An AGIL-Based Transition Program for Islamic Elementary School Entry

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ABSTRACT

Article history: Received: July 16, 2025 Revised: December 22, 2025 Accepted: December 27, 2025	_**Objectives:**_ The importance of transition programs for primary school entry globally (not just in Indonesia)**.**
	**Method:** A qualitative approach with a descriptive case study design was employed. The research subjects consisted of school principals, early childhood and primary school teachers, and parents from two educational institutions in South Kalimantan, Indonesia. Data were collected through observation, interviews, and documentation, and analyzed using Miles and Huberman's model.
	**Results:** The research findings indicate that the Early Childhood Education -Primary School transition program generally changes the perceptions and practices of teachers and parents, shifting the focus from early academic achievement to the holistic development of children, including social-emotional and character aspects.
Keywords: AGIL Approach Entering Islamic Elementary School	_**Theoretical Contribution:**_ This strengthens the theory of Islamic education, which emphasizes a balance between the spiritual, social, and intellectual aspects of learners. The AGIL approach becomes a relevant conceptual framework to understand how Islamic educational institutions can function systemically.
	**Implication:** The program successfully builds better collaboration among stakeholders and strengthens parental involvement, thereby contributing to structural and cultural transformations in the early childhood education system and supporting children's readiness to enter formal education.

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INTRODUCTION

Education is a learning process aimed at developing human potential holistically, encompassing cognitive, emotional, social, and physical aspects. Achieving this goal is difficult without parental involvement in supporting children's education (Fadhilah, Djakfar, Mubaraq, & Guterres, 2022). This objective will also be hard to achieve if schools do not actively engage parents (Duhamel & Niess, 2024). Collaboration between teachers and parents enhances children's academic performance as well as their social-emotional development (Collier, Keefe, & Hi, 2015). As stated in the Circular Letter of the Director General of Early Childhood Education and Primary Education No. 0759/C/HK.04.01/2023, the transition from early childhood education to primary school should be strengthened through the government's Transition from Early Childhood Education to Primary School program.

It is essential for parents and teachers to understand the transition program from early childhood education to primary school, as young children are highly sensitive to change (Anwar & Susiana, 2024). This program emphasizes the need for an approach tailored to each child's needs, rather than being based solely on age or academic ability (Ummah, Jannah, & Lasarus Malaikosa, 2024). Without proper understanding, children are at risk of experiencing stress, confusion, or even losing interest in learning at the beginning of their primary education (Nisa, Handayani, & Rahmawati, 2025). Therefore, parents and teachers must understand the principles, goals, and strategies of the transition program to provide a consistent and supportive learning experience across educational levels (Rahmanisari, 2024).

The success of formal education largely depends on parents as a child's first teachers, who introduce learning within the family through informal education. Parents play a crucial role in children's cognitive development and character formation (Hasanah, Sutra, Istiqomah, Dewantara, & Boulahnane, 2022). Schools must coordinate with families to formulate intervention goals, determine effective strategies to increase family participation, and implement policies that involve all stakeholders, including parents, students with special educational needs, and teachers (Rodriguesa, Campos, Chaves, & Martins, 2014). Empirical evidence

suggests that active family involvement as partners in children's education and development significantly contributes to their long-term success (Kim, 2023). One example of this collaboration is through parenting classes and regular meetings scheduled by schools with parents.

In Indonesia, children's education begins with early childhood education and continues through higher education (Soenaryo, Susanti, & Suwandayani, 2024). Early childhood education provides children opportunities to develop age-appropriate knowledge and skills through play-based learning, with an emphasis on social-emotional growth (Novianti, Sabrina, Umar, Maemunaty, & Bahar, 2021; Tsujitani, 2024). The transition from early childhood education to primary school bridges children's readiness for formal education, ensuring they are prepared not only academically but also holistically for new challenges. One of the components implemented in this program is the School Environment Introduction Period (MPLS), which takes place at the beginning of primary school. This activity helps children become more prepared and comfortable in their new school environment (Nur, et al., 2025).

