

## CURRICULUM DEVELOPMENT OF LEADING PROGRAMS IN REALIZING THE POTENTIAL AND CHARACTER OF STUDENTS AT MADRASAH ALIYAH

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### **Abstract**

In improving the quality of education, the curriculum of superior programs in madrasahs also contributes to producing quality graduates on a national scale. This is also a form of concern for educational institutions in dealing with weak human resources and morale of students in educational institutions. For this reason, the entire potential of education must be directed to achieve a progressive level of quality educational development, both quantitatively and qualitatively. This research method is qualitative using descriptive methods. The result of this research is the existence of a superior program curriculum, including 1) acceleration of tahfidz; learners can memorize the Qur'an in a school and cottage environment quickly and precisely, 2) acceleration of English; learners can fully complete the English material from basic to proficient so that in communication and language strictures dare to compete, 3) acceleration of the yellow book; students as students can easily learn and understand the classic books of salaf scholars, so that school graduates can fill out the taklim majlis or continue to a higher level at the Islamic boarding school.

Dalam meningkatkan kualitas pendidikan, kurikulum program unggulan yang ada di madrasah turut andil untuk mencetak lulusan yang berkualitas dalam skala nasional. Hal ini juga sebagai bentuk kepedulian

lembaga pendidikan dalam menangani lemahnya sumber daya manusia dan moral peserta didik yang ada di lembaga pendidikan. Untuk itu, seluruh potensi pendidikan harus diarahkan untuk mencapai tingkat perkembangan pendidikan yang berkualitas secara progresif, baik secara kuantitatif maupun kualitatif. Metode penelitian ini adalah kualitatif dengan menggunakan metode deskriptif. Hasil dari penelitian ini adalah adanya kurikulum program unggulan antara lain 1) akselerasi tahfidz; peserta didik dapat menghafalkan Al-Qur'an dalam lingkungan sekolah dan pondok dengan cepat dan tepat, 2) akselerasi bahasa inggris; peserta didik dapat dengan lengkap materi bahasa inggris dari dasar hingga mahir sehingga dalam komunikasi dan ketata bahasaan berani bersaing, 3) akselerasi kitab kuning; peserta didik sebagai santri dapat dengan mudah mempelajari dan memahami kitab-kitab klasik ulama salaf,, sehingga lulusan sekolah sudah bisa mengisi majlis taklim atau melanjutkan ke jenjang yang lebih tinggi lagi di pondok pesantren.

**Keywords:** curriculum development, excellent programs, character

## **Introduction**

In essence, education cannot be separated from human life, both as personal beings and as social beings in society. Every individual sooner or later grows and develops in an ever-changing environment. The development of the world of technology and the rapid development of science has brought changes in all parts of human life. Where various problems can only be solved except by efforts to master and improve science and technology. In addition to providing benefits for human life, it also brings people in an era of increasingly fierce world competition<sup>1</sup>.

The environment is determining, among other things, by the educator's ability to understand the goals to be achieved, the potential of students, the status of students with all their backgrounds. Education is one of the most important factors for building civilized and knowledgeable human beings. The educational factor is also considered as an indicator of progress in

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<sup>1</sup> Goddess Salma Prawiradilaga, *Education Technology Mosaic* (Jakarta: Kencana, 2004), 142

the development of a community's life, in addition to health and human purchasing power. With this position, education is considering strategic enough to be used as a national development agenda. For this reason, all educational potential must be directed to achieve a level of quality educational development progress, both quantitatively and qualitatively, through a series of excellent programs that must be managed professionally.

The government certainly realizes the importance of quality education for Indonesian people. To guarantee the quality of education, educational units must have a good flagship program, namely a series of steps carried out in a certain order to achieve excellence in education *output* his education. The advantages *output* These include, among others, basic nature (Civilized, Morals, Clear Thinking) and mastery of general and religious sciences (economics, politics, sociology, Jurisprudence, Hadith, and so on) including its application, namely technology and communication). Improving the quality of education is a process that is integrating with the process of increasing human competence itself<sup>2</sup>.

