

THE MUSLIM ELITE SCHOOL AND THEIR CONTRIBUTION TO DYNAMICS OF URBAN MUSLIM COMMUNITIES IN INDONESIA

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Abstract

This article's results study aims to know the phenomenon that occurs from development school of elite Muslims in Pontianak City, Indonesia. The elite Muslims School, such as SD Muhammadiyah, SD Islam Al-Azhar 21, and SDIT Al- Mumtaz in Pontianak, is the institution of education that has contributed to making a generation of Muslim scholars in Indonesia. The study was conducted with an approach and qualitative analysis with method data collection via observation, interview, and documentation. Study results in this show: first, awareness of elite Muslims in essential institutions of education-based Islamic values becomes an important moment in schools. Second, curriculum, additional pattern learning, and programs have been based on draft integrative learning. Collaborate curriculum government and curricula formulated in a manner quality independent with permanent based on Islamic values. Third, management based on sources of power is superior and supported by infrastructure and adequate education, so the learning process is also quality. Fourth, participant input educates the Public Muslim class medium top, with established economic, social, and educational levels.

Keywords: Innovation, Education, Islamic Schools, Muslim Elites, Community Dynamics

Introduction

The presence of school superiors in Indonesia is a hope that many have dreamed of School is pre-eminent to become an underlying needs life to get a decent life and

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livelihood for future generations. Through time and awareness, society then finally, little by little, came out of schools' quality based on Islam. All schools are managed by parties private but permanent under permission service education. Studying this want to view and browse further how the Islamic elite's existence can be prevalent, especially at SD Muhammadiyah, SD Islam Al-Azhar 21, and SDIT al-Mumtaz in the Pontianak area, Indonesia. As for the election, remember the three SDs equally popular in the eyes of the people of Pontianak City and borrow the term Azyumardi Azra- get it classified into "school elite Muslims." Besides that, passing the three schools' characteristics alone is typical enough, so getting it expected will find definite dynamics development interesting to continue the study of the ingredients.

School of Muslim Elite

The term " school " in the treasury to Indonesian refers to the institution level formal education lower college high. School means a place or vehicle child experiences the learning process. It implies at school and through the learning process in a manner directed, guided, and controlled.

School functions as a place for the transfer of knowledge, transfer of values and also works to maintain and develop traditions and cultures sublime in something Public through the forming process of personality so that Becomes man able adults stand up within the culture and society surrounding areas (Mahfud, 2014; Mahfud, 2016; Mahfud, 2018; Muyasaroh et al., 2020).

School no can only be interpreted as a room or building, the place child get together and study a number Theory knowledge. The school must interpret institutional education related to norms and culture that support it as something system social. If school is considered a receptacle for process civilization value, then according to Imam Suprayogo, the thing that is necessary to notice in a manner serious is the formation of climate education good Claims that are both tangible and intangible.

A tangible climate such as device hard school form buildings, equipment parks, courtyards, and the appearance of the teachers who are only involved in institution-related education. At the same time, intangible climate concerns about bureaucracy developed school relationships between teachers, teachers, students, between students, and so on. The climate is part of important and necessary notice by a school, especially in form climate school superior.

More than mentioned, school superior alone is needed, right? The word "excellent" implies exists superiority compared with others. This word shows deliberate intellectual "arrogance." instilled in the school environment. In developed countries, for the show, good school no use the word superior (excellent) but effective, develop, accelerative, and essential.

According to expert education Arif Rahman Hakim, available several characteristics make something a school could be called featured, including:

1. Leadership school professional.
2. All inhabitant schools understand and implement the vision and mission school.
3. Atmosphere fun learning.
4. Activity Learning in schools is very diverse.
5. The teacher has planned to learn.
6. All programs are positive.
7. The school carries out monitoring and evaluation in a programmed manner.
8. Rights and obligations students understood and implemented with good at school.
9. Partnership Among school with house ladder or parents.
10. Appearance creativity in organization school for development education.

