

Islamic Boarding School's Curriculum Management Modernization

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Abstract

Islamic boarding schools, also known as *pesantren*, as educational institutions are required to revitalize and renew its nature to survive in this modern era. Islamic boarding schools are currently dealing with the modernization flow marked by the rapid pace of changes within informational technology. Therefore, Islamic boarding schools need to change the format, form, orientation, and methods of education without changing the vision, mission, and orientation of the *pesantren* itself. Among those aspects, the curriculum is the one that needs to be continuously updated. This research focuses on the response of the *pesantren's* curriculum adaptation efforts to face modernization. One of the Islamic boarding schools that have implemented curriculum

modernization is the *Madinatul Ulum* Islamic Boarding School Cangkring, Jenggawah, in Jember. The method used in this study was descriptive qualitative by implementing a case study approach. The results of this study suggest that *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah has sought to modernize its curriculum development. Some of the efforts made are; *first*, planning which is carried out with accurate considerations of several elements such as philosophical foundations, materials, learning management, teacher training, and learning systems. *Second*, the implementation was done by combining modern and traditional methods. *Third*, the evaluation was carried out through educative, instructional, diagnostic, and administrative.

Pesantren sebagai lembaga pendidikan diharuskan mengadakan revitalisasi dan pembaharuan guna bertahan di era modern. Dalam perkembangan zaman, pesantren saat ini berhadapan dengan arus modernisasi yang ditandai dengan cepatnya laju informasi dan teknologi. Karena itu, pesantren harus melakukan perubahan format, bentuk, orientasi dan metode pendidikan dengan catatan tidak sampai merubah visi, misi dan orientasi pesantren. Diantara yang secara signifikan terus diperbaharui adalah kurikulum. Penelitian ini menfokuskan pada proses responupaya adaptasi kurikulum pesantren dalam menghadapi arus modernisasi. Salah satu pesantren yang sudah menerapkan modernisasi kurikulum yakni Pondok Pesantren Madinatul Ulum Cangkring Kecamatan Jenggawah Kabupaten Jember. Metode yang dipakai adalah deskriptif kualitatif dan menggunakan pendekatan studi kasus. Berdasarkan kajian yang dilakukan, temuannya dapat dikonklusikan bahwa kurikulum di Pesantren Madinatul Ulum Cangkring Jenggawah telah mengupayakan modernisasi pengembangan kurikulum. Beberapa diantaranya adalah dengan beberapa langkah pertama, perencanaan dilakukan dengan pertimbangan akurat pada beberapa element seperti dasar filosofis, materi, manajemen pembelajaran, pelatihan guru, dan sistem pembelajaran. Kedua, pelaksanaan dilakukan dengan memadukan metode modern dan tradisional. Ketiga, evaluasi dilakukan dengan edukatif, intruksioal, diagnosis dan adiministratif.

Keywords: *modernization, curriculum management, Islamic boarding school*

Introduction

Modernization is a transformation towards a more advanced or progressive direction in various aspects of people's lives. In simpler terms, modernization is a changing process from traditional ways to new and more advanced ways to improve people's quality of life as a form of social change.¹ The developments within Islamic boarding schools are also experiencing such changes. The swift the current modernization gives more pressures towards educational institutions to adapt and give respond quickly to the needs of society.

Some efforts have been attempted by Islamic boarding schools in responding to the course of modernization, including trying to reform their educational curriculum. Starting from doing the integration as described by Afandi Mukhtar,² and Djamas³. Both explained that the efforts made by Islamic boarding schools in responding to the changes were made through integrating or accommodating efforts in designing the curriculum.

Both suggest that the difference lies in how the *pesantren* compile the curriculum. This point of view is so crucial to study. As some experts state it, the curriculum is seen as several important subjects that are required to be taken by students as an important

¹ Shoni Rahmatullah Amrozi, *How To Be A Great Leader "Meniru Seni Kepemimpinan Rasulullah dari teori hingga praktik*, (Yogyakarta: Safirah, 2016), 24.

