

Curriculum Management Of Islamic Boarding School Education Based On Their Typology

(Multi case studies in Sidogiri Pasuruan, Salafiyah Syafi'iyah Sukorejo Situbondo, and Al-Amien Prenduan Sumenep Islamic Boarding School).

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Abstract:

This article aims to explore the concept of Curriculum Management of Islamic Boarding School Education Based on Their Typology. The curriculum is an important thing in education, neither formal nor nonformal education. Curriculum also is the means of educational success. Islamic boarding school is the old educational institution in Indonesia. Islamic boarding school has been recognizing in society because they have given much positive contribution to social development and empowerment. Curriculum management of those three Islamic Boarding School Education has different characteristic and typology each other. The design used in this study was qualitative research with multi-case studies in three Islam Boarding School in Sidogiri Pasuruan, Salafiyah Syafi'iyah Sukorejo Situbondo, and Al-Amien Prenduan Sumenep Islamic Boarding School because of those Islamic Boarding School. The data collections are gathered from three sources, are (1) depth interview as a principal technique; (2) observation participation; (3) documentation. The result of this study found a few things. The first is about curriculum planning. The second is about curriculum implementation. The third is about curriculum evaluation

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I. INTRODUCTION

The curriculum is an essential thing in education, neither formal nor nonformal education. Curriculum also is the means of educational success. According to Sukmadinata [1], that curriculum has a central point to the hole of the educational process. Curriculum leads to all of the educational activities to reach the educational goals. For this meaning, the curriculum is an essential thing in education. While the curriculum in Indonesia always to be

changed. Almost the changed to be a political commodity because in each Indonesia country leadership period almost be changed in the curriculum.

Curriculum 2013 did more or less than two years in the school, but now has evaluated. It was based on the latter number 179342/MPK/KR/2014 on December 05, 2014. In that letter mentioned that curriculum 2013 be implemented in 6.221 schools from 2013/2014 school year. While the ministerial decree has three the main point, here

are; 1) stop curriculum implementation in the schools that are implemented curriculum one semester, they are from 2014/2015 school year. These schools have to come back to the curriculum 2006; 2) by using permanent curriculum 2013 in the schools implemented for three semester from 2013/2014 school year and make the schools as development and pilot project school in implemented the curriculum 2013; 3) return task the curriculum development 2013 to curriculum and bookkeeping centre, Ministry of Education and Culture Indonesian Country.

Curriculum management is as a system comparative, comprehensive, and systematic curriculum management to realize the achievement of curriculum goals [2]. The method of Islamic boarding schools is sometimes focused on strengthening and mastery of Islamic religion knowledge by did not organize general education and sometimes integrated Islamic education and public education. However, there are many Islamic Boarding School separated between Islamic education and general education.

Islamic boarding school is the old educational institution in Indonesia. Islamic boarding school has been recognizing in society because they have given much positive contribution to social development and empowerment. This research leads to curriculum management of those three Islamic Boarding School Education have different characteristic and typology each other. Where The Sidogiri Islamic Boarding School is salaf (traditional system) typology and its curriculum management is independent and nothing correlation to the curriculum government. Sukorejo Islamic Boarding School is its curriculum integrated between curriculum government and curriculum Islamic Boarding School. However, the curriculum Islamic Boarding School was the main focus in Sukorejo. Al-Amien Islamic Boarding School is its modern character curriculum more prominent. Where the curriculum educational institutions, there are integrated with its Curriculum Islamic Boarding School.

II. RESEARCH METHOD

The main focus of this research is how curriculum management of Islamic Boarding School Education based on their typology. The specific focused are (1) Planning of curriculum in Sidogiri, Sukorejo, and Al-Amien Prenduan Islamic Boarding School education, (2) Implementation of the curriculum in Sidogiri, Sukorejo, and Al-Amien Prenduan Islamic Boarding School education, and (3) Evaluation of curriculum in Sidogiri, Sukorejo, and Al-Amien Prenduan Islamic Boarding School education.

The design used in this study was qualitative research with multi-case studies in three Islam Boarding School in Sidogiri Pasuruan, Salafiyah Syafi'iyah Sukorejo Situbondo, and Al-Amien Prenduan Sumenep Islamic Boarding School because of those Islamic Boarding School. The data collections are gathered from three sources, are (1) depth interview as a principal technique; (2) observation participation; (3) documentation. Informants collection has been done by purposive sampling and snowballing sampling technique. Collected data were analysed by descriptive which are: (1) data reduction; (2) data display; (3) conclusion; and (4) data analysis. The researcher has used three types of data validity techniques: (1) credibility; (2) transferability; and (3) conformability.