Many primary school teachers expect incoming students to already possess basic reading, writing, and arithmetic skills, and some schools even administer tests on these skills during admissions (Kasih, Zumrotun, & Zulfahmi, 2023). This expectation is often shared by parents, who believe their children should master *basic reading, writing, and counting skills* upon completing early childhood education (Kurniawati, Kurniawati, Agustino, & Aprisco, 2023). Parents frequently equate intelligence with basic reading, writing, and math skills, making these the primary goals when enrolling their children in early childhood education (Cahyaningrum, 2024). Misconceptions regarding basic skills and children's readiness during the early childhood education–primary school transition remain widespread in Indonesia (Rahmawati, Rudiyanto, & Kurniawati, 2024). To address this issue, as outlined in the Early Childhood Education to Primary School (PAUD–SD) transition program, some schools have begun to eliminate or reduce entrance tests during student admissions. This policy aims to prevent children from feeling pressured from the outset and allows them to focus more on overall learning readiness, making the

adaptation process to the primary school environment smoother and more enjoyable for the children.

Fundamentally, early childhood education is not focused on reading, writing, and arithmetic but rather on maximizing children's growth and development beyond *Calistung*. Therefore, primary school teachers must understand the educational approaches used in early childhood education to continue the learning process in line with the child's developmental stage (Mardiani, Fitria, & Yulianingsih, 2024). The "*Merdeka Belajar*" (Freedom to Learn) program highlights the importance of shifting negative perceptions about early childhood learning toward emphasizing enjoyable experiences and learning through play (Reza, Asbari, & Ely, 2024).

The transition program, as outlined in Circular Letter (*Surat Edaran DIKDASMEN No. 0759/C/HK.04.01/2023*), aims to change teachers' and parents' perspectives on the early childhood education approach. This program ensures that every child, regardless of their starting point, has the right to develop foundational skills. Key components include eliminating entrance tests during primary school admissions, conducting orientation activities (MPLS) during the first two weeks of Grade 1, and implementing learning activities that strengthen six foundational skills through play-based learning in both early childhood education (ECE) and primary school.

Collaboration between ECE teachers and Primary School teachers is expected to support the holistic development of children, moving beyond a sole focus on cognitive abilities (Librianty, Yennizar, & Setiawan, 2025). The transition period is vital for children to strengthen their foundational skills, safeguarding their rights to grow, develop, and be respected in both school and home environments (Susilahati, Nurmalia, Widiawati, Laksana, & Maliadani, 2023). The success of the transition program depends significantly on teachers' perceptions, particularly those of primary school teachers. These perceptions influence how teachers respond to and prepare children entering primary education. Primary schools also play a critical role in nation-building (Kartowagiran, Hamdi, Istiyono, Ayub, & Dewanti, 2021).

Teachers' views on the transition program vary based on their knowledge, experience, and attitudes toward supporting children's social-emotional

development. Some believe children from ECE are already academically ready, while others emphasize the need to address social and emotional readiness. Moreover, perceptions of collaboration between early childhood education and primary school teachers and mutual understanding of roles greatly affect the program's effectiveness (Mardiani, Fitria, & Yulianingsih, 2024). Thus, proper understanding of the importance of a smooth transition from early childhood education to primary school is crucial for ensuring a positive learning experience (Stankovic-Ramirez & Vittrup, 2023).

Initial interviews with several first-grade teachers at SD Islam Terpadu as Salam Pelaihari revealed varying levels of understanding regarding the goals and implementation of the transition program. One teacher stated, "We often assume that children entering first grade can already read and write, but many are still adjusting socially and emotionally." Another teacher expressed concern about the lack of coordination with early childhood educators, saying, "We don't know what kind of learning approaches the children experienced in preschool, so we tend to jump straight into formal lessons." These findings indicate a communication and collaboration gap between preschool and primary school teachers, which may hinder the smooth implementation of the transition program.

Applying the AGIL approach to the transition program requires schools to adapt teaching methods to children's diverse needs (adaptation), set clear goals for a smooth transition (goal attainment), promote collaboration between ECE and Primary School teachers (integration), and maintain positive values and motivation throughout the learning process (latency) (Parsons, Action Theory and The Human Condition, 1978). This research is novel in its focus on exploring teachers' perceptions of the ECE–Primary School transition program through the AGIL framework, which has been little studied previously. While earlier studies examined transition programs and teacher attitudes separately, this study integrates sociological theory with educational practice to better understand dynamic factors influencing teacher involvement and collaboration. Additionally, preliminary qualitative data from interviews provide fresh insights into the challenges teachers face during the transition process. This comprehensive approach offers new perspectives and

practical recommendations to improve primary education transition programs. Appropriate teacher support plays a vital role in shaping learning readiness, social adaptation, and long-term student success at the primary school level (Susanti, Kiska, Gusvita, Desfriyanti, & Sari, 2025).