² He divides the typology of pesantren integration responses into several patterns, such as full integration (full integration), selective integration (selective integration), instrumental integration (instrumental integration), and minimal integration. See Afandi Mohtar, *Kitab Kuning dan Tradisi Akademik Pesantren*, (Bekasi: Pustaka Isfahan, 2009), 120.

³ Modernization, according to them, has divided Islamic boarding school education into several categories: the education pattern initiated among reformist Muslims, the transformation with an inclusive-accommodative pattern, and the pesantren which maintains an educational orientation of *tafaqqahu fi al-din*. Read, Nurhayati Djamas, *Dinamika Pendidikan Islam di Indonesia Pasca Kemerdekaan* (Jakarta: Radja GrafindoPersada, 2009), 12.

process of education.⁴ Robert S. Zais strengthens the idea by stating that the curriculum is "... a racecourse of subject matters to be mastered".⁵ Further, Makhosazana Edith Shoba, in her dissertation, says that "curriculum management is the way in which schools receive, organize, support, understand, interpret and give meaning to the official curriculum within the context and constraints of the classroom in which it is implemented".⁶ It is not surprising that in questioning the management of *pesantren* education, it is crucial to also look at the management of the curriculum.

This research is based on both perspectives. In this study, the author will present a management point of view on the integration and adaptation process that occurs.

One of the *pesantren* that has made such efforts is the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah Jember. It is an institution that implements modern-based management. This Islamic boarding school is located in the south Jember, precisely on Tempurejo St. Cangkring Village, Jenggawah District, Jember Regency. This *pesantren* has an adequate curriculum infrastructure, supported by sufficient technology, so to access the *Madinatul Ulum* Islamic boarding school Cangkring Jenggawah Jember is very easy by simply opening <http://ppsmu-webs.com/>, in which people will be able to know the conditions of the *pesantren*, starting from the curriculum, institutional management, Islamic boarding school system, *pesantren* program and the number of students, as well as other related information.⁷

⁴ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung:PT Remaja Rosdakarya, 2007), 3

⁵ Robert S. Zais, *Curriculum Principles and Foundation*. (New York: Harper & Row Publisher, 1978), 7.

⁶ Makhosazana Edith Shoba, "A Case study: The Role of School Management Teams in curriculum management." A dissertation submitted in partial fulfillment of the requirements for the Degree of Master of Education, School of Education and Development University of KwaZulu-Natal, March 2009, 12

⁷ Interview: Ahmad Sururi tanggal 01 September 2018.

So far, Islamic boarding schools are only understood as second-class Islamic educational institutions with all their limitations. At the same time, there are so many exciting dynamics lie within marked by it can attract so many domestic researchers as well as people from abroad who make it the object of their research studies. At the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah Jember, there has been a re-functionalization form of changes from only giving the teaching of *Tafaqquhfiddin* (deepening religion) in the beginning stage to entrepreneurs and programmers-based education.

Based on the above reality, this research study will focus on the modernization of curriculum management. This research is almost in line with several studies done by previous researchers, such as the research conducted by Siyono with the title "The Relevance of Islamic Boarding School Curriculum to the Era of Globalization ."This research was conducted at the *Al-Manar* Islamic Boarding School and *Al Mas'udiyah* Islamic Boarding School Kab. Semarang in 1914-2015.⁸ The research describes the contextualization of curriculum development. The findings explain the side of its relevance to the changes that occur. Moreover, there is also research on the modernization of Islamic boarding school education written by Sholihin. Almost in the same vein, this research also examines the response process to the current modernization.⁹ This research will further give more detail on some findings that have been found related to the terms of changes in curriculum management.

The change itself is the process of developing a modern curriculum that has been carried out in response to the complexity of the community's educational needs. Through this study of the

⁸ Siyono, "Relevansi Kurikulum Pondok Pesantren dengan Era Globalisasi (Studi Pada Pondok Pesantren Al-Manar dan Al Mas'udiyah Kab. Semarang Tahun 2015)" (Masters, IAIN Salatiga, 2016).

