

The Dynamics of Madrasas Development in Pekalongan City in the New Order era during the Pelita V Period

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Abstrak

Pembangunan pendidikan merupakan salah satu hal penting yang dilakukan oleh suatu pemerintah. Dalam hal ini tidak terkecuali madrasah sebagai salah satu bagian dari pengembangan pendidikan. Dalam hal ini, artikel ini bertujuan untuk merekonstruksi sejarah perkembangan madrasah dengan menggunakan data kuantitatif yang ada di Kota Pekalongan pada era Pelita V (1989-1994). Kota Pekalongan sendiri merupakan kota penting yang pernah menjadi ibu kota Karesidenan Pekalongan yang diproyeksikan sebagai kota perdagangan dimana aspek pendidikan penting untuk dibangun. Artikel ini ditulis menggunakan metode sejarah dengan tahapan heuristik, kritik, interpretasi, dan historiografi. Dari hasil penelitian diketahui bahwa kondisi Madrasah di Kota Pekalongan pada Pelita V dilihat dari aspek jumlah sekolah, guru, dan siswa secara umum mengalami fluktuasi/dinamika. Dalam hal ini, pembangunan Madrasah Tingkat Dasar (MI) Pelita V Kota Pekalongan berjalan dengan baik, meskipun terdapat ketimpangan terutama pada jumlah guru. Pada tingkat menengah baik SMP maupun SMA (MTs dan MA), perkembangan madrasah mengalami peningkatan dan berdampak pada peningkatan partisipasi pendidikan.

Kata kunci: kota pekalongan, pembangunan Madrasah, pelita V, orde baru.

Abstract

Education development is one of the important things carried out by a government. In this case, madrasas are no exception as one part of educational development. In this case, this article aims to reconstruct the history of madrasa development by utilizing quantitative data available in Pekalongan City during the Pelita V era (1989-1994). Pekalongan City itself is an important city that was once the capital of the Pekalongan Residency which was projected as a trading city where the educational aspect was important to build. This article was written using the historical method with stages of heuristics, criticism, interpretation and historiography. From the results of the study, it was found that the condition of madrasas in Pekalongan City in Pelita V, seen from the aspect of the number of schools, teachers and students, generally experienced fluctuations/dynamics. In this case, the construction of Madrasas at the elementary level (MI) at Pelita V in Pekalongan City is progressing well, although there is inequality, especially in the number of teachers. At the secondary level, both junior and senior (MTs and MA), madrasa development has increased and has had an impact on increasing educational participation.

Keywords: pekalongan city, madrasas development, pelita v, new order.

INTRODUCTION

Every city continues to be dynamic, whether fast or slow (Abdullah, 2005). The dynamics of a city are closely related to the people who inhabit it. Human movements as city dwellers are greatly influenced by the rules set by the city

government. The dynamics of city development, which in this case means the human quality of its residents, can be measured using a measuring instrument called the Human Development Index (HDI). The Human Development Index (HDI) or Human Development Index (HDI)

was put forward by the UNDP (United Nations Development Program) in 1990 which measures the level of progress of a region by looking at three aspects, namely economy, health and education (Siagian, 1982). Reviews related to HDI are interesting because the three aspects of HDI, namely economics, health and education are closely related to government policy.

Reviews of HDI aspects in a region are still often the domain of socio-economic sciences, especially development economics. However, history can also position itself as a science that examines the HDI aspects of a region, especially those related to human dynamics within it which are closely related to the history of development. In this case, of course a separate approach is needed so that history can capture the meaning of development data (in the form of HDI statistics) so that the historical work that has been developed (historiography) can be fully depicted (Prayogi, 2024). Discussion of HDI by historians will of course end in qualitative work that starts from quantitative data. Apart from that, city history reviews (historiography) that take the study from the HDI aspect are also rarely found. IPM is still a new thing in historical science. All sources for HDI are statistical data. This is something interesting because the existing statistical data cannot simply be digested by the

general public. Conceptually, data related to HDI cannot be drawn back to years before the HDI existed. However, the three indicators, namely health, education and the economy can be pulled back.

