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| <p><b>Article</b></p>   |   |
| <p><b>Management of Islamic Religious Education for Assisted Citizens in Cilegon City Penitentiary (LAPAS)</b></p>  |   |
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| <p><b>ABSTRACT:</b></p> <p>The correctional system is a series of law enforcement that aims to make correctional residents realize their mistakes, correct themselves, and not repeat criminal acts so that they can be accepted again by the community, can actively play a role in development, and can live reasonably as good and responsible citizens. The main question in this study is whether the Islamic religious education that has been implemented/programmed has a very significant effect on changing the behavior patterns of prison residents? This study intends to understand the management activities of Islamic religious education in the development of class II prison assisted residents in Cilegon City. The results showed that Islamic religious education conducted by prisons is carried out every day in the form of memorization, reading the Qur'an, some are carried out every week and once a month, some are carried out on the commemoration of Islamic holidays in the form of internal competitions. The concept of Islamic religious education management, which is functioned optimally, will make the vision and mission and objectives of the prison achievable within the specified time.</p> <p><b>Keywords:</b> Religious education, assisted citizens, prisons, Cilegon City</p> |   |

## INTRODUCTION

Correctional assisted residents as people and human resources must be treated properly and humanely in an integrated coaching system. The treatment of correctional assisted persons based on the prison system is not in accordance with the correctional system based on Pancasila and the 1945 Constitution which is the final part of the sentencing system. The correctional system is a series of law enforcement that aims to make correctional residents realize their mistakes, correct themselves, and not repeat criminal acts so that they can be

accepted again by the community, can actively play a role in development, and can live reasonably as good and responsible citizens.

The management of prisons must be really extra and careful, on the one hand it must be firm and measured in providing guidance and supervision, on the other hand it must be guided by existing rules (it must not violate human rights). Continuing to supervise and always be vigilant is the main key that must be imprinted in the soul of every prison officer, day and night must not be careless always provide the best service for the residents of the prison (LAPAS), while the assisted residents are people who have various kinds of problems and characters with various kinds of cases, including: immorality; Gambling; deceit; murder; rape; corruption; drug; accidents (hitting people to death) and others.

Each fostered citizen has time to be able to live freely (sentences) of fostered residents varying some are less than one year, less than five years, more than ten years, some even up to life depending on the problem / verdict of the judge received, as well as the age of the fostered residents also varies, some are young, mature and even elderly. The status as prison-assisted residents also varies, some are new as fostered residents, some have been in and out several times, and some are even residents of the eternal prison.

Unwritten and process-wise the strongest and having a severe case are appointed as their elders or leaders divided into classes and each class has a regional coordinator or leader who has been tested by each of its groups or gangs. The great leaders of the prison assisted residents (illegal) get extraordinary facilities including rations for food services, cigarettes and so on. New residents have to adjust to the existence of areas where prison residents are grouped, and it is not uncommon to even have to serve sodomy if they don't want to pay a certain amount of money to deposit with their leader.

There is an MoU on prison class II-A Cilegon with the Cilegoan city education office related to PKBM packages A, B and C involving 2,005 assisted residents prepared to take part in non-formal education even, a building will soon be built for PKBM in the Cilegon Banten class II-A prison environment (*Berita Selat Sunda .Com*, 7 Februari 2022).

This is what is interesting to examine in depth the management of Islamic religious education for prison-assisted residents as a form of concern for the call of researchers to take the smallest part in preparing the people of Banten in building a whole person through improving the management of quality and dignified Islamic religious education. Prisons still need the management of Islamic religious education, so it is expected to be able to reduce and prepare the fostered citizens to have an Islamic faith that is ready to become suri tauladan and as caliphs / leaders in the community.

Based on the background above, the author raises several main problems, including: (1). How is the management of Islamic religious education in the development of prison-assisted residents in the Banten Region Class I? (2). How is the management of Islamic religious education in the development of prison-assisted residents in the Banten Class II area? (3). How does the management of Islamic religious education compare in the development of Class I and Class II prison assisted residents in the Banten area?

## **METHOD**

This qualitative research, used by descriptive method, is fact-finding with proper interpretation. Descriptive research methods study problems in society as well as the procedures applicable in society and certain situations, including relationships, activities, attitudes, views, as well as ongoing processes and influences of a phenomenon. In this study, the authors understood and recorded the existing things, as well as examined the phenomena that have been found in the field for the preparation of reports in sequence and in detail.