⁹ Mohamad Solihin, "Modernisasi pendidikan pesantren: Studi kasus di Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo" (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2016).

modernization of Islamic boarding school curriculum management, it is expected that researchers can reveal the research findings at the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah Jember. Based on the context of the research above, the researcher aspires to investigate "Modernization of Islamic Boarding School Curriculum Management (A Case Study at *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah Jember") in 2018.

Methods

The research approach used in this research was qualitative research. It highlights the descriptive data in the form of written or spoken words from observable people and perpetrators. This approach is directed at the background and the individual holistically. The use of a qualitative approach in this study includes a discussion of the modernization of the management of the *Madinatul Ulum* Islamic boarding school Cangkring Jenggawah Jember which is considered to be a representative by researchers in the development of the modern *pesantren* education system without setting down the classical-based education system in it.

As for the broad outline of the data analysis, it used an interactive analysis technique (Interactive of Analysis) proposed by Miles and Haberman, which includes; Data Collection and Data Condensation¹⁰, Data Display and conclusion¹¹. Meanwhile, to check the validity of the data, triangulation was used. Triangulation is a technique of checking the validity of data that utilizes something

¹⁰ Data condensation (data reduction), in this stage, the researcher selects and focuses attention on simplification, abstraction, and transformation of the rough data obtained. While the presentation of data (data display). Researchers develop a description of structured information to draw conclusions and take action. Data display or data presentation commonly used in this step is in the form of narrative text. Read, Milles, Huberman, Saldana, *Analisis Data Kualitatif, Edisi III, PenerjemahTjejep Rohidi* (Jalakarta: Universitas Indonesia, 2014), 33

¹¹ Conclusion drawing and verification. The researcher tries to draw conclusions and conduct verification by looking for the meaning of each symptom obtained from the field, noting the regularities and configurations that may exist, the causality of the phenomena, and propositions.

other than the data for checking purposes or as a comparison against the data. The most widely used triangulation technique is the examination via other sources. Four kinds of triangulation as an examination technique can be utilized, such as the use of sources, methods, investigators, and theories.¹²

Result and Discussion

Modern-based curriculum management at the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah, as revealed by the researchers from the results of their research, involved some components carried out by the *pesantren*, such as; The curriculum development process that must include three dimensions of the curriculum like the curriculum as an idea, the curriculum as a document, and the curriculum as a process. This variety of dimensions is actually a development of James Beanu's view, which classifies curriculum into four types of understanding which include: (1) curriculum as a product; (2) curriculum as a program; (3) curriculum as the desired outcome; and (4) curriculum as a learning experience for students.¹³ These three dimensions of the curriculum are related to one another, and the curriculum as a process is implemented with various curriculum policies. These policies are the practical representation of the curriculum as an idea and the curriculum as a document. The overall dynamic can be seen in figure 1.

Based on the diagram above, curriculum development in the application of Curriculum Management at the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah is determined by the curriculum philosophy, model, approach, approach, and learning theory, and the approach/model for evaluating the learning outcomes. Among its development schema, it lies the development of the Islamic Boarding School curriculum. To meet the needs of

¹² Hamidi, *Metodologi Penelitian Kualitatif*, (Malang: Universitas Muhammadiyah Malang, 2004), 73.

¹³ James A. Beane, *Curriculum Integration and the Disciplines of Knowledge*, Phi Delta Kappa International, 1995, 616

students and the community, it is necessary to reform the curriculum in three essential aspects, planning, implementation, and evaluation. Curriculum planning must be preceded by accurate needs assessment activities so that Islamic boarding school education will be functional. Studying these needs has to be correlated to the global era, especially education-based life skills that are familiar with students' life. The implementation of the curriculum uses multiple intelligence approaches and contextual learning. A thorough evaluation of all student competencies is being carried out.

