DYNAMICS OF MADRASAH ALIYAH IN INDONESIA: INSIGHTS FROM SCHOOLS, EDUCATORS, AND STUDENT

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ABSTRACT

The growth and development of Islamic religious education are critical for strengthening educational quality in Indonesia. This study aims to analyze the growth dynamics of Islamic education through the increase in the number of schools, teachers, and madrasah aliyah students, providing insights for educational improvement. Using a descriptive approach, data were collected through Google Scholar using Publish or Perish software, covering 947 articles from 2018 to 2023, supplemented by secondary data via literature reviews. Data analysis utilized Microsoft Excel and VOSviewer software, with confirmability testing ensuring data validity. Findings indicate a steady increase in madrasah aliyah schools, with an additional 311 schools in 2022 and 372 in 2023. Teacher numbers also grew significantly, with an increase of 3,747 teachers in 2022 and 18,573 in 2023. Despite a decline in student numbers by 17,259 in 2022, student enrollment rebounded with an increase of 40,408 in 2023. This dynamic growth in schools and teachers reflects a rising demand for educational resources, driven by higher enrollment opportunities. The study suggests that harnessing Indonesia's demographic bonus through targeted strategies could optimize educational outcomes, supporting the vision of "Indonesia Emas"

Keywords: Demographic Strategy in Education, Educational Dynamics, Islamic Religious Education, Madrasah Aliyah growth, Teacher and Student Enrollment

INTRODUCTION

In today's rapidly globalizing world, education is a critical force in driving societal growth, evolving to meet technological and social shifts (Haleem et al., 2022). Education not only transfers knowledge but also develops skills, character, and creativity within individuals, supporting both the quality and quantity of educational progress (Yanuschik et al., 2015). Advances in information and communication technology enhance accessibility and facilitate ongoing adjustments that improve teaching and learning (Yanuschik et al., 2015). Furthermore, the evolving educational landscape promotes inclusivity, ensuring equal opportunities regardless of socioeconomic status, ethnicity, religion, or gender (Ebabuye & Asgedom, 2023; MacKenzie et al., 2020, 2023). Collaborative efforts between governments, educational institutions, teachers, parents, and communities are crucial for building a responsive education system that adapts to social, economic, and technological changes. Education that aligns with global market needs empowers individuals with relevant skills and prepares them for future opportunities (Herawati, 2012). Thus, the dynamic growth in education addresses challenges, capitalizes on opportunities, and incorporates innovations to create a sustainable, future-oriented education system.

Religious education plays a vital role in Indonesia's educational landscape, especially through the network of madrasah aliyah under the Ministry of Religion. This type of education emphasizes character-building, specifically nurturing Akhlakul Karimah (noble character) among students, which sets a foundation for moral development and personal integrity (Arlina et al., 2023). Religious-based education not only shapes students' character but also fosters positive attributes and performance among educators, ultimately enhancing satisfaction with teachers' effectiveness (Rohim & Umam, 2020). The dynamics of religious education in Indonesia provide valuable insights into educational governance through the Islamic education supervision program, which guides institutions in achieving the core aims of Islamic education—character formation and ethical integrity (Arif, 2019). This focus on character aligns with studies on secondary education in Malaysia, which explore how professional learning communities contribute to developing professionalism and integrity within educational environments (Pun & Mansor, 2022). By integrating these values, Indonesia's religious education framework strives to cultivate students and educators who embody ideal character traits (Mualif, 2022).

Examining policy management in the context of Islamic religious education reveals the importance of inclusive education management as a key strategy for quality improvement in madrasah education (Primus & Mosin, 2021). Previous studies highlight the role of madrasah policies in enhancing educational quality, specifically when principals actively serve as educators and managers within the institution (Yanto & Fathurrochman, 2019). Effective school leadership, grounded in curriculum development, creates optimal teaching and learning environments, promoting collaboration among all stakeholders (Roziqin & Hotima, 2022; Wahyudin et al., 2023). However, while previous research has focused on these structural roles, few studies have explored the broader dynamics of Islamic religious education growth across Indonesia's 34 provinces, particularly regarding disparities in teacher and student numbers across madrasah aliyah.

