



### Comparative Study of National Education Standards among Three Large Islamic Foundations

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**Abstrak:** Secara umum, diketahui terdapat setidaknya tiga lembaga pendidikan islami terbesar di Indonesia yakni Muhammadiyah melalui Majelis Dikdasmen PP Muhammadiyah, Nahdlatul Ulama (NU) melalui Lembaga Pendidikan Ma'arif, dan Yayasan Pesantren Islam (YPI) Al Azhar. Tujuan dari penelitian ini dimaksudkan untuk melakukan komparasi atau perbandingan standar pendidikan nasional dari ketiga lembaga tersebut. Penelitian ini disebut dengan studi komparasi dan metode penelitian yang dipakai yakni studi literatur. Tahapan dari penelitian ini dimulai dengan mengumpulkan informasi mengenai jumlah sekolah yang dimiliki oleh Majelis Dikdasmen PP Muhammadiyah, LP Ma'arif dan YPI, Al- Azhar. Lebih lanjut, dilakukan persentase mengenai jumlah sekolah dari ketiga lembaga tersebut dan mencoba mendapatkan informasi mengenai standar pendidikan nasional dari ketiga lembaga tersebut dan membandingkannya satu dengan yang lainnya. Desakkan mengenai kajian perbandingan standar pendidikan nasional dari ketiga lembaga tersebut didasari pertimbangan bahwa masyarakat umum memerlukan pembeda dari sekolah di ketiga lembaga tersebut. Hasil penelitian ini secara umum memberikan hasil bahwa sekolah dibawah Majelis Dikdasemen PP Muhammadiyah menggunakan kurikulum nasional dikombinasikan dengan Al-Islam Kemuhammadiyah, bahasa arab dan bahasa inggris atau yang disingkat dengan ISMUBARIS. Lebih lanjut, sekolah dibawah LP Ma'arif NU memakai kurikulum ahlussunah waljamaah dan sekolah dibawah YPI Al Azhar memakai kurikulum nasional dikombinasikan dengan K2PM.

**Kata Kunci:** Studi perbandingan, Standar pendidikan nasional, Muhammadiyah, Nahdlatul Ulama, Al Azhar

**Abstract:** Generally, we know that there are three biggest islamic education foundations in Indonesia, i.e. Muhammadiyah through Majelis Dikdasmen PP Muhammadiyah, Nahdlatul Ulama (NU) through Ma'arif Education Unit (LP Ma'arif NU), and Al Azhar Islamic Boarding School (YPI Al Azhar). The aim of this research is for comparing National Education Standard among their foundations. This research called as comparative study and we use literature study as our method. Steps of our research starts from collecting information about amount schools of Majelis Dikdasmen PP Muhammadiyah, LP Ma'arif NU and YPI Al Azhar. After that, next we make percentage based on those amount schools and also try to get an information about National Education Standar and do comparative one each other. The emergency or the reason why this research has to be done is because people want to know what the different of schools under those three Islamic foundations. The result of this research generally say that schools under Majelis Dikdasmen PP Muhammadiyah using nation curriculum combined with Islam Muhammadiyah, Arabic and English language (ISMUBARIS), Schools under LP Ma'arif

NU using Ahlul Sunnah Waljamaah Curriculum and schools under YPI Al Azhar using national curriculum combined Al Azhar Curriculum called as KP2M.

***Keywords: Comparative study, National education standards, Muhammadiyah, Nahdlatul Ulama, Al Azhar***

## **INTRODUCTION**

In Indonesia, there are at least three large Islamic foundations that oversee elementary and middle schools, namely Muhammadiyah, Nahdlatul Ulama (NU) and Al Azhar Islamic Boarding School (YPAI) (Maulidia & Sutarna, 2020). In Muhammadiyah, elementary and middle schools are regulated by elementary and middle schools council namely Majelis Dikdasmen PP Muhammadiyah (Faizal, 2017). Furthermore, In Nahdlatul Ulama, there is an institution called as Ma'arif Education Unit or known as LP Ma'arif NU that oversee elementary and middle schools. Al Azhar Islamic Boarding School or we have known, as YPI Al Azhar is truly a foundation that focused for education from kindergarten, elementary until middle schools.

Muhammadiyah founded on November, 18th in year 1912. This Islamic organization founded by KH Ahmad Dahlan and in year 1918 founded what we call as Madrasah Mu'allimin Muhammadiyah Yogyakarta or we just call as Mu'allimin (Aly Aulia, 2021). Before founded Muhammadiyah, KH Ahmad Dahlan first founded elementary school around in Yogyakarta Palace on December 1st in year 1911 (Hamami, 2016). Moreover, Mu'allimin is a part of Muhammadiyah and for the future, we already known this council become as Majelis Dikdasmen PP Muhammadiyah in year 1985 (Mukhtarom, 2015; Nurhadi, 2017).