Pekalongan City is one of the cities that uses HDI as a measuring tool for city development. Pekalongan City HDI statistical indicator data is contained in a series of books entitled Pekalongan Municipality in Figures and Central Java Province in Figures which is part of the Central Statistics Agency (BPS) publication series. This book contains very comprehensive statistical data including various statistical data on geography, government, population and employment, social, agricultural, industrial and energy, trade, transportation, communication and tourism, finance and prices, as well as regional income. All data in this publication series is in the form of statistical data.

Three aspects used to measure HDI are also included in this book. Every year this data continues to change. Changes in this data occur depending on city government policy. Conceptually, changes in these statistical figures are not widely discussed. On the other hand, government policies greatly influence changes which are then recorded in statistical figures. Dynamics like this are not included in the Central Statistics Agency's publication series, which tends to be synchronistic.

This is the background for this research. Apart from that, this research aims to provide an analysis of various statistical data with which a historiography with a complete story can be drawn. Among the three aspects of HDI, this research focuses on discussions in the field of education. The reason is because education is the basis for economic prosperity and health. It is also important to remember that the independence of the Indonesian nation came from the contribution of the educated intellectual class.

In general, development is one of the most interesting issues in a government, so that both central and regional governments always determine several development programs in their respective regions. Various efforts have been made by the government to achieve targets in the development process. It is hoped that with development there will be a change for the better than the previous period. The development paradigm in Indonesia has developed from 1960 to the present. In the 1960-1970 period, the government emphasized the economic growth paradigm in development (Hidayat, 2004). In the next stage, there was a shift towards welfare-oriented development, because the economic growth paradigm actually created a gap between the rich and the poor.

Seeing these conditions, during the 1970-1980 period the Indonesian

government made great efforts to implement the paradigm of equitable development throughout Indonesia, by implementing development programs in poor areas and remote villages to catch up (Sari & Purhadi, 2021). The Five Year Development Plan (Repelita) is one of the government's plans to improve the development process. The development plan is carried out every five years on an ongoing basis. Starting from the first Repelita, second Repelita, third Repelita, fourth Repelita, and fifth Repelita (Rahmawati, 2022).

The spatial aspect in this research is the city of Pekalongan. Pekalongan City has a long history. The relationship between the city of Pekalongan and aspects of (formal) education actually began during the Dutch East Indies era. In this case, Pekalongan City has been given autonomy rights as *Gewest/Residency* which oversees various *Afdeling* (regency level). The establishment of the *Europees School* in Pekalongan in mid-1820 was evidence of the beginning of the Dutch East Indies government in the field of education at that time (Moehadi, et al., 1981). As a consequence of the development of administrative and government center cities, the need for an educated workforce increases. In order to fulfill this need, the Dutch East Indies government then built various schools from primary to higher education levels (Ricklefs, 2001).

The Dutch East Indies government also permitted the establishment of several religious-based educational institutions (Islam and Christianity) in the Pekalongan Residency, including women's schools. In this case, the Dutch East Indies government not only projected Pekalongan to become a center for trade and transportation but also designated it as the capital of the Pekalongan Residency (Asa, 2006). By becoming the residency capital, education becomes important in the regional development process.

The dynamics of educational development continued until the Japanese occupation. During this time, the Japanese occupation government paid attention to building Gyomin Doozyo or a marine fisheries school in Pekalongan City. Furthermore, at the beginning of the New Order, the Pekalongan branch of the Sharia Faculty was established as a branch of IAIN Walisongo (Moehadi, et al., 1981). However, the emphasis on aspects of educational development is at the primary and secondary education levels. This level is a very basic level. As a foundation, improving education must start from the primary and secondary levels, especially in terms of equality. Because of the importance of this level of education, the focus of this article is on the primary and secondary education levels, especially madrasas.