Researchers took the research location at Class I and Class II Prisons (LAPAS) in the Banten area, namely: Serang Prison, Cilegon Prison, Lebak Prison, Pandeglang Prison, Tangerang Prison.

Data collection in this study is by using observation techniques, meaning systematic recording of data on symptoms that appear in the object of study. Observation and recording carried out on the object at the place where the event occurred or took place, so that the observer (researcher) is with the object being investigated (Amirul Hadi, 2005: 129).

The data sources in this study are classified into two, primary data sources and secondary data sources (Sugiyono, 2016: 225) Primary data is data obtained and collected directly from informants through observations, field notes, and interviews. While secondary data is data that has been processed in the form of written manuscripts or documents (Hadari Nawawi dan Mini Martini, 1994: 73).

The primary data sources in this study can be obtained from interviews with informants/speakers, namely ten residents assisted by Cilegon Prison, ten residents assisted by Serang Prison, Ten assisted residents in Pandeglang Prison, ten assisted residents in Lebak Prison, ten assisted residents in Tangerang Prison, three Supervisors of cilegon prison assisted residents, three supervisors of Serang prison-assisted residents, three coaches/officers at Pandeglang Prison, three assisted citizen guidance officers at Lebak Prison, three coaches for assisted community

development officers in Tangerang Prison, two alumni of cilegon prison assisted residents, two alumni of the assisted residents of Serang Prison, two alumni of assisted residents in Pandeglang Prison, two alumni of assisted residents in Lebak Prison, two alumni of assisted residents in Tangerang Prison. Secondary data sources in this study were obtained from documents, records, archives, and including the results of direct observations (observations) including prison profiles in the Banten area, prison vision and mission, organizational structure, prison work programs, schedules of Islamic religious education activities of prison assisted residents in the Banten area.

Observations were made by researchers by means of researchers participating in some Islamic religious activities in the Banten regional prison, and in it the researchers made observations and records regarding the implementation of recitation activities, hadroh art, congregational prayers in the Banten Regional Prison in improving the Islamic faith.

For the observation of Islamic religious education management research for assisted residents in the Banten area prison, researchers carry out three stages of observation, namely: stage one, observation of data and document mining which includes prison profiles, main tasks and functions in prisons; phase two, observation of data mining and vision and mission documents and prison status; phase three, observation of data mining observation of facilities and organizational structures in prisons.

The interview conducted by the author is a structured interview, meaning that the researcher / author has prepared a research instrument in the form of written questions. Also, the respondents were given the same question, and the researcher recorded it/recorded.

To strengthen the findings and as evidence of the authenticity of the data obtained, it is necessary to have documentation. The documentation in this study includes written records in the form of prison profiles in the Banten area, vision and mission, number of prisoners, schedule of activities, schedules of Islamic religious education activities, organizational structures, images or objects related to the management of Islamic religious education.

Data analysis is the process of systematically finding and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing into units, synthesizing, compiling into patterns, choosing which ones are important and which will be learned, and making conclusions so that they are easily understood by oneself or others. Data analysis is carried out in a stimulant manner which is carried out simultaneously with the data collection process with a flow of stages: data collection, data reduction, data presentation and conclusion or verification.

## RESEARCH RESULTS

### A. Management of Islamic Religious Education in Cilegon Prison

#### 1. *“Yellow Book” Recitation Plan*

In learning, planning is important. With good planning, a Ustad can know what the Santri of the fostered residents wants so that Santri knows, understands, appreciates, from the material he presents. Learning planning is a set of plans and arrangements for learning activities, learning media, timing, classroom management, and assessment of study results that will be carried out at a certain time to achieve specified goals (**Teguh Triwiyanto2021 : 97**).

Learning planning in Cilegon Prison about reviewing activities, including:

##### 1) **When to start planning the Learning Study**

The implementation of the yellow book learning planning in Cilegon Prison, both in daily review activities and block reviewing, is carried out before the beginning of the budget year. As said by Ustd. Dadang said that the learning planning meeting, which will be held for the next one year, is routinely held at the beginning of each fiscal year, and is attended by the Santri Supervisors of assisted residents and administrators, as well as the Head of Guidance for Prisoners and Students ( Dadang, Interview, 2 Juni 2022 ).