Nahdlatul Ulama (NU) founded on January 31th, in year 1926 by KH Hasyim Asy'ari. Nahdlatul Ulama was born with three important pillars i.e. first: People's Economic Insight, second: Scientific, Social, and Cultural Insight, Third: National Insight (Ramdhani, 2022). LP Ma'arif NU is a department under Nahdlatul Ulama and founded on 19<sup>th</sup> of September 1929. This institution is tasked with implementing NU policies in the field of formal education and teaching (Junaidi, 2016; Najib, 2020).

Al Azhar Islamic Boarding School Foundation (YPI Al Azhar) founded on April 7 in year 1952 by 14 Islamic figures and community leaders in Jakarta with the name Islamic Boarding School Foundation (YPI). This foundation was initiated by dr. Syamsuddin who is a social minister of the Republic of Indonesia at that time and was supported by Sjamsuridjal is a mayor of great Jakarta (Bawazier, 2023). YPI Al Azhar oversee schools from kindergarten, elementary school, junior high school and senior high school. Meanwhile, Muhammadiyah through Majelis Dikdasmen oversee elementary school and

middle school including junior and senior high school. For kindergarten, Muhammadiyah has a special part of this organization called as Aisyiyah. NU through LP Ma'arif NU regulated elementary and middle school and for kindergarten called as Muslimat NU (Syukriyah, 2016).

Indonesia has a rule of Education Standard for running and guarantying education system works. There are eight points of Education Standard and we call as National Education Standard, i.e. Management Standard, Educator and Education Staff Standard, Intuition Fee Standard, Facilities and Infrastructure Standard, Process Standard (Teaching and Learning Standard), Curriculum Standard, Graduate Competency Standard, and Assessment Standard (Faridah, 2017). Every school in Indonesia has to pass whole of Educational Standards for guarantying the success of education. Without meaning to override one or some points in National Education Standard, in this paper we are using four standars compossed National Education Standard that we use in this research. Four standards that we use in this research, next we are categorizing into Teaching and Learning Standard.

In this research, we conducted an in depth study of Teaching and Learning Standard from schools under these three foundations. Furthermore, we also conducted a comparative study to compare the advantages of one other regarding *Teaching and Learning Standard* owned by schools under three foundations. The another reason why this research has to be done is because there is a gap among schools under Majelis Dikdasmen PP Muhammadiyah, LP Ma'arif NU and YPI Al Azhar. Many people don't know what the different schools among three islamic foundation above including their curriculum, especially the national education standard. Based on that fact, we want to give some summary that can give highlight the different of national education standard. We hope this reserach can be as a lighter so that people can understand schools under three biggest islamic foundation above.

## **METHOD**

In this research, we use a method call as comparative study and including as qualitative methode. The different between quantitative and qualitative methode, we can say that quantitative method process data into statistic review, but quantitative method process data into descriptive. The mater that we are comparing is Teaching and Learning Standar among those islamic foundations. We utilize information source from internet and, books and journals. One research paper that we use in this paper titled the role of Muhammadiyah and NU in education written by Adelia Maulidia and Nana Sutarna. That reseach paper published in Lensa Pendas Journal Volume 5 Number 1 year 2020. Both

internet and journal are very important to use to collect information about foundations of Muhammadiyah, Nahdlatul Ulama (NU), and Al Azhar Islamic Boarding School (YPI Al Azhar). We also use information about Majelis Dikdasmen PP Muhammadiyah and LP Ma'arif NU from their own basic role of education book for schools under regulated each foundation.

Data that we success collect from internet, books and scientific article, then we delivered into diagram so that reader will be easy to attend data explained of schools from these three foundations. For comparing Teaching and Learning Standard of schools under regulated that three foundations above, we deliver the information using table and within descriptive way. We think that, in table and descriptive delivered, reader can be easily what the different of *Teaching, and Learning Standar* of schools oversee that foundations above. This explanation sometimes will be separated based on category i.e. elementary school, junior high school and senior high school depends on data that we got.