The temporal aspect in this article is that 1989-1994 coincided with the

implementation of Pelita V. Based on the 1988 GBHN, it provided direction for the development of Pelita V. In it there are two objectives of Pelita V, namely improving the standard of living, intelligence and welfare of all people equally. Second, lay a strong foundation for the next stage of development. From the 1988 GBHN directive, it can be seen that one of the focuses of development in 1989-1994 was education.

The formulation of New Order educational development was carried out seriously during the Pelita period, especially Pelita II to V. Based on the 1988 GBHN, directions were given for the development of Pelita V in which there were two objectives of Pelita V, namely first, to improve the standard of living, intelligence and welfare of all people as a whole. evenly and secondly, laying a strong foundation for the next stage of development. From the 1988 GBHN directive, especially in PELITA V, it can be seen that one of the focuses of development in 1989-1994 was education (Alam & Sarimaya, 2017). Thus, it is important to reveal historically the dynamics of educational development in the city of Pekalongan at this time, especially madrasas, considering that madrasas also have an important role in increasing community educational participation.

METHOD

In this article, historical research methods are used. Systematically, historical research can simply be described in five stages, namely heuristics, verification/criticism, interpretation, and historiography/historical writing. In the first stage, heuristics can also be interpreted as the source collection stage, which is an activity of collecting data from various sources related to the chosen topic, which will be used to reconstruct historical events to achieve the research objectives themselves and will be tested for truth based on experiences or discoveries that have been made previously. In this research, various sources were collected, such as books, journals, articles and relevant writings and then an analysis of their relationship to the topic under study was carried out. The search for sources, especially primary sources, was carried out at the Pekalongan City Archives Office, the Pekalongan City Central Statistics Agency (BPS) Library, the Pekalongan City Regional Library and the UIN KH Abdurrahman Wahid Pekalongan Library. Meanwhile, secondary sources were obtained by searching several electronic sources, mainly the institution's official website and related electronic journal articles.

Sources that have been searched and collected are then selected. The source selection stage is called the

criticism stage. Data obtained through the heuristic stage must be criticized or analyzed so that objective data is obtained based on existing facts. In this case, the steps in internal criticism include; read and study a data source to adjust the contents of the data source to the events contained in the book; check the correctness and correspondence between the date of the book and the events contained in the book; coordination, contradiction and measurement. In this research, the data collected is statistical data. Selection of statistical data is by looking at the statistical data from one year to the statistical data from the following year. Generally, statistical data, for example a table of the number of schools in 1988, previous information generally contains table data on the number of schools in 1987, 1986 and 1985. This way there is a gap between one data and another. If the main year, for example 1988, is the same as the information year 1988 in the 1989 table, then its credibility can be justified. Another check is to collect data from the relevant services, in this case in the form of data archives in the archives service.

After obtaining data at the heuristic stage and completing verification or source criticism, the next step is interpretation. Interpretation is the process of interpreting historical facts. There are two important points in interpreting history, namely analysis

(elaborating) and synthesis (unifying) (Kuntowijoyo, 2003). The data that has been interpreted is fact. A fact that is left to stand alone or a number of facts arranged chronologically without any interpretation of the fact, is not yet a historical story. In interpreting existing facts, subjective attitudes are minimized as far as possible, so that it becomes a logical and harmonious unity. The facts found must be supported by other facts, which is called the collaboration process (Herlina, 2008).

In this research, the steps in interpreting historical data are carried out in several ways, including, first, describing data from different sources. Second, reconstruct and combine facts obtained from several historical sources. Third, interpret the facts into meaningful sentences, which are continuous with one another. After all the processes have been carried out, the next process is writing history, which is called the historiography stage. At this stage all the facts are arranged into a chronological narrative form. After collecting sources, then verification or criticism of the sources is carried out into data, then the data that has been collected, interpreted or interpreted so that it becomes historical facts, then the final step in this research method is for the researcher to compile all the data that has gone through the above stages into a complete writing with a narrative-descriptive type of writing.