The same thing was also said by one of the prison officers who is also a member of the Kasi guidance for prisoners and students involved in learning planning activities in Cilegon Prison.

“Regarding the implementation of islamic religious education and education planning was carried out at the beginning of the fiscal year. This fiscal year was carried out precisely before January 2022, along with the coaches of the assisted residents and teachers and administrators (Ridho, Interview, 2 Juni 2022 .”

From the above expression, it can be understood that the implementation of the planning to study the yellow book and Islamic religious education activities of the residents assisted by the Cilegon Prison is carried out every time it meets the new fiscal year (the beginning of the

year). The planning involves the daily management of DKM residents assisted by the PRISON Mosque, hall coordinators, coaches, and ustaz who are teachers in learning.

## **2) Preparation of Learning Planning for the Yellow Book**

The yellow book as the main reference source in learning in Cilegon Prison has a great influence in adding insight and thoughts of the students of the fostered community about Islamic knowledge. As already mentioned in the previous chapter, that the yellow book is also one of the important elements of Islamic religious education in Cilegon Prison.

The preparation of the yellow book learning plan at the Cilegon Prison, discusses the steps that will be taken over the next one year. Those steps are like discussing what books will be studied in each of his classes over the next year. The things that are discussed in the planning are the books that will be taught in daily reviewing and block reviewing activities, as well as determining the ustaz who will be the teacher on the schedule that has been arranged (Dadang, Interview, 2 Juni 2022 ).

## **3) Attendance**

Attendance is one of the important supporting tools to supervise the process of learning activities. In planning the learning of the yellow book in Cilegon Prison, absenteeism is the responsibility of the DKM Masjid management of the assisted residents in making it. However, the attendance made by the management is only absenteeism for the students of the assisted residents. As for absenteeism for ustaz, it is not made in book form. Every time the reviewing activity takes place, the DKM management of the assisted residents and the coordinator of the hall report and report who are the Santri who are present and who are the Santri of the assisted residents who are unable to attend, to the Coaches of the assisted residents (Dadang, Interview, 2 Juni 2022).

With this attendance, the DKM Masjid management of the assisted residents and the hall coordinator can find out who are the Santri who are not present in the learning, so that they can be evidence in following up on the Santri who has the most history of absence during learning.

#### 4) Subject

The Yellow Book, which will be used in the learning process in the study activity, is certainly discussed in the planning. This is because the yellow book is the most important element in Islamic religious education activities in Cilegon Prison. The discussion about the yellow book in the planning meeting was also about whether or not there was a change of book. This is because the majority of the books studied each year are the same subject of the book, there are only one or two books that allow it to be replaced, of course, with many considerations from the Trustees and caregivers of the DKM Masjid assisted residentsarga binaan (Dadang, Interview, 2 Juni 2022).

#### 5) Teacher

The subjects of the book mentioned above, of course, involve ustaz / teachers as facilitators as well as distribution of knowledge to Santri. The teachers or Ustd / KH / tutors are divided into 2, namely:

- a). Outside teacher/KH/Ustd (Professional tutor/call)

For Ustd / KH / Tutor Teachers from outside Cilegon Prison call and schedule according to the needs of the assisted residents followed by taushiah.

- b). Teacher/KH/Ustd from within (local)

The activities of studying around / Yasinan block of administrators and coaches provide a wide opportunity to share Islamic religious knowledge of assisted citizens who are able to provide teaching.

## 2. The Execution of the Recitation of the “Yellow Book”

The implementation of recitation is the process of learning activities of students in accordance with a predetermined plan to achieve mastery of competencies. The implementation of daily recitation and block recitation in Cilegon Prison is as follows:

### a. Time of Recitation

- 1) Daily recitation

The time for the daily recitation in the prison is held every Monday to Thursday. This activity is carried out every day except Friday.

The observation of researchers in the field that the start time of the learning process given by the DKM management of the prison-assisted residents is after dawn, before dhuhur and after ashar prayers.