This study addresses this gap by analyzing the dynamics of growth within Islamic religious education through data on the numbers of schools, teachers, and students in madrasah aliyah under the Ministry of Religious Affairs (MoRA). Unlike earlier research, which typically examines leadership roles or policy impact, this study provides a novel descriptive and bibliometric approach to understand the scale of growth and the current challenges, such as teacher shortages relative to student numbers, which can hinder learning quality. By identifying regional imbalances, this research offers a foundation for developing targeted strategies to ensure adequate teacher distribution across public and private madrasahs. Such insights are crucial for formulating policies that align educational resources with demographic needs, ultimately aiming to improve the overall quality of Islamic religious education in Indonesia.

METHOD

This research employs a descriptive approach aimed at examining the dynamics of religious education growth within state and private madrasah aliyah under the MoRA in Indonesia. The study focuses on the trends in the number of schools, teachers, and students in these institutions, analyzing data collected between 2021 and 2023 (Abdussamad, 2021; Harahap, 2020). The analysis framework is built on extensive data gathering through Google Scholar's Publish or Perish software, filtering 947 relevant articles published from 2018 to 2023. In addition to secondary data from literature reviews, official statistics were sourced from the Indonesian Central Statistics Agency. These sources provide a basis for understanding the educational landscape in madrasah aliyah by examining annual trends in schools, teachers, and student numbers. Data processing and visualization were conducted using Microsoft Excel and

VosViewer, allowing for effective presentation of trends and relationships within the data (Garcia Carreño, 2020).

The study's descriptive analysis reveals that the number of madrasah aliyah has steadily increased, from 9,143 in 2021 to 9,826 in 2023, alongside a rise in teachers and students. Specifically, there were 151,117 teachers and 1,571,221 students in 2021, increasing to 173,437 teachers and 1,594,370 students by 2023. This growth reflects the ongoing expansion within both public and private Islamic educational institutions. Conclusions drawn from this descriptive and bibliometric analysis offer insights into how these dynamics impact educational quality and resource needs. To ensure data validity, a confirmability test was conducted, allowing peer reviewers to evaluate the findings' reliability and accuracy (Al Husaeni & Nandiyanto, 2022; Fauziah et al., 2023; Fauziah et al., 2021; Nandiyanto et al., 2023; Suherman et al., 2023; Suherman et al., 2023; Wahyudin et al., 2023). This rigorous approach ensures that the research presents a comprehensive view of the dynamics influencing religious education growth in Indonesia.

RESULTS AND DISCUSSION

The growth of religious education in Indonesia is influenced by various factors, primarily government policies that support religious education as part of the national education system. This is regulated under Government Regulation No. 55 of 2007 and Law No. 20 of 2023, which mandates that students receive religious education aligned with their beliefs, particularly emphasizing Islamic education in madrasah aliyah (Assefa et al., 2022). This growth is further driven by efforts to integrate Islamic education into the national curriculum, necessitating ongoing academic reforms to promote Islamic education both nationally and internationally (Suyadi et al., 2022). Additionally, religious education plays a crucial role in shaping students' values and fostering tolerance (Petr, 2015). The dynamics of Islamic religious education growth in Indonesia can be analyzed through trends in the number of madrasah aliyah, teachers, and students, as well as relevant publications indexed on Google Scholar.