Realizing this fact, it becomes increasingly important to provide quality Islamic educational institution services to the community. This is in accordance with research conducted by Parasuraman, namely: that many public services are poor quality, causing dissatisfaction among consumers. The reality of dissatisfaction with services that are not good quality can be observed from the attitudes and behavior of consumers. The cause of poor service quality is the gap between expectations and reality accepted by the community. Islamic educational institutions as service providers(*service provider*) began to be in great demand so that it considers what needs to be satisfied by its stakeholders, namely the education community. This is very important because if educational institutions ignore it, there will be a gap between the programs offered by schools and the expectations of educational

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<sup>2</sup> Conny R. Semiawan, and Soedijarto, *Searching for National Education Development Strategies Towards the XXI Century* (Jakarta: PT. Grasindo, 1992), 26

actors.<sup>3</sup> . The importance of the process improving the quality of human resources, the government together with the people have tried to realize this improvement, including through the development, change, improvement of the curriculum and evaluation system, development and procurement of teaching materials, improvement of educational facilities, as well as education and training for teachers and other education personnel<sup>4</sup>.

Based on the first research conducted by Gesang Setyo Aji that the implementation of the flagship program at Muhammadiyah Kleco Kotagede Elementary School is the increasing knowledge and abilities of students, especially in aspects of the Qur'an. Besides that, the implementation of the flagship program also has a positive impact on students. The difference with the research that the researcher conducted was in the findings of the flagship program curriculum, not only in aspects of the Qur'an. The findings include 1) the tahfidz flagship program curriculum, 2) the English language (accelerated) superior program curriculum, 3) the Kitab kuning superior program (accelerated) curriculum. In this study both used a qualitative approach<sup>5</sup>.

Both studies were conducted by Hani'atul Khoiroh, the difference with this research lies in the forms of superior programs, including 1) Full-Day-School System, 2) The habit of reading the Koran every day, 3) Islamic Religious Education, 4) We Can Speak Program (we can talk), 5) Extracurricular learning, 6) Clean and beautiful school movement, 7) Yellow Book. There is only one superior program that is the same, namely the yellow book<sup>6</sup>.

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<sup>3</sup> Graphic Editor, *Amendments to the National Education Standards* (Jakarta: Sinar Graphic, 2013), 41.

<sup>4</sup> Masnur Muslich, *KTSP Competency Based and Contextual Learning* (Jakarta: Bumi Aksara, 2007), 24

<sup>5</sup> Gesang Setyo Aji, "Development of the Main Program Curriculum at SD Muhammadiyah Kleco Kotagede," *Journal of Islamic Religious Education* 16, no. 1 (2019): 63-74, <https://doi.org/10.14421/jpai.2019.161-04>.

<sup>6</sup> Hani'atul Khoiroh, "Development of flagship programs in Islamic educational institutions," *JALIE: Journal of Applied Linguistics and Islamic*

The three studies from Ahmad Zarkasyi differ from this research in the form of developing superior programs and integrated curricula<sup>7</sup>. Meanwhile, in this study, the curriculum of the flagship program was found, including 1) curriculum for the superior program tahfidz, 2) curriculum for the superior program (accelerated) in English, 3) curriculum for the superior program (accelerated) Kitab kuning.

Based on the experience of the ideas created by Islamic educational institutions in general, one of the real efforts that needs to be made is to rebuild the school curriculum from an integrated curriculum concept that is bound to content standards, improving the quality of learning, for example through excellent programs linked to *process standard*. What is no less important is the existence of programs that are able to train students' multiple intelligences, shape student personalities (characters), and are able to realize students' potential so that when they graduate later in society, they have specialization abilities. And they all went through without any problems because it was based on students' interests and talents.