## 2) Traveling Around/Yasin Block

The time for the learning of studying blocks in Cilegon Prison after the 'Isa' Prayer alternately from block one to another block rotates led by Ustd. Local every Thursday night

### **b. Steps for Implementing Learning to Review and Review Blocks**

#### **1) Daily Review**

The steps for studying in a prison led by a teacher are as follows (Observation, 20 Mei 2022):

- a) Activities to open lessons
  - (1) Say hello
  - (2) Praying and sending Surah Al-Fatihah to the author of the book
  - (3) Reading Nadzoman on specific book subjects such as tajwid and qoidah shorfiyah
- b) Delivering material: reading a chapter of the book that will be the subject of discussion and explaining its meaning.
- c) Discussion: providing opportunities for assisted residents who have different opinions from the material presented by the teacher. If there are fostered residents who have different opinions, the teacher gives the fostered residents the opportunity to express their opinions.
- d) Closing a Learning
  - (1) Provide an opportunity to ask questions to assisted residents related to the material being discussed.
  - (2) Answering questions asked by assisted citizens
  - (3) Saying hamdalah and the closing prayer of the assembly.
  - (4) Say your closing greetings.

#### **2) Blok/Yasin Roving**

The steps for learning to study around/Yasin in Cilegon Prison guided by ustaz assisted residents and caregivers are as follows (Observation, 20 Mei 2022):

- a) Opening Lesson Activities
  - (1) Say hello; ustaz who got the schedule, always say hello to the Santri who have gathered in the hall
  - (2) Pray by sending Surah Yasin
  - (3) Listening to the students of the fostered residents who get a do'a reading schedule.
- b) Delivering material: explaining the content of the readings that have been read by Santri.
- c) Closing a lesson:
  - (1) Conclude the material by explaining in general terms what has been read by the students of the assisted residents.
  - (2) Read the closing prayer of the assembly.
  - (3) Reading the prophet's shalawat.
  - (4) Say hello.

## **B. The Role of Ustaz in Providing Supervision to Review Activities**

### **1. Board Oversight**

In the context of learning to review and block study, supervision (controlling) is carried out by daily administrators to all students whether teaching and learning activities occur or not. Supervising the predetermined program and ensuring that the student carries out learning activities as planned.

The efforts made by the management of the DKM Mosque of the assisted residents in studying at the Cilegon Prison are to control the performance of the hall Santri coordinator who is responsible for these activities, as well as supervise and ensure directly whether there is a learning process or not (Dadang, Interview, 20 Juni 2022).

The role of the management in supervising the activities of the study, namely by holding weekly briefings with the coaches of the assisted residents as the person in charge of the activities that discuss the development of the Santri of the assisted residents while participating in the activity. In addition, the way the management controls the daily review and review activities of this block, namely by going directly to the field to ensure that the process of reviewing activities runs well, and to ensure whether there are still students in the room who do not participate in daily reviewing activities or block reviewing.

The board also plays an important role in Islamic religious education activities. In addition to controlling and supervising the running of learning activities, sometimes the administrators also teach and guide students in reviewing activities according to a predetermined schedule.

From the description above, it can be concluded that the management as the holder of control over the running of all activities in the Cilegon Prison has a role in reviewing activities, namely controlling and supervising students every activity takes place, teaching Santri within a certain time and controlling the performance of the hall management coordinator by holding weekly briefings with the field of education related to muzakarah and sorogan.

The DKM management as a related party and responsible for reviewing activities has an important role in controlling these learning activities. The efforts / performance carried out by the management in supervising reviewing activities are as follows:

a. Mengabsen Santri

The role of administrators in the supervision of the review is very important. Without the role of the administrator, the learning activities will not proceed as planned. One of the efforts of the board in the supervision of the review is to abstain. Absences are made by the Coach in the learning planning that has been discussed first, and ask for help from each block coordinator to base santri for each reviewing activity. The purpose of this presentation is to find out who are the Santri who are often absent from activities. Students with the most history of absence will be sanctioned in accordance with the established regulations.

b. Controlling the Room

The next effort to control the management in the next learning activity is to control the Santri room. Every time the reviewing activity takes place, the hall administrators do not forget to come to each Santri room with the aim of controlling (Zamronim interview, 27 Maret 2022). This makes it easier for administrators to know firsthand who are the students who are still in the room and do not participate in learning activities.

c. Replacing the Ustaz Who Is Unable to Do It

The last effort made by the management in supervising the activities of

recitation is to replace mentors / teachers who are unable to be present in the ustaz who are unable to be present in the study.

