REGULATION OF THE REGENCY OF KUNINGAN
NUMBER 1 OF 2023
ON
FACILITATION OF THE IMPLEMENTATION
OF ISLAMIC BOARDING SCHOOLS

BY THE GRACE OF ALMIGHTY GOD

THE REGENT OF KUNINGAN,

Having considered :

a. that the development of Islamic boarding schools is carried out by performing the functions of education, preaching, and community empowerment to create human resources who are faithful and devoted to Almighty God;
b. that the operation of Islamic boarding schools has a positive influence on society, so that the growth of Islamic boarding schools in the Regency of Kuningan needs to be supported by the local government, both qualitatively and quantitatively;
c. that in order to support and strengthen the role and contribution of Islamic boarding schools in accordance with their traditions and characteristics in the Regency of Kuningan through the facilitation of Islamic boarding schools by the Local Government, regulations are needed to serve as a legal basis;
d. that based on the considerations as referred to in paragraphs a, b, and c, it is necessary to enact a Regional Regulation on Facilitation of the Implementation of Islamic Boarding Schools;

Having regard to :

1. Article 18 paragraph (6) of the 1945 Constitution of the Republic of Indonesia;
2. Law Number 14 of 1950 on Establishment of Regency Regions within the Province of West Java (State Gazette of the Republic of Indonesia on 8 August 1950) as amended by Law Number 4 of 1986 on Establishment of the Regency of Purwakarta and Regencies within the Province of West Java (State Gazette of the Republic of Indonesia Year 1986 Number 31, Supplement to the State Gazette of the Republic of Indonesia Number 2851);

3. Law Number 23 of 2014 on Local Administration (State Gazette of the Republic of Indonesia Year 2014 Number 244, Supplement to the State Gazette of the Republic of Indonesia Number 5587) as frequently amended and most recently amended by Law Number 1 of 2022 on Financial Relations Between the Central Government and Local Governments (State Gazette of the Republic of Indonesia 1 Year 2022 Number 4, Supplement to the State Gazette of the Republic of Indonesia Number 6757);
4. Law Number 18 of 2019 on Islamic Boarding Schools (State Gazette of the Republic of Indonesia Year 2019 Number 191, Supplement to the State Gazette of the Republic of Indonesia Number 6406);
5. Presidential Regulation Number 82 of 2021 on Implementation of Islamic Boarding Schools (State Gazette of the Republic of Indonesia Year 2021 Number 206);

With the Joint Approval of
THE REGIONAL HOUSE OF REPRESENTATIVES
OF THE REGENCY OF KUNINGAN
and
THE REGENT OF KUNINGAN

DECIDES:

To enact : REGIONAL REGULATION ON FACILITATION OF THE IMPLEMENTATION OF ISLAMIC BOARDING SCHOOLS.

CHAPTER I
GENERAL PROVISIONS

Article 1

In this Regional Regulation:

1. Regency Region, hereinafter referred to as the Region, means the Regency of Kuningan.
2. Regency Government means the Regent as the element of local administration who leads the implementation of government affairs that are under the authority of the autonomous region.
3. Regent means the Regent of Kuningan.
4. Regional Apparatus means an element that assists the Regent and the Regional House of Representatives in administering government affairs that fall under the authority of the Regency.
5. Work Unit in Charge of Public Welfare, hereinafter referred to as the Work Unit, means a work unit within the Regional Secretariat in charge of public welfare.
6. Islamic Boarding Schools, *Dayah*, *Surau, Meunasah*, or their other names hereinafter referred to as the Islamic Boarding Schools mean institutions society and established by individuals, foundations, Islamic community organizations and/or the community that instills faith and piety in Allah Subhanahu Wa Ta'alla, promotes noble character, and upholds the teachings of

Islam *rahmatan lil'alamin* as reflected in the attitude of humility, tolerance, balance, moderation, and other noble values of the Indonesian nation through education, Islamic preaching, role modeling, and community empowerment within the framework of the Unitary State of the Republic of Indonesia.

