carried out for supervision purposes, namely the school/madrasah program is running as planned, what obstacles are occurring, and how to overcome these problems. In other words, monitoring emphasizes monitoring the program implementation process, and wherever possible the team/officers provide suggestions to overcome the problem. Monitoring results are used as feedback to improve the implementation of programs in schools/madrasah (Muhaimin & Sutiah et.al, 2012).

Evaluations are always carried out by the Nuris Student Exchange Program management board with caregivers, but deficiencies still exist. These deficiencies will be visible after the participants depart, the Nuris Student Exchange Program management board is aware of these deficiencies, especially as administrative problems are increasingly complicated. However, the learning outcomes of the Nuris Student Exchange Program participants went well, even though sometimes there were a few problems in the process of the Nuris Student Exchange Program activities.

As said by Muhaimin, Suti'ah, et al in their book Educational Management, evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the level of success in implementing school/madrasah programs with certain criteria for decision-making purposes. Evaluation result information is compared with the

targets set in the program. If the results are by the targets set, the program is effective. If otherwise, then the program is considered ineffective. So, the Nuris Student Exchange Program has followed the path mentioned by Muhaimin, Suti'ah, et al in their book (Muhaimin & Sutiah dkk, 2012).

So it can be concluded that the monitoring and evaluation of the Nuris Student Exchange Program strengthen the opinion of Muhaimin, Suti'ah, et al that the Nuris Student Exchange Program management board carries out these activities on an ongoing basis to achieve the success of a program.

## CONCLUSION

It can be concluded that the planning of the Nuris Student Exchange Program establishes the spread of Islam as the program's vision and mission. To spread Aswaja's teachings, and apply the knowledge gained at the Islamic boarding school through several teachings. Meanwhile, the work plan has not yet been written down. For the implementation of the Nuris Student Exchange Program, the madrasa curriculum has been established as a guideline, and an organizational structure has been formed. The program preparation process starts with socialization, registration, selection, socialization of parents, complete administration, and implementation for 30 days. Meanwhile, monitoring of the Nuris Student Exchange Program is carried out starting from preparation, the implementation, and when returning to the institution. To support the monitoring process, it is also carried out by monitoring students during the implementation of Nuris Student

Exchange Program activities in their respective countries.

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