A data search on Google Scholar from 2018 to 2023 using the keywords Dynamics, madrasah aliyah, Education Growth, and Islamic Religious Education yielded 947 articles. Analyzed with Microsoft Excel, the data show a steady yearly increase in publications on the growth of Islamic religious education, averaging 158 articles annually. The lowest number of publications was in 2018, with 49 articles, while the highest was in 2023, with 306 articles, indicating rising interest in this field. However, a similar search on Scopus found no indexed articles on this topic, suggesting a gap in Scopus-indexed publications. Figure 1 illustrates the yearly trend in publications.
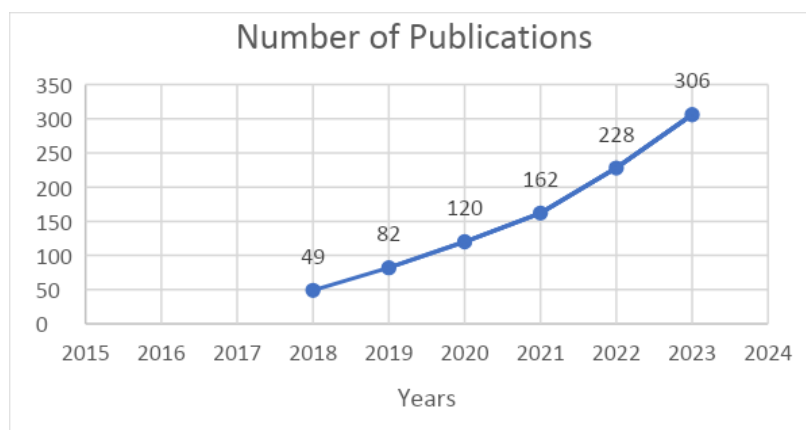

Figure 1. Number of Google Scholar Publications 2018-2023.

An analysis of publications on the dynamics of Islamic religious education shows a consistent yearly increase, reflecting a growing interest in the field. This trend is likely influenced by concerns about countering radicalization in Islam, highlighting the need for balanced religious education (Sabic-El-Rayess, 2020). Figure 1 illustrates steady annual growth in the number of madrasas, teachers, and students, indicating improved access to educational resources across Indonesia. With the expansion of madrasas and qualified educators, there is a stronger foundation for enhancing the quality of human resources, ultimately fostering a more robust and inclusive educational system in Islamic education.

The mapping analysis of the dynamics in Islamic religious education reveals six interconnected clusters, comprising a total of 78 items processed through VOSviewer software for network visualization. Cluster 1, represented in red, includes 18 items such as curriculum development, integration, and the impact of COVID-19 on madrasah aliyah. Cluster 2, depicted in green, consists of 16 items related to character education, madrasah history, and the role of public schools in national education. Cluster 3, shown in blue, features 14 items that address the challenges and innovations faced by Islamic religious education teachers at the madrasah aliyah level. Cluster 4, illustrated in yellow, comprises 11 items focusing on contributions of Islamic studies to higher education and the evolving knowledge landscape. Cluster 5, in purple, consists of 11 items that highlight the formation of character and the influence of science and technology in the context of Islamic education. Lastly, Cluster 6, represented in light blue, includes 8 items discussing the implications of transformation and religious moderation within Islamic education institutions. Together, these clusters illustrate the multifaceted growth dynamics and interrelationships within Islamic religious education in Indonesia.

The results of the Network Visualization analysis regarding the dynamics of the growth of Islamic religious education can be seen in Figure 2.
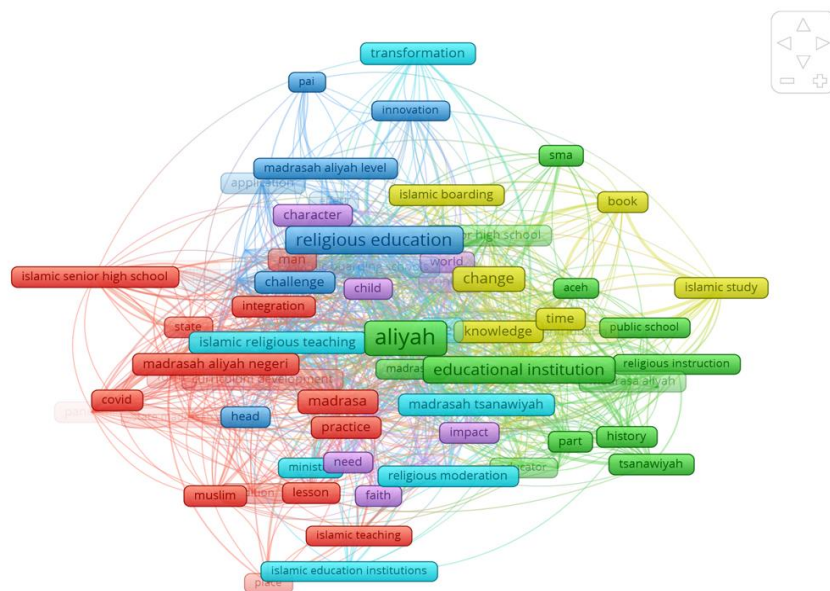