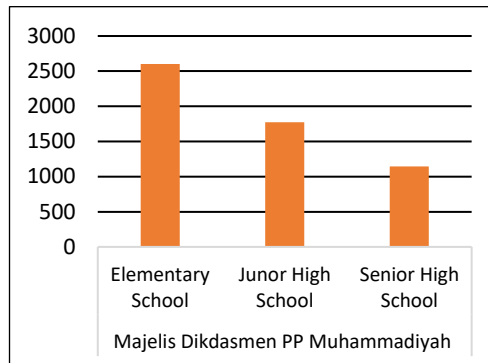
This research written refers to some relevance research such as reseach about national standard of elementary and middle school (Alawiyah, 2017), analysis of an authentic assesment strategy (Scholtz, 2007), reseach about the completeness of national standard in the high school (Yuliana & Raharjo, 2019), trend evaluation of quality of education in Indonesia (Raharjo, 2012), and reserach about an evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta (Jaedun et al, 2014). We use those research as our reference for strength this paper because its relevance. More over, we are use some international source such as Modern Administration of secondary (Douglas, 193), Educational Administration, Selected Reading (Walter, 1968), The Theory and Practice Of Educational Administration (Musaaazi, J.C.S., 1988) and educational administration (Wayne et al, 1981).

We need other reference to build this paper such as paper of K.H Ahmad Dahlan (Nafilah, 2015), Strength of Muhammadiyah Character (Arif & Airin, 2017), K.H. Hasyim Asyari and urgent or Riyadah in Tasawuf (Hakam, 2014), Muhammasiyah as education movement (Huda & Dahani, 2019), Doconstruction of islamic education (Suyatno, 1970), Study of independence in the Muhammadiyah Schools (Susilo, 2016), Analysis study of thinking of K.H Ahmad dahlan about islamic education in Indonesia (Khadafi, 2011), Development of Muhammadiyah Organization's Charitable Efforts in the Field of Education and Health (Purba, 2013), Literature study on the role of Muhammadiyah in Developing islamic education in Indonesia (Mafidin, 2012), and paper Muhammadiyah: an uptade movement islamic education (Yusra, 2018).

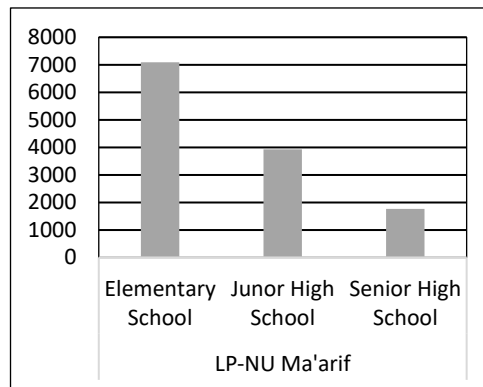
## RESULTS AND DISCUSSION

### Results

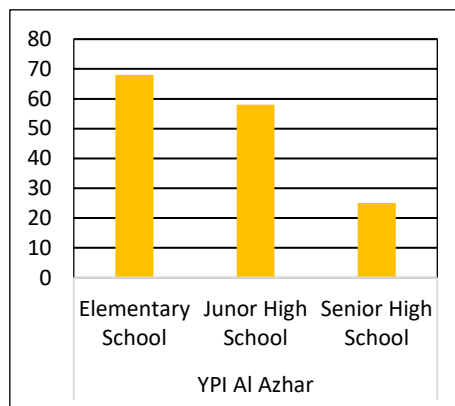
The information below shows a resume data number of schools under three foundations.



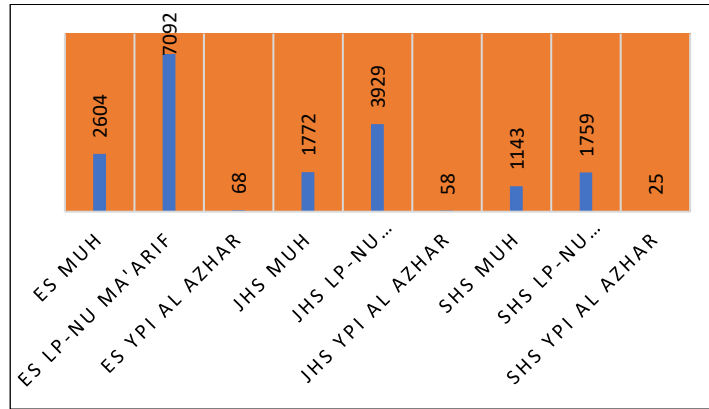
Picture 1. Number of Schools of PP Muhammadiyah.



Picture 2. Number of Schools of LP Ma'arif NU.