RESULTS AND DISCUSSION

General Overview of Pekalongan City Education Pre Pelita V

Pekalongan City is one of the cities on the north coast of Central Java Province. This city borders the Java Sea to the north, Pekalongan Regency to the south and west and Batang Regency to the east. Pekalongan City consists of 4 sub-districts, namely North Pekalongan, West Pekalongan, South Pekalongan and East Pekalongan. Pekalongan City is located on the north coast of Java which connects Jakarta-Semarang-Surabaya. Pekalongan City is 384 km east of Jakarta and 101 km west of Semarang. Pekalongan City is nicknamed Batik City. This cannot be separated from history from tens and hundreds of years ago until now.

Based on Law No. 16 of 1950 which was changed to Law No. 13 of 1954, Pekalongan obtained the status of a Big City so that it has more opportunities to develop widely. In the field of governance, with the issuance of Law No. 1 of 1957 concerning the principles of regional government, Pekalongan City is led by a Mayor named M. Soehartono Slamet Poespopranata where the role of the mayor is as a central government official and at the same time as regional head. Formally, the city of Pekalongan was formed based on Law Number 16 of 1950 dated 14 August 1950 concerning the Establishment of Large City Regions within West Java/Central Java/East Java and the

Special Region of Jogjakarta. Furthermore, with the issuance of Law Number 18 of 1965 concerning the Principles of Regional Government, Pekalongan changed its title to Pekalongan Dati II Municipality.

In terms of social conditions, Pekalongan City is classified as multi-ethnic and religious. Pekalongan City is also known as a religious city with a fairly high level of religiosity. This indicator can be felt from the many religious activities carried out in Pekalongan City. Economically, its strategic location makes Pekalongan City a city that has quite rapid economic growth compared to cities in Central Java Province. Its strategic location between Jakarta and Surabaya and on the North Coast route, makes Pekalongan City advanced in its economy, especially in the textile, industrial, fisheries and housing sectors. In the fisheries sector itself. Pekalongan City has the largest fishing port on the island of Java. Where this port is often a transit destination and area for auctioning sea catches directly from fishermen, even from various regions. So that producers and companies process seafood such as salted fish, shrimp paste, sardines and various fish crackers. Established his company in Pekalongan City (Pekalongan City Government, 2006).

Pekalongan City stretches between 6°50'42"-6°55'44" South Latitude and 109°37'55"-109°42'19" East Longitude.

Based on fictitious coordinates, Pekalongan City stretches between 510.00-518.00 km longitudinally and 517.75-526.75 km transversely. The area of Pekalongan City is 45.25 Km² or 0.14% of the area of Central Java Province which is 3.254 thousand Km². The farthest distance from North to South is ± 9 km, while from West to East it is ± 7 km. Administratively (currently) Pekalongan City is divided into 4 (four) sub-districts, each sub-district consisting of several sub-districts: a. West Pekalongan District consists of 13 sub-districts. b. East Pekalongan District consists of 13 sub-districts c. North Pekalongan District consists of 9 sub-districts d. Pekalongan Selatan District consists of 8 sub-districts. To the north, the Pekalongan City area borders the Java Sea, to the south and west it borders Pekalongan Regency, and to the east it borders Batang Regency (Pekalongan City Government, 2006).

With these spatial conditions, Pekalongan City had a population of 138,141 people in 1988 or one year before the start of Pelita V. In the following year, or in the year when Pelita V started in 1989, there was a decline in population where this year the population of Pekalongan City was 137.889 people. If we look further, the decline in population in Pekalongan City is more due to migration outside Pekalongan City (Bandiyono & Indrawardani, 2010). For more clarity

regarding population numbers, see the table below:

Table 1. Pekalongan City Population 1988-1989

Year	Household	Household Members		Amount
		Man	Woman	
1988	-	66.513	71.628	138.141
1989	-	66.362	71.572	137.889

Source: Pekalongan City in Figures (Badan Pusat Statistik, 1988, 1989, 1990, 1991, 1992, 1993, 1994)

The population density of Pekalongan City is in the West Pekalongan area. The reason is that the West Pekalongan area is an area that is a center of activity with many public facilities that the community needs. In this case, the West Pekalongan area is used as an educational development area, craft industry center, hotel, government/office center, and sports arena center (Sabana, 2007).