From the description above, it can be concluded that the administrators and administrators of the hall / block have a very important role in supervising reviewing activities. Some of the efforts made by the management in supervising the assessment activities are: controlling the presence of Santri, controlling each room during the reviewing activities, and replacing ustaz teachers who are unable to ha

### **C. Evaluation of Learning**

Learning evaluation is carried out in order to find out the extent of the success rate of learning implementation. In a sense, it will not be clearly known whether or not the learning objectives are achieved without learning evaluation.

Evaluation of the learning provided by lapas to their students through the results of attendance / level of activity and attendance can be explained as follows:

#### **1. The Timing of The Implementation of The Evaluation of Learning**

Cilegon Prison carries out learning evaluations to determine whether or not learning objectives are achieved by the students of the assisted residents, especially in the learning of recitation carried out within a year. In a sense, the learning evaluation given by the Cilegon Prison to its students is carried out once a year. The board forms a committee that will later be responsible for the smooth running of the evaluation. The evaluation given to Santri is in the form of attendance and activity in every Islamic religious education activity in Cilegon Prison. (book examination) as well as appearances in the activities of the Cilegon Prison.

From the description above, it can be concluded that the timing of the implementation of the evaluation of recitation learning is carried out based on the form of evaluation itself. Some are carried out every day in the form of rote memorization, some are carried out once a year performing at the Anniversary of the Penitentiary or Independence Day of the Republic of Indonesia.

#### **2. Forms of Evaluation of Learning to Recite the “Yellow Book”**

In its implementation, the evaluation of the results of learning to review is divided into several parts, namely:

##### **a. Memorization Deposit**

Memorization deposits are one of the conditions for taking care of parole for all Students. Each student is given a mandatory memorization that must be completed for one year.

The time of this rote deposit is not specifically determined, the students of the assisted residents are allowed to pay in installments for one year.

*b.* Presence and Activity of Assisted Citizens

The absence of the presence and activeness of the assisted citizens in participating in recitations and faith development activities is the absolute basis for being able to have parole. This is used as a basis for submitting the receipt of remission awards from the Indonesian government (President).

Assisted residents who have no problem with absenteeism/attendance to be immediately taken care of for parole applications, while those with problems will slow down to be able to breathe free air immediately.

*c.* Performances at Activity Events (*event/moment*)

Every student of the assisted residents is required to take an active role in every series of activities organized by the Cilegon Prison. The appearance of individuals or groups of fostered citizens in the event becomes a beautiful and interesting opportunity and the hope of waiting to make achievements and expressions.

The Cilegon Penitentiary (LAPAS) utilizes every activity (*event / moment*) in the learning process as a means of evaluating and evaluating learning to develop Islamic cultural skills. The appearance and activity of the assisted residents in reviewing or filling in events or moments (*Qori / speaker / hadroh / do'a singer*) add positive value points of consideration in learning as a form of evaluation.

#### **D. Results of Evaluation of Learning**

In Cilegon Prison, students of assisted residents who get high scores during the evaluation will be awarded. The award will be given after all series of evaluations have been completed, usually given on the anniversary of the independence of the Republic of Indonesia. This aims to provide motivation to the students of the assisted residents to be more active in learning, especially in participating in learning to study and Islamic religious education.

The highest student is awarded in the form of a withholding term in the form of a remission or parole application.

For students whose grades do not reach the grade standard, they are fostered and encouraged and given more motivation and get stricter supervision treatment from the management.

## **E. Management of Islamic Religious Education for Assisted Citizens in Cilegon Prison**

### *1. Planning*

In Islamic religious education for assisted residents in Cilegon Prison, activities always begin with planning a series of activities once a year in accordance with the submission of a budget per year. This is closely related to the existence of financial budgeting and programs that must be reported.

There is an annual meeting attended by the Coach / Nanny, the DKM management of the Mosque of the assisted residents, the administrators of the Santri hall of the assisted residents, and the coordinator of the block room. The coordination meeting is related to discussing the planning of activities for a year, including those related to the commemoration of Islamic holidays (Eid al-Fitr, Eid al-Adha), the commemoration of the Anniversary of the Republic of Indonesia, and the Anniversary of the Ministry of Law and Human Rights (LAPAS).

### *2. Organizing*

Every activity carried out by the assisted residents must go through the approval of the Supervisor / Caregiver from the prison and the Head of Guidance for Prisoners and Students.