METHODS

Research Design

This study employed a qualitative approach with a descriptive case study design (Creswell & Poth, 2016). It was exploratory in nature, aiming to gain an in-depth understanding of the perceptions of teachers and parents at the early childhood and lower primary levels regarding the implementation of the Early Childhood–Primary School Transition Program. The descriptive case study was selected to allow the researcher to comprehensively describe changes in perceptions among teachers and parents in a natural setting, without seeking to explain causal relationships or develop new theories (Stake, 2010).

Procedure

The research approach related to changes in perception uses Talcott Parsons' social system theory practices (Parsons, Action Theory and The Human Condition, 1977), which consists of four components AGIL (Adaptation, Goal Attainment, Integration, and Latency). Adaptation refers to adjusting to new policies (the PAUD–Primary School transition). Goal Attainment (G) involves setting and achieving shared goals between teachers and parents regarding student readiness for school. Integration (I) is about maintaining ongoing cohesion and coordination between teachers and parents. Latency (L) focuses on sustaining correct perceptions and habitual practices.

Respondents

The research was conducted at two educational institutions in Tanah Laut Regency, South Kalimantan, Indonesia: TK Kartika V-38 Pelaihari and Sekolah Dasar Islam Terpadu Assalam Pelaihari. These schools were purposively selected due to their implementation of the ECE–Primary School transition program. The study involved 17 respondents, comprising 7 teachers (from ECE and primary levels), 5

parents, 2 principals, 1 early childhood supervisor, 1 primary school supervisor, and 1 official from the local Education Office.

Data Collection

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted four times during teacher–parent meetings, each lasting approximately 1.5 to 2 hours, as part of the transition program to observe interaction patterns, levels of engagement, communication between teachers and parents, and the emotional responses of participants during discussions. Interviews explored the perceptions of teachers and parents before and after the implementation of the transition program. Documentation, including program guidelines, meeting minutes, and socialization materials, was used to complement the primary data. Data collection on each AGIL component is based on the indicators as in table 1.

Table 1. Indicators of Perception Change

No	Structural Functionalism Theory	Indicator
1	Adaptation	1. Adapting to new policies (PAUD–Primary School transition) 2. Participation in policy training and socialization 3. Readiness to implement policies in teaching and learning
2	Goal Attainment	1. Setting and achieving shared goals between teachers and parents regarding students' readiness for school. 2. Changes in school practices. 3. Students' achievement in social-emotional readiness according to age characteristics.
3	Integration	1. Maintaining ongoing cohesion and coordination between teachers and parents. 2. Alignment of teaching methods between PAUD and early primary school. 3. Transition guidelines used by PAUD and primary schools.
4	Latency	1. Maintaining correct perceptions and habitual practices. 2. Changes in community expectations regarding children's achievements in early primary school (not demanding children to immediately read and write). 3. Children show confidence, independence, and social readiness when entering primary school.

Data Analysis

Data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing/verification. To ensure data validity, source triangulation was conducted by comparing information from various respondents, and methodological triangulation was applied by cross-checking findings from observations, interviews, and documentation.

DISCUSSION

This program is based on the understanding that, at an early age, *reading, writing, and math* skills should not be the primary benchmark for a child's school readiness (Sosu & Pimenta, 2023). This program also emphasizes the importance of providing enjoyable and developmentally appropriate education, such as role-playing, storytelling, singing, or simple outdoor activities. With this approach, the learning process becomes more natural and does not cause stress from the outset (Wulansuci, 2021). The Regional ECE–Primary School Communication Forum is a platform that connects and strengthens cooperation between ECE institutions and Primary Schools at the regional level. This forum aims to align curricula, teaching methods, and educational management to ensure a smooth and effective transition process from ECE to primary school.

The *Merdeka Mengajar* platform is a digital platform that provides learning resources and training to support teachers in creating more creative and effective teaching. Meanwhile, the Aksi Nyata Program encourages all stakeholders to take an active role in implementing concrete steps to improve the quality of education within schools. Teachers' and parents' perceptions at Islamic Primary Schools in South Kalimantan are reflected in the implementation of various components of the Early Childhood to Primary School Transition Program, using the AGIL approach. Some of the key transition programs include the School Environment Introduction Period (MPLS), the elimination of reading, writing, and arithmetic tests as a requirement for primary school admission, the Regional-Level Early Childhood–Primary School Communication Forum, *Merdeka Mengajar* platform, and *Aksi Nyata* program.