Figure 2. Network visualization of the dynamics of growth in Islamic religious education

This research contributes to the understanding of bibliometric trends in the field of Islamic religious education. An analysis of research topics from 2018 to 2023, based on the keywords dynamics, madrasah aliyah, education growth, and Islamic religious education, reveals notable shifts in focus areas, highlighting the latest trends and interconnections among topics. The overlay visualization analysis indicates that the peak interest in the dynamics of Islamic

religious education occurred in 2022, with key subjects including Islamic boarding schools, religious moderation, higher education, and the learning process. In 2021, research centered on Islamic studies, particularly madrasah aliyah, educators, and Islamic senior high schools. Overall, there remains a consistent emphasis on aliyah and religious education, as illustrated in Figure 3.
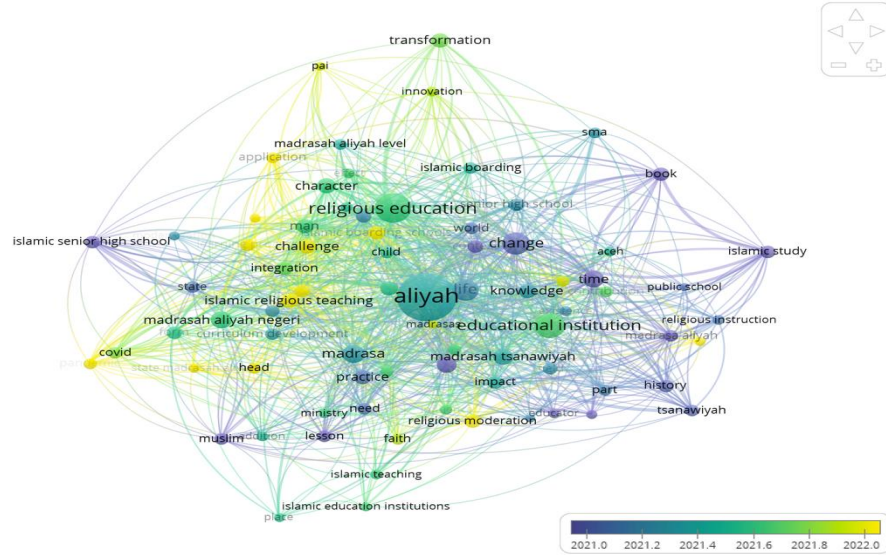

Figure 3. Overlay visualization of the dynamics of growth in Islamic religious education

The growth dynamics of Islamic religious education are illustrated through density visualization analysis using the keywords dynamics, madrasah aliyah, education growth, and Islamic religious education. Research frequently focuses on Aliyah, represented in solid yellow, while other topics appear in various colors. The dark green areas indicate research topics that are infrequently explored, highlighting the novelty of studying the dynamics of growth in Islamic religious education based on the number of schools, teachers, and madrasah. This density visualization is presented in Figure 4.
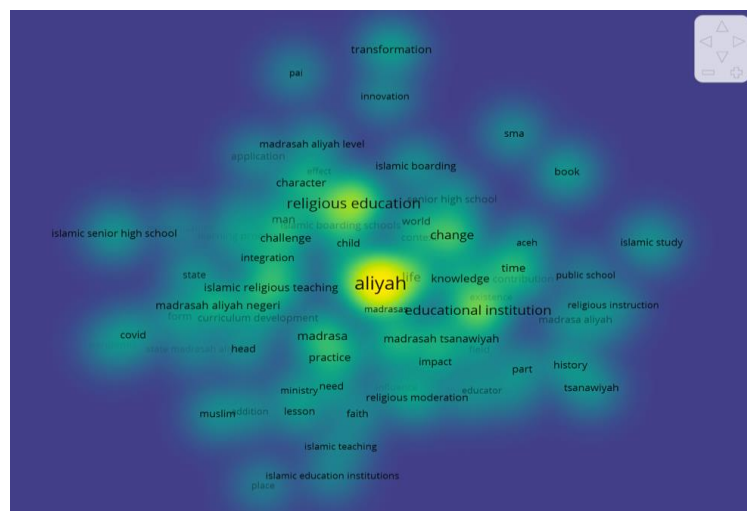