To facilitate Islamic religious education in Cilegon Prison, the DKM Masjid management of the assisted residents was formed, the block hall administrator and the block room coordinator who takes care of the field of Islamic religious education in the prison. All administrators under the coordination of the Supervisor of the Cilegon PRISON staff as an accountability to the Head of Prisoner and Student Guidance and the Head of Cilegon Prison.

### *3. Actuating*

The Islamic religious education activities in Cilegon Prison include activities: congregational prayers, daily recitation, recitation around the block / Yasin, memorization / hafiz, Qori, hadroh, bandrong.

Activities are carried out every Monday to Thursday with a schedule that has been determined by the coach of the assisted residents who are communicated with the management and get approval from the leadership (Head of Cilegon Prison).

#### 4. *Controlling*

Activities will always be controlled by the management through an attendance list that is always reported and signed by the fostered citizen coach. The presence of assisted citizens is very important as a benchmark in applying for parole for assisted citizens.

The management always checks starting from the head of the room, the block coordinator, the hall administrator, the management of the DKM Masjid of the assisted residents and finally the report is submitted to the Supervisor as a form of daily activity report to the leadership.

#### 5. *Motivating*

The entire series of activities carried out by the Cilegon Prison always begins with do'a and motivation and a brief tausiah. The fostered residents get motivation from both the teacher and the coach to carry out everything with sincerity.

The sense of comfort and feeling unburdened in carrying out Islamic education religious education in prisons is felt by all students of prison-assisted residents.

### **F. The Role of Supervisors in Providing Supervision on Islamic Religious Education Activities**

#### **1. Board Oversight**

In the context of learning Islamic religious education, supervision (controlling) is carried out by the Supervisor assisted by the management to all assisted residents, whether there are recitation and skill development activities or not. Then supervise parties such as the field of Islamic religious education related to the study and development of Islamic cultural arts, whether they really provide services for training needs or not. Meanwhile, the field of education as a party related to the recitation and development of art skills as well as subordinates of the daily management and responsible for all Islamic religious education activities supervises the predetermined program and ensures that the assisted residents carry out recitation activities as planned.

The efforts made by the management in Islamic religious education are to control the performance of the educational field responsible for these activities, as well as supervise and ensure directly whether there is a process of recitation or development of Islamic art skills or not.

The role of the management in supervising Islamic religious education activities, namely by holding weekly briefings with the field of education as the person in charge of

activities that discuss the development of assisted citizens while participating in these activities. In addition, the way daily management controls religious education activities and the development of Islamic art skills, namely by going directly to the field to ensure that the process of recitation activities runs well, and to ascertain whether there are still fostered residents in the room who do not participate in religious education activities and the development of Islamic art skills.

Daily management also plays an important role in self-development activities. In addition to controlling and supervising the running of hadroh, tilawah activities, sometimes the administrators also teach and guide ninaan residents in Islamic religious education activities according to a predetermined schedule..

From the description above, it can be concluded that the management as the holder of control over the running of all activities in the prison has a role in Islamic religious education activities, namely controlling and supervising the assisted residents of each activity, teaching the assisted residents within a certain time and controlling the performance of the education sector by holding weekly briefings with the field of education related to Islamic religious education for the assisted residents in the prison.

## **2. Supervision of the Field of Education in Islamic Religious Development Activities**

The field of education as a related party and responsible for Islamic religious education activities has an important role in controlling prayer and recitation activities as well as developing Islamic cultural skills. The efforts / performance carried out in the field of education in supervising Islamic religious education activities are as follows:

### **a. Mentoring residents**

The role of the field of education in the supervision of Islamic education and religion is very important. Without the role of the field of education, Islamic religious education activities will not proceed as planned. One of the efforts in the field of education in the supervision of prayer, studying and developing Islamic cultural skills is to make a difference. Absences are made by the field of education in the learning planning that has been discussed first, and ask for help from each class leader to base the assisted citizens for each religious education activity to take place. The purpose of this service is to find out who are the fostered residents who are often absent from activities. Assisted residents with the most history of absence, will be sanctioned in accordance with the established regulations.

## **b. Controlling Room Block**

The next effort to control the field of education in Islamic religious education activities is to control the rooms of the fostered citizens. Every Islamic religious education activity takes place, the field of education does not forget to visit each student's room with the aim of controlling. This makes it easier for the education sector to know firsthand who are the fostered residents who are still in the block room and do not participate in Islamic religious education activities.