The Ministry of National Education has also determined the number of mandatory criteria owned by the school superior. Includes: First, input, namely student selected in a manner strict with use criteria specific and procedures that can be held accountable. The requirements in question are: (1) achievement of superior learning with number indicators report card, *Ebtanas* Score (NEM, now UN scores), and results test achievement academic, (2) score psychological test that includes intelligence and creativity, (3) test physical if required. Second, supporting facilities and infrastructure to fulfill the need to study students and distribute interests and talents in activity curricular and extracurricular activities. Third, the conducive environment learning for development potency superiority Becomes a real advantage good environment physical as well as social-psychological. Fourth, teachers and staff handling education must make superior well from facet mastery Theory lesson, method teach, as well commitment in carrying out the task for that need held incentive additional teachers in the form of money or facility other as housing. Fifth, the curriculum trusted with development and improvisation in a maximum manner corresponding with the demands of study participant students who have speed learn taller compared with the student her age. Sixth, the study period is longer compared to school other. Because of that need, there is a hostel for maximizing training and accommodating students from various locations. In the hostel, a complex need exists, possible means of distributing interest and talent to students as a library, tools, sports, arts, and others as needed. Seventh, the learning process must be qualified and accountable to students, institutions, and society. Eighth, school superiors not only benefit participants educated school but must own social resonance to the environment surrounding. Ninth, the value more school superior lies in treatment extra outside curriculum

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national through the development of curriculum, enrichment and expansion programs, remedial teaching, service quality guidance, counseling, and coaching creativity and discipline.

Based on criteria, the so not easy to classify a school, including in the category superior. Just physical appearance and visible eye others can be a prime indicators. It means we need to review further to classify something institution education (school) can say superior. Not even a school could as well immediately, so it just said superior at the time of the founding. Needed proof real and necessary time tested.

Portrait School Muslim elites in Pontianak City

Based on the documents obtained, we display the latest profile from every school, which is shown in a shape matrix as follows:

Enrollment in local colleges, 2005

School Name	SD Muhammadiyah 2 Pontianak	Islamic Elementary School Al-Azhar Pontianak	SDIT Al-Mumtaz Pontianak
NPSN	30105255	30105287	30107373
School Status	Private	Private	Private
School Address	Jl. Ahmad Yani PTK Selatan	Jl. Ahmad Yani 2 PTK Southeast	Jl. Alianyang Gg. Kencana II City PTK
Start operationalized	1975	1998	2003
Permit_ operational	No. 102/114/ Kep /E/1989	No. 10/YKIK/PD/1998	No. 130/ Kep /2006
Accreditation	A (Extremely ok)	A (Extremely ok)	A (Extremely ok)
Qty . Student	1000 people	709 people	555 people
Qty . Teacher	48 people	43 people	41 people
Qty . Rombel	27 Class	27 class	16 class
Qty. Employee / TU	14 people	14 people	8 people
Head Name School	Drs. H. Slamet Riyanto, M.Pd	Meddy Andreas, M.Pd	Suhada, S.Pd

Foundation Name	Muhammadiyah Association	Equator Islamic Glory Foundation (YKIK)	Integrated Islamic Education Institute Ridho divine
Mission School	<ol style="list-style-type: none"> 1. We are increasing the application of noble character at school, home, and society. 2. They apply religious teachings adhered to by the school community in their daily activities. 3. We are fostering a spirit of excellence in academic and non-academic fields. 4. Able to compete in knowledge and skills technology. 5. Carry out coaching and guidance in a manner intensive to inhabitant school so that capable develop optimally. 6. Increase discipline and responsibility answer inhabitant school corresponding by order school. 7. Increase concern about cleanliness 	<ol style="list-style-type: none"> 1. It realizes an education system based on IMTAQ and science and technology. 2. Produce quality teachers' tall good religion as well knowledge general. 3. Making al-Azhar a school featured. 4. Source dissemination education Islamic inspired quality. Children 's education outside of school hours is traditional. 	<ol style="list-style-type: none"> 1. Organize education quality with an integrated curriculum, methodology, and sustainable integrated Islamic education program. 2. Produce students who excel, are pious, and istiqomah who are ready to continue education more levels tall. 3. Organize development-oriented education competence students, including formation knowledge, cultivation scores Islamic, and motivation do good. 4. Develop culture learning and culture Islamic as well as create environment fun and conducive to learning as base life learning and shaping personality student.