Figure 4. Density visualization of the dynamics of growth in Islamic religious education

The dynamics of the growth of Islamic religious education in Indonesia can be seen from the number of schools, teachers, and madrasah aliyah students registered with the MoRA.

The aspects that influence the dynamics of religious education in Indonesia at the madrasah aliyah level can be explained further in the following points.

Number of Schools at Madrasah Aliyah Level

The management structure of madrasah aliyah in Indonesia significantly influences the quality of religious education at this level. These institutions are categorized into two main types: state-managed madrasah aliyah and privately-managed madrasah aliyah, often operated by foundations. Notably, there are fewer state-managed madrasah aliyah compared to their privately-managed counterparts, which raises questions about resource allocation and educational opportunities in these settings. The management approach adopted by public and private madrasah aliyah schools directly affects the educational quality they provide. For instance, the quality is often assessed through school accreditation, which serves as an indicator of institutional performance and educational standards (Dashti-Kalantar et al., 2023; Ikhwan, 2014). Thus, understanding the management dynamics of these schools is essential for improving educational outcomes and ensuring that all students receive a high-quality Islamic education.

The comparison of the number of madrasah aliyah schools in Indonesia based on data from the Central Statistics Agency from the MoRA for the last three years can be seen in Figure 5.
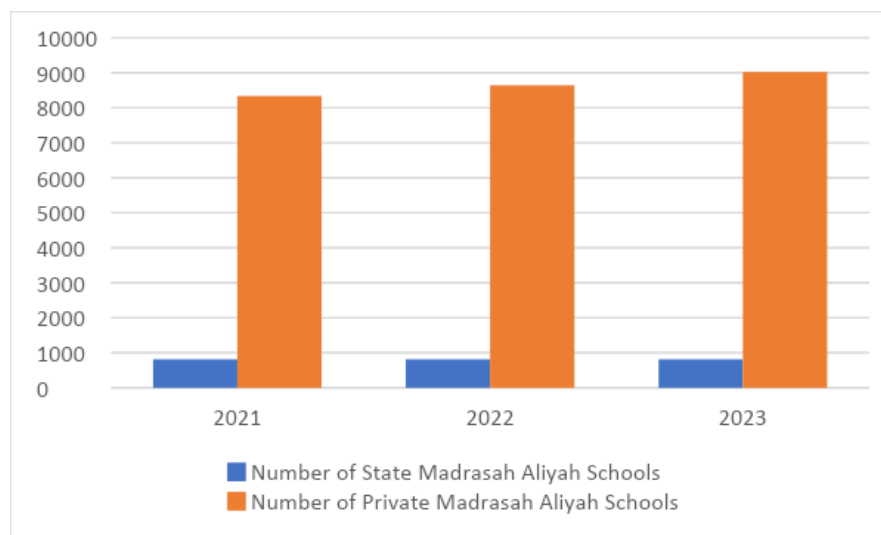

Figure 5. Number Of State and Private Madrasah Aliyah Schools

Figure 5 shows that from 2021 to 2023, both state-managed and privately-managed Madrasah Aliyah schools are expected to increase. However, state-managed madrasah aliyah tend to be fewer in number due to strict administrative and technical criteria, along with budget constraints that limit student enrollment. In contrast, privately-managed madrasah aliyah are growing annually, as their funding and operations are fully overseen by foundations. This flexibility allows for the establishment of more private schools, which can accommodate students who may not gain admission to state schools.