## **c. Replacing the Ustadz Who Is Unable to Do It**

The last effort made in the field of education in supervising the Islamic religious education activities of the fostered citizens is to replace mentors who are unable to attend recitation, prayer and development of Islamic cultural skills and replace ustaz who are unable to attend as prayer imams and tutors for the development of Islamic cultural skills.

From the description above, it can be concluded that the daily management and the field of education have a very important role in supervising Islamic religious education activities. Some of the efforts made by the field of education in supervising the Islamic religious education activities of prison-assisted residents are: controlling the presence of assisted residents, controlling each block room during the activities of recitation, prayer and developing Islamic cultural skills, and replacing ustaz teachers who are unable to have.

## **G. Control of Islamic Religious Education for Assisted Citizens in prisons**

The evaluation of Islamic religious education is carried out in order to find out the extent of the success rate of the implementation of Islamic religious education for assisted residents in prisons. In a sense, it will not be clearly known whether or not the objectives of Islamic religious education are achieved without an evaluation of Islamic religious education activities and the development of Islamic cultural skills.

The evaluation of the learning provided by the At-Thahiriah Islamic Boarding School to its students through the results of interviews can be explained as follows:

### **1. Time for Evaluating Islamic Religious Education**

The prison carries out a learning evaluation to determine whether or not the objectives of Islamic religious education by the assisted residents, especially in Islamic religious education, prayer, study and development of Islamic cultural skills are carried out within a period of once a year, starting from the beginning of the fiscal year. In a sense, the evaluation of Islamic religious education in prisons to assisted residents is carried out once a year. The daily management forms a committee that will later be responsible for the

smooth running of the evaluation. The evaluation given to the assisted residents is in the form of remission, conditional release given before the anniversary of the independence of the Republic of Indonesia or on the basis of submissions of fostered residents with an assessment of good behavior during their sentences as fostered citizens.

From the description above, it can be concluded that the timing of the evaluation of Islamic religious education for assisted residents in prisons is carried out based on the form of evaluation itself. Some are carried out based on the application for conditional remission with the guarantee of family members, some are carried out by the Ministry of Law and Human Rights program in the context of the anniversary of the penitentiary or before the anniversary of the independence of the Republic of Indonesia.

## **2. Evaluation Form of Islamic Religious Education for Assisted Citizens in prisons**

In its implementation, the evaluation of the results of recitation learning is divided into several parts, namely:

### *a.* Memorization Deposit

Memorization deposits are one of the conditions for taking care of parole for all Students. Each student is given a mandatory memorization that must be completed for one year.

The time of this rote deposit is not specifically determined, Santri is allowed to pay in installments for one year.

### *b.* Presence and Activity of Assisted Citizens

The absence of the presence and activeness of the assisted citizens in participating in recitations and faith development activities is the absolute basis for being able to have parole. This is used as a basis for submitting the receipt of remission awards from the Indonesian government (President).

Assisted residents who have no problem with absenteeism/attendance can be taken care of immediately for parole application, while those with problems will slow down to be able to breathe free air immediately.

## **CONCLUSION**

After conducting research by means of interviews and observations at prison class II-A Cilegon and Serang Banten, there are several things that can be concluded by researchers and can be taken research, namely:

1. The concept of Islamic religious education management in improving the ability to study and skills includes planning Islamic religious education and implementing coaching. The planning time for Islamic religious education at the beginning of the fiscal year is annually. The matters discussed in the planning include the presence and activity of binaan residents in recitation activities, training in the development of Islamic arts and skills that will be used in the development of assisted citizens, as well as the acquisition of remission in the process of granting conditional release.
2. The implementation of the management of Islamic religious education based on time, has different times. Recitations are carried out regularly every morning and evening every day after prayers, and the art of Islamic skill development is carried out every 'Thursday, after asar and isya'. The steps for implementing Islamic religious education are that the speaker starts by saying greetings, praying, reading nadzoman, delivering material, discussing material with members and closing the activity with prayer. Meanwhile, the steps for implementing the recitation activities are ustaz saying greetings first, praying, listening to the students of the assisted residents reading the book, explaining the content of the book reading and closing with a prayer.
3. The management of the DKM Masjid assisted residents as the holder of control over the running of all activities in the prison has a role in Islamic religious education activities, namely controlling and supervising the assisted residents every activity takes place, teaching the assisted residents within a certain time and controlling the recitation carried out in the block room (hall).

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