



## Research Article

# Curriculum Development for Islamic Higher Education Based on Pesantren in Indonesia : Case Study Ma'had Aly Situbondo

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Article Info	Abstract
Received: 23 <sup>rd</sup> Nov 2024 Revised: 25 <sup>th</sup> Nov 2024 Accepted: 28 <sup>th</sup> Nov 2024 Available Online: 10 <sup>th</sup> Dec 2024  <b>Keywords:</b> Curriculum Development Inovation Boarding School  p_2775-2682/e_2775-2690/ ©2023 The Authors. Published by Academia Publication. Ltd This is an open access article under the CC BY-SA license.	Ma'had Aly Salafiyah Syafi'iyah Situbondo is seen as having uniqueness and stigma differences with several traditional Islamic boarding schools in general, so that it is possible to find the concept of developing an ideal post-Islamic boarding school curriculum. This study focuses on the curriculum development model that is implemented. While the goal is to describe and analyze the curriculum development model that is implemented. The theory used as a basis is Jhon. P Miller and Wayne Seller, then strengthened by Robert S Zais and Richard A Gorton and several other theories that are relevant to the theme of the study. This study produces a new formulation of findings, namely the collaboration of the administrative model and grass roots model curriculum development with four orientations, namely; transmission, transaction, transformation and transcendence. These findings can be said to be a development as well as a correction to previous research.



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## INTRODUCTION

The existence of Islamic boarding schools is recognized as a distinctive, innovative educational institution, and has an attractive phenomenon to be explored further. Not because of its existence which has been quite long in Nusantara. but rather the value system, cultural culture, learning process and curriculum that is applied. Abdurrahman Wahid calls it the term pesantren as a "subculture" of Indonesian society. In Yasid's view, although the term does not actually have a strong scientific basis academically, it has an important meaning in terms of ideas, at least track and assess the uniqueness that stands out in Islamic boarding school education (Yasid, 2012).

In order for the great tradition to survive in the face of the needs and expectations of society that continue to increase, Islamic boarding schools must continue to innovate and develop in accordance with the demands of the times. The institutional system of Islamic boarding schools needs to be developed, especially those related to institutional aspects, where these aspects automatically affect the implementation of the curriculum. The problem that arises then is regarding whether Islamic boarding schools should be dissolved in the dynamics of changing times, or whether they should always survive with the characteristics of their distinctive great traditions (soebahar, 2013).

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The answer is of course that Islamic boarding schools need strategic steps, so that they are able to 'maintain' the characteristics of their great traditions, but also provide space for the dynamics of change that are projected to have a positive impact. Therefore, a curriculum development stage is needed that is responsive to the development of the times without reducing its orientation, idealism, and distinctive values. Islamic boarding schools must remain present with their uniqueness, maintaining their khittah as guardians of morals (Masyhud, 2003).

The dynamics of the curriculum, when contextualized with Islamic teachings, contain educational messages that originate from the Qur'an, in which Allah SWT presents independence for each individual to organize and determine their future in a better direction. Islamic boarding school education as an educational institution that serves the interests of the community, of course, is required to always strive to develop, even "change" especially in the curriculum aspect in order to survive in the face of the development of the times. Sayyidina Ali bin Abi Tholib, emphasized that teachers should educate their students according to their times, because they do not live in the era of the educators themselves (Arifin, 2024).

From several definitions, it has provided an understanding that in general curriculum development can be grouped into two forms, namely: a). New curriculum development (curriculum construction). This type of curriculum development is curriculum development carried out for a new educational institution, or for a new subject. It can also occur for a new learning activity, where previously there was no curriculum. b). Perfecting the existing curriculum. Namely reconstructing the existing curriculum because it is considered outdated. Or in other words as a form of improvement to the existing curriculum, then becoming a new curriculum design (Izzan, 2016).

## **METHOD**

This research was conducted with a qualitative approach states that qualitative research methods are defined as research methods based on postpositivism philosophy and are used to examine the conditions of natural objects where researchers are key instruments with triangulation (combined) data collection techniques, inductive/qualitative data analysis, and research results emphasize meaning rather than generalization. This research is a type of case study research. This is done in order to focus more on the problem to be studied (Sugiyono, 2016).

Data collected from various sources and research results through interviews, observations and documentation. Creswell states that a study can be said to be a case study research if the research process is carried out in depth and comprehensively on the case being studied, and follows the case study structure. This research was conducted with a qualitative approach. (Sugiyono, 2016) states that qualitative research methods are defined as research methods based on postpositivism philosophy and are used to examine the conditions of natural objects where researchers are key instruments with triangulation (combined) data collection techniques, inductive/qualitative data analysis, and research results emphasize meaning rather than generalization (Shihab, 2017).