Meanwhile, every year, there is an increase in the number of public and private madrasah aliyah in 2021, 2022, and 2023. While there is a difference in the number of public and private madrasah aliyah each year, in 2021, the most significant number of schools will be private schools, so there is a difference in the number of schools. Public and private madrasah aliyah reached 7527 schools; in 2022, the most significant number of schools will be private schools, so there is a difference in the number of public and private madrasah aliyah schools reaching 7836 schools. In 2023, the most significant number of schools will be private schools, so there

will be a difference in the number of schools. Public and private madrasah aliyah reached 8206 schools.

The comparative analysis of public and private madrasah aliyah schools reveals significant differences, yet both share a common objective: enhancing the intelligence of the nation (Murdiono et al., 2017). Madrasah aliyah, which offers high school education grounded in Islamic religious principles, can be either state-managed or privately run (Adib, 2023). Notably, private madrasah aliyah, often affiliated with Islamic boarding schools, tend to provide a more comprehensive understanding of Islamic teachings. They offer educational opportunities beyond regular school hours, in contrast to state-managed madrasah aliyah, which focus on religious instruction only during school time. This distinction contributes to the higher prevalence of private madrasah aliyah compared to their state counterparts (Mundzir et al., 2023).

Number of Teachers at Madrasah Aliyah Level

In Indonesia, the number of Religious Education Teachers at the madrasah aliyah level is categorized into two groups: those teaching at state-managed madrasah aliyah schools and those at privately managed institutions. Notably, there are fewer teachers in state-run madrasah aliyah compared to their private counterparts. This comparison of teacher numbers across madrasah aliyah schools in Indonesia, based on data from the Central Statistics Agency and the MoRA over the past three years, is illustrated in Figure 6.
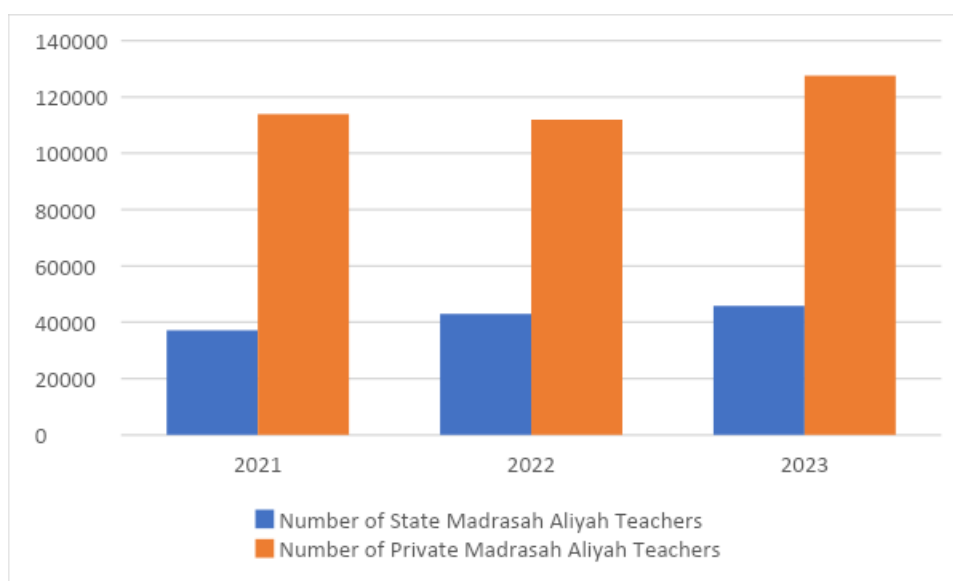