### Research methods

This research is part of a qualitative research using a descriptive approach. Qualitative research method is a research approach that reveals and describes certain social conditions by accurately describing events in words based on relevant data collection and analysis techniques.<sup>8</sup>. Descriptive method is a research method that is carried out with the aim of providing an

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*Education* 4, no. 1 (2020): 155–68. <https://ejournal.inkafa.ac.id/index.php/jalie-inkafa/article/view/240>

<sup>7</sup> Ahmad Zarkasyi, *The Concept of Developing Leading Programs in Islamic Education Institutions* | *Al-Makrifat: Journal of Islamic Studies*, Al Makrifat: Journal of Islamic Studies, Vol. 1 No. 1, April (2016): 35-51, <http://ejournal.kopertais4.or.id/tapalkuda/index.php/makrifat/article/view/3034>.

<sup>8</sup> Satori Djam'an, *Qualitative Research Methodology* (Bandung. Alfabet. 2009), 31

objective description or explanation of a situation<sup>9</sup>. This research was conducted at MA Sejahtera Pare Kediri.

This type of research includes field research, because everything that has researched comes from interviews and researchers who go directly to the field and interact directly with stakeholders to obtain valid data. Data collection techniques in this study used observation and interviews. Observations made are observing ongoing learning activities in accordance with the superior program being carried out. Meanwhile, the informants in the interviews were the head of the madrasah, the deputy head of the curriculum sector, and 3 teachers according to the flagship program.

The process of data analysis in this study was carried out before going to the field, in the field, and after finishing in the field. The components in conducting data analysis are 1) data reduction; the amount of data obtained in the field is large, it needs to be recorded in detail. After the data is collected, it is summarized, selecting the main ones, focusing on the important things, and discarding the unimportant ones. 2) Presentation of data; After being reduced, the next step is presenting the data. In qualitative research data presentation can be done in the form of brief descriptions, charts, between categories and so on. However, according to Miles and Huberman, presenting qualitative data is using descriptive narrative text. 3) Verification; namely drawing conclusions and verification. The conclusion in this study is to answer the formulation of the problem formulated at the beginning. This conclusion is expected to get new findings that have never existed before<sup>10</sup>.

## **Results and Discussion**

### **Development of the Leading Program Curriculum**

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<sup>9</sup>Notoatmodjo. *S,Health Research Methodology*. Revised Edition (Jakarta: Rineka Cipta. 2012), 43

<sup>10</sup> Sugiyono, *Educational Research Methods* (Bandung: Alfabeta, 2018), 340-341

Trying to improve the quality of education at MA Sejahtera Pare Kediri, an institution with a background in Islamic boarding schools and course institutions, one of the MA in Kediri has become one of the madrasas that has made breakthroughs in learning originality, creativity and innovation by developing a curriculum and model that is unique in its field, depending on students' talents and interests, or it can be called an accelerated class, access to special classes at MA Sejahtera Pare Kediri integrates the Curriculum of the Ministry of Religion with the Curriculum of Islamic Boarding Schools and course institutions to develop quality and *quality* Madrasas, Ministry of Religion Curriculum and Islamic Boarding School Curriculum were developed into several programs, so that the flagship program emerged, or what is known as the English Language Acceleration class, Tahfidz Al Quran and Kitab kuning.

In accordance with the theory of curriculum development in the current era, it is very important, because the curriculum is the basic guideline for organizing teaching and learning activities. Curriculum development uses the basic curriculum concept model. So, curriculum development is based on existing curriculum concepts. The curriculum concept model in this case is closely related to the school of educational philosophy. As for the flow of educational philosophy is divided into four streams, as follows<sup>11</sup>: 47-53

1. Classical flow, namely the educational flow used in the development of academic subject curriculum concept models. The academic subject curriculum is one of the oldest curriculum models, because of that, this curriculum is widely using in various countries. The curriculum contains teaching materials or lesson plans.
2. Personal flow, used to develop a humanistic curriculum model. This humanistic curriculum assumes that students are the first and foremost in education. Learners are the subject of

