



## **REVITALIZATION OF BOARDING SCHOOL CURRICULUM IN IMPROVING THE QUALITY OF STUDENTS**

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### **Abstract:**

*In Islamic boarding schools, curriculum revitalization is very important in improving the quality of students. The objectives of curriculum revitalization in improving the quality of students are: 1. Improving the quality of education, 2. Strengthening the integration of religious and general education, 3. Increasing the competitiveness of students, 4. Preparing students to become agents of change. Here, Islamic boarding schools not only maintain the noble teachings of Islam but also integrate them with modern science. Islamic boarding school administrators need to realize that students need to be equipped with relevant skills to face the global world. Islamic boarding schools formulate new curriculum in a mature manner and involve many parties to gather to discuss what should be maintained and what should be added by conducting comparative studies of Islamic boarding schools that have been successfully reformed. It is interesting that many Islamic high schools involve successful alumni in various fields to contribute. This ensures that the implementation of curriculum revitalization is not only innovative but also in accordance with the principles of Islamic boarding schools. This study uses a qualitative approach. The researcher provides a detailed explanation of the findings related to the revitalization of the Islamic boarding school curriculum in this study. To obtain complex data, researchers can explain all symptoms or conditions in the field and obtain information and data sources. The Findings Aspect of this Research is the renewal of the Islamic boarding school curriculum is the integration of general knowledge with religious knowledge. For example, students learn theory and how science supports the truth of the Koran in science class. Both the world economy and the Islamic economic system are covered in economics class. Students are taught how to use social media for preaching even in technology classes. Students learn from this integrative method that in Islam, religious knowledge and general knowledge cannot be separated from each other.*

**Keywords:** *Revitalization, Quality of Santri.*

### **INTRODUCTION**

In this era of globalization, Islamic boarding schools must continue to exist and their students must be of high quality. The current state of Islamic boarding schools needs revitalization in the curriculum, in the majority of disciplines studied by their students should not only be religious, science disciplines should be the focus of study for students of Islamic boarding schools. (Indra, 2017) Students are equipped in Islamic boarding school educational institutions with various disciplines so that they contribute to the progress of the current era. Human life is changing so rapidly today because of

advances in science and technology that make it easier for people to absorb information in seconds or minutes from a distance using communication tools. Therefore, people's daily activities are increasingly dependent on these technological tools. The main purpose of Islamic boarding schools is to show their graduates how Islamic teachings are in harmony with modern society. Therefore, efforts are made to revive and revitalize the Islamic boarding school curriculum according to this era, and on the other hand, efforts are made to spiritualize students in the contemporary world to prevent moral emptiness and mental instability. Students who study at Islamic boarding schools must have a broad knowledge base, both religious and non-religious, as well as have an entrepreneurial spirit and life skills, Islamic boarding schools must revitalize their curriculum to prepare students who have quality qualities and contribute to the core of human life in responding to current conditions. (Arifin, 2014)The main purpose of Islamic boarding schools is to show their graduates that Islamic teachings are in harmony with modern society. Therefore, efforts are made to revive and revitalize religious teachings understood in accordance with current events, and on the other hand efforts are made to spiritualize contemporary society in order to prevent moral emptiness and mental instability. They must have a broad knowledge base, both religious and non-religious, and have an entrepreneurial spirit and life skills.

## **RESULT METHOD**

The research methodology of this study is Descriptive analysis is a qualitative method used in this study. information obtained from notes, books, journals, and other sources. Written data is separated from data obtained from books, journals, and other sources; both types of data come from documents. (Jhon, 2002)This information includes original data from books and journals on teaching and curriculum of Islamic boarding schools, as well as secondary materials from Hadith and Quran books. Procedure All available data is the starting point for data analysis, which is then reduced, categorized, classified, and interpreted before being presented in writing, the stages of qualitative research in sequence are by collecting data and reducing and categorizing data and displaying data and drawing conclusions.