III. RESEARCH FINDINGS

1. The Planning of Curriculum in Islamic Boarding School

The theoretical basis of educational curriculum planning in these three Islamic Boarding Schools is using the market theory mentioned by Chamberlain [3]. Where the manager takes each decision are the reactive decision to all of the development in the company environment. By this case, Islamic Boarding School administrators that are spearheaded by Kiai, only the actor that did according to the development and environment demands.

The mechanism of curriculum planning in Islamic Boarding Schools are using planning mode. Where is Robbins [3] state that manager as reflective thinking will take planning first to implement in company organization activities?

The planning in Islamic Boarding School was done by an internal meeting to get an accurate report from a curriculum program that did for one year. This theory based on Chotimah, & Fathurrohman statement that planning needs data and information so that the decision taken is not loose by problems encountered in the future [4].

Based on the forms of budgeting in three Islamic Boarding Schools were not strategic planning categories but including operational planning. The budgeting from Sidogiri and Sukorejo that its short term for one year and centralized, while in Al-Amien Islamic Boarding School, its budgeting was in each institution. So, its budgeting was including master budget.

The source of educational funding in Islamic Boarding School is from government funding assistance except for Sidogiri that is refuse any donations from the government. The educational funding in Islamic Boarding School not only from government but also from business and other halal and binding sources because the education funds are a joint responsibility between government and society.

Based on research findings, the researcher found different curriculum planning in the three Islamic Boarding Schools. Generally, the plan of the curriculum due every year together with the evaluation. The mechanism to the meeting in Sidogiri Islamic Boarding School is pre-commission meeting, commission meeting, educational meeting (plenary), framers team meeting, and forwarded to the family assembly as the final and absolute policymaker. While in Sukorejo and Al-Amien Islamic Boarding Schools are using a thorough direct meeting in every year. The meeting every year is discussed all of the things that are needed, like a budgeting needs for one year later, facilities and infrastructure, staff and teacher, teaching-learning system, and proposed program to be refined. The budgeting for all educational institutions is discussed by completed and thorough, so for one year later. The educational institutions are not bothered anymore to take care of finances even happen cross-subsidies. However, the budgeting in Al-Amien did in every each institution.

The curriculum planning of formal education schools is using the pure Islamic Boarding Curriculum and the educational

institutions that are affiliated to the government follow the Ministry of Religion Role that is using curriculum 2013, so the curriculum planning is using the syllabus and lesson plan (RPP). While in curriculum planning of formal general educations follow the government role with using Lesson Plan, Syllabus, Promis dan Prota, except in Sidogiri and TMI Al-Amien are not obey to the government role. However, in TMI, Al-Amien is also using like Lesson Plan that had used a long time before the government required it.

2. The Implementation of Curriculum in Islamic Boarding School

The focus of the educational curriculum in Sidogiri Islamic Boarding School is how to make the quality of students (santri) in every level of education still good because according to Sidogiri statemen that certificate is not essential. The important one is how students have in-depth Islamic knowledge. To maintain the quality and competency of local wisdom in Sukorejo Islamic Boarding School, so some examinations are absolute graduation requirements in every level of education. While in Al-Amien Islamic Boarding School, the quality and competency of local wisdom are integrated between curriculum institutions and curriculum in pesantren. Based on Baharun state that educations activities are not only oriented to final findings educational process by scored several graduates but also focus on the quality of service in the implementation of other education. This will give mutual birth relationship for education development in Islamic Boarding Schools [5,6].

Based on research findings, the researcher found different curriculum implementation in three Islamic Boarding Schools. The orientation of educational Islamic Boarding Schools is more on the deepening and strengthening of mastery religious knowledge. Even in educational institutions contained integrative between spiritual knowledge and general knowledge, especially in Sukorejo and Al-Amien, but the religious knowledge and the local wisdom more important and attention. The local wisdom in Sukorejo was a mandatory requirement in all educational institutions level as a graduation determinant. As well as mastery learning in religious education or

madrasah diniyah as be a mandatory requirement to be able to graduate in general education.