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<sup>11</sup> R Masykur, *theory and review Curriculum Development*, (Bandar Lampung: CV Anugrah Utama Raharja, 2019), 47-53

- educational activity centers, who have the potential, expertise, and strength to develop.
3. The flow of educational technology is using to develop a technological curriculum. The technological curriculum is a form of amnesia that is structured in implementing knowledge and science, therefore it can provide convenience and prosperity for all people in the world.
  4. The interactionist flow is using to develop a social reconstruction curriculum model. This curriculum is related to community activities in which there are interaction activities. In the social reconstruction curriculum it is explained that education is an effort carried out jointly by many parties to foster interaction and cooperation.

Curriculum development is inseparable from the role of management, including planning, organizing, implementing, and evaluating the curriculum. Curriculum planning starts from compiling superior programs in Madrasahs, including making school work plans, syllabus, and lesson plans. Second, organizing is carried out by dividing teacher teaching tasks according to the management structure. Third, implementation, the implementation of flagship programs in educational institutions must be carried out according to schedule. The fourth evaluation, there is a monitoring book and daily tests<sup>12</sup>.

In the mid-1990s, the term “*school of excellence*” appeared in Indonesia mushrooming. This development was initially initiating by private schools, including Islamic schools which are characterized by high fees, luxury, elite, exclusive facilities and managed by a team of professional staff. This excellence movement is then developed and expressed by those in charge of education at the education unit (school) level in the form of schools that have a strong footprint in the community. For example, plus schools, superior schools, natural schools, integrated schools, experimental

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<sup>12</sup> Gesang Setyo Aji, "Development of the Main Program Curriculum at SD Muhammadiyah Kleco Kotagede," *Journal of Islamic Religious Education* 16, no. 1 (2019): 63-7.



schools (laboratories), full day schools, and other labels attached to schools that are assumed to prioritize superior programs. Schools that follow this model are in great demand because the community has activities outside the home (office), so that attention is paid to families, especially in educating children about religion, etiquette is still lacking.<sup>13</sup>.

This model school can be a solution for fostering religious activities and other activities for children. Efforts to develop this school model are important, as long as they do not ignore aspects of improving the quality of education. For example, the success of academic development must always be improved by planning group or individual tutoring schedules for children who are less able to follow lessons in class, so that children can master lessons in class. Strengthening non-academic achievements with various extracurricular activities continues to be improved. The entire potential of students can be explored as much as possible and developed so that each student will be able to have skill competencies (provisions for life) in a professional manner according to their interests and talents. Improving the quality and quality of teaching staff, learning infrastructure including libraries and laboratories and other learning resources. Provide an example in implementing school culture so that students have the character of strong self-confidence in carrying out their religious beliefs. As well as establishing partnerships between schools and the community to improve school quality.

Schools in the future will be schools that are organizing in a futuristic manner. One of the characteristics of the future school is to prioritize quality and excellence. The expected quality is

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<sup>13</sup> Sudarsono, "Managerial Efforts to Develop a Leading Program Curriculum at Madrasah Aliyah Sudarsono (Kemenag Trenggalek Regency) Workshop. Evaluation of the Leading Program Curriculum is carried out in the form of formative evaluation and summative evaluation to measure success," *Journal of Islamic Education* 4 (2016): 92-115. <http://jurnalpai.uinsby.ac.id/index.php/jurnalpai/article/view/79>

measured by the achievement of test scores in the academic field (mastery of basic skills) and likewise the growth and social development of children in accordance with the attainment of predetermined educational goals (*achievement of goals*). The learning process and school management are also determining factors that are often considered as school characteristics, and a positive response to the environment is another supporting factor that cannot be ignored. A healthy environment, strong parental and community support for school programs, and participatory collaborative leadership are important, especially in schools with students from diverse ethnic/multicultural backgrounds. The quality of an Islamic educational institution can be known from the formulation of its vision and mission, which will then realize the educational process that will be carrying out.