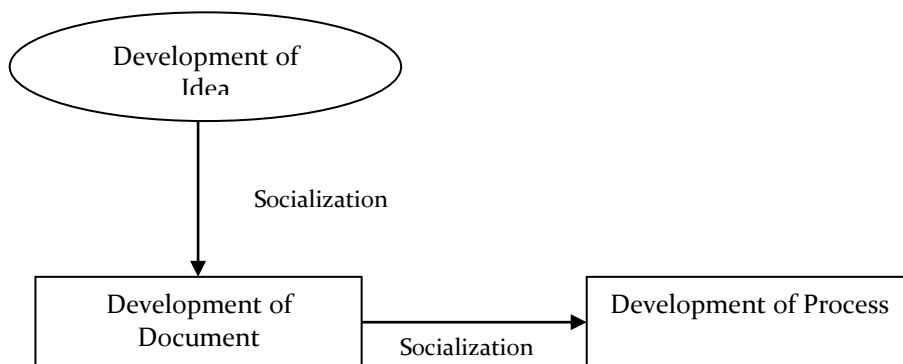


Figure 1. Curriculum Development in Pesantren

The document development related to curriculum development is seen as a written document that is based on pre-determined ideas. Technically, curriculum development is viewed as a document in regards to decisions about information and types of documents to be produced.

First, the idea of implementing modern curriculum management carried out at the *Madinatul Ulum* Islamic boarding school Cangkring Jenggawah is done through determining the type of curriculum integration that combines the *pesantren* curriculum with the national curriculum. As researchers have found the subject of *fiqh* for *Madrasah Tsanawiyah*, which combines the national

curriculum with the book of *Sullam Taufiq*, and for the *Madrasah Aliyah* level, the subjects of *fiqh* are compared with the book of *Fathul Qarib*, while the learning material within the subject of *Qurdis* is compared with the book of *Tafsir Jalalain*. Because it combines these two materials, the development process is carried out by seeking integrated competency development for educators. In this case, the teachers recruited are those who have mastered Islamic boarding schools and have a good understanding of the indicators of the quality of Islamic religious education made by the Ministry of Religious Affairs.

In the context of the teaching and learning process, it was carried out to facilitate students' understanding with the support of adequate facilities and media. Even the most interesting ones that researchers have found at the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah are the implementation of e-learning activities that was done to make it easier for students to receive and access integrated lessons using IT systems.

Second, the development of documents to be achieved in improving the modern-based curriculum involves the development of various curriculum components such as objectives, content, learning experiences, and evaluations. Objectives are the qualities that are expected for students to have based on the curriculum. Multicultural curriculum development must be open to various views and approaches in formulating goals. This is what Qoamar calls the typology of *khalaf* education.¹⁴ Any kind of curriculum formulation that is based on the behaviorism view and requires the formulation of measurable goals is no longer maintained. The curriculum developers at *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah have been able to open up to the idea that not all human qualities can be stated as measurable based on specific criteria. There are goals that can be measured and can be mastered in one or two learning experiences, but there are also

¹⁴ Mujamil Qomar, *Manajemen Pendidikan Islam "Strategi Baru Pengelolaan Lembaga Pendidikan Islam*, (Jakarta : Erlangga, 2007), 58.

goals that are only achieved in a more extended learning period. Therefore, the imposition of an approach to goal development is untenable.

Third, the teacher largely determines the curriculum process's development. Both in the context of centralization and autonomy, the role of the teacher remains the same. They are curriculum developers at a practical level directly related to students. Therefore, if the curriculum developed is not in accordance with what has been determined in the curriculum as an idea and as a document, then the curriculum as a process is no longer can be considered to be a continuation of the two. In a more extreme context, the curriculum as a process can be completely different between the two. Having sufficient knowledge, understanding, and attitudes, as well as teachers' willingness towards *pesantren* curriculum, will significantly determine the success of implementing the curriculum as a process.¹⁵ Such matter has been formulated at *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah to form modern-based curriculum management.

There are four things that the teacher must pay attention to in developing the curriculum as a process, they are: (1) the position of students as subjects in learning, (2) the way students learn, which is determined by their cultural background, (3) the cultural environment of the majority of society and students' personalities is seen as an entry for their cultural behavior, and (4) the cultural environment of students is a source of learning. This is what can be called a scientific effort towards development, which is a way of working to understand the object of knowledge that is being studied. The object itself is a material object of science. Method development is a procedure or way to know and understand everything, which has systematic steps.¹⁶

¹⁵ A. Halim, RR. Suhartini dan M. Choirul Arif, A. Sunarto AS, (eds), *Manajemen Pesantren*, (Yogyakarta: PT. Elkis Pelangi Aksara, 2005), 71

¹⁶ Permendiknas No 22/2006, Lampiran, 3 (Jakarta: Depdinas, 2006), 65

Therefore, it can be said that the classification and formulation of modern-based curriculum management based on research findings at Madinatul Ulum Islamic Boarding School Cangkring Jenggawah are:

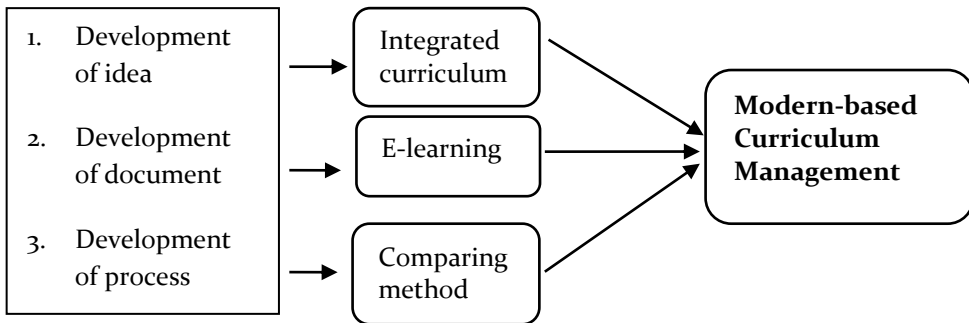


Figure 2. Classification and Formulation of Modern-based Curriculum Management

In addition to the above methods, from a management perspective, the arrangement of *pesantren* curriculum is also carried out through three essential stages. This was explicitly stated by several informants and the document data that had been found. The stages consist of processes that are generally recognized in curriculum development in general.

First, curriculum planning is the planning stage for learning opportunities that are intended to guide students towards the desired behavioral changes and assess the extent to which changes have occurred in students. In curriculum planning, there are at least five things that influence the planning process and decision-makers such as philosophical aspects, material, learning management, teacher training, and learning systems.

The purpose of planning for school education facilities and infrastructure is: (1) to avoid unfortunate mistakes and failures and (2) to increase effectiveness and efficiency in its implementation. Any kind of wrong estimation in determining the needs is a form of mistake in determining the need for facilities and infrastructure

that does not recognize any upcoming needs. It is also not being careful in analyzing needs according to accessible funds and level of importance. Hence, for the procurement of facilities and infrastructure, the decision-making procedure will always involve some kind of meeting, which later result in giving a recommendation to the financial manager to dispose of the expenditure of the facilities needed.

The discussion and symposium on the curriculum are still not widespread at the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah, because the term curriculum was only known at the time of the independence declaration alone before that period. At the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah, the curriculum had become a topic or issue that was very rarely mentioned even though its essence has been realized. The term 'subject' is more widely known and understood among Islamic boarding schools. The definition and understanding of the curriculum within some experts' view have undergone a fundamental shift to become multi-perspective.

Furthermore, talk about curriculum, especially for Islamic Education curriculum, there are still many drawbacks, both the conceptual and in practice. For example, in the 1994 curriculum case where the previous curriculum had problems, this curriculum did not explain the vision of *Madrasah aliyah* adequately. The 1994 curriculum contained 80 percent of general knowledge and 17-20 percent of religious matters, which is seen as 'undecided' for *Madrasa Aliyah* curriculum. Meanwhile, people's expectations for *Madrasah Aliyah* are very high. They have a high expectation that the graduates are not only masters in the science of religion *an-sich* but also in general knowledge.¹⁷ That is how, up until recently, the curriculum leaves various problems.

¹⁷ Azzumardy Azra dalam Hujair Sanaky. *Paradigma Pendidikan Islam : Membangun masyarakat madani di Indonesia*. (Yogyakarta : Satria insanPresss. 2003). 162.

The strategy in carrying out the modernization of Islamic boarding school management at *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah is to make program plans in advance to achieve effective and efficient goals that are to initiate innovative and systemic management of Islamic boarding schools in institutional development that aims to increase the potential of students and/or students who are constructive to the social community. The conceptual plans must be carried out professionally and on target because they will determine the goals of educators who significantly influence the success or failure of these activities.

Such conception is crucial to realizing its competitive existence and determining the level of success in shaping the student's intelligence within the Islamic Boarding School itself. Thus, the plan is to meet the existing guidelines, such as implementing the management of the *pesantren* curriculum, information systems, and the implementation of infrastructure management.

The second is the implementation stage. The learning activities, especially in providing the learning material for students, were done in conventional and modern methods. Some conventional or classical teaching such as *balaghah*, *wetonan*, and *sorogan* are still upheld. In comparison, the modern method is still being introduced based on a scientific approach. The *Sorogan* method refers to a teaching method where the teacher will deliver the learning materials to students individually. This is also materialized at the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah.

On the other hand, a typical or distinctive method is applied in the *Madinatul Ulum* Islamic Boarding School Cangkring Jenggawah called *mudzakarah*. This is a scientific teaching method in a focus group discussion-like activity that specifically discusses *diniyah* issues such as *aqidah*, the act of worship, and religious issues in general. Another method is called *Majelis Ta'lim*, which is

more open in conveying Islamic teachings and attended by people who have various backgrounds, age levels, and genders.¹⁸

Some experts have explained previously that curriculum implementation is a process of universality outputs learning through systematic stages. Several previous experts have explained a lot about this theoretically. Some of these ideas will try to correlate with this study

's findings.

Implementing the *pesantren* curriculum is substantially a meeting of two different methods. Starting from the goals to the methods applied is not only different but has several sides facing each other. It is not surprising to have Islamic boarding school researchers who think these two sides cannot be met. Karel A Steenbrink is one of them. He revealed that learning or, the implementation of the *pesantren* curriculum would not be able to be integrated when it continues to maintain its traditional learning culture. For example, in terms of the strategy used, if you continue to study Arabic text by memorizing, you will not be able to respond comprehensively to the swift challenges of the needs towards times.¹⁹

In its development, some opinion of similar findings like Steenbrink's is not proven. Some traditional Islamic boarding schools seem to be able to continue striving to integrate traditional *pesantren* education models into modern developments. The early *salaf* Islamic boarding school has developed rapidly in a very modern way without losing its traditional learning identity. The success of the integration form is not even proven because of the development of formal learning in *pesantren*. Several higher education institutions have also been successfully established by

¹⁸ Zamakhsyari Dhofier, *Tradisi Pesantren : Studi Pandangan Hidup Kiai dan Visinya Mengenai Masa Depan Indonesia*, (Jakarta: Pustaka Nasional, 2011), 79

¹⁹ Karel A. Steenbrink, *Pesantren, Madrasah, Sekolah: Pendidikan Islam Dalam Kurun Modern* (Jakarta: Lembaga Penelitian, Pendidikan dan Penerangan Ekonomi dan Sosial, 1986), 54-55.

pesantren nowadays, specifically for the two *pesantren* studied in this context.

For the findings of this study, the researcher tries to re-elaborate on the research context. Fogarty said that to give more details for curriculum implementation within curriculum, several things need to be investigated. There is something related to the element of knowledge development orientation that occurs, and another one is related to the learning orientation itself. It is fragmented, connected, and nested. Fragmented is seen as the traditional side of rigid curriculum implementation. Each material and method used appears to be separated by its orientation. Meanwhile, connected is the side of the connection that occurs between the material and the method used. Likewise, nested occurs when there is a connection between goals in one particular.²⁰

Fogarty does not only explain the three things above. He also explained several other things such as sequences model, shared model, webbed model, threaded model, integrated model, immerse model, and networked model. Kurniawan simplified all these things, which he explained that it could be divided into three things: single disciplines, across several disciplines, within, and across learners.²¹

In simple terms, the learning process at the currently surviving *pesantren* persisted in the two *pesantren* studied. They have different methods and learning materials from the learning process in formal education units. In both *pesantren*, they are carried out separately. It means that the *madrasah takmiliah* learning methods and the learning materials are not integrated into implementing formal education unit learning. This fact shows the existence of fragmented learning in implementing the curriculum. So actually, in the aspect of within single disciplines, the pattern of implementation that is being carried out is more traditional, that is,

²⁰ Robin Fogarty, *How to Integrate the Curricula* (USA: Skylight Pub., 1991), 23-40.

²¹ Deni Kurniawan, *Pembelajaran Terpadu Tematik ; Teori, Praktik, Dan Penilaian* (Bandung: Alfabeta, 2014), 52.

it is not attempted to be connected to one discipline of knowledge. *Madrassa* learning competencies have moved as before, as well as its formal learning carried out according to modern developments.

When it is viewed from the learning process implemented in a few sub-units, it seems that there is no integration. However, when it is viewed in a more comprehensive manner, actually, the pattern of integration that occurs in the implementation of learning will be seen on the side across several disciplines. There is some kind of unification of the scientific disciplines of each learning in standard integrative orientation. The joint orientation referred to is, of course, the *pesantren* education mission designed from the beginning.

The third is the evaluation stage. The several functions of curriculum assessment that must be considered are:

1. Educative, to determine the effectiveness and success of the curriculum in order to achieve the goals of education and training.
2. Instructional, to determine the utilization and implementation of the curriculum in the context of implementing the teaching and learning process and the training process.
3. Diagnosis, to obtain input information in the context of developing the education and training curriculum.
4. Administrative, to obtain input information in the context of managing the education and training program.²²

This particular process, of course, immediately confirms that the curriculum of the *Madinatul Ulum* Cangkring Jenggawah Islamic boarding school changed to respond to the current needs of the times. This reinforces the findings of several experts. Sociologically, its development is related to public social matters such as political policy and the wider community's needs. Hence, its

²² Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung:PT Remaja Rosdakarya, 2007), 125.

origin is an effort to develop education which, according to Giroux, sociologically must be included in the public and political sphere.²³

The evaluation process is not only carried out by agents or curriculum implementers but it is also carried out in an integrated manner in the learning implementation process. In this aspect, of course, it is evaluated not only on the output learning but also the inputs should be evaluated in an integrated manner. Later, both of them need to be combined into an integrative discussion to evaluate the structural work of education and the structural curriculum.

However, the main focus is on the assessment of the output learning because when the evaluation output is shown to be unconvincing, of course, it will be used as the starting point to carry out assessments on several other significant elements. Based on this reason, the process of evaluating the learning output is more emphasized than the process of assessing other elements.

The process of evaluating output is certainly in line with evaluations in general. The scope remains on essential things, which are students' intelligence. As explained by several evaluation experts, some of them are, as described by Tucker and Stronge, an integrated evaluations. According to them, the evaluation initially focuses only on the cognitive aspect. In its subsequent developments, it is deemed necessary to develop a practical intelligence assessment that suggests that students' learning output includes some aspects related to their competence in considering problems.²⁴

Likewise, in evaluating the learning process carried out within Islamic boarding school for its formal education unit. Understandings the cognitive and affective values have also been

²³ On this side, Giroux said that this is to change pedagogy to be more political and to make politics more pedagogical. See M. Giroux, *Theory and Resistance in Education*, (London: Heinemann, 1983), 242.

²⁴ Pamela D. Tucker and James H. Stronge, *Linking Teacher Evaluation and Student Learning* (Alexandria: Association for Supervision & Curriculum Development, 2005), 17.

carried out in an integrated manner. It seems that teachers and sub-educational structures do not only do it, but it is also carried out by the institute's structural hierarchy and some of their sub-divisions.

In the sub-unit, teachers evaluate the learning products for each of them. The material tested is under the specified KKM. As is explained at the beginning, each discipline in each class has a different product orientation. Cognitively, of course, the assessment is carried out quantitatively. In other words, it has been measured authentically. The most authorized parties in assessing the learning process are teachers themselves.

The focus carried out by the education sub-unit seems to highlight its cognitive product standards. Overall they cannot assess the subject matter optimally outside of that domain. Thus, some things like the affective aspects cannot be assessed accurately. Several experts have realized such a matter, one as Kohn described. He argues that an accountable evaluation process in government schools is actually not holistic in assessing the development of students. Because the aspects analyzed are only the problem of developing cognitive knowledge. Some other related elements, such as attitudes and so on, cannot be assessed optimally.²⁵

Kohn's problem, of course, can be overcome by integrating *madrasas* into Islamic boarding schools. The integration of all the structures and commitments of each development stakeholder can carry out all of the essential elements of student learning products. The sub-unit may only be able to optimally carry out the evaluation process at the level of cognitive development. However, it is perceived that several other elements are trying to be assessed on the higher structural order.

Regarding the essential elements of the learning process, it can refer to the classification developed by Bloom. In this point of view, three things are essential to be considered as the standard of ability that must be achieved in the educational process. The three

²⁵ Alfie Kohn, *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools*, (Portsmouth, NH: Heinemann, 2000), 46.

of them are cognitive, affective, and psychomotor.²⁶ In the cognitive domain, as it is described previously, it is an element of learning competence that includes aspects of knowledge. In this case, of course, the focus has been assessed by the structural sub-unit. The remaining two of the three appear to be focused on evaluations conducted at the corporate management level.

Nevertheless, not all of the evaluation is done by the higher structure of the institute. Some of these sub-units carry out assessments on these two aspects. However, it does not focus on integrating the three of them as a comprehensive assessment. For example, in the affective domain, the findings are said to be integrated into an assessment standard in *madrassa* and formal education. In the *pesantren* studied, the standard of affective assessment was done through the attendance check in the implementation of the learning process. The data from this attendance check are from the structural sub-units, mainly from the vice principal for curriculum and student affairs. The data for these two sub-units of work will later be submitted to the education division of the institute as the structural center for the integration of *madrassas* and formal education units.

Likewise, the psychomotor domain within the learning output is carried out by the teachers, which have their own assessment instrument during the learning process. However, the assessment data related to this matter are not integrated. It is only used as a basis for subsequent learning. The results of this psychomotor assessment can only be integrated into the writing process at the institute level.

In general, all of these elements of the assessment are not entirely focused on the management of each sub-levels of education development. However, it is also carried out by the institute's management and all of its divisions, especially the affective and psychomotor domains. The institute's management mainly assesses

²⁶ Benjamin Samuel Bloom, George F. Madaus, and J. Thomas Hastings, *Evaluation to Improve Learning* (New York: McGraw-Hill, 1981), 12.

these two domains as the integration of the *madrassa* in the formal education unit of the *pesantren*. Further, the assessments of these two domains are carried out by the Islamic Boarding School's bureau. In this case, the students are also assessed for their behavior in their daily life. Thus, the results of this assessment are also coordinated or reported in the discussion forum within an educational evaluation.

Conclusion

Modernization of curriculum management has provided an innovative curriculum with several professional stages. *First*, the planning stage is done by formulating several fundamental aspects such as philosophy, materials, learning management, teacher training, and learning systems with concrete considerations as needed. *Second*, the implementation is carried out by combining modern methods such as E-learning with traditional methods such as *sorogan*. *Third*, the evaluation is carried out in ways that are educative, instructional, diagnostic, and administrative.

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