



ISLAMIC EDUCATION PARADIGM BASED ON COMMUNITY DEVELOPMENT: STRATEGY OF CURRICULUM DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES BASED ON CBE AT DAARUSH SHOLAH ISLAMIC BOARDING SCHOOL, EAST KUTAI

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Abstract:

This community-based Islamic education is an approach that combines Islamic values with efforts to improve community empowerment through education. In the context of the Daarush Sholah Islamic Boarding School in East Kutai, the application of this paradigm focuses on curriculum development and extracurricular activities based on competency-based evaluation (CBE). CBE provides opportunities for students to develop according to their abilities and needs, while strengthening the relationship between education and community empowerment. This study aims to explore the strategy of curriculum development and implementation of CBE-based extracurricular activities at the Daarush Sholah Islamic Boarding School in East Kutai.

Keywords: *Islamic Education, Community Development, CBE-Based Curriculum, Islamic Boarding School, Extracurricular, Daarush Sholah.*

INTRODUCTION

Islamic education based on community development is very important in the context of education in the modern era, because more than just transferring knowledge, education also has a vital role as a tool for social, economic, and cultural empowerment. This approach includes the development of skills that can improve the quality of life of society as a whole (Tamam, 2018). Community development-based education focuses not only on academic knowledge, but also on empowering individuals and communities, with the aim of producing a more independent and competitive society in facing social and economic challenges (James A. Beane, 1997).

Daarush Sholah Islamic Boarding School in East Kutai is one example of an educational institution that adopts a community-based education paradigm. This institution integrates a curriculum that combines religious education with practical skills that are in accordance with the needs of the local community. Thus, education in this Islamic boarding school becomes more relevant and applicable, because it not only teaches religious knowledge, but also skills needed by the community, such as entrepreneurship, agriculture, and other social skills. This approach supports the development of character and competence of students that can be applied directly in the community, making a real contribution to socio-economic empowerment.

This community development-based education paradigm aims to improve and enhance the quality of life of the community through applicable and contextual

education, considering that education must be able to answer the challenges of the social needs of the community that continue to grow (Minarti, 2022). Therefore, education based on community development needs to be implemented by involving various educational elements that support.

As an additional reference, Mulyasa, in his work explains that education must answer the challenges of the times by integrating general education and skills that are appropriate to the local context, and relevant to the development of the times (Mulyasa 2003). In addition, community development-based education is often seen as a way to advance the quality of life of the community, not only through formal education, but also through empowerment through activities that connect education with the social needs of the community (Azyumardi Azra, 2005). The literature review in this study discusses various relevant theories and approaches related to Islamic education based on community development, the concept of Competency Based Evaluation (CBE), and its application in the Islamic boarding school environment. Each of these theories plays an important role in shaping the paradigm of education that does not only focus on academic learning, but on the development of society as a whole.

1. Islamic Education and Community Development

Islamic education based on community development emphasizes the principle of social and economic empowerment. This education not only teaches religious knowledge, but also instills skills that can empower individuals and communities (Muhtadin & Satiadharmanto, 2023). This concept is in line with Azyumardi Azra's thinking, which states that Islamic education must be able to answer the challenges of the times and play an active role in community development. As explained in many studies, Islamic education should go beyond class boundaries by reaching the practical needs of society, so that it can make a real contribution to improving socio-economic welfare.

Islamic education oriented towards community development emphasizes the principle of social and economic empowerment. This education not only focuses on teaching religious knowledge, but also aims to instill relevant skills to empower individuals and communities. With this approach, Islamic education acts as a means of transformation that enables society to face life's challenges independently and productively (Muhtadin & Satiadharmanto, 2023).

This concept is in line with Azyumardi Azra's view, which states that Islamic education must be responsive to the challenges of the times and actively contribute to community development. Islamic education not only functions as a spiritual medium, but also as an agent of social change that is able to answer the practical needs of society, such as improving work skills, economic development, and strengthening social solidarity.