Education curriculum (*manhaj al-dirasah*) in the Tarbiyah dictionary is a set of plans and means used by educational institutions as a reference for achieving educational goals.<sup>14</sup> Curriculum development is a process in which a curriculum designer plans, develops curriculum, and carries out activities so that the resulting curriculum can become teaching materials and resources.<sup>15</sup> Related to the formulation of the curriculum, it has an understanding of the process, the method that is used by the curriculum designer to create a curriculum that will be used as a guide for learning or teaching. Regarding the 'model' as a pattern, example, reference, various things that will be produced or produced. Related to the curriculum development model, it means as a design, an example of the form of the curriculum that will become a reference for the implementation of teaching and learning.

If the approach or model above is relevant to curriculum development, then curriculum development is "a general process for designing, implementing, and evaluating a curriculum". In

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<sup>14</sup> Ramayulis, *Islamic Education*, (Jakarta: Kalam Mulia, 2008), 150.

<sup>15</sup> Suparlan, *Questions and Answers on Curriculum Development and Learning Materials* (Jakarta: Bumi Aksara, 2011), 79.

curriculum development, various stakeholders are needed, including education administrators, curriculum specialist education experts, academic experts, teachers and students, parents, and community leaders. From parties who are continuously involved in curriculum development so that it goes according to plan<sup>16</sup>.

To achieve the goal of achieving educational goals, there are several curriculum components that have strategic roles that are interrelating and integrating with one another in order to achieve educational goals. There are five components of the curriculum namely<sup>17</sup>:

1. Destination component

The goal component includes three cognitive, affective and psychomotor dimensions. Educational goals from the bottom to the top as follows:

- a. National education level
- b. Institutional level, related to institutional goals
- c. Curricular goals (subject goals or field of study)
- d. Instructional objectives, which consist of general learning objectives and specific learning

2. Components of curriculum content

Namely the subjects that are using as programs to achieve educational goals that have been preparing in accordance with the plan. Material contents include hadith, fiqh, Arabic and so on.

3. Media components or infrastructure

The media is an intermediary tool for explaining the contents of the curriculum so that it can be easily understood by students in the learning process<sup>18</sup>. Therefore, the suitability of the media used by the teacher can help smooth teaching and learning

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<sup>16</sup> Nana Syaodih Sukmadinata, *Curriculum Development; Theory and Practice*, (Bandung: Youth Rosda Karya, 2007), 155.

<sup>17</sup> Dakir, *Perencanaan and Curriculum Development* (Jakarta: Rineka Cipta, 2004), 84

<sup>18</sup> Mahmud, *Character Education: Concept and Implementation* (Bandung: Alfabeta, 2014), 29

4. Strategy component  
Strategies in conveying lessons to students both from teaching methods are essentially unlimited. There are many strategies that teachers can try in teaching and learning activities. With the conclusion, that the curriculum regulates all elements in education, in terms of main or support.
5. Components of the teaching and learning process  
In this case, the material provided by the teacher and studied by students. Teacher materials can be in the form of teacher handbooks and learning media. With this material, it is hoping that the teaching and learning process can run well. This process component is very important in the teaching process, because it is part of the successful implementation of the curriculum.

Thus, curriculum development does not only involve teachers as educators, but all interested stakeholders. Thus, the planning carried out will provide a clear direction in its implementation and ultimately produce the desired results and outcomes for students.

Muhaimin added, the curriculum is planning, which is basically a way to produce graduates or update student input, starting from the first time they become students who have qualifications.<sup>19</sup>:

- a) able to understand the concepts that form the basis of competency standards that must be mastered,
- b) able to carry out work in accordance with the demands of competency standards that must be achieved in the right way and procedure so that the results are good, and
- c) able to implement their abilities in everyday life (inside and outside of school).