The field findings show teachers' and parents' positive perceptions toward the Early Childhood to Primary School transition program despite several technical challenges in its implementation. From Parsons' AGIL perspective, this transition program can be analyzed through the four functions of social systems: Adaptation, Goal Attainment, Integration, and Latency.

Adaptation (A)

Interviews with teachers and the school principal showed that the school has adjusted teaching methods to the needs and characteristics of early-grade students. Teachers in the lower grades (1–3) consistently facilitate the learning process by adapting to the needs and characteristics of their students and by implementing instructional methods that align with the children's developmental levels. In addition, the school provides a two-week transition program through the school environment introduction program.

Field observations show that MPLS activities focus not only on introducing the physical school environment and habituating routines but also on instilling Islamic values from the very first day, such as greetings, prayers before studying, and cultivating noble character in interactions. Islamic values instilled through MPLS include: 1) discipline, 2) responsibility, 3) courtesy and respect towards teachers and peers, 4) cleanliness as part of faith, 5) cooperation (ta'awun) in group activities, and 6) honest behavior and communication.

The school environment introduction program is organized to introduce new students to the school environment in a comprehensive manner for a minimum of two weeks. It aims to help students feel comfortable, adapt more quickly, and develop a solid understanding of school life. In doing so, students can begin their educational journey with greater readiness. The *reading, writing, and arithmetic* test that are used to be requirements for primary school enrollment was also removed.

Parties involved in the school environment introduction program include: 1) New students as the main participants, 2) Class teachers and supporting teachers, 3) The headmaster and administrative staff, and 4) Parents. The program comprises activities such as 1) Introduction to the school environment, classrooms, and infrastructure, 2) Introduction to teachers and educational staff, 3) Introduction to

rules, regulations, and school culture, 4) Ice-breaking activities and educational games, 5) familiarization with learning routines and positive behavior, and 6) character strengthening and basic literacy activities. MPLS is implemented with the aim of helping new students adapt to the elementary school environment through the introduction of rules, culture, facilities, learning activities, as well as shaping their mental, social, and emotional readiness for entering a more formal level of education. The expected outcomes of MPLS include: 1) better preparedness to participate in learning activities, 2) improved social and emotional adaptation, 3) reduced anxiety and increased self-confidence, 4) a basic understanding of school rules and culture, and 5) the formation of positive habits at the beginning of the school period.

At TK Kartika V-38 Pelaihari, interviews with the teaching staff and the school principal indicate that the school actively supports the success of the transition. The principal explained that the socialization about the ECE- Primary School transition program with parents every new school year so that parents understand the importance of their child's social and emotional readiness before entering primary school. Observations reveal that Islamic values are also introduced during daily activities, such as reciting daily prayers, learning the pillars of Islam and faith, and fostering respect and compassion towards others.

This demonstrates the awareness of both parents and teachers that young children need time and space to adapt socially and emotionally before entering a more formal learning process (Ummah, Jannah, & Lasarus Malaikosa, 2024). Furthermore, the effective implementation of the transition policy requires support and cooperation from all educational stakeholders to address various emerging challenges (Rahmawati & Nurachadija, 2023). The Early Childhood to Primary School Transition Program, both through MPLS activities and socialization with parents, represents a tangible form of teachers' professional adaptation in understanding the development and needs of children during the transition period.

From an Islamic perspective, the process of a child's adaptation to a new environment—including during MPLS (School Environment Introduction Period)—is closely related to the principles of ta'awun (helping one another), tarbiyah (education), and *ta'dib* (character formation) (Supandi, Moh., & Hobir, 2024). Islam

views a child's education as not solely the responsibility of teachers or schools, but is a collaborative effort between *walidain* (parents), *mu'allim* (teachers), and the community (Saleh, 2025). Avicenna emphasized that a child's social and emotional development requires consistent involvement from both family and teachers (Akmal, Rahardja, Syahidin, & Fakhruddin, 2024). Children's adaptation is not only the teacher's responsibility, but also part of the continuity of education that begins at home.