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## **RESULTS AND DISCUSSION**

### **Curriculum Development Planning**

Planning is basically determining the activities to be carried out in the future. This activity is intended to organize all resources so that the results achieved are as expected. Fattah defines the word planning as the process of determining the goals or targets to be achieved and determining the path or resources needed to achieve those goals as effectively and efficiently as possible. In every plan there are always three activities, where the three activities, although they can be distinguished, cannot be separated from one another (Munir, 2008).

These activities include: (1) formulating the goals to be achieved; (2) selecting programs to achieve goals; and (3) identifying and mobilizing resources, the number of which is always limited. Thus, planning must at least include the planning process, the actors involved in the planning, and then the substance of the planning itself. Judging from the components of the planning process above, activities in implementing curriculum

development planning can adopt the approach used in educational management planning, because the curriculum is part of the educational components (Fattah, 2017).

In the context of Islamic education, Islamic teachings have encouraged humans not only to think about the present, but also to plan for preparing provisions for the future (tomorrow), because planning itself contains the substance of compiling various actions that will be carried out in the future (tomorrow). Education as one of the means to prepare the next generation in the future, of course must be well designed, especially regarding curriculum planning as a guide for student learning activities in achieving future goals. Without curriculum planning, the systematics of various learning experiences will not be interconnected and will not lead to the expected goals as future goals (Hamid, 2009).

While the core activity in curriculum planning is formulating the entire contents of the curriculum which contains all materials and designs of learning activities that will be carried out. Thus it can be said that curriculum development planning is a decision taken to take action within a certain time, with the intention of implementing curriculum development activities to be more effective and efficient. The result is then able to produce a curriculum design that is in accordance with expectations and relevant to market needs and developments (Nanang, 2017).

### **Organization and Implementation of Curriculum Development**

The term organization has two general meanings, namely: First, an organization is defined as an institution, company, educational institution, association or government agency. Second; refers to the process of organizing, namely how work is organized and managed, so that the goals of the organization can run effectively. Fatmawati interprets this organization as the process of organizing, allocating and distributing work, authority and resources among members of the organization to achieve the goals of the organization that are planned and implemented under the responsibility of the educational institution (Hasan, 2009).

Meanwhile, the curriculum organization is a curriculum structure in the form of a general framework of teaching programs that will be delivered to students. This program structure is a very essential basis in curriculum development and is closely related to the educational goals to be achieved.<sup>66</sup> This understanding is in line with Miller-Seller's opinion which states that the curriculum organization is not only limited to subject matter or courses, but includes a set of interactions that are intended both directly and indirectly designed to facilitate the educational process to be more meaningful.

### **Evaluation in Curriculum Development**

Evaluation in curriculum development is a concept that has a very broad and diverse meaning and scope. According to Olivia, evaluation in curriculum development is none other than to ensure whether the curriculum goals and objectives can be achieved. This includes learning evaluation (instructional evaluation) and various things related to documents and the process of achieving these goals. The concept of evaluation in curriculum development is certainly different from learning evaluation and educational evaluation. In practice, there is often confusion or lack of clarity regarding the area and scope (Guba, 2003).

According to Olivia, educational evaluation is all types of evaluations that are under the auspices of educational institutions. It does not only concern the curriculum and learning but also concerns the area, building, administration, supervision, personnel, transportation, and so on. Meanwhile, learning evaluation (instructional evaluation) is an assessment of (1) student achievement, (2) learning performance, and (3) the effectiveness of an approach or method applied.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number: 81 of 2013, it is stated that curriculum evaluation is interpreted as a series of systematic actions in collecting information, providing considerations, and decisions regarding the value and meaning of the curriculum, considerations and decisions regarding values the consistency of ideas, design, implementation and results of the curriculum. While considerations and decisions regarding meaning or significance, regarding the positive impact of the curriculum on society. From the several definitions above, it can be understood that evaluation in curriculum development is not only carried out to assess the success of achieving goals, but also to evaluate all aspects of the curriculum including goals, content, implementation strategies and the evaluation itself (Marwan, 2008).

### **Curriculum Development Model**

In the perspective of curriculum development, the model can be a theoretical review of a curriculum process as a whole or it can also be a review of just one part. Curriculum development with its various models is very much needed in order to improve or perfect the curriculum that has been created to be developed independently, whether it comes from the central government, local government or from the educational institution itself. There are several curriculum development models that have been offered by experts, including Miller and Seller.