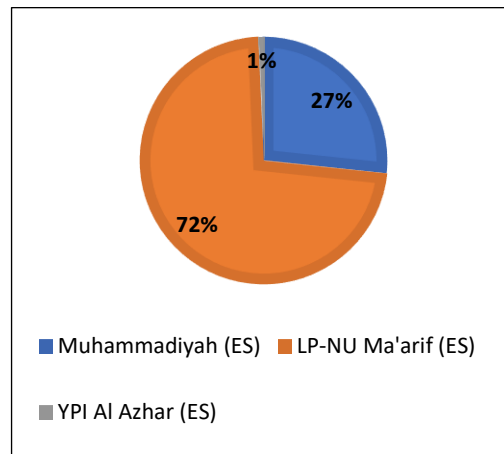


Picture 3. Number of Schools of YPI Al Azhar

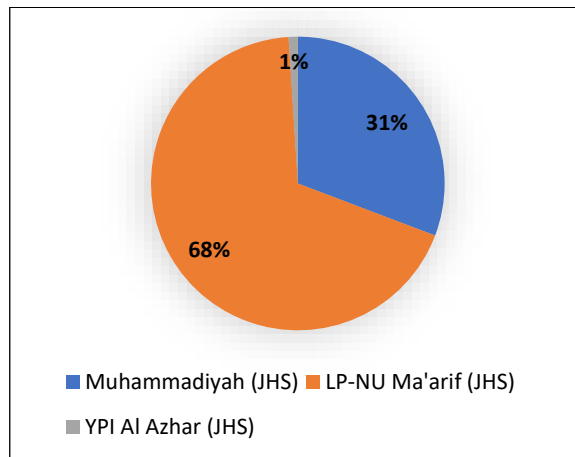


Picture 4. Comparison of Schools under Regulation Three Islamic Foundations

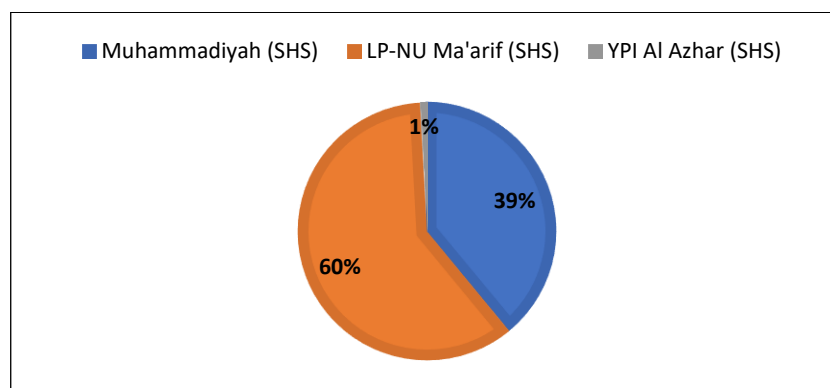
Based on picture 4, we can see that the number of schools that regulated by LP Ma'arif NU be in first position for any education levels. The second place occupied by to Majelis Dikdasmen PP Muhammadiyah and YPI Al Azhar occupies the third place. Picture number 5 until picture number 7 below, sequences provides us information on the comparative percentage of the number of schools for every education level from elementary until middle school of these three Islamic foundations.



Picture 5. Pie Bar of Percentage Number of Elementary School From Three Foundations



Picture 6. Pie Bar of Percentage Number of Junior High School From Three Foundations



Picture 7. Pie Bar of Percentage Number of Senior High School of Three Foundartions

## Discussion

### *Teaching and Learning Standar of School Under Regulated LP Ma'arif NU*

Here, we are describing Teaching and Learning Standard of schools under LP Ma'arif NU covering Process Standard, Curriculum Standard, Graduate Competency Standard, and Assesment Standard. For every single standard expalined as bellow.

#### *Process Standard*

There are at least 14 points of Process Standard of schools under LP Ma'arif NU that delivered completely in this Table 2 below. This rule applies for elementary school, junior high school and senior high school.

Table 2. Learning Process or Process Standard at LP Ma'arif NU (Arifin Juniadi, 2014)

No	Learning Process at LP Ma'arif NU
1.	Preparation of syllabus involves experts, educational practitioners and NU's figures to collaborate for the aim sharpen knowledge Ahlussunnah Waljama'ah. The preparation of the syllabus refers to national standards to encourage the creation of active learning, innovative, creative, effective and fun with pay attention to the diversity of student potential.

2. Noble moral education activities are part integral to the intended Islamic religious education as an effort to carry out character education students at LP Ma'arif NU. This activity is a complement to educational subject's Islamic religion to shape the personality of students become a devout Muslim who practices his religion in accordance with the Islamic understanding of Ahlussunah Waljama'ah as well create conditions or atmosphere conducive to realizing the identity and characteristics of LP Ma'arif NU education.
3. Together doing Recitation Al-Qur'an during 30 minutes before learning process started. The teacher leads this activity on duty in the first hour of learning. This teacher also gives explanation about the law and the meaning of Al-Qur'an. This activity continuing from the beginning first surah in the Al-Qur'an until finish.