In Institutions of Al-Amien Islamic Boarding School, the religious education and general education are integrated as good as possible and have a close relationship between educational institutions with the boarding where santri live there. This is a distinguishing characteristic from each institution in the shade of each Al-Amien Islamic Boarding School. While in Sidogiri Islamic Boarding School, because of there no general educational institutions, so the students are focused on deepening religious knowledge by learning books traditional salaf studies to make students have a pious and religious.

The curriculum model is used in Sidogiri Islamic Boarding School those are including academic subject curriculum, which is academic subject curriculum according to Sukmadinata [1] that are sourced from classical education (perennials and essentialism) which are oriented to the event in the past.

The pattern of subject matter in Sidogiri Islamic Boarding School is the correlated curriculum. Based on Sukmadinata [1] state that correlated curriculum are organizational patterns or material being studied in learning correlated between another learning subject. The design curriculum focus of its learning is subject centred design.

There are two educational systems in Sukorejo Islamic Boarding School. Those are religious education and general education. Therefore, the diniyah ta'miliyah religious education and ma'hadiah have some point of Sidogiri curriculum models that is an academic subject, and the pattern is the correlated curriculum. While in religious education that including to education in the ministry of religion and general education that is including to education in the ministry of education and culture (besides SMK Ibrahimy) are obedient to the role of government which is using Curriculum 2013. Hence, the models of the curriculum are confluence curriculum. It is based on Sukmadinata [1] state confluence curriculum is developed by the experts of confluence curriculum which can unite the affective aspects (attitude, feelings, and values) with cognitive aspect (intellectual ability).

In Al-Amien Islamic Boarding School because of every Islamic Boardings are different each other, so Salafy Islamic Boarding, Diniyah Takmiliah Tegal Islamic Boarding, and Putri I Islamic Boarding (for girls) are using academic subject curriculum, and the pattern is the correlated curriculum. The focus of teaching-learning is subject-centred design. TMI Al-Amien is using the academic subject curriculum, and the pattern is an integrated curriculum, and also the centre of teaching-learning is learned centred design. Ma'had Tahfidh Alquran (Islamic Boarding for Alquranic Memorizer), Tegal Islamic Boarding, and Putri I Islamic Boarding (for girls) because of following the government role, so those Islamic Boarding Schools are confluence curriculum. The design curriculum focus of its learning is subject-centred design.

The important thing in Islamic Boarding Schools is changes the students' behaviour from the less good to be better. The behaviour changes can influence human life quality. Other than that, even Educational Islamic Boarding Schools are using Boarding School System with strict regulations do not be a prison for young people. This is intended to be a student's personalities can be well developed.

3. The Evaluation of Curriculum in Islamic Boarding School

Evaluation input usage in Sidogiri Islamic Boarding School based on human resources and teachers were taken by graduated Sidogiri specially MMU Aliyah, so that why the quality in teaching-learning was good well and could maintain the noble values and local wisdom there. Learning evaluation did by school examination. Even in Sukorejo Islamic Boarding School, there was local axamination it self as national exams as usual. While evaluation recitals in Sukorejo were involved the teachers in every month, but sometimes did by the door to door. The evaluation learning in Al-Amien Islamic Boarding School did every weeks or month and also did by formation Teacher Master (GM), especially in TMI Institution.

The evaluation models that using in Islamic Boarding School Institutions were a quantitative model. According to Hasan [7] that quantitative model is being marked by a prominent feature in

the quantitative procedure used to collect the data as the consequences of applying positivistic paradigm thinking. While the learning evaluation of every institution in Sidogiri has different models, MMU Ibtidaiyah, Tsanawiyah and Aliyah used middle and final exams or familiar by name IMDA I and IMDA II. In MMU Ibtidaiyah and Tarbiyah I'dadiyah using separate evaluations that are different by other institution.

Generally, the teaching-learning evaluations in Islamic Boarding Schools included summative evaluations category. Which is summative evaluations, according to Sukmadinata [1] are addressed to assess students mastery towards broader goals, as learning outcomes in a long period, one semester, one month or during the education level.

If the evaluation is doing in a weeks, month or every two-month meeting, door to door in the recitation of Sukorejo Islamic Boarding School and Teacher Master activities in every week, so researcher states that is formative evaluation category. Based on Sukmadinata [1] that formative evaluation is aimed at assessing student mastery to the learning goals in a relatively short period. The primary purpose of formative evaluation is aimed at assessing the learning process.