Figure 6. Number Of State and Private Madrasah Aliyah Teachers

The trends in teacher numbers at madrasah aliyah schools from 2021 to 2023 highlight a significant increase in both state and private institutions. While state-managed madrasah aliyah schools have fewer teachers overall, they have experienced consistent yearly growth. In contrast, private madrasah aliyah schools have witnessed a more pronounced increase in their teaching staff, driven by the rising student enrollment. For instance, the difference in the number of teachers between public and private madrasah aliyah was 76,729 in 2021, decreasing to 68,908 in 2022 before rising again to 81,863 in 2023, suggesting a persistent trend favoring private institutions. madrasah aliyah teachers play a crucial role in delivering Islamic religious education, fostering moral character and high-quality religious values among students (Fauziah et al., 2019; Zulfatmi, 2023). Therefore, achieving a balanced ratio of teachers to students is essential for

optimizing the learning experience and enhancing the effectiveness of education in these institutions.

Number of Students at Madrasah Aliyah Level

In Indonesia, religious education students at the madrasah aliyah level are categorized into those attending state and private institutions. Generally, enrollment at public Madrasah Aliyah schools is lower than at private ones. Figure 7 illustrates the comparison of student numbers in these schools based on data from the Central Statistics Agency of the MoRA over the past three years.
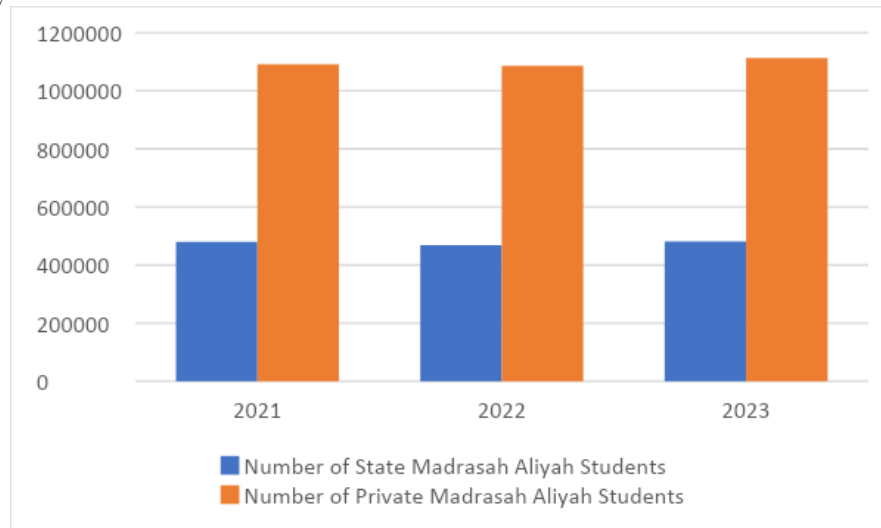

Figure 7. Number Of State and Private Madrasah Aliyah Students

The dynamics of student enrollment in madrasah aliyah schools from 2021 to 2023 reflect notable trends. Figure 7 indicates that private madrasah aliyah schools experienced a consistent increase in student numbers, while public madrasah aliyah schools saw a decrease in 2022, followed by a recovery in 2023. Overall, enrollment in public institutions remains lower than in private ones. The fluctuations in enrollment suggest that limited admissions in public madrasah aliyah schools may have led to an increase in students seeking education in private institutions, highlighting the growing preference for private religious education.

Several factors influence the enrollment numbers in madrasah aliyah, particularly the relationship between madrasahs and the emphasis on Islamic values. Consistent implementation of Islamic teachings plays a crucial role in guiding families' decisions regarding their children's religious education (Komariah & Nihayah, 2023). Furthermore, enhancing students' understanding in both public and private madrasah aliyah schools necessitates support for information technology integration. This support can facilitate better access to resources and improve the delivery of Islamic education, ultimately fostering a deeper comprehension of religious principles (Aida et al., 2023).