***Curriculum Standard of Schools Regulated LP Ma'arif NU***

After being presented the rule of teaching and learning standard of LP Ma'arif NU, here we serve Curriculum Standard of LP Ma'arif NU presented on the table 3 below. LP Ma'arif NU curriculum holds on the principles such as: Aligned with participant potential educate, utilize natural and social resources in the environment around the educational unit, in line with development of science and technology, encourage the development of enthusiasm and ability continuous learning, in accordance with the conditions and needs and for balance between charges local and national interests.

Advantages and specialties are the values of Aswaja and the role of NU instilled in throughout the learning process, so that habituation occurs to shape the attitudes and behavior of students. As for the application of local wisdom material intended to develop the excellence of each LP Ma'arif NU by paying attention to local potential (Handayani et al, 2019).

As an integral part of the Unit curriculum structure Ma'arif education, Ahlussunah Waljama'ah and the role of NU material have functions as follows.

1. Instilling the basic values of Ahlussunah Waljamaah and the role of NU to students as a guide and reference in carry out Islamic teachings.
2. Increase students' knowledge and confidence towards Ahlussunah Waljamaah and NU education, so that they can know and practice the teachings the teachings contained therein.

The Ahlussunah Waljamaah and Nahdlatul Ulama Curriculum described on the Table 3 below.

Table 3. The Aswaja and NU Curriculum  
(Curriculum of LP-NU Ma'arif)

No.	Mater of Aswaja and NU Curriculum (Curriculum of LO-NU Ma'arif)
1.	Ahlussunnah Waljamaah rules and the role of NU
2.	<i>Firqah</i> and source of Islamic law
3.	Sunnah and Bidah knowledge.

- 
4. Sect in Islam, Ijtihad and Taqlid.
  5. The *Fiqhiyah* The though and practices of Nahdlatul Ulama
- 

***Graduate Competency Standard of Schools regulated LP Ma'arif NU***

In this part, we deliver an information of the Graduate Competency Standard of schools under regulated by LP Ma'arif NU for every education level starts from elementary school until senior high school in the table 4 until 6.

Table 4. *Graduate Competency Standard* of Elementary School (ES)  
LP Ma'arif NU

<b>Dimension</b>	<b>Ability Qualification</b>
Attitude	Students have behavior that reflects attitude people who believe, have good morals, and are knowledgeable, confident, and responsible interact effectively with social and natural environment at home, school and place to play.
Knowledge	Student have factual and conceptual knowledge based on curiosity about knowledge, technology, art and culture in humanitarian, national, statehood, and civilization related phenomena and events at home, school, and a place to play.
Skill	Student have the ability to think and act productive, creative in the abstract realm, and concrete as assigned to their.

Table 5. *Graduate Competency Standard* of Junior High School (JHS)  
LP Ma'arif NU

<b>Dimension</b>	<b>Ability Qualification</b>
Attitude	Student have behavior that reflects attitude people who believe, have good morals, and are knowledgeable, confident, and responsible interact effectively with social and nature environment within social range and its existence.
Knowledge	Student have factual, conceptual, and procedural in science, technology, arts and culture with humanitarian, national, statehood, and related civilizations phenomena and events that are visible to the eye
Skill	Student have the ability to think and act effective and creative in the abstract real and concrete according to what is learned at school and other similar sources

Table 6. *Graduate Competency Standard* of Senior High School (SHS)  
LP Ma'arif NU

<b>Dimension</b>	<b>Ability Qualification</b>
Attitude	Student have behavior that reflects attitude people who believe, have good morals, are knowledgeable, confident, and responsible interact effectively with the environment social and natural as well as in placing oneself as a reflection of the nation in society world.
Knowledge	Student have factual, conceptual, procedural, and deep metacognitive science, technology, art, and culture with a humanitarian perspective, nationality, statehood and civilization related to the causes and impacts of phenomena and events
Skill	Student have the ability to think and act effective and creative in the abstract realm and concrete as a development of yang studied independently at school.

### ***Assessment Standard of Schools Under LP Ma'arif NU***

Assessment standards function to control quality by looking at the learning process and outcomes implemented at LP Ma'arif NU. Valuation principles in the LP Ma'arif NU such as fair and transparent, provide feedback as part of the process, strengthening, balancing process and outcome assessments and using various authentic techniques and instruments.