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| and beauty environment. | 5. We are optimizing connection schools with parents, communities, organizations, and related agencies. |
| 8. Apply management participatory by involving the whole inhabitant school. | 6. It is oriented towards student development, process assessment, discovery approach, science and technology utilization, and foreign language. |
| 9. Grow spirit integrity in the environment, school, and society. | |

Source: Fictitious data, for illustration purposes only

Historical Aspect of the Muslim Elite School in Pontianak

Started from many parties proposing that Muslims founded an Islamic school. From ideas of this, administrators of the Muhammadiyah organization, the Equator Islamic Glory Foundation (YKIK), and the Ridho Foundation divine attempted answer challenge them with real work. So born Islamic schools such as SD Muhammadiyah 2, SD Islam Al-Azhar, SDIT Al-Mumtaz.

Kindly general, the background behind the founding third current Islamic school already belongs elite in Pontianak City, Indonesia almost similar. Everything started with the generosity of several Muslim Pontianak cities that has attention and care to the world of Islamic education. They waqf a plot of land to be forerunners will organize an institution of education. They joined a foundation moving social in field education. Foundation some are independent there are also affiliated at the national level. Persyarikatan Muhammadiyah is an organization on a national scale. The Equator Islamic Glory Foundation (YKIK) is affiliated with YPI Al-Azhar center Kebayoran New South Jakarta. Ridho Foundation divine scale local. Support from the party foundation next with organizing management independent and capable schools apply management professional and quality schools.

The background behind the founding process started with the desire to embed Islamic teachings for child education. Confusion will condition Islamic institution education is still very minimal either from facet quantity especially quality, cultivate motivation strong for answer with real action. Compulsory Islamic religious subjects

taught in institutions of education general countries, the result is also still far from hope. Whereas learning in Madrasas is also considered more emphasize aspects of theoretical understanding of religion and less show quality in learning general. Condition institution education, especially level based in Pontianak at the time, is also very concerning. So that many parents, especially _ circles the medium top, willing to school their sons are at private school foundation Christianity for the sake of pursuing quality good education, especially in the material lesson general and discipline learn. Finally, children, Become far from understanding and applying their religion's values alone.

Pioneering from part Public elite Muslims in Pontianak City make schools it in the early day's stance of course already shows typical input. SD Muhammadiyah 2 was initially known as the school ' children's doctor ". It is because at the start establishment, the school this spearheaded by doctors Muslims in Pontianak City, such as Dr. Bari Barasila, dr. Sofyan, dr. Ali Asfar and others. Next, they also the first school, her son, is in elementary school.

Al-Azhar Elementary School is filled with official children. It no amazed because a number of son area officials and figures from Muslim centers nor area Becomes pioneer founding schools. Like DR. Fuad Bawazier, Drs. H. Uray Syaiful Hamid, Prof. Mashor al-Mutahar, and others. Moreover, SD Islam Al- Azhar 21 is a branch-first school similar to that outside island java. At first, it also accommodated already graduated from al-Azhar Islamic Kindergarten, more formerly founded and has had students. At the moment, first, stand up only own one bunch study with 30 students. Building for room study still joins with kindergarten, especially formerly built a mosque. Booming up to 4 rombel in the year next.

Parents educated ex-activist campus enter his son to SDIT al-Mumtaz. It highly correlated with the founders that are activist youth leaders such as Mr. Alifuddin, sir Arif Joni, and sir Abdurrahmi then also pack Muhammad Abduh people who are focused on da'wah and education, which are also incorporated in the Ridho Foundation divine. Early establishment schools also want to accommodate already graduated TKIT al-Mumtaz, formerly stand-up. Student force only totaling 12 people with facilities and infrastructure is minimal. However, the mosque building has especially previously stood up.