From both modern educational and Islamic educational perspectives, the family is viewed as the first institution that shapes a child's emotional, social, and mental readiness before entering formal education. Therefore, the role of parents is crucial in preparing the children's psychological condition so that they are able to face changes in the environment, routines, and new social demands (Putra, Fauzi, & Rosyadah, 2025). Meanwhile, teachers play a role in continuing this habituation process through systematic guidance in introducing school structure, rules, social interactions, and applicable learning culture. Collaboration between parents and teachers becomes a crucial element to ensure the adaptation process runs effectively, because the continuity of values, emotional support, and consistent habituation between home and school has been proven to help children transition more comfortably and confidently (Purta, 2023).

Goal Attainment (G)

Circular Letter No. 0759/C/HK.04.01/2023 serves as the primary reference for achieving the goals of a joyful and stress-free transition program from ECE to primary school. One key indicator of goal attainment is the elimination of the *Calistung* test as an admission requirement for primary school. In an interview at Primary School Islam Terpadu As Salam Pelaihari, a first-grade teacher, Mrs. R, stated that the school no longer administers reading, writing, and numeracy (Calistung) tests to new students. Instead, the emphasis is placed on observing children's independence, their ability to follow simple rules, and how they interact with their peers. This shift is also appreciated by parents. Mr. A expressed his relief, noting that he is glad the school no longer requires children to be able to read and write before

entering first grade. He added that his child is now more enthusiastic about attending school, free from the fear of being tested.

This aligns with field observations showing that the new student admission process at Primary School Islam Terpadu as Salam does not involve academic written or oral tests. During the School Environment Introduction, the school observes children's behaviors such as how they listen to teachers' instructions and interact with their peers. This demonstrates that both teachers and parents largely understand that children's readiness cannot be measured solely by their ability to read, write, and count, but rather by their social-emotional readiness and the formation of Islamic character. This foundation is crucial for the next level of education, including habituating children to greet others, pray before and after activities, maintain proper manners toward teachers and peers, and develop responsibility through simple activities such as tidying learning tools or demonstrating honesty during play.

Educating children using the habituation method is also grounded in the hadith of Prophet Muhammad (peace be upon him). From Aisyah (may Allah be pleased with her), the Messenger of Allah (peace be upon him) said: the deeds most beloved to Allah are those that are performed consistently, even if they are few. From this hadith, it is clear that educating children at an early age using positive habituation methods is appropriate. Habits that have become ingrained and spontaneous can be applied in daily life, such as working, going to school, and performing obligatory prayers. Discipline in children from a young age is a factor that yields the best results Education is more likely to be successful when provided from an early age, whereas achieving similar outcomes becomes more difficult in adulthood (Ahad & Perawironegoro, 2024). Al-Ghazali, in his book Ihya' Ulumuddin, stated that A child is a trust from Allah SWT for both parents, and their pure heart is a valuable substance. If they are accustomed to goodness, they will grow up in goodness and be happy in this world and the hereafter. If they are accustomed to evil and neglected like animals, they will suffer and be miserable. Therefore, taking care of a child involves educating, disciplining, and teaching them virtuous morals (Putri & Mukhlas, 2023). This was also stated by Ibnu Miskawaih in the book Tahdzibul Akhlak that the aim of moral education is to develop students who are

knowledgeable and have good ethics through practice and habit (Riami, Muhammad, & Susandi, 2021).

In the context of an Islamic- school, this transition process is also utilized as a means to internalize Islamic values from an early age. Thus, the goal orientation shifts from mere academic achievement toward strengthening a balanced character foundation intellectually, emotionally, and spiritually.

Integration (I)

Efforts to integrate educational institutions are evident through the establishment of the Regional Early Childhood Education (PAUD)–Primary School (SD) Communication Forum. This forum functions as a coordination and consolidation medium between Early Childhood Education and Primary School units to unify the vision and strategies for transition. Based on observations in Tanah Laut Regency, South Kalimantan, Indonesia, the forum regularly holds meetings every two months attended by representatives of Early Childhood Education and Primary School teachers, principals, and supervisors. However, in practice, the collaboration remains limited to formal meetings.

An interview with a teacher, Mrs. L found that although parents have participated in several forum meetings, there has not yet been any direct follow-up in the form of collaborative activities or the development of concrete transition plans with primary schools. The meetings have primarily focused on discussion and information sharing, but they have not progressed into structured joint programs. Similar views were expressed by another first-grade teacher, Mr. H, who said there is currently no established mechanism that facilitates direct and systematic information exchange. As a result, valuable insights into children's early learning and developmental needs are not consistently communicated, limiting the continuity of support as they transition to primary school.