7. Islamic Boarding School Education means education organized by Islamic boarding schools and conducted within the Islamic boarding schools environment, developing a curriculum based on classical Islamic texts or *dirasah islamiah* with a *muallimin* education pattern.
8. *Kitab Kuning* means Islamic books written in Arabic or other languages that serve as references for Islamic scholars in Islamic boarding schools.
9. *Dirasah Islamiah* with the *Muallimin* education pattern means a collection of structured, systematic, and organized studies on Islamic religious knowledge.
10. Islamic Boarding School Human Resources mean those directly involved in the administration of the Islamic boarding schools, including the Kiai, teaching and educational staff, student, and *Dewan Masyayikh*, as well as the *Majelis Masyayikh*.
11. Kiai, *Syekh, Ajengan, Buya Nyai* or their other titles hereinafter referred to as the *Kiai* mean educators who have competence in Islamic religious knowledge and act as figures, role models, and/or guardians of Islamic boarding schools.
12. *Santri* means students who pursue education and deepen their knowledge of Islamic religious studies at Islamic Boarding Schools.
13. Islamic Boarding School Recognition means the acknowledgment of the existence and role of Islamic boarding schools as educational institutions, centers of *da'wah*, and community empowerment centers.
14. Islamic Boarding School Affirmation means the strengthening of Islamic boarding schools as educational, preaching, and community empowerment institutions that have development.
15. Islamic Boarding School Facilitation means assistance that provided to Islamic boarding schools, to meet the needs and improve the quality of facilities and infrastructure of Islamic Boarding Schools, so that they can carry out their functions as educational institutions, centers of religious instruction, and community empowerment centers.
16. Islamic Boarding School Development means an effort, action, and activity carried out efficiently and effectively to enable Islamic Boarding Schools to manage all activities organized by Islamic boarding schools, through an informative and participatory approach.
17. Islamic Boarding School Empowerment means an effort or process carried out so that Islamic Boarding Schools are better able to manage themselves independently.

CHAPTER II
TYPES AND ELEMENTS OF ISLAMIC BOARDING SCHOOLS

Article 2

(1) The Islamic Boarding Schools consist of:
   a. Islamic Boarding Schools that provide education in the form of studying the *Kitab Kuning*;
   b. Islamic Boarding Schools that provide education in the form of *Dirasah Islamiah* with the *Muallimin* Education Pattern; or
   c. Islamic Boarding Schools that provide education in other forms that are integrated with general education.

(2) The Islamic Boarding Schools as referred to in paragraph (1) must meet the following minimum requirements:
   a. Kiai;
   b. *Santri* residing in Islamic boarding schools;
   c. boarding houses or dormitories;
   d. Mosques or prayer rooms; and
   e. the study of the *Kitab Kuning* or *Dirasah Islamiah* with the *Muallimin* educational model.

CHAPTER III
IMPLEMENTATION OF BOARDING SCHOOL DEVELOPMENT

Division One
General

Article 3

(1) The Regent organizes Islamic Boarding School Development, Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation in the Region.

(2) The Islamic Boarding School Development as referred to in paragraph (1) is carried out for:
   a. enhancing knowledge, insight, and the expertise of Islamic Boarding School human resources;
   b. improving the quality of the Implementation of Islamic Boarding School; and
   c. enhancing the managerial skills of Islamic Boarding Schools.

(3) The Islamic Boarding School Empowerment as referred to in paragraph (1) is carried out for:
   a. improving the economic self-reliance of the Islamic Boarding Schools economy for the people around the Islamic Boarding School; and
   b. enhancement the role of Islamic Boarding Schools in the Regency development.

(4) The Islamic Boarding School Recognition as referred to in paragraph (1) is carried out to provide recognition of the existence and role of Islamic Boarding Schools in the implementation of development.

(5) The Islamic Boarding School Affirmation as referred to in paragraph (1) is carried out to strengthen Islamic Boarding Schools as subjects and objects of development.

(6) The Islamic Boarding School Facilitation as referred to in paragraph (1) is carried out to fulfill the needs and improve the quality of Islamic boarding school facilities and infrastructure.

Division Two
Islamic Boarding School Development

Article 4

(1) The Islamic Boarding Schools Development is carried out to improve the knowledge, insight, and is expertise of Islamic Boarding School Human Resources as referred to in Article 3 paragraph (2) subparagraph a, in the form of:
   a. the provision of scholarships for Islamic Boarding School Human Resources; and
   b. facilitation in order to enhance knowledge, insight, and expertise.

(2) The implementation of Islamic Boarding Schools Development as referred to in paragraph (1) is carried out by:
   a. the Work Units;
   b. Regional Apparatus administering government affairs in educational sector; and
   c. other relevant Regional Apparatuses.