Thus, competence is the right mix between the ability to master knowledge (understanding), the ability to do the job (skill) and the attitude needed to master the job (attitude). If the 3 criteria

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<sup>19</sup> Muhaimin, *Development of Islamic Religious Education Curriculum in Schools, Madrasas, and Universities* (Jakarta: RajaGrafindo Persada, 2005), 21

above are not met, it is impossible for a curriculum to be said to be good.

Curriculum development is a comprehensive process that includes planning, implementation, and evaluation activities. Referring to the curriculum development cycle above, it can also be seen that curriculum development is actually the development of curriculum components that form a particular curriculum system, including documentation and review. This has done so that the curriculum program can run as expected to achieve its educational goals<sup>20</sup>.

There are lots of excellent programs implemented in schools, below are some of the top programs as follows<sup>21</sup>:

1. System Full Day School
2. The habit of reading the Koran every day
3. Islamic Religious Education (PAI)
4. Program *We Can Speak* (we can talk)
5. Extracurricular learning
6. The movement of the school is clean and beautiful
7. Yellow book

From the description above, it can be emphasized that curriculum development is the process of planning learning opportunities for students in accordance with the principles of curriculum design in order to achieve the desired changes in schools, to form generations that are strong in faith, knowledge and charity. Can compete in the future. The superior program curriculum in this Madrasah is as follows:

**1. Tahfidz Featured Program (Acceleration).**

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<sup>20</sup> Irfana Nurul Laili, Nunuk Hariyati, and Erny Roesminingsih, "Implementation of Curriculum Management in Non-Academic Excellence Programs," *Mandala Education Scientific Journal (JIME)* 8, no. 2 (2022): 1452–63, <https://doi.org/10.36312/jime.v8i2.3223/http>.

<sup>21</sup> Hani'atul Khoiroh, "Development of Leading Programs in Islamic Education Institutions." <https://ejournal.inkafa.ac.id/index.php/jalie-inkafa/article/view/240>

The flagship program is a set of steps that are carrying out in a certain order to achieve the expected goals. Schools have different advantages, it's just how the madrasa head manages and directs all elements in the institution to make changes in the curriculum. It is not uncommon for curriculum changes to meet needs and overcome crises of high morals, exemplary, commitment and discipline<sup>22</sup>.

The Tahfidz acceleration is a superior program which was originally an extracurricular activity from 2010 to 2016 which was only a forum for students who were interesting in memorizing the Al Quran at least juz 30, because it had not been properly systemized so that the output produced was not significant, and has not been satisfactory, so that MA Sejahtera Pare has continued to process for years both from the learning system and infrastructure facilities, so in 2015 the Chairperson of the Foundation collaborated and collaborated with the Tahfidz Hamalatul Quran Jombang Islamic Boarding School, which the institution has a 6-month program of being able to memorize the Koran, so that in In 2016 the Tahfidz Acceleration was agreed to become the flagship madrasah program.

#### **a. Implementation of the Tahfidz Featured Program Curriculum**

The application in teaching and learning activities related to this superior tahfidz program, madrasas have a very unique and courageous way, because in practice at first students who have just entered class X, madrasas will provide a choice of programs/classes that they will undergo while attending school and boarding school, among them students have to choose one of the superior tahfidz programs, English, the yellow book, some don't even choose at all, but students are required to live in the cottage.

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<sup>22</sup> Tirtonegoro Sutra, *Supernormal Children and Their Educational Programs* (Jakarta: Bina Literacy, 2000), 104

Regarding the implementation of the superior tahfidz program in its implementation, namely students who choose this program will be given a special class or the term accelerated class in this madrasa, in daily life students who take accelerated classes will receive 90% special Al-Quran learning, and the rest will be general learning. when they are at school where they only meet face to face for one day at school, during Monday-Friday students at the cottage focus on learning the Koran (tahsin, depositing memorization, murojaah etc.) and are also given English language learning, and books with portions enough.