Various studies support the idea that Islamic education should go beyond the boundaries of the formal classroom by reaching out to the real needs of society. This allows Islamic education to make a concrete contribution to improving socio-economic well-being. Through the integration of religious knowledge and practical skills, this education can empower people to create sustainable and meaningful change.

2. CBE (Competency-Based Education) Concept

CBE is an approach that prioritizes objective measurement of student competencies. In the context of Islamic education based on community development, CBE focuses on the ability to measure students' knowledge and skills that can be applied in the real world. CBE views that each student must master certain competencies that can be measured, both in terms of knowledge (cognitive), skills (psychomotor), and attitudes (affective) (Yusak, 2023). This approach provides great relevance to the needs of society, because students are prepared to have skills that are directly applicable. Mulyasa, said that CBE emphasizes the development of students' practical abilities according to the needs of the world of work and community life. In Islamic boarding schools, this concept integrates religious education with skills that can help students contribute directly to society. CBE is relevant to the needs of society because it prepares students with applicable skills, making them more prepared to face the challenges of the

world of work and social life. According to Mulyasa, CBE emphasizes the development of students' practical abilities, which are adjusted to the needs of the world of work and the realities of community life. This makes students not only understand the theory, but also be able to practice it in a real context. In the Islamic boarding school environment, the CBE concept is implemented through the integration of religious education with practical skills training. Students are not only equipped with spiritual values, but also skills that enable them to contribute directly to society. Examples include training in agribusiness, information technology, or small-scale manufacturing that help students develop competencies that are economically and socially beneficial. Thus, CBE becomes a strategic approach in connecting education with community development holistically..

3. The Role of Islamic Boarding Schools in Society

Islamic boarding schools as Islamic educational institutions have an important role not only in teaching religious knowledge, but also in the social, economic, and cultural development of the surrounding community (Zamroni, 2020). In this context, Islamic boarding schools not only aim to produce religious graduates, but also to create individuals who are able to advance society through their skills and social roles. Azra, said that Islamic boarding schools have great potential in community empowerment, considering that Islamic boarding schools often function as centers for social and cultural learning that can overcome problems of poverty and social backwardness through education and skills training. Thus, Islamic boarding schools can act as centers of empowerment that support holistic community development, which includes spiritual, social, and economic aspects.

According to Azyumardi Azra, Islamic boarding schools have great potential in community empowerment. This is due to the role of Islamic boarding schools as centers for social and cultural learning that can help overcome various challenges such as poverty and social backwardness. Through religious education combined with skills training, Islamic boarding schools provide opportunities for students and the surrounding community to improve their welfare.

In addition, Islamic boarding schools also often function as agents of social transformation by providing job skills training that is relevant to local needs. For example, agribusiness, technology, or handicraft training that empowers the surrounding community. Thus, Islamic boarding schools are not only centers of religious education, but also centers of community empowerment that support holistic development covering spiritual, social, and economic aspects..

RESEARCH METHODS

This study uses a qualitative approach with a case study design to deeply understand the implementation of Islamic education based on community development at the Daarush Sholah Islamic Boarding School, East Kutai. The case study design was chosen because this study aims to explore and describe the educational phenomena that occur in Islamic boarding schools as a complex unit (Rusandi & Muhammad Rusli, 2021). The case study provides a comprehensive picture of the phenomenon being studied, namely the development of curriculum and extracurricular activities based on Competency Based Evaluation (CBE) in Islamic boarding schools (John W. Creswell, 2013).

1. Data collection

Research data were collected through several main techniques, namely interviews, observations, and documentation (Ardiansyah et al., 2023). Interviews were conducted with a number of key informants:

- a. Head of Islamic Boarding School: Interviews with the head of the boarding school aimed to obtain information regarding the vision, mission, and general policies related to the development of education in Islamic boarding schools.
- b. Curriculum Manager: The curriculum manager at the Islamic boarding school provided insight into how the religious education and skills curriculum was compiled and implemented, as well as the relationship between the curriculum and community development.