Furthermore, the number of residents in the category of children who are included in the category of school age children when referring to Law no. 4 of 1979 are residents who have not reached the age of 21 years. In this case, the age range of children includes school age children from elementary to middle and high school or from 7-20 years old.

Table 2. Pekalongan City School Age Population 1988-1989

Year	Child Household Members (ART)		Amount	Total population
	Man	Woman		
1988	22.470	23.124	45.594	138.141
1989	22.913	23.847	46.760	137.889

Source: Pekalongan City in Figures (Badan Pusat Statistik, 1988, 1989, 1990, 1991, 1992, 1993, 1994)

Based on the table above, the total child population in 1988 was 45.594 people. From this number, it can be seen that the number of school age children is around 33% of the population in Pekalongan City. In 1989, the number of school-aged children was 46.760. In this case there was an increase in the number by 1.166 people. This is actually inversely proportional to the overall population which actually experienced a decline. The percentage of children increased from the previous year to around 34% of the population.

Table 3. Number of Public and Private Schools, Teachers and Students at Primary and Secondary Education Levels in Pekalongan City in 1988

1988	SD	SMTP	SMTA/K	Amount
School	121	21	20	162
Teacher	1.001	506	563	2.070
Student	21.894	8.564	8.801	39.259

Table 4. Number of Public and Private Schools, Teachers and Students at Primary and Secondary Education Levels in Pekalongan City in 1989

1989	SD	SMTA	SMTA/K	Amount
School	121	21	20	162
Teacher	1.010	515	666	2.191
Student	21.803	8.442	9.093	39.338

Source: Pekalongan City in Figures (Badan Pusat Statistik, 1988, 1989, 1990, 1991, 1992, 1993, 1994)

From the table above, we get an overview of the important conditions of education in Pekalongan City pre-Pelita V, in the form of aspects of the number of schools, teachers and students. In this case, the number of schools included includes private and state schools. However, there is no information whether the school is a public school and a religious school (in this case a madrasa), including no information whether teachers and students also include madrasa teachers and students. This is because schools at the madrasa level are basically the same as general schools and the only difference is that the management is under the Department (currently the Ministry) of Religion.

Dynamics of Pekalongan Madrasas Development in Pelita V (1989-1994)

1. Basic Education Level

Basic education is the beginning of a long series of education. Basic education receives attention from the government with special policies. Basic education in madrasas itself takes the form of education at Madrasas Ibtidaiyah (MI). The

following table describes the condition of MI in Pekalongan City in 1990-1994.

Table 5. Number of Madrasas, Students and MI Teachers in Pekalongan City 1990-1994

Year	Madrasas	Student	Teacher	Ratio
1990	39	9.240	-	-
1991	39	9.666	380	1:25
1992	39	9.984	346	1:29
1993	39	10.179	352	1:29
1994	41	10.327	258	1:40

Source: Pekalongan City in Figures (Badan Pusat Statistik, 1988, 1989, 1990, 1991, 1992, 1993, 1994)

Based on the table above, the number of MI was 39 madrasas in the first year of implementing the Pelita V policy. There is no information as to whether these 39 madrasas were state MI or private MI. There are 9.240 students attending the 39 madrasas. There is no data on the teachers available for MI in this first year so it is not known what the ratio of teachers to students is. The ratio of the number of teachers and students is one of the important things that can measure the success of educational development at large (Meriyati, 2015).

In the following year, the number of students increased and the number of madrasas remained constant. The increase in the number of students continued continuously until the end of Pelita V (1994). Apart from that, at the end of Pelita V there were also the addition of

two MIs, bringing the number of MIs to 41 madrasas. This indicates that madrasas have quite a lot of enthusiasts with an average student growth of 4% each year. The policy of expanding learning opportunities and adding madrasas is going well at MI in Pekalongan City. This is possible because there are fewer madrasas so that the management, in this case the Department of Religion, can provide assistance effectively. Assistance in the form of facilities and infrastructure as well as technical personnel has succeeded in making madrasas much sought after by the community.