Recapitulation of the Number of Schools, Teachers, and Students at Madrasah Aliyah Level

The recapitulation of the number of schools, teachers, and students of madrasah aliyah schools in Indonesia based on data from the Central Statistics Agency from the MoRA for the last three years can be seen in Figure 8.
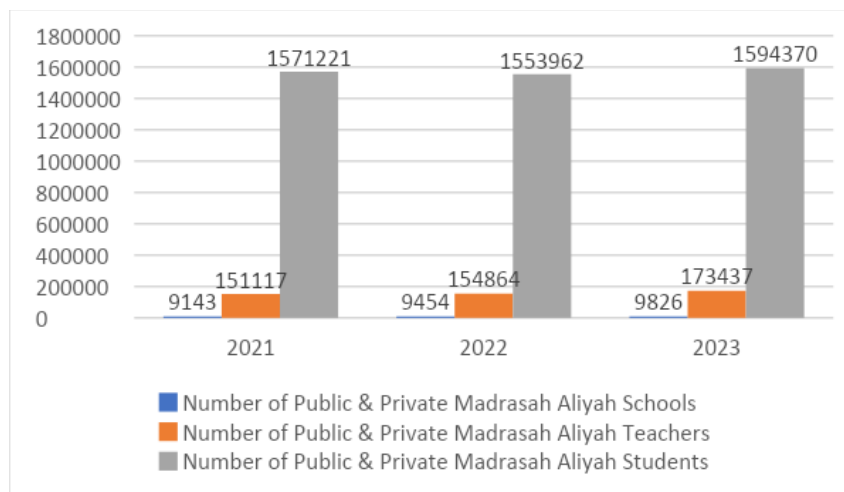
Figure 8. Number Of State and Private Madrasah Aliyah Schools, Teachers and Students

Figure 8 illustrates a significant increase in the number of public and private madrasah aliyah in Indonesia over the last three years. From 2021 to 2022, the total rose by 311 schools, followed by an additional increase of 372 schools from 2022 to 2023. Similarly, the number of teachers in both public and private madrasah aliyah also grew significantly, with an increase of 3,747 teachers between 2021 and 2022, and a remarkable rise of 18,573 teachers from 2022 to 2023. In contrast, student enrollment showed fluctuations: a decrease of 17,259 students from 2021 to 2022, followed by an increase of 40,408 students from 2022 to 2023.

These trends highlight the factors influencing the growth of madrasah aliyah education in Indonesia. Key elements include government policies that enhance curriculum development and provide budgetary support for improved facilities and infrastructure. Additionally, embracing technological innovations is crucial to adapt to the evolving demands of society 5.0, enabling the education sector to meet global standards. As Indonesia strives for progress, it is essential for the government to prioritize the expansion of madrasah, increase the number of qualified teachers, and support student enrollment to achieve national educational goals.

This study contributes to the understanding of the dynamics of madrasah aliyah education in Indonesia by providing a comprehensive analysis of the trends in the number of schools, teachers, and students over a three-year period. It highlights the significant growth in private institutions compared to public ones and emphasizes the need for government support to improve educational quality. However, the study is limited by its reliance on quantitative data, which may not capture the nuanced experiences of students and educators within these institutions. Future research should incorporate qualitative methods, such as interviews or case studies, to gain deeper insights into the challenges and successes faced by madrasah aliyah, as well as the impact of educational policies on their operations. Additionally, exploring the role of technology in enhancing learning outcomes could provide valuable recommendations for the future of Islamic education in Indonesia.

CONCLUSION

This study has revealed important trends in the growth and dynamics of madrasah aliyah education in Indonesia from 2021 to 2023, highlighting a significant increase in the number of private institutions, teachers, and students compared to their public counterparts. The findings indicate that while public madrasah aliyah schools face challenges in enrollment and resource allocation, private institutions are thriving, driven by a growing demand for religious education. These dynamic underscores the importance of government policies and support to enhance the quality of education across both sectors. Ultimately, the study underscores the need for ongoing

research and targeted interventions to ensure that all madrasah aliyah can effectively contribute to the educational landscape and meet the diverse needs of students in Indonesia.

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