They tried to compile a curriculum development model that they considered more comprehensive. He stated that the curriculum development process is a series of activities that are carried out continuously to form a cycle. The process must start from determining the orientation of the curriculum, educational goals, learning management and learning strategies, implementation to the view of the success of curriculum implementation. The curriculum development model in this study emphasizes the orientation aspect initiated by Miller-Seller.

### **Ma'had Aly Curriculum and Learning**

As a higher education institution based on Islamic boarding schools, Ma'had Aly is very concerned about the use of the curriculum that is usually developed in Islamic boarding schools. This can be seen in the appearance of the Ma'had Aly curriculum which places a number of learning materials sourced from classical books (yellow books), in accordance with the takhassus or concentration in its field. In addition, Ma'had Aly also accommodates the university model with thematic elaboration and an academic approach. (Olivia, 2004)

This explanation is in line with the provisions in Article 18 of Law Number: 18 of 2019 concerning "Islamic Boarding Schools", that the curriculum for each Study Concentration at Ma'had Aly is compiled by the Islamic Boarding School based on competencies in the form of structured study materials based on the Yellow Book and can be assessed with a semester credit unit weight. There are three competencies regulated according to the regulation, namely: (1) basic competencies; (2) main competencies; and (3) supporting competencies. In addition, the Ma'had Aly curriculum is also required to include courses on Pancasila and Citizenship Education, Language and content material regarding the implementation of research according to the Islamic Religious Studies cluster and Study Concentration.

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The "salafi" atmosphere is clearly reflected in the daily atmosphere typical of the boarding school; activities studying yellow books and the involvement of a number of boarding school kiai. Meanwhile, the atmosphere of higher education, which is not, or rarely found in traditional Islamic boarding schools, is the inclusion of non-yellow book books written by contemporary writers and writers who are "avoided" by most Islamic boarding schools, such as Ibn Taimiyah, Rasyid Ridla and so on. Regarding the Ma'had Aly learning process, it is regulated in PMA Number 33 of 2020, concerning Ma'had ALy, especially Article 19. In this provision, it is emphasized that the Ma'had Aly learning process is carried out based on the uniqueness, traditions, and character of the pesantren that organizes Ma'had Aly.

This provision applies to both the learning process at Ma'had Aly itself, through cooperation with other Ma'had Aly, or with Islamic religious universities at home and abroad. There are three models or methods of



delivering lecture materials implemented in Ma'had Aly. These three methods are usually commonly applied, namely: First; lecture and dialogue methods, namely the lecturer provides the main points of his thoughts according to the syllabus that has been prepared, then a dialogue or Q&A is opened between the student and the lecturer. Second, the *tadris wa ta'lim* method.

This method is used in the manuscript study course. Each student is assigned in turn to read several sets of books according to the limits determined by the supervising lecturer, then the student provides the meaning and understanding of the text that he read. Third; assignment method through groups or individuals. This means that students are required to make papers according to the titles that have been chosen by the supervising lecturer. The paper is then discussed or presented in a seminar in class under the guidance of one supervising lecturer. Fourth; model of *muhadlarah amah* (general stage), which is usually given by guest lecturers (*al-masyayih*) with the theme, subject matter and specialization of the field of knowledge of the lecturer concerned. In this *muhadlarah amah*, it is not only attended by students of Ma'had Aly, but also by lecturers.

## CONCLUSION

From the data exposure as research findings, then analysis and discussion are carried out by focusing on matters related to the curriculum development carried out by Ma'had Aly according to the focus of the research, it can be concluded that the development model of Ma'had Aly Salafiyah Syafi'iyah Situbondo is carried out according to management principles because the curriculum itself is part of educational management. The steps taken are; starting from curriculum development planning, organizing and implementing curriculum development, to evaluating curriculum development. Curriculum development through these steps is carried out with a collaborative model between the administrative model and the grass roots model with four orientations, namely: transmission orientation, transaction, transformation and transcendence.

Thus, the results of this study in theory have theoretical implications in the form of developing and correcting the previous theory built by Miller-Seller. Miller-Seller divides the various models of curriculum development through the results of his research into three orientations, namely: (1). transmission; (2). transaction; and (3) transformation, is a development of the theory that has been built by previous researchers, namely: (1). transmission model (Gagne); (2). transaction model (Robinson); and (3). transformation model (Weinstein and Fentini). It is said to develop and correct the theory that has been developed by Miller-Seller previously, there are new facts in this development model theory that have not been revealed by previous researchers, namely transcendence orientation.

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