However, this additional condition does not occur for teachers. From the table above, it can be seen that the number of teachers continues to decline continuously. Even though there was an increase in 1993, in general the number of madrasa teachers actually decreased with an average decrease of 5%. The decline in the number of MI teachers is caused by various factors, both internal and external. In this case, the decline in the number of MI teachers is more due to more specific qualifications compared to general school teachers. Apart from that, since the beginning of its growth, madrasa education has always had quite serious problems. These problems arise, among other things, from government policies which are seen as uncompromising, even detrimental to the existence of the madrasa itself (Huda, 2016). Furthermore,

this then becomes a problem because with the increasing inequality in the number of students which is not accompanied by an increase in the number of teachers, the ratio of teachers and students becomes higher and results in a decline in the quality of education at MI.

2. Junior Secondary Education Level

Secondary education consists of two levels, namely junior secondary school (SLTP) and senior secondary school (SLTA). Apart from junior high school (both general and vocational/skills), the junior secondary education level also has the equivalent form of madrasas. This madrasas is called Madrasas Tsanawiyah (MTs) which is a continuation of Madrasas Ibtidayah. Like MI, MTs is also managed by the Department of Religion. The existence of MTs is also intended to accommodate elementary/MI graduates. The need for MTs is increasingly felt because elementary/MI graduates who do not continue their education become a workforce that does not have the skills. The following is a table containing the number of madrasas, teachers and MTs students in Pekalongan City in Pelita V.

Table 6. Number of Madrasas, Students and MTs Teachers in Pekalongan City 1990-1994

Year	Madrasas	Student	Teacher	Ratio
1990	7	1.085	113	1:10
1991	7	1.152	105	1:11
1992	6	1.205	92	1:13

1993	6	943	86	1:11
1994	7	1.649	110	1:15

Source: Pekalongan City in Figures (Badan Pusat Statistik, 1988, 1989, 1990, 1991, 1992, 1993, 1994)

Based on the table above, the number of MTs was 7 madrasas in the first year of implementing the Pelita V policy and remained so until the final year of Pelita V, although it experienced a decline in 1992 and 1993. In this case, there is no information as to whether these 7 MTs were State MTs or private MTs. In the first year of Pelita V, there were 1,085 students attending the 7 madrasas. The teachers available for MTs in the first year were 113 teachers. Thus, the ratio of teachers to students at MTs in the first year of Pelita V has shown a (very) ideal figure, namely 1:10.

In the following year, the number of students increased and the number of madrasas remained constant. The increase in the number of students continues to occur continuously. However, in 1993 there was a decrease of 4% from the previous year, although in the last year of Pelita V (1994) there was another significant increase in the number of MTs students. Under these conditions, it can be said that educational development at MTs level is going well in Pekalongan City. This is possible because there are fewer madrasas so that the management, in this case the Department of Religion, can provide assistance effectively. Assistance in the form of facilities and infrastructure

as well as technical personnel has succeeded in making madrasas much sought after by the community. Furthermore, even though the number is smaller than general secondary schools, MTs succeeded in contributing to increasing participation in junior secondary education in Pekalongan City in Pelita V. This was also made possible by the strategy implemented by MTs in attracting elementary/MI graduates to can study at MTs.

Additional conditions also occur for teachers. From the table above, it can be seen that the number of teachers has increased. Even though there was a decline, following the decline in schools and students, especially in 1993, in general the number of MTs teachers increased, although not significantly. Furthermore, this means that the student teacher ratio at the MTs level is also experiencing dynamics, which in this case, during Pelita V, is still at the ideal figure (no more than 1:20).