Next, along with the development of the times, child input also learns more various. However, it seems permanently originate from parents whom student circles Muslim educated with good socioeconomic status or can be said medium to top. So that even at the beginning, facilities and infrastructure are very limited, period, not enough six years before there are graduates, schools already show rapid progress. The more many parents are interested school their son to school. Professional management by the private sector also makes level independent schools tall so that they no depend on facilities and government assistance. It is what is one factor why costs incurred for

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management are also great. Parents' student bears part of it. The term " elite " in the definition of circles is specific; finally, no can be released from the evaluation Public to school. Although actually party schools no once feel like school elite. In reality, they could pull several conclusions about the background behind the establishment of the Islamic school as follows:

1. Values Islam, caring, and cooperation coloring beginning start establishment.
2. There is political motivation to " compete " education developed by groups of non-Muslims.
3. The increasing number of Muslim scholars with middle economic and social status has become a pioneer stance.
4. The manager has to work hard to fight for the existing school so that it can is at in the category of superior and in demand by the public.
5. In terms of labeling names, see already clear could be guessed that schools come on stage with fully inviting vision and inspiration and many curious people. In terms of name, it seems the more dashing and promising future quality of students.

Vision and Mission School of Muslim elite

One characteristic of school of elite Muslim is understanding the vision and mission that has been formulated. Every Islamic school studied his own vision, mission, and objectives wide. Moreover, have also made various efforts consciously and on continuously to implement it in all the processes that occur in schools. Start from management it's management up to the learning process.

Kindly general vision third school is for form man plenary Indonesian Muslims. Well, morality, intelligence, and integrity. The mission is to create and implement system quality and give education contribution to improving the quality of Indonesian human resources. So the learning process, everything is set so that you can operate a mission, such And no can be denied that Muslims, in general, miss an institution with superior and outstanding Islamic education. So that party school must be capable of making it happen in real work. Put the basics of science and morality glorious for the child he taught.

To make the Islamic school truly superior, necessary a formulation of concept, vision, and mission must be achieved by the institution. Islamic schools / this are no mere slogans and names but rather carry noble trust for giving birth to quality graduates ok. Vision-mission and goals that then made as benchmarks and values for leaders, teachers, and employees as well as students for underlying every activity and activities learning

Through vision-mission and goals, the Islamic school could map plan strategy and a series of relevant and significant programs. For example, formatted with a system

combination Of boarding school with education school, determine the full-day school program as steps and efforts to reach the desired learning quality. Preparation of vision-mission and goals institutional has been done as a work collective Among leaders, teachers, and residents school. Because the formula must be accepted by all parties and can run only in the environmental institution, all motion steps reflect the implementation of the vision mission that has been set.

Purpose main school model Islamic education superior is from personal strong Muslims start belief theological, religious experiences and embodiment of behavior moral children. So, different from Islamic education in pesantren, which with a mission is to print religious experts and scholars, education in schools excellence of Islam has a mission to print a generation of Muslims who have a solid religious base on one side, as well as mastery science and technology with various Support instrument education and tools modern technology.

The third Islamic school that we studied is a school, not a madrasa. In meaning, in a manner hierarchy, they no are at in shade and construction Ministry of Religion. The curriculum used is Department of Education, as well as supervision and coordination lines. It means they must design Islamic inspired curriculum independently. Regardless of eye lessons existing, Islamic religious education is required in the curriculum.

Preparation and construction of curriculum are always conducted with considering the design that has dimensions balance Among lesson general with spiritual lessons, between aspect cognitive, affective, and psychomotor, and also between aspect theoretical and practical (Mahfud, 2018; Mahfud, 2019a; Mahfud, 2019b; Mahfud et al., 2021). In framework enhancement quality education there, done development in field curriculum. Besides, that is one distinguishing factor of the advantages they have. School is shaded religious in their curriculum use.