Assessment is carried out using various assessment techniques in the form of tests, observations and observations, individual or group assignments, and other appropriate forms with the characteristics of the competency to be assessed. Educators, educational units, Institutions, and Government carry out results assessment student learning. Assessment of student learning outcomes in subjects Ahlussunah Waljamaah and the role of NU are the responsibility of the Institution regional and branch levels whose results become material mapping at the national level carried out by the Institute at central level.

Assessment of learning processes and outcomes includes cognitive, affective and psychomotor aspects. Cognitive assessment carried out through semester exams, the results of which are reflected in report card value.

### ***Description Standards of Majelis Dikdasmen PP Muhammadiyah***

In Muhammadiyah, level of education Elementary School, Junior High School and Senior High School for sequences operated by branch, area and region administrator of Majelis Dikdasmen. Muhammadiyah schools have their own curriculum, hence the position and the function of Islamic religious subjects is also to become a school with special religious characteristics (Bagus Mustakim, 2008). Moreover, we are describe Teaching and Learning Standards of Majelis Dikdasmen PP Muhammadiyah.

The Teaching and Learning Standards covered Graduate Competency Standard, Process Standard, Assessment Standard, and Curriculum Standard and sourced of The Guidelines PP Muhammadiyah about education in elementary and middle level (Nashir, 2018). Next, we describe for each standard in several section below.

### ***Graduate Competency Standard of Dikdasmen PP Muhammadiyah***

The aims of education under regulated by Majelis Dikdasmen PP Muhammadiyah are:

1. Developing the potential of students to become human beings who believe and devoted to Allah SWT, noble, healthy, knowledgeable, capable, creative, independent, progressive and superior, to be a good citizen democratic and responsible.
2. Developing the potential of students to become scholars, leaders, and educators in building civilization. Moreover, we serve *Graduate Competency Standard* of schools under Majelis Dikdasmen PP Muhammadiyah for each level on the Table number 7 until 9 below.

Table 7. *Graduate Competency Standard of Elementary School (ES)*  
Muhammadiyah

<b>Dimension</b>	<b>Ability Qualification</b>
Attitude	Students have behavior that reflects attitude people who believe, have good morals, and are knowledgeable, confident, and responsible interact effectively with social and natural environment at home, school and place to play.
Knowledge	Student have factual and conceptual knowledge based on curiosity about knowledge, technology, art and culture in humanitarian, national, statehood, and civilization related phenomena and events at home, school, and a park play.
Skill	Student have the ability to think and act productive, creative in the abstract realm, and concrete as assigned to their.

Table 8. *Graduate Competency Standard of Junior High School (JHS)*  
Muhammadiyah

<b>Dimension</b>	<b>Ability Qualification</b>
Attitude	Student have behavior that reflects attitude people who believe, have good morals, and are knowledgeable, confident, and responsible interact effectively with social and nature environment within social range and its existence.
Knowledge	Student have factual, conceptual, and procedural in science, technology, arts and culture with humanitarian, national, statehood, and related civilizations phenomena and events that are visible to the eye
Skill	Student have the ability to think and act effective and creative in the abstract real and concrete according to what is learned at school and other similar sources

Table 9. *Graduate Competency Standard of Senior High School (SHS)*  
Muhammadiyah

<b>Dimension</b>	<b>Ability Qualification</b>
Attitude	Student have behavior that reflects attitude people who believe, have good morals, are knowledgeable, confident, and responsible interact effectively with the environment social and natural as well as in placing oneself as a reflection of the nation in society world.
Knowledge	Student have factual, conceptual, procedural, and deep metacognitive science, technology, art, and culture with a humanitarian perspective, nationality, statehood and civilization related to the causes and impacts of phenomena and events
Skill	Student have the ability to think and act effective and creative in the abstract realm and concrete as a development of yang studied independently at school.

### ***Process Standard of Muhammadiyah***

Some points of Process Standard of schools under regulated by Majelis Dikdasmen PP Muhammadiyah can served as below (Fadli, 2019).

1. Muhammadiyah primary and secondary education provided based on values originating from the Al-Qur'an and Sunnah Apostles and community regulations. In this matter, we can call this as an ideology of Muhammadiyah (Mukdar Boli, 2020).
2. Muhammadiyah elementary and middle education provided based on values originating from the Al-Qur'an and Sunnah Apostles and Community regulations.

Schools are obliged to provide Islamic education, Muhammadiyah, Arabic and English (ISMUBARIS) and the student

3. Student's organization in school of Muhammadiyah are Hizbul Wathon, martial art known as Tapak Suci and IPM an organization of Muhammadiyah Student's.