3. Junior Secondary Education Level

Just like the basic and first advanced levels, the upper secondary levels also have educational institutions managed by the Department of Religion. The educational institution is Madrasas Aliyah (MA). MA is equivalent to high school, the difference lies in the management where MA is managed by the Department of Religion while high school is managed by

the Ministry of Education and Culture. The following is a table of the number of madrasas, students and MA teachers in Pekalongan City in Pelita V.

Table 7. Number of Madrasas, Students and MA Teachers in Pekalongan City 1990-1994

Year	Madrasas	Student	Teacher	Ratio
1990	5	533	104	1:5
1991	6	1.273	139	1:9
1992	6	1.261	128	1:10
1993	6	1.446	126	1:11
1994	6	1.508	139	1:11

Source: Pekalongan City in Figures (Badan Pusat Statistik, 1988, 1989, 1990, 1991, 1992, 1993, 1994)

Based on the table above, the number of MA was 5 madrasas in the first year of implementation of the Pelita V policy and increased by 1 to 6 MAs in the final year of Pelita V. In this case, there is no information as to whether these 6 MAs were State MAs or private MA. In the first year of Pelita V, there were 533 students attending the 6 madrasas. There are 104 teachers available for MA in the first year. Thus, the ratio of teachers to students at MTs in the first year of Pelita V has shown a (very) ideal figure, namely 1:5.

In the following year, the number of students increased very significantly with an average of (even) more than 100%. In the following years, the number of students consistently continued to increase. Under these conditions, it can be said that the development of education

at the MA level is going very well in Pekalongan City so that the MA level can be said to have succeeded in contributing to increasing participation in upper secondary education in the community in Pekalongan City in Pelita V. This is also possible due to the strategy implemented by MA to attract the interest of SLTP/MTs graduates to study at MTs.

Additional conditions also occur for teachers. From the table above, it can be seen that the number of MA teachers has increased consistently with an average increase of 8%. This is commonplace considering that the increase in the number of students must also be balanced with an increase in the number of teachers to maintain the quality of education. Furthermore, this means that the student teacher ratio at the MA level has also increased, which in this case, during Pelita V, remained at the ideal figure (no more than 1:20).

CONCLUSION

In this article several conclusions can be drawn, including, first, the emphasis on the educational development aspect is at the primary and secondary education levels. This level is a very basic level. As a foundation, improving education must start from the primary and secondary levels, especially in terms of equality. Based on GBHN 1988, there are two goals in development during the PELITA V period, namely improving the standard of

living, intelligence and welfare of all people equally and laying a strong foundation for the next stage of development. Thus, it can be seen that one of the focuses of development at this time is education.

Second, the levels of education development in Pekalongan City in PELITA V can be broken down into three levels, namely basic, junior secondary and senior secondary education levels. The basic education level of the madrasas is Madrasas Ibtidaiyah. The first level of advanced education is Madrasas Tsanawiyah. The upper secondary education level is Madrasas Aliya. To find out the general conditions of the three levels, it can be seen from three components, namely schools, students and teachers.

Third, the condition of madrasas in Pekalongan City before Pelita V, seen from the aspect of the number of schools, teachers and students, generally experienced fluctuations. The MI level in Pekalongan City has the largest number of schools, teachers and students when compared to the MTs and MA levels. What is interesting is that the number of students attending school, both at MI, MTs and MA, turns out to be less than half of the number of school-age children in the same year. This means that there was a problem with (formal) school participation in Pekalongan City in pre-Pelita V.

Fourth, the construction of madrasas at the elementary level at Pelita V in Pekalongan City is progressing well. At the junior secondary level, MI has quite a lot of enthusiasts with an average student growth of 4% each year. The policy of expanding learning opportunities and adding madrasas is going well at MI in Pekalongan City. At the MTs level, MTs succeeded in contributing to increasing participation in junior secondary education in Pekalongan City in Pelita V. At the MA level, educational development at the MA level went very well in Pekalongan City so that the MA level can be said to have succeeded in contributing to increasing educational participati in Pekalongan City in Pelita V.

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