In designing the curriculum, the third school this form team on duty for arranging the curriculum, later religious material known with plus curriculum, holistic or integrated. It is coupled with each curriculum's unique characteristics that reflect the foundation that houses it. As kemuhaamdiyahan at SD Muhammadiyah 2. Central al-Azhar curriculum for SD Al-Azhar 21. And the JSIT curriculum (Network Integrated Islamic School) at SDIT Al-Mumtaz. Draft curriculum based on reject measures on students in the field of religious education, with the criteria as follows:

1. Obedient worship, capable dhikr, prayer, and clever Read the Qur'an and memorize it.
2. Own good morals towards Allah and His creatures.
3. Able to settle down in life society.
4. Believes Islamic truth.
5. Own comprehensive and integrated knowledge _ about Islam.
6. Own power resistant and sensitive to teachings or understand what can change the creed.

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7. Able to do *amr ma'ruf nahi evil* with good and right.
8. Able to read the Koran with good and truth, trying to memorize, live, and practice contents.
9. Own tolerance social, philanthropic like giving *infaq*.

The curriculum for general field school has applied curriculum Ministry of National Education in a manner pure and development-oriented science and technology. However, Islamic values reflected in the learning process and its content-dense applied curriculum have consequences in the addition of long study hours than normal school.

Development fundamentals carried out by the institution related to Islamic education with organizing learning at school is decentralization efforts curriculum ", i.e., based curriculum the peculiarities of each school. This is seen in the curriculum used in the third school studied. Every school permanently uses a curriculum that the government has set. In Thing, this refers to decisions minister RI education and culture. But each one also adds a curriculum with special features of Islam, as in the madrasa below auspices of the Ministry of Religion. For example, the Koran, morals, and Arabic. Subjects this including in curriculum noble and obligatory followed all participant educate. Besides, it also created a mandatory programs such as TPA and Tahfiz for intensifying learning *alqur'an*. Able to read and memorize the *Qur'an* with good and right. Able to perform worship with ok. Own morals, noble and virtuous character. The third Thing is the main target competence of the Islam of graduates.

Although not all schools include the term 'integrated', in essence, there is a desire to integrate their curriculum. The main integration is on planting Islamic values. Well, in matters of worship as well attitude or morals *karimah*.

The aspect most important and interesting as developed in this Islamic school is building order school socio-culture, in order association between inhabitant school. The school attempted to build order in continental socio - Islamic culture. Starting from the method of dress, socializing, and interacting between teachers, students, and parents, all based on Islamic values. Embraced norms and values are the norm of Islam. For example, school programs pray pilgrims for students, and social relations Between students and teachers based on values and Islamic morals. Students greet friends or teachers by saying greetings. Even in wearing uniforms, school teachers and students every day require Muslim dress Muslim. For that role, all teachers are very decisive in institutionalizing worship practices and Islamic socialization values. In Thing this no only the task of the religious teacher but also the responsibility all teachers and staff in the neighborhood school.

Obstacles faced by party school when they must get used to independence in children's education. Because of their background originating family from " able " parents, the habit of always serving at home, always fulfilling all need, and not once feeling difficulty living is typical of them. When you have to be in school and obey all

existing regulations and norms show up attitude and not enough care. This especially happens in low classes. The school hopes that education is carried out not enough more six years in education base this could form a personality them. Become more independent, fine in worship, nor in learning. Habituation Keep going continuously and working same with parents Becomes always solution endeavored. Application of hidden curriculum becomes a challenge for party schools (Mahfud, 2019c; Mahfud, 2019d; Mahfud, 2019e; Mahfud, 2019f; Mahfud, 2020g; Mahfud, 2020h).

Activity extracurricular for building interests and talents students also do in manner continuously. Every student is required to follow activities good in the field of arts (vocal, dance, coloring, drawing/painting), sports (swimming, karate, futsal, feather badminton, chess), or Skills others (cooking, crafts hand). All activities aim to increase the competence of students, such as students' social attitude, incredibly caring and channeling it into positive activity.