**b. Results (Output) of the Tahfidz acceleration class**

The results of the tahfidz acceleration program have produced many students who memorize the Al Quran with various memorization achievements. Some memorized it in just 2.5 months, some up to 2 years. And during the holiday program they are assigned to fill in educational institutions, social institutions, and places of worship, to practice their knowledge and become imams in prayer rooms, mosques in the neighborhood where they live, with monitoring books from the school. Students who have already been trained and graduated in the tahfidz Acceleration class are only participating in regular learning at school by following the Ministry of Religion and service curriculum. so in grades 10 and 11 it is rare for students who attend school to attend regular lessons because of the task of completing the rote program. Only in class XII they focus on attending school regularly to prepare for final exams.

The objectives of implementing the flagship program include:

1. Prepare students who are intelligent, have faith, and have faith in Allah SWT, have great character, have knowledge and skills and are physically and spiritually healthy

2. Providing opportunities for students to get special services, thereby accelerating their talents and interests
3. Provide opportunities for students to more quickly master the knowledge and skills in accordance with the curriculum
4. Give awards to outstanding students
5. Preparing graduates to become students who excel in knowledge, manners and skills according to their level
6. Producing strong human resources, imtaq, science and technology, and good morals<sup>23</sup>

## 2. English Excellence (accelerated) Program

Acceleration of English is a superior program which at first was only additional learning in class, but not a few students had high hopes for learning English because the location of the Madrasah school institution was in the English village of Pare, so many had hopes after attending school in MA Sejahtera Pare Kediri children can be proficient in English, moreover one of the founders of the Islamic Sejahtera foundation is the owner of the Genta course institution, MA Sejahtera Pare Kediri stands hand in hand and is in the same location as the GENTA course institution which has been around for a long time and is across the road, so many graduates from bells who are proficient in the field of English from Diploma level.

### a. Implementation of the English Featured Program Curriculum

In implementing and developing an accelerated English curriculum for students who have just entered MA Sejahtera Pare Kediri, they should choose a specialization class, one of which is English. Sejahtera Pare Kediri they can be proficient in English both grammar and communication, and they can be useful in society.

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<sup>23</sup> Abdul Majid, Dian Andrayani, *Competency-Based Islamic Religious Education* (Banudng: Rosdakarya Youth, 2006), 131



Implementation of learning in accelerated English classes starting from grade 10 to 11 from various majors, while learning in grades 10 and 11 this class focuses on almost 80% of studying English material from basic to advanced, and another 20% they receive religious learning, and general. Students go to school every day by studying English with guidance, taught by tutors who are proficient in their fields both in theory and practice, and when they return to the cottage they receive English language material, and book study.

**b. Results (output) of the acceleration of the English language**

The results of the accelerated English class have produced a lot of students who are proficient and accomplished in English, even when compared to other students they can still excel. Students who take this acceleration, every school holiday, they are assigned to teach at educational institutions or community groups, in their neighborhood, and report to the school at the end of the holidays. Students who have completed accelerated English when they go up to class XII they are already proficient in English. and only focus on regular learning schools by studying subjects that have been included in the official and Ministry of Religion curriculum. And the average score of the English national exam is very satisfying.

**3. Yellow Book Excellence Program (Acceleration).**

Book acceleration is also a flagship program even though this program has only been operating for the last 2 years, the purpose of the yellow book acceleration is so that students who attend school and study at MA Sejahtera Pare Kediri who are interested in this field can read and explain the contents of the books. salaf scholars, so that they participate in guarding the body of religious scholarship from the books of the scholars, even though at the Islamic boarding school they study the

yellow book, but in accelerated classes it is more focused and emphasized on deepening the yellow book.