Article 5

(1) The Islamic Boarding Schools Development to improve the quality of their management, as referred to in Article 3 paragraph (2) subparagraph b, is carried out through:
   a. efforts to create a suitable, safe, comfortable, clean, healthy, and child-friendly Islamic Boarding School environment; and
   b. services to meet the physical and psychological development needs of Islamic Boarding School Human Resources.

(2) The Islamic Boarding Schools Development as referred to in paragraph (1) is carried out in the form of:
   a. outreach;
   b. health examinations;
   c. counseling;
   d. education;
   e. dissemination;
   f. *istighosah*; and
   g. mental development

(3) Implementation of the Islamic Boarding Schools Development as referred to in paragraphs (1) and (2) is carried out by:
   a. the Work Units;
   b. Regional Apparatus administering government affairs in the health sector;
   c. Regional Apparatus administering government affairs in the educational sector;
   d. Regional Apparatus administering government affairs in the social sector;

e. Regional Apparatus administering government affairs in the population control, family planning, women's empowerment, and child protection sector;
f. Regional Apparatus administering government affairs in the environmental sector;
g. Regional Apparatus administering government affairs in the housing and settlements sector; and
h. other relevant Regional Apparatuses.

Article 6

(1) The Islamic Boarding School Development in improving their managerial skills as referred to in Article 3 paragraph (2) subparagraph c is carried out in the form of:
a. guidance in order to the Islamic Boarding School management;
b. education and training in Islamic Boarding School management;
c. facilitation of cooperation and partnerships between Islamic Boarding Schools and the business sector or educational institutions; and
d. facilitation in order to improve the capabilities of Islamic Boarding School Human Resources in managing Islamic Boarding Schools.

(2) The implementation of the Islamic Boarding School Development as referred to in paragraph (1) is carried out by:
a. the Work Unit;
b. Regional Apparatus administering government affairs in the educational sector;
c. Regional Apparatus administering government affairs in the cooperatives and micro enterprise sector;
d. Regional Apparatus administering government affairs in the manpower sector;
e. Regional Apparatus administering government affairs in the youth sector; and
f. other relevant Regional Apparatuses.

Division Three
Islamic Boarding School Empowerment

Article 7

(1) The Islamic Boarding School Empowerment in improving the economic self-reliance of the Islamic Boarding Schools economy for the people around the Islamic Boarding School is carried out in the form of:
a. allocation of program and activities to increase the capacity of Islamic Boarding Schools in fostering entrepreneurship within the Islamic Boarding Schools;
b. facilitation of access to capital; and
c. facilitation of access to marketing for products made by Islamic Boarding Schools, cooperation and partnerships.

(2) The government allocates the programs and activities as referred to in on paragraph (1) subparagraph a through:

a. enhancing the business skills of Islamic Boarding Schools;
b. establishing Islamic Boarding School business institutions; and
c. strengthening the institutional framework of Islamic Boarding School business institutions.

(3) The Islamic Boarding School Empowerment as referred to in paragraphs (1) and (2) is carried out by:
a. Regional Apparatus administering government affairs in the cooperatives and micro enterprise sector;
b. Regional Apparatus administering government affairs in the trade and industrial sector;
c. Regional Apparatus administering government affairs in the community and village empowerment sector;
d. Regional Apparatus administering government affairs in the food security and agricultural sector;
e. Regional Apparatus administering government affairs in the fisheries and livestock sector;
f. Regional Apparatus administering government affairs in the communication and information technology sector;
g. Regional Apparatus administering government affairs in the population control, family planning, women's empowerment, and child protection sector;
h. Regional Apparatus administering government affairs in the manpower and transmigration sector; and
i. other relevant Regional Apparatuses.

Division Four
Islamic Boarding School Recognition

Article 8

(1) The Islamic Boarding School Recognition is carried out in the form of:
a. granting access and recognition of all Islamic Boarding School resources to Regency resources in accordance with the capacity of the *santri*;
b. granting of role of Islamic Boarding Schools in educating the nation, as agents of social and community change, and their dedication in realizing the welfare of society;
c. granting appreciation for Islamic Boarding Schools as institutions that have a vision to build a spirit of nationalism with devotion to Allah Subhanahu Wa Ta'ala, and
d. granting appreciation for Islamic Boarding Schools that embody the spirit of student, namely sincerity, simplicity, independence, freedom, and solidarity, which can support the strengthening of peace and social cohesion in Indonesian society, bonding among fellow Muslims, solidarity among fellow citizens, and solidarity among fellow human beings as an ethical and paradigmatic foundation for building unity in diversity.