Several excellent programs in school are also done in a manner periodically. As scouting, outing class, out bond, camping, mabit, entrepreneurship (bazaar and market day). Programs like this add trust self students and build mental courage for them. Besides, it also works as an arena for recreation and hospitality. Activities also require source power, humans, and funds that are not little. Programs like this Become a differentiator from other schools in Pontianak.

Management of School of Muslim elite

Elite Islamic schools are already included in the category of the school featured. The school superior said that practical is capable of developing his students far better than the ability early on when students enter school. So that the school is naturally managed by professional staff. Start from management (head school), power educators (teachers), and education.

Element leaders must awaken teachers' and education personnel's dedication and commitment. The first is to straighten out the intention of lillahi ta'ala service to carry out the task professionally. Also, to instill a sense of belonging to all school members and the community towards the school. Hold regular meetings to find progress and solutions together in dealing with and solving problems. Creating a conducive work climate creates a pleasant working atmosphere and mutual support and understanding. Also, monitor and evaluate the program on an ongoing basis, routine and periodic. Make agreements on tasks (obligations), rewards (rights), awards (rewards) if achievement, and sanctions if you deny obligations based on agreed rules (Imron, 2008; Azra, 1999; Chanifah et al., 2021; Golmen, 1998; Hasbullah, 1995).

According to Imron Arifin, elements supporter Islamic school achievement (excellent) at least there are nine factors, namely :

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1. Factor facilities and infrastructure. Includes (a) facilities complete and adequate schools, (b) resources for adequate learning, and (c) facilities that support satisfying learning.
2. Teacher factor. Includes (a) teachers have qualification adequate, (b) teacher welfare being met, (c) ideal teacher-student ratio, (d) loyalty and commitment high, and (e) motivation and enthusiasm high school teacher.
3. Student factor. Includes (a) differentiated learning, (b) intra and extracurricular activities vary, (c) motivation and enthusiasm study high, (d) empowerment study mean.
4. Factors order organization and mechanism work. Includes (a) order rational and relevant organization, (b) rational and relevant organizational program, (c) mechanism clear and organized in a manner right.
5. Factor partnership. Includes (a) trust and hope parent high, (b) support and role as well as Public high, (c) support and assist government high.
6. Factors commitment/system value. Includes (a) culture mutually local supports, (b) triggering religious values emergence Support positive.
7. Factors motivation, climate work, and passion work. Includes (a) motivation to excel in all community schools, (b) atmosphere, climate work, and climate study healthy and positive, and (c) enthusiasm for work and achievement high.
8. Factor deputy head involvement school and teachers. Includes (a) representativeness of head school in making policies and their implementation, (b) representation of head schools and teachers in arranging curriculum and school programs, and (c) involvement of deputy head schools and teachers in the improvement and innovation of learning.
9. Factor leadership head school. Includes (a) proficient utilizing score religio-cultural, (b) skilled in communicating vision, initiative, and creativity, (c) skilled in raising motivation and awakening spirit, (d) skilled in repairing differentiated learning, (e) skilled Becomes a pioneer and role model, and (f) expert manage administration school.

Based on the top view, at least there are two things principal that appear in the third school to be the focus study, namely :

- a. source power man superior,
- b. means infrastructure representative academic

Resource Superior Human Resources (HR), is the most important asset owned by a superior Islamic school. HR recruitment and development have been conducted in a manner. Keep going continuously because it is one priority to reach quality/quality good academics. Source power man meant teachers, energy administration (employees), and personnel laboratory. As an institution pre-eminent, they have to make profile source power humans, especially for teachers, with criteria as follows:

- 1) Showing self as a figure Muslim where just he is.

- 2) Own outlook, broad knowledge, and high professionalism, creative, dynamic, and innovative in developing knowledge.
- 3) Show attitude and behavior that is honest, trustworthy, and ethical glorious, as well as could become a role model for colleagues, students, and who are just.
- 4) They are showing dedication and discipline tall as well as obeying the code of ethics teacher profession.
- 5) Own awareness tall in work with intention worship and always make an effort increase quality personally.
- 6) Act wisely and wisely in the face of and resolve every problem.
- 7) Own characteristic patient, sincere, and accommodating in the association.