There are three factors that influence the flagship program, as follows:

1. Internal factors (factors from within students), are the physical and spiritual conditions of students
  - a. Physiological (physical) aspects, the state of fitness of the organs and joints, which can affect the enthusiasm and endurance of students in learning
  - b. Psychological (spiritual) aspect
    - 1) Student intelligence level
    - 2) Student attitude
    - 3) Student talent
    - 4) Student interest
    - 5) Student motivation
2. External factors (factors from outside the student), are the environmental conditions of students. Covers several factors:
  - a. Social environment
  - b. Family environment
  - c. School environment
  - d. Community environment
  - e. Non-social environment (things)

**a. Application of the Yellow Book Featured Program Curriculum**

In implementing the Kitab kuning curriculum in the accelerated Kitab kuning, it is almost the same as the tahfidz and English acceleration classes, the curriculum or learning method uses the Almiftah Lil'ulum method and collaboration with the Sidogiri Islamic boarding school by sending several of its teachers to teach the accelerated book class. , students who take the accelerated yellow book, every day they only study the yellow book while in grades 10 and 11 until they are proficient in learning and understanding the turats (yellow) book.

**b. Results (output) of the Yellow Book Acceleration Class**

Because the Kitab kuning acceleration class has only been running for two years, the results of this superior program have not been seen significantly, but students who are in this accelerated yellow book class can be superior when in Islamic boarding schools compared to students who are taking other accelerated classes. They were very helpful in learning and understanding the yellow book at the cottage.

Based on the description above regarding the concept of curriculum development, one of the factors that is the main pillar determining the success of the implementation of education is the curriculum which is the reference material in the teaching and learning process. Completion of the curriculum by prioritizing the main elements of religion, basic aspects of life to form students who have good character, character, and personality based on ethics, faith, piety, and solid moral values. Therefore, it is necessary to establish indicators of success to evaluate the results or achievements of implementing the curriculum at every level of school by developing basic skills standards for students at each stage of the educational process that they go through. The large number of students who have character and character, who show religious values in attitudes and behavior in general, are reflected in the formation of basic skills at each stage of curriculum implementation. Thus, the formation of these basic competencies is no longer limited to mastery of (verbal) religious knowledge, but prioritizes students' attitudes and behavior in realizing student character.<sup>24</sup>

Since its establishment, the school has produced thousands of graduates who are competent in their fields, and currently many alumni are spread across some of the best tertiary institutions in Indonesia and abroad, many have even become English lecturers at various educational institutions, many have become teachers, community leaders and even caretakers of the tahfidz boarding

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<sup>24</sup> Interview with Principal on Friday 11/02/2022 at 09.00 in the Computer lab

school and so on. In some of these superior aspects contributed to the development of the country. This school has increased every year.

The existence of this superior program curriculum is expected so that the potential of students can be realized and after graduating from MA Sejahtera Pare Kediri, in the future they will have special expertise in their field so that the character of students who have excellence both academically and behavior is formed, so that when they graduate later can easily be useful and practice their knowledge both for themselves and the wider community because they already have special provisions for that.

The expected results of the accelerated program are basically not different from the results of the regular program, of course, in terms of national education goals. As stated in the National Education System Law No. 20 of 2003, the purpose of national education in our country is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

Expectations for the output of accelerated program students do not only concern academic abilities, but also noble attitudes or character. It's just that for fields outside of academia there is no objective measure, such as academic achievement.

## **Conclusion**

Quality education has a good curriculum plan, the curriculum in educational institutions has its own advantages. Because basically the principal of a school or madrasah is given full authority in improving the quality of education, one of which is through the curriculum. How can the curriculum be a reference and guide in implementing education, so that students can get quality education. When an educational institution has a quality curriculum, it can affect the character of students. At the MA Ssejahtera Pare Kediri there are 3 superior programs provided by

the madrasa, including, 1) the superior (accelerated) tahfidz program, 2) the superior (accelerated) English program, and 3) the superior (accelerated) yellow book program. These three programs really have an impact on the potential and character of students.

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