(2) The Islamic Boarding School Recognition as referred to in paragraph (1), is carried out by:
   a. The Work Unit;
   b. Regional Apparatus administering government affairs in the national unity and political sector; and
   c. other relevant Regional Apparatuses.

(3) The implementation of Islamic Boarding School Recognition as referred to in paragraphs (1) and (2) is coordinated by the Work Unit.

Division Five
Islamic Boarding School Affirmation

Article 9

(1) The Islamic Boarding School Affirmation is carried out at least in the form of:
   a. operational assistance for Islamic Boarding Schools;
   b. facilities and infrastructure assistance; and
   c. other assistance.

(2) The Islamic Boarding School Affirmation as referred to in paragraph (1) is carried out by:
   a. the Work Unit; and
   b. relevant Regional Apparatuses.

(3) The implementation of Islamic Boarding School Affirmation as referred to in paragraphs (1) and (2) is coordinated by the Work Unit.

Division Six
Islamic Boarding School Facilitation

Article 10

(1) The Islamic Boarding School Facilitation is carried out in the form of:
   a. Facilitation of educational facilities and infrastructure for Islamic Boarding Schools;
   b. Facilitation of supporting facilities and infrastructure for Islamic Boarding Schools;
   c. Facilitation of facilities for human resources in Islamic Boarding Schools;
   d. Facilitation of worship facilities and infrastructure; and
   e. Facilitation of sports facilities and infrastructure.

(2) The Islamic Boarding School Facilitation as referred to in paragraph (1) is carried out by:
   a. The Work Unit;
   b. Regional Apparatus administering government affairs in the educational sector;
   c. Regional Apparatus administering government affairs in the archives and library sector;
   d. Regional Apparatus administering government affairs in the housing, residential areas and land sector;
   e. Regional Apparatus administering government affairs in the social sector;
   f. Regional Apparatus administering government affairs in the youth, sports, and tourism sector; and

g. other relevant Regional Apparatuses.

(3) The implementation of Islamic Boarding School Facilitation as referred to in paragraphs (1) and (2) is coordinated by the Work Unit.

CHAPTER IV
COORDINATION AND COMMUNICATION

Article 11

(1) The Regent coordinates with the Central Government and Provincial Government for Islamic Boarding School Empowerment and Facilitation.

(2) The Regent communicates with Islamic Boarding Schools and stakeholders to achieve harmony in the Islamic Boarding School Empowerment, Recognition, Affirmation, and Facilitation.

(3) The coordination and communication as referred to in paragraphs (1) and (2) is carried out by the relevant Regional Apparatuses, in accordance with their authority based on the duties and functions of the Work Unit and/or Regional Apparatuses.

(4) Further provisions on the coordination and communication as referred to in paragraph (3) are regulated in a Regent Regulation.

CHAPTER V
PUBLIC PARTICIPATION

Article 12

The community, both individually and in groups, may participate in the Islamic Boarding School development in the following ways:

a. providing input, suggestions, and opinions to the Regency Government on the Islamic boarding school empowerment, recognition, affirmation, and facilitation;
b. providing support for activities organized by Islamic Boarding Schools;
c. developing the quality and standards of Islamic Boarding Schools;
d. establishing character education and moral guidance programs within the community and around Islamic Boarding Schools;
e. establishing Islamic Boarding Schools;
f. developing the functions of Islamic Boarding Schools;
g. Islamic Boarding School Empowerment;
h. Islamic Boarding School Recognition;
i. Islamic Boarding School Affirmation;
j. Islamic Boarding School Facilitation;
k. program assistance;
l. strengthening the self-resilience and economic capacity of Islamic Boarding Schools;
m. financing and capitalization of Islamic Boarding Schools; and
n. fulfilling the needs of Islamic Boarding Schools.

CHAPTER VI

SYNERGY, COOPERATION, AND PARTNERSHIP

Division One
Synergy

Article 13

(1) The Regent implements synergies in the Islamic Boarding School Facilitation with the Central Government and Provincial Governments.
(2) The form of synergy as referred to in paragraph (1) is as follows:
    a. program synergy for: Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation;
    b. implementation of Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation;
    c. funding for the Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation; and
    d. education and training for Islamic Boarding School Human Resources.
(3) Further provisions on the synergy as referred to in paragraph (1) are regulated in a Regent Regulation.