Based on research findings, the researcher found different curriculum evaluation in three Islamic Boarding Schools. Generally, the educational curriculum evaluation was done once a year by using meetings formal and tiered meeting. In Sidogiri, the evaluations were done by gradual and tiered from the pre-commission meeting, commission meeting, education meeting, plenary to the framer's team meeting and continued at the family assembly meeting as final policy maker and determinant.

Based on the criteria of evaluation that is doing by the formal educational institution of Islamic Boarding Schools, so there is included goal-based evaluation. According to Hasan [7] stated that goal-based evaluation is an evaluation based on the goals which explicitly stated by the curriculum or institutions that become evaluate. The evaluations are using in Islamic Boarding School, which is doing through regular and tiered scheduling, so the evaluation is by the curriculum

evaluation principle. Those are on time and objective.

If in the formal education of Islamic Boarding School that affiliated to the country using National Exam (UN) for each final level of the education unit, so the examination is only for quality control of education. However, that is not using evaluation in approach preordination yet [8, 9]. Even though in abroad, like in England has given birth to test institutions like UCLES (*the University of Cambridge Local Examination Syndicate*) who are in the shade of Cambridge University. So also in the United States of America, there are Exam Institute for Schools using the preordination approach, that is *the Educational Testing Service* or ETS. The findings of evaluations that are using in the university to determine the level of school progress and as a sign of university entry.

IV. CONCLUSION

No	Research Focus	Research Finding
1	The Curriculum Planning of Islamic Boarding School	<ol style="list-style-type: none"> 1) Generally in Islamic boarding school due every year together with evaluation; 2) Instructional planning used the policy of the government (Sukorejo and Al-Amien) with using syllabus and Lesson Plan (RPP); 3) Instructional planning in Sidogiri Islamic Boarding School used the classical system with an internal curriculum that nothing correlation with the government. So with diniyah takmiliyah Sukorejo and TIBDA Al-Amien Putri Islamic Boarding School; 4) The budgeting of institutional education in Sidogiri and Sukorejo Islamic Boarding School are central, so it can help the institutions that has limited student and budget because there are cross-subsidies; 5) The budgeting of Al-Amien is managed itself by the institutions each other; 6) Budgeting of Islamic Boarding School from students cost and Islamic Boarding School Business then also from the cost of government assistance (nonbudget) harvest in Sidogiri.
2	The Curriculum Implementation of Islamic Boarding School	<ol style="list-style-type: none"> 1) Implementation of curriculum educational formal Islamic Boarding School depends on government harvest TMI Al-Amien that have curriculum itself; 2) There is an examination of Islamic Boarding School competence as a requirement success in all institutions (Sukorejo); it is not in Diniyah Al-Amien and Tegal Islamic Boarding School. 3) In Sidogiri is curriculum pure Islamic Boarding School, the certificate is not essential, and there is no requirement pass in the school; 4) Sidogiri Islamic Boarding School is the focus to Islamic religion study, and the resources is a classical book, Sukorejo and Al-Amien are integrated curriculum; 5) The evaluation of curriculum education of Islamic Boarding School generally is due every year by using meeting.
3	The Curriculum Evaluation of Islamic Boarding School	<ol style="list-style-type: none"> 1) The evaluation is due periodically start from weekly, monthly, two monthly, half-yearly, and yearly; 2) the evaluation in the college is due every semester, and curriculum preview is every two years; 3) The instructional evaluation is due by examinations; 4) The evaluation in doctrine theory sometimes due by the door to door; 5) The instructional evaluation in TMI Al-Amien is by Master Teacher; 6) Instructional evaluation MMU Istidadiyah and Tarbiyah I'dadiyah Sidogiri are used system evaluation itself.

Based on the findings, it is suggested as follow:
(1) in managing curriculum education Islamic Boarding School, Kiai, operator, and leaders in institutions should be noticeable the local wisdom.
(2) Based on conditions of Islamic Boarding School are many students in there.
(3) the leaders in educational institutions should be noticed how the Sidogiri, Sukorejo, and Al-Amien Islamic Boarding School managed their curriculum in planning, implementation, and evaluation of their educational institutions.
(4) the identity and characteristic of each Islamic Boarding School should be saved.
(5) other researchers: if the current study is emphasized on the curriculum management in Islamic Boarding School education, the subsequent researchers are suggested to conduct a study on strategic planning, leadership and something that is about Islamic Boarding School studies.

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