Observations also showed that during new student admissions, not all primary schools systematically discuss or receive developmental reports from ECE institutions. This highlights the need to ensure that integration between educational units is not merely administrative but substantive, through fostering more active communication and mutual understanding of learning approaches and child

character development. This indicates that both teachers and parents largely understand that children's readiness cannot be measured solely by their ability to read, write, and count, but rather by their social-emotional readiness and independence. Ibn Miskawaih argues that the effort to achieve happiness (as-sa'adah) cannot be done alone, but must involve helping and complementing one another, because humans are essentially social beings (Mukhlas & Akip, 2024). The educational environment is traditionally known to consist of three settings: family, school, and society. These settings cumulatively influence the creation of an educational environment. Therefore, these three environments must establish cooperation and collaborate in the education of children.

Latency (L)

To maintain values and enthusiasm for learning appropriate to the children's developmental stages, schools utilize the *Merdeka Mengajar* Platform and the *Aksi Nyata* program. These platforms serve as tools for teachers to design enjoyable learning experiences and as integrated media for reporting learning process. Based on observations in several early primary classrooms, teachers have begun applying thematic approaches centered on play and exploration, such as using concrete media, outdoor activities, and habituating children to speak and tell stories in front of their peers.

In an interview, Mrs. S, a first-grade teacher at Primary School Islam Terpadu As-Salam Pelaihari, explained that teachers have benefited greatly from the Merdeka Mengajar Platform, particularly in finding inspiration for learning activities that align with the children's characteristics and developmental needs. The platform encourages a more holistic approach, ensuring that learning is not limited to reading and writing but also includes engaging, interactive activities that make children active, enthusiastic, and happy throughout the learning process. Meanwhile, through the *Aksi Nyata* program, teachers document good practices carried out in the classroom and share them with parents. This was also acknowledged by Mr. T, a parent of a first-grade student, who said, Parents feel more connected to their children's learning at school because teachers regularly share photos and activity

reports through parent communication groups. This information allows them to observe their children's learning, play, and interactions with friends at school.

In the context of an Islamic based school, Islamic values are also inseparable from the learning process in the early grades. Through the *Merdeka Mengajar* Platform, teachers can access various inspirational activities contextualized with Islamic values, such as lessons on honesty, trustworthiness, and responsibility through stories of prophets and companions. Teachers also habituate children to start the day with prayer, recite basmalah before learning, and maintain proper manners toward teachers and peers. These practices are also part of the *Aksi Nyata* documentation, demonstrating that integration between play-based approaches and spiritual values can be implemented harmoniously.

Abdullah Nashih Ulwan emphasizes the importance of instilling Islamic values in children's education. According to him, Islamic education should teach children about monotheism, noble character, worship, and understanding of Islamic laws. Ulwan believes that religious education is a strong foundation for shaping a good and responsible personality. In his approach to parenting, Abdullah Nashih Ulwan also highlights the importance of providing love, affection, and attention to children. He stresses that children need to feel loved, accepted, and valued by their parents. Genuine affection and attention given with patience and understanding will help children feel secure and confident in facing their lives (Warosari, Hitami, & Murhayati, 2023).

CONCLUSION

This study concludes that the AGIL approach to changing perceptions is implemented through: (1) the Adaptation stage, carried out through Masa Pengenalan Lingkungan Sekolah (MPLS); (2) the Goal Attainment stage, achieved through the elimination of reading, writing, and arithmetic tests; (3) the Integration stage, implemented through the establishment of a Regional Early Childhood Education (PAUD)–Primary School (SD) Communication Forum; and (4) the Latency stage, implemented through the use of the Merdeka Mengajar Platform and the Aksi Nyata program. This study found that Islamic values contained in the AGIL

approach include daily prayers, manners toward teachers and peers, and character building through contextual approaches. The results of this study contribute to strengthening Talcott Parsons' AGIL theoretical framework (Adaptation, Goal Attainment, Integration, Latency). The implications of this theory can be used as a social analytical tool in the context of Islamic education, particularly to understand how values, norms, and goals are systematically applied in transition programs. The study's limitations lie in the limited geographical scope and the qualitative approach, which does not measure influence quantitatively. Further research is recommended to expand the geographical context, involve more participants, and employ mixed methods to enrich the analysis and enhance the validity of the findings.

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