Part Two
Cooperation

Article 14

(1) The regent develops a pattern of cooperation in the Islamic Boarding School development.
(2) The cooperation as referred to in paragraph (1) is carried out with:
    a. Provincial Government;
    b. other regency/municipal governments;
    c. social institutions, including social welfare institutions and non-government organizations;
    d. educational institutions;
    e. health institutions;
    f. religious institutions;
    g. state/regional/village/private enterprises;
    h. cooperatives, foundations, and other legal entities;
    i. cooperation between Islamic Boarding Schools;
    j. the community, both individually and in groups;
    k. regional cooperation with foreign agencies/institutions; and
    l. Cooperation between regions and state governments or equivalent local governments abroad in the form of sister cooperation.
(3) The form of cooperation as referred to in paragraph (2) are:
    a. Islamic Boarding School Development, Islamic Boarding School Empowerment, Islamic Boarding

School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation;
b. Islamic Boarding School Human Resource education and training; and
c. other cooperation for Islamic Boarding School Development.

(4) Further provisions on the cooperation as referred to in paragraphs (2) and (3) are regulated in a Regent Regulation.

Part Three
Partnership

Article 15

(1) The Regent develops a strategic partnership model in the Islamic Boarding Schools in the Regency.
(2) The partnership as referred to in paragraph (1) is carried out with:
a. social institutions, including social welfare institutions and non-governmental organizations;
b. educational institutions;
c. health institutions;
d. religious institutions;
e. state/regional/village/private enterprises;
f. cooperatives, foundations, and other legal entities;
g. partnerships between Islamic boarding schools;
h. individuals and/or groups within the community; and/or
i. foreign parties.
(3) The forms of partnership as referred to in paragraph (2) are as follows:
a. Islamic Boarding School Development, Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation;
b. Islamic Boarding School Human Resource education and training;
c. Provision of facilities for Islamic Boarding Schools; and
d. Empowerment of communities surrounding the Islamic Boarding Schools.
(4) Further provisions on the partnership as referred to in paragraphs (2) and (3) are regulated in a Regent Regulation.

CHAPTER VII
INFORMATION SYSTEM

Article 16

(1) The Regent establishes an Islamic Boarding School information system in the region.
(2) The information system as referred to in paragraph (1) at least includes:
a. data and information on Islamic Boarding Schools in the Regency;

b. data on manuscripts and works of Islamic Boarding School ulama in the Regency;
c. data on Islamic Boarding School Human Resources in the Regency; and
d. the condition and profile of Islamic Boarding Schools in the Regency.

(3) In operating the Islamic Boarding School information system as referred to in paragraph (2), the Regional Apparatus administering government affairs in communication and information technology sector provides assistance and training.

(4) The Islamic Boarding School information system as referred to in paragraph (2) is integrated with the Islamic Boarding School information system at the ministry administering government affairs in religious sector.

(5) The development of the information system as referred to in paragraphs (1) and (2) is carried out by the Work Unit, in coordination with the Regional Apparatus administering government affairs in the communication and information technology sector.

(6) Data and information resulting from the management of the Islamic Boarding School information system is used in the development plan for Islamic Boarding Schools.

(7) Further provisions on the information system as referred to in paragraph (2) are regulated in a Regent Regulation.

Article 17

The management of the information system as referred to in Article 16 is carried out by the Work Unit.

CHAPTER VIII
ISLAMIC BOARDING SCHOOLS DEVELOPMENT AND EMPOWERMENT TEAM

Article 18

(1) In the implementation of Islamic Boarding Schools, a Islamic Boarding School development and empowerment team is established.

(2) The Islamic Boarding School development and empowerment team as referred to in paragraph (1) consists of members from Government, the ministry administering government affairs in the development and Empowerment Islamic religious sector, Islamic Boarding Schools, Islamic Boarding School associations, professionals, and stakeholders.

(3) The membership of the Islamic Boarding School development and empowerment team as referred to in paragraph (2) takes into account the regional representation, Islamic Boarding School associations, and the expertise required for the Islamic Boarding School Development and Empowerment.

(4) The Islamic Boarding School development and empowerment team as referred to in paragraph (1) has the task of partnering with the Regency Government in the Islamic Boarding School Development, Islamic Boarding

School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation within the Regency.