#### ***Assessment Standard of Majelis Dikdasmen PP Muhammadiyah***

In schools under regulated by Majelis Dikdasmen PP Muhammadiyah, there are at least two point that have to get attention of Assessment Standard they are:

1. Teachers, educational units, and the government carry out assessment of student learning outcomes in order to achieve educational standards and goals Muhammadiyah education.
2. Assessment of learning outcomes about ISMUBARIS is carried out by the Assembly regional level with the approval of the central level Assembly.

Assessment is carried out using various assessment techniques in the form of tests, observations, individual or group assignments, and other appropriate forms with the characteristics of the competency to be assessed. Educators, educational units, Institutions, and Government carry out results assessment student learning. Assessment of student learning outcomes in subjects ISMUBARIS are the responsibility of the Institution regional and branch levels whose results become material mapping at the national level carried out by the Institute at central level. We see that the assessment in schools under regulated Majelis Dikdasmen PP Muhammadiyah is the same as assessment in schools under LP Ma'arif NU that is using form of test, observation, and individual or group assignment. The one thing that be different both is subject Ahlussunah Waljamaah refers to LP Ma'arif NU and subject of ISMUBARIS refers to Majelis Dikdasmen PP Muhammadiyah.

#### ***Curriculum Standard of Majelis Dikdasmen PP Muhammadiyah***

Curriculum for elementary and Junior High School or other forms equivalent and Senior High School or other equivalent forms is an integral part of the Government curriculum and Association. In this part we get an conclusion when nation curriculum using curriculum-13, schools under Majelis Dikdasmen also using same curriculum, and when nation curriculum is freedom curriculum (Kurikulum Merdeka), schools in Majelis Dikdasmen PP Muhammadiyah also using that curriculum with added some subject what we call as ISMUBARIS.

Next section, we are going to presenting main four teaching and learning standard of schools under regulated by YPI Al Azhar. YPI Al Azhar, we known that foundation as bigger as two foundations other i.e. Muhammadiyah through Majelis Dikdasmen and Nahdlatul Ulama through LP Ma'arif.. Same as two discussion above, we are presenting main four education standards i.e. Teaching and Learning Standard (Process Standard),

Curriculum Standard, Graduate Competency Standard and Assessment Standard. The Description of those four standard above can be read in in section bellow.

#### ***Process Standard of YPI Al Azhar***

Schools under regulated by YPI Al Azhar have culture called as Islamic Learning education. Some cultures contained in his program are reading Al-Qur'an, Recitation AL Qur'an, Dhuha Prayer, Morning meeting for character building, dzuhur praying together, Adzan and Iqomah lesson, etc. extracurricular at schools divided into 4 categories i.e Structured extracurricular contained program such as bilingual and native visit, a must extracurricular contained scouts, Al Azhar martial art call as *Al Azhar Seni Bela Diri (ASBD)*, computer science and Arabic language and choice extracurricular contained dance, paint, basketball, chees, futsal, robotic, vocal, archery and fun cooking. Al Quran Boarding school every Saturday. For Senior High School, students can choose their major i.e. Science major or Social Major. For Science major, subjects will be like mathematics, physics, chemistry and biology. For Social major, subject will be like geography, economy, and sociology and world history (Admin, 2013).

#### ***Curriculum Standard of YPI Al Azhar***

Schools under regulated YPI Al Azhar using curriculum 13 combined with Al Azhar's Curriculum completed with Arabic Language and Tahfidz Al Qur'an. Perhaps when nation curriculum at now using Freedom Curriculum, schools under YPI Al Azhar also using freedom curriculum combined with Al Azhar's Curriculum in this matter is Muslim Personal Development Curriculum (KP2M) with Arabic and Tahfidz. With this way, teaching and learning will completed because student not only get knowledge, but also make faith and piety of Islam will stronger. Indicators of Success in Character Education (Efendi, 2012).

1. Practicing the teachings of the religion adhered to according to the stage adolescent development and understand your own strengths and weaknesses.
2. Demonstrate a confident attitude and comply with social rules that apply in the wider environment wide and Respect the diversity of religions, cultures, ethnicities, races and social group's economics in the national scope.
3. Seek and apply information from the surrounding environment and other sources logically, critically and creatively.
4. Demonstrate the ability to learn independently according to their potential and demonstrated ability to analyze and solve problems in everyday life and students have an entrepreneurial spirit.

Schools under regulated of YPI Al Azhar using two language in the process of teaching and learning (bilingual). Two languages in this matter are Indonesia and English.