- c. Teachers: Teachers at the Islamic boarding school were interviewed to obtain further information about the implementation of the curriculum, teaching methods, and the integration of CBE-based extracurricular activities in learning.
- d. Students: Interviews with students aimed to find out their experiences and views on the curriculum being implemented, as well as the extent to which the curriculum and extracurricular activities helped them in empowering themselves and their community.

In addition to interviews, observations were also conducted to see firsthand how the CBE-based curriculum and extracurricular activities were implemented in everyday life at the Islamic boarding school. Observations were conducted for several weeks to capture the dynamics that existed, both in class and in activities outside the classroom. The extracurricular activities observed included skills training, entrepreneurship, and social activities directly related to social activities for community development..

2. Data analysis

After the data was collected, the analysis was carried out using thematic analysis. This approach is used to identify the main themes related to the curriculum development strategy and CBE-based extracurricular activities implemented at the Daarush Sholah Islamic Boarding School. Thematic analysis focuses on grouping data based on relevant themes, such as curriculum development, CBE implementation, and the influence of extracurricular activities on community empowerment (Simanjuntak, 2021). In this way, researchers can explore patterns that emerge from the data that has been collected, so that they can draw in-depth and relevant conclusions about the implementation of community development-based education in the Islamic boarding school. This method was chosen because of the qualitative approach, in this case the researcher understands the deep social and cultural context, and explores the experiences and perspectives of individuals who are directly involved in the education process at the Islamic boarding school (Wijaya, 2020). In this study, thematic analysis helps to understand in detail how community development-based education and CBE are implemented, as well as their impact on students and the surrounding community (Miles, & Huberman, 1994).

RESULTS AND DISCUSSION

This study shows that Pondok Pesantren Daarush Sholah has successfully integrated a curriculum that not only teaches religious knowledge but also practical skills that support the empowerment of students and the surrounding community. The approach used by this Islamic boarding school leads to the development of a Competency Based Evaluation (CBE) curriculum, which ensures that the education received by students is not only theoretical, but also applicable and relevant to real-world needs.

1. Curriculum Development Strategy

The CBE-based curriculum at the Daarush Sholah Islamic Boarding School is designed with the main objective of developing students' practical skills that can be directly applied in community life (Fahham, 2020). This approach not only focuses on religious learning, but also includes technical skills training that is important for the economic and social empowerment of students. The skills taught include areas such as agriculture, handicrafts, and entrepreneurship, which are highly relevant to the needs of the local community, most of whom rely on the local agricultural and handicraft sectors as their main livelihoods.

Through this curriculum, Pondok Pesantren Daarush Sholah integrates religious education with practical skills, allowing students to develop their religious knowledge while learning skills that they can apply in their daily lives. Thus, this curriculum serves as a tool to improve the quality of education that not only teaches theory, but also provides relevant and useful skills to improve the lives of students and the surrounding community.

As stated by Mulyasa, the CBE approach prioritizes measuring student competency in practical skills that are directly related to the social and economic needs

of the community. This shows that the Daarush Sholah Islamic Boarding School prepares students to become individuals who not only have a good understanding of religion, but are also able to actively contribute to the social and economic development of their community. This approach directs Islamic boarding schools to not only become places for teaching religious knowledge, but also become centers of empowerment that help improve the welfare of the surrounding community (Mulyasa, 2003).

2. Extracurricular Activities

Extracurricular activities at the Daarush Sholah Islamic Boarding School are designed to complement the academic curriculum and support the development of social competence and practical skills of students (Susiani et al., 2024). These activities are diverse, including entrepreneurship training, arts and culture, and various social activities involving the surrounding community. Entrepreneurial activities teach students to manage small businesses, both in the field of handicrafts and in the agricultural sector that can be processed to meet local needs. This not only provides practical skills but also supports the economic empowerment of the local community. Arts and culture are also an integral part of extracurricular activities at the Islamic boarding school. In addition to functioning