(5) In implementing the tasks of as referred to in paragraph (2), the Islamic Boarding School development and Empowerment Team has the following functions:
   a. providing input on the planning concepts for programs of Islamic Boarding School Development, Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation;
   b. compilation of Islamic Boarding School classifications;
   c. providing consultation to Islamic Boarding Schools;
   d. providing recommendations to relevant Work Units and Regional Apparatus for Islamic Boarding School Development, Islamic Boarding School Empowerment, Islamic Boarding School Recognition, Islamic Boarding School Affirmation, and Islamic Boarding School Facilitation;
   e. supervision of Islamic Boarding Schools; and
   f. mediation and advocacy for Islamic Boarding Schools.

(6) The number of members and the establishment of the Islamic Boarding School development and empowerment team as referred to in paragraph (1) is regulated in a Regent Regulation.

CHAPTER IX
MONITORING, EVALUATION, AND SUPERVISION

Article 19

(1) The Regent conducts monitoring, evaluation, and supervision of the Facilitation of the implementation of Islamic Boarding Schools.

(2) The monitoring, evaluation, and supervision as referred to in paragraph (1) is carried out by the Work Unit and relevant Regional Apparatuses.

(3) The supervision as referred to in paragraph (1) is carried out generally by the Regency Inspectorate.

(4) Further provisions on the monitoring, evaluation, and supervision as referred to in paragraph (2) are regulated in a Regent Regulation.

CHAPTER X
FUNDING

Division One
General

Article 20

(1) Funding for the Islamic Boarding School Facilitation is sourced from:
   a. the Local Budget; and
   b. other legitimate sources in accordance with the provisions of laws and regulations.

(2) Funding for the Islamic Boarding School Facilitation as referred to in paragraph (1) subparagraph a cannot be provided if funding has already been obtained from the Local Budget of the Province of West Java.
(3) Funding for the Islamic Boarding School Facilitation as referred to in paragraph (1) subparagraph a is recorded by the Islamic Boarding School management and reported to the Regent periodically and/or at any time if necessary.
(4) Further provisions on the reports on funding for the Islamic Boarding School Facilitation as referred to in paragraph (3) are regulated in a Regent Regulation.

Division Two
Local Budget

Article 21

(1) The Local Government assists the funding of Islamic Boarding Schools through the Regency Budget in accordance with the provisions of laws and regulations.
(2) Funding for the Implementation of Islamic Boarding Schools as referred to in paragraph (1) is allocated to assist in the funding of Islamic Boarding Schools in their educational, missionary, and community empowerment functions.
(3) Funding for the Implementation of Islamic Boarding Schools in their educational function as referred to in paragraph (2) is a part of the education budget allocation sourced from balancing funds, in accordance with the provisions of laws and regulations.
(4) Funding for the Implementation of Islamic Boarding Schools in the function of preaching and community empowerment as referred to in paragraph (2) is sourced from local revenue and other legitimate local revenues.

CHAPTER XI
CLOSING PROVISIONS

Article 22

The implementing regulations of this Regional Regulation must be issued no later than 1 (one) year from the promulgation of this Regional Regulation.

Article 23

This Regional Regulation shall enter into force as of the date of its promulgation.

In order to make this Regional Regulation known to the public, it is hereby ordered that it be promulgated by its publication in the Regional Gazette of the Regency of Kuningan.

Enacted in Kuningan
on 3 February 2023

REGENT OF KUNINGAN,

signed

ACEP PURNAMA

Promulgated in Kuningan
on 6 February 2023

REGIONAL SECRETARY OF THE REGENCY OF KUNINGAN,

signed

DIAN RACHMAT YANUAR

REGIONAL GAZETTE OF THE REGENCY OF KUNINGAN YEAR 2023 NUMBER 1

Prepared and issued as an official translation

Jakarta, 11 August 2026
DIRECTOR GENERAL OF LEGISLATION
FOR THE MINISTER OF LAW OF THE REPUBLIC OF INDONESIA,

DIREKTUR JENDERAL PERATURAN PERUNDANG-UNDANGAN KEMENTERIAN HUKUM PENGAYOMAN

DHAHANA PUTRA

Official Translation Notice:
This English translation is provided for information and reference purposes only. In the event of any discrepancy, inconsistency, or ambiguity between the English version and the Indonesian version, the Indonesian version shall prevail.

ELUCIDATION
OF
REGULATION OF THE REGENCY OF KUNINGAN
NUMBER 1 OF 2023
ON
FACILITATION OF THE IMPLEMENTATION
OF ISLAMIC BOARDING SCHOOLS

I. GENERAL

Islamic Boarding Schools constitute the oldest Islamic religious education system and represent a distinctive characteristic of traditional Indonesian Islam, whose existence has been tested throughout history and continues to endure to the present day. Islamic Boarding Schools also embody the efforts of Islamic ulama to actively contribute to the advancement of national education. On the other hand, as institutions for the development of Islamic religious education, Islamic Boarding Schools play a significant role in human development through unique learning processes that are indigenous to Indonesia.

From a philosophical perspective, Islamic Boarding Schools are founded upon the First Principle of Pancasila, namely the Belief in the One and Only God. This principle signifies that the Indonesian nation embraces faith and devotion to Almighty God. One means of realizing this principle is through religious education, which inherently necessitates the existence of institutions responsible for providing such education, namely Islamic Boarding Schools. The presence of Islamic Boarding Schools as educational institutions serves as a medium for the implementation of religious education and is therefore expected to preserve the moral values of the nation amidst the ongoing development of global civilization.

As religious educational institutions, Islamic Boarding Schools teach, develop, and disseminate Islamic religious knowledge. Such religious sciences are understood as guidance for life (*tafaqquh fi al-din*), emphasizing the importance of morality within society. Establishing the objectives of Islamic educational institutions is essential in contributing to the intellectual development of the nation. Through the various components of Islamic Boarding Schools, it is expected that a conducive environment will be created for nurturing students with strong moral character, which is manifested in their daily lives. Consequently, it is common for *santri* (students of Pesantren) to demonstrate humility (*tawadhu'*), patriotism reflected through strong solidarity in carrying out their responsibilities, and sufficient religious knowledge to equip themselves as individuals of noble character. In addition to functioning as religious and educational institutions, Islamic Boarding Schools have also developed into social institutions through various innovations they have undertaken. As local community organizations with substantial influence within society, Islamic

Boarding Schools have evolved from educational institutions into community empowerment institutions, which have demonstrably contributed to improving public welfare through a variety of activities and programs.

The development of Islamic Boarding Schools in the Regency of Kuningan requires regulatory support at the regional level. Through the Regulation of the Regency of Kuningan on the Facilitation of the Implementation of Islamic Boarding Schools, it is expected that the administration of Islamic Boarding Schools will be carried out comprehensively, continue to develop, and provide benefits to the people of the Regency of Kuningan.

II. ARTICLE BY ARTICLE

Article 1

Self-explanatory.

Article 2

Paragraph (1)

Subparagraph a

Islamic Boarding Schools that provide Islamic Boarding School Education in the form of the study of Kitab Kuning (classical Islamic texts) may be referred to as *salafiah Pesantren*.

Subparagraph b

Islamic Boarding Schools that provide Islamic Boarding School education in the form of *Dirasah Islamiyah* using the *Muallimin* educational model may be referred to as modern Islamic Boarding Schools or *Muallimin* Pesantren. Islamic Boarding School education in the form of *Dirasah Islamiyah* with the *Muallimin* educational model constitutes an integrative educational system that combines Islamic religious sciences and general sciences, and adopts a comprehensive approach by integrating intracurricular, extracurricular, and co-curricular activities.

Subparagraph c

Self-explanatory.

Paragraph (2)

Self-explanatory.

Article 3

Self-explanatory.

Article 4

Self-explanatory.

Article 5

Self-explanatory.

Article 6

Self-explanatory.

Article 7

Self-explanatory.

Article 8
Self-explanatory.

Article 9
Self-explanatory.

Article 10
Self-explanatory.

Article 11
Self-explanatory.

Article 12
Self-explanatory.

Article 13
Self-explanatory.

Article 14
Self-explanatory.

Article 15
Self-explanatory.

Article 16
Self-explanatory.

Article 17
Self-explanatory.

Article 18
Self-explanatory.

Article19
Self-explanatory.

Article 20
Self-explanatory.

Article 21
Self-explanatory.

Article 22
Self-explanatory.

Article 23
Self-explanatory.

SUPPLEMENT TO THE REGIONAL GAZETTE OF THE REGENCY OF KUNINGAN NUMBER 1