Independence in HR management becomes a factor that supports the smooth running of the agenda because almost all teacher's and staff education at school is employee or employee foundation. They no employee government (PNS). Except for four senior teachers at SD Muhammadiyah 2. Thus, all existing rules and regulations could be implemented more freely.

Inputs and Outputs of School Muslim elite

Reception students new conducted through the selection process. It usually causes enthusiasts and different school attractiveness. Interested parents school their children in schools the more many than total existing seats. Really outside the ordinary because the cost set registration school is not small. The calculations can exceed the cost of study at college tall. It shows that 'expensive' is relative. When services provided are considered "appropriate," then price no becomes a problem. Anyhow magnitude permanent will interest. But on the other hand, it also shows that input schools are very limited. Only affordable by parents with level economy medium up.

All accepted students, after through administrative tests and tests readiness learn. Test this also done for mapping child education later. And know ability base child before the following activity learns. Also, for help, the next class teacher will guide them. Especially in SD Islam al-Azhar and SDIT al-Mumtaz, more prioritizing Kindergarten (TK) alumni from the same foundation. Suppose the quota is already fulfilled, so no again opened opportunities for candidate students. On the side, specifically at SDIT al-Mumtaz, interviews were conducted with parents and candidate students to equate perceptions in Thing education children.

According to Daniel Goleman, the ability to know themselves and their environment is the ability to look at a manner objective or analysis and respond in a manner right, which requires intelligence in the brain (*Intelligence Quotient*) and emotional intelligence (*Emotional Quotient*). On the side that, spiritual intelligence (*Spiritual Quotient*) candidate student should could measurable moment selection student new. Thus, test selection students new should measure the third aspect of intelligence or even could measure various intelligence (*multi-intelligence*). So, test

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selection students knew the goal was more than accepting or refusing students but far to the front for know-level intelligence students. With a level of data intelligence, students could be used as the base for determining the construction process and even could for the target or direction of future education. Prospective students could later be nurtured, guided, and learned corresponding with their level of intelligence, which later directed to produce excellent graduates.

In Thing produce output or graduate, school elitist is also very promising. School graduates the has distributed and accepted in schools level favorite next. Both in the city of Pontianak and the outside area. Pass rate every year 100 percent. Achievements achieved by students good in the field, academic and non-academic, are also proud. Expected education base During not enough more six years, they could equip the child with high academic competence. Besides, it also shows behavior and morals glorious in his daily life. Moreover, most importantly, it again values Islam and its worship. Keep going, rise, and become ingrained habit meat.

The quality expected *output* is conceptualized in the 1945 Constitution article 31, paragraph 3, which states that government operates and organizes one system of education, increasing national faith and piety as well as glorious morals. Draft this own purpose to educate a nation where put hopes and dreams that institution education must capably carry and direct his students for their own faith, piety, and morality glorious so that they are intelligent and sound intellectually, morally, and spiritually. Schools, as an institution of education, own Duty to prepare and develop source power man quality in the necessary IMTAQ and science and technology fields accompanied by *up-to-date* breakthroughs and innovations To use facilitate born superior *output*. With that's how it used to be charged to the government. Now Public Muslims have implemented it. Finally, education must be agreed upon as duties and responsibilities answer together—government, society, and family. Only good synergy from the third element can make ambition glorious. Realize the entire Indonesian generation.

CONCLUSION

Curriculum, patterns, additional learning, and programs have been based on draft integrative learning. Collaborate curriculum government and the curricula formulated independently to implement quality education based on Islamic values.

Management based on superior HR. So that power educators and education, as well as element leaders, always synergize to implement a quality education process. The learning process may also be high quality, supported through infrastructure and adequate education.

Participant input studied at the Islamic school show the characteristic of each one's specialty. However, it is concluded that parents choose the school their children are in classified as society Muslim class medium top. With the level of economic, social, and educational already belong established. The expected output is child ready

students continue to level education next (junior high school). Based on this, they were already provided with the basics of Good religious and general knowledge.

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