Subject adopted of YPI Al Azhar i.e. Mathematics delivered in English, science delivered in English, computer, Islamic education, Al-Qur'an education and general subject composed of Curriculum 13 such as citizen education, Indonesia language education, culture and craft education, sport education, social knowledge education etc delivered with Indonesian.

***Graduate Competence Standard of YPI Al Azhar***

Graduate competence of YPI Al Azhar for education lever from elementary school, junior high school and senior high school generally delivered with some point such as creating students who are diligent in studying and working, creating students who are able to uphold truth and faith, creating students who are intelligent in thinking and acting, creating students who have a leadership and Islamic spirit, creating students who have an entrepreneurial spirit and creating students with Islamic religious and independent spirit.

***Assessment Standard of YPI Al Azhar***

Assessment Standard of YPA Al Azhar using test to measure the understanding of students and write the result in report book. Assessment is carried out using various assessment techniques in the form of tests, observations, individual or group assignments, and other appropriate forms with the characteristics of the competency to be assessed. Educators, educational units, Institutions, and Government carry out results assessment student learning. Table 10 below is the resume comparative of those standards.

Table 10. Comparative of Four Teaching and Learning Standard of schools Under Majelis Dikdasmen PP Muhammadiyah, LP Ma'arif NU and YPI Al Azhar

No.	Dikdasmen PP Muhammadiyah	LP Ma'arif NU	YPI Al Azhar
1.	Using Curriculum National combined with some subject like Islam Muhammadiyah (AIK), Arabic Language and English Language and known as ISMUBARIS	Using curriculum Ahlussunah Waljamaah and Role of Nahdlatul Ulama	Using Curriculum National combined with Al Azhar Curriculum call as Muslim Individual Development Curriculum (K2PM)
2.	Assessment techniques in the form of tests, observations, individual or group assignments.	Assessment techniques in the form of tests, observations, individual or group assignments.	Assessment techniques in the form of tests, observations, individual or group assignments.
3.	Using source of teaching and learning generally same of other school but for subject AIK or Islam Muhammadiyah sourced by Al Qur'an and Sunnah (Hadist). Teaching and learning within Indonesia language	Using source of teaching and learning generally same of other school but for subject added subject knowledge of Ahlussunah Waljamaah such as what we call as Kitab Kuning. Using Indonesia	Using source generally same as other school, but added subject Arabic language, tahsin, mathematics with English and Indonesian and teaching and learning within bilingual (Indonesia Language-English)

4.	<ul style="list-style-type: none"> <li>- Students organization called as IPM</li> <li>- Martial art called as Tapak Suci</li> <li>- Scout called as Hizbul Wathon</li> </ul>	language -Student organization called as IPNU -Martial art called Pagar Nusa -scout called as Sako Ma'arif	-student organization called as OSIS -Martial art is Pencak Silat/karate/taekwondo -scout is Pramuka/Paskibra
5.	Graduate Competency Standard generally to developing the potential of students to become human beings who believe and devoted to Allah SWT sourced Al Qur'an and Hadist (Muhammadiyah)	Developing the potential of students to become human beings who believe and devoted to Allah SWT sourced Ahlussunah Waljamaah	-Creating students with Islamic religious spirit, - Creating students who have an entrepreneurial spirit. -Creating students who are intelligent in thinking and acting. - Creating students who are diligent in studying and working.

## CONCLUSION

Based on our research result above, we can summary as follow: schools under regulated Majelis Dikdasmen PP Muhammadiyah using national curriculum combined what we call as ISMUBARIS (Islam Muhmmadiyah, Arabic Language and English Language), moreover school under LP Ma'arif NU using curriculum Ahlussunah Waljamaah and the role of NU. Schools under regulated YPI Al Azhar use national curriculum combined Al Azhar Curriculum called as Muslim Individual Development Curriculum (KP2M) including Arabic Language and Tafidz. In schools of Majelis Dikdasmen PP Muhammadiyah we known IPM, Hizbul Wathon and Tapak Suci referring for students organization, scout and matrial. In schools under LP Ma'arif NU we known IPNU, Sako Ma'arif and Pagar Nusa. In Schools of YPAI because of this school using curriculum base of natonal curriculum and combined with Al Azhar Curriculum, then we known OSIS, Scout and martial arts. The meaningful of this research can be describe as follows: based on this research people become understand the character schools under regulated Majelis Dikdasmen PP Muhammadiyah, LP Ma'arif NU and YPI Al- Azhar. This character including their own curriculum and nationa education standar so that they can easily to choose school for their children.

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