## **RESULT AND DISCUSSION**

### **Challenges in Revitalizing the Islamic Boarding School Curriculum**

Islamic boarding schools are educational institutions that have long played a role in producing young generations with character and knowledge, with a primary focus on teaching Islam. However, to meet the increasingly complex challenges of the times, Islamic boarding schools need to revitalize the curriculum in order to improve the quality of students, both in terms of religion and general knowledge. Appropriate revitalization of the Islamic boarding school curriculum can prepare students to become competent, qualified individuals who are ready to face changes in the world. Based on the length of time studying at the Islamic boarding school, students take a curriculum level that emphasizes the turost of the yellow book, starting from the basic level to the advanced level. How do they gain knowledge? Students learn from the Kyai in groups by taking notes on the Kyai's teacher's explanation by providing context under the text of his book. An alternative approach is the Sorogan model, where students individually learn directly with the Kyai about how to listen to and understand readings. In a sense, halaqah is also practiced, where students learn together and collaborate to solve problems. In Islamic boarding schools, studying Islamic teachings in the mosque with subjects including fiqh, tauhid, akhlak, and santri development, as well as studying mantiq, balaghah, and faraidl, is the initial step of this education. After that, students study non-religious information, such as algebra. There is no longer enough space for students to study in mosques, and Islamic boarding schools have developed due to the large number of students so that in its development a more structured and academically conceptualized curriculum is formed. (Indra, 2020)

Pesantren education has unique characteristics, with an emphasis on religious learning, but many pesantren also provide general education at various levels. Some of the challenges faced by pesantren related to the existing curriculum include:

### ***The Gap Between Religious and General Education***

Many Islamic boarding schools emphasize religious studies, while general education is often considered less important. In fact, to face the ever-evolving world, students also need to have skills in science and technology.

At this time, known as the industrial era 4.0, is a time when the use of cyber collaborated with manufacturing is widely applied. This is indicated by the increase in data volume, computing power and connectivity, the emergence of analysis, capabilities, and business intelligence; the emergence of new forms of interaction between humans and machines; and improvements in digital transfer instructions to the physical world, such as robotics and 3D printing, then facing these challenges, Islamic boarding schools need to revitalize the curriculum so that students studying at Islamic boarding schools are able to face the challenges of the times. (Mardyanto, 2020)

### ***Limited Resources***

Many Islamic boarding schools still face problems with limited facilities, such as classrooms, textbooks, and access to information technology. This affects the quality of teaching given to students. Meanwhile, to produce students who have scientific qualifications that can answer the challenges of the times, Islamic boarding schools need to improve the quality of education, Islamic boarding schools need funds to develop facilities such as classrooms, laboratories, libraries, and technological infrastructure. However, the high cost of managing Islamic boarding schools often exceeds the available budget.

The future prospects of Islamic boarding schools do not depend on other parties, but on the Islamic boarding schools themselves. The existence of Islamic boarding schools in the midst of other education will have a positive impact if the morals of Indonesian society improve. It's just that the message of Islamic boarding schools is currently increasingly complex and the demands of society for Islamic boarding schools are increasing. (Alfaiz, 2023)

### ***Lack of Use of Technology in Learning***

The rapid development of information technology has not been fully utilized in the learning process in Islamic boarding schools. The limited use of technology causes the Islamic boarding school curriculum to seem less relevant to the development of the times. In today's digital era, technology plays a very important role in the world of education. Although Islamic boarding schools have a rich educational tradition in religious teaching, the use of technology in learning in Islamic boarding schools is often still limited. In fact, the use of technology in education not only improves the quality of learning, but also prepares students to face the challenges of an increasingly complex and technology-based world. Therefore, it is important to integrate technology into the Islamic boarding school curriculum.

### ***The aim of revitalizing the Islamic boarding school curriculum is to improve the quality of students***

Revitalizing the pesantren curriculum is important to ensure that the education provided not only teaches Islam, but also prepares students to compete in a world based on knowledge and technology. That way, pesantren can produce a generation that has academic competence that is balanced with spiritual and moral qualities. Pesantren have been the center of Islamic education in Indonesia since the colonial era, and until now have played a major role in shaping the character and morals of students. However, along with the increasingly complex development of the era, the challenges faced by pesantren are also increasing. Therefore, pesantren must be able to adapt to existing changes, one of which is through curriculum revitalization, Some of the main objectives of the revitalization of the Islamic boarding school curriculum are:

### ***Improving the Quality of Education***

Presenting a more diverse curriculum and in accordance with the needs of the times so that students are not only strong in religious knowledge but also have skills in other fields such as science, technology, art, and language. In general, quality includes

product excellence, and in the form of goods and services. In the context of education, the understanding of reciprocity in this case refers to the educational process and educational outcomes. (Wajayanto, 2024)

### ***Strengthening the Integration of Religious and General Education***

Balancing between religious learning and general knowledge, so that students not only understand classical books, but also have relevant skills in the professional world. The curriculum of Islamic boarding schools needs to be revitalized, the curriculum in Langgulang's view is a number of educational, cultural, social, sports and arts experiences provided by educational institutions for students inside and outside of school to help develop all aspects and change children's behavior in accordance with educational goals. (Junaidi, 2017)

### ***Improving the Competitiveness of Santri***

By updating the curriculum to be more flexible and open, students will be ready to face the challenges of the world of work and technological developments. In this era, Islamic boarding school education is required to be able to provide answers to various problems currently faced by all mankind, the life of society that continues to change and develop has an impact on more rational and functional religious adherence patterns. The advancement of the world of science and technology has given birth to life facilities and at the same time a new promising value system. The demands of society for professionalism are growing in various sectors of life. The authority of scholars in the religious field is faced with various community expertise in other more pragmatic fields. (Muhaimin, 2005)

### ***Preparing Students to Become Agents of Change***

Producing graduates of Islamic boarding schools who are not only qualified in the field of religion, but also play a role in the progress of society, both in social, economic, and technological aspects. The paradigm of teachers or ustadz must also change, the state of ustadz in this era of globalization is no longer the only agent of transformation of knowledge, but only one of them. (Nata, 2005)

### ***Principles of Revitalizing the Islamic Boarding School Curriculum***

The revitalization of the pesantren curriculum must be based on certain principles that ensure that the curriculum developed remains relevant and can produce students who are competent, have character, and are ready to face global challenges. Some of the principles of revitalizing the pesantren curriculum include:

#### ***Holistic***

The curriculum of Islamic boarding schools must develop the potential of students comprehensively, covering spiritual, intellectual, emotional, and social aspects. This means that the curriculum does not only focus on religious education, but also on character development, life skills, and general knowledge.

Holistic education is education that develops all students' potentials harmoniously (integrated and balanced), including intellectual, emotional, physical, social, aesthetic, and spiritual potentials. Each potential should be developed harmoniously. Do not let intellectual abilities develop far beyond their attitudes and skills. (Widyastono, 2012)

#### ***Integration***

The curriculum must integrate religious education with general knowledge. Therefore, the curriculum must introduce students to various disciplines, such as mathematics, science, technology, as well as practical skills that can be applied in everyday life.

This integration is very important, for example, technology integration in curriculum implementation can increase the effectiveness of learning strategies that will be used, for example e-learning strategies, learning and teaching processes will use high technology, such as computers, LCDs, CDs, and the web. In this context, students will

find it easier to learn the content/subject matter and carry out learning activities in accordance with the learning objectives/competencies that have been set. While teachers must facilitate student learning by integrating technology to improve student performance. (Suprayekti, 2011)

### ***Contextual and Relevant***

The curriculum of Islamic boarding schools needs to be developed based on the social context and the needs of the times. This means that Islamic boarding schools must pay attention to technological developments, global challenges, and the needs of the job market so that students have skills that are in accordance with the needs of today's world. In this case, teachers and educational institutions play an important role in the process of developing a curriculum that is very relevant and in accordance with current developments. As the first line of curriculum implementation, teachers must be able to adjust the learning process to the needs of the situation. Meanwhile, schools are responsible for providing a good learning environment and adequate resources for curriculum development. (Muallimah, 2024)

### ***Technology Based***

The use of technology in learning must be integrated into the curriculum of Islamic boarding schools. Technology does not only function as an aid, but also as an integral part in the way of delivering teaching materials, both in the fields of religion and general. In some Islamic boarding schools in Indonesia there are pockets that are isolated from technology (pockets of technologically excluded areas), in the world of education it is more pronounced in the Salafiyah Islamic boarding school environment. If this continues, they will become a part that does not support the movement of civilization and this is also stated in the Qur'an. (Shihab, 1998)

### ***Flexible and Adaptive***

The curriculum of Islamic boarding schools must be flexible and adaptive to change, both in terms of the curriculum itself and in teaching that follows the development of the times. The main characteristics of an adaptive and flexible curriculum Student-centered, meaning it is designed based on the needs and interests of individual students, and also relevant to the real world, meaning connecting theory with practice and providing students with learning experiences that are relevant to their lives and need to use technology, namely utilizing technology to support learning and providing students with access to various learning resources. This can be changed and adjusted to the needs and developments in technology.

adaptive curriculum can have a positive impact on improving the quality of education. Technology helps create a more inclusive learning environment, fosters creativity, and develops relevant skills for the future, all of which are important elements in achieving sustainable quality education. (Puspitasari, 2024)

### **Steps to Revitalize the Islamic Boarding School Curriculum to Improve the Quality of Students**

Revitalization of the pesantren curriculum is an effort to update and improve the existing curriculum, with the aim of improving the quality of education and the relevance of the pesantren curriculum to the development of the times. This revitalization does not only focus on religious teaching, but also pays attention to the need for general knowledge and life skills needed by students to face the challenges of the modern world. Pesantren have been the center of Islamic education in Indonesia since the colonial era, and until now have played a major role in shaping the character and morals of students. However, along with the increasingly complex development of the era, the challenges faced by pesantren are also increasing. Therefore, pesantren must be able to adapt to existing changes, one of which is through curriculum revitalization, to implement curriculum revitalization, pesantren need to take various strategic steps that are planned and organized, including:

### ***Evaluation of Existing Curriculum***

The first step in revitalization is to evaluate the existing curriculum. This includes assessing the relevance, effectiveness, and scope of the material taught, both in religious and general education. Evaluation is one component of the curriculum as a provider of information and feedback to educational decision makers about educational health behavior in schools. Evaluation plays an important role in curriculum development because evaluation can provide indicators of the level of success of the learning process. (Rahayu, 2023)

### ***Integrated Curriculum Development***

The curriculum of Islamic boarding schools needs to be developed in an integrated manner, combining religious knowledge with general knowledge. This can include more diverse learning, for example, religious knowledge accompanied by language, mathematics, or science lessons delivered in a contextual manner. Integrated curriculum is essentially not a separate term, but is part of the curriculum concept model. Quoting Fogarty's opinion, Syaifuddin Sabda put forward an integrated curriculum as a curriculum model that can integrate skills, themes, concepts, and topics inter- and interdisciplinary through the combination of the two. (Islami, 2018)

### ***Teacher Training and Professional Development***

The development of a new curriculum must be supported by training for teachers. Teachers in Islamic boarding schools need to be equipped with the ability to teach using a modern approach that is relevant to technological developments. Therefore, Islamic boarding schools must provide ongoing training and professional development for their teachers. Most teachers carry out learning without any preparation of learning tools such as: lesson plans and learning media, the learning process is monotonous and the learning strategies implemented are not directed at motivating student learning, lack of mastery of the material is an obstacle for teachers to innovate in providing concrete examples of factual events in students' daily lives. (Yahya, 2023)

### ***Utilization of Educational Technology***

The use of technology in learning must be an important part of curriculum revitalization. Islamic boarding schools can utilize digital devices, online learning platforms, and other digital resources to support a more effective and engaging learning process for students.

The conventional learning system in schools is currently believed to be less effective, the concepts of brain power, intelligence, and creativity have developed rapidly along with advances in technology and communication. These developments have an influence on strengthening those who want to correct the weaknesses and deficiencies in the conventional learning system. In the conventional system, the transfer of knowledge process is carried out using a blackboard as the main medium, the room is managed in a static format and the teacher is the only informant who expects in his field (teacher centered). (Nuryana, 2018)

### ***Preparing Relevant Teaching Materials***

Teaching materials must be prepared with a relevant and applicable approach. This includes making teaching materials that are easy to understand and can be applied directly by students in everyday life, both in the fields of religion and general knowledge. The preparation of these teaching materials begins with reviewing the applicable curriculum to determine the selected competency standards and basic competencies, as well as the established indicators.

## **CONCLUSION**

Revitalizing the pesantren curriculum in improving the quality of students is an important step to improve the quality of education in pesantren, both in the fields of religion and general. By integrating religious education with general knowledge and utilizing technology, pesantren can produce students who have the knowledge and skills needed to face the challenges of the times. Although there are various challenges that must be faced, this revitalization is very important to ensure that pesantren remain

relevant and able to contribute to producing a generation that is intelligent, has character, and is ready to compete in the global world. Revitalizing the pesantren curriculum is an effort to update the pesantren curriculum to suit the needs of the times and the challenges faced. Some aspects that can be revitalized in the pesantren curriculum include: Strengthening the teaching of yellow books and memorizing the Al-Quran Adding science, technology, and foreign language lessons Adding practical skills such as entrepreneurship and public speaking Integrating contextual understanding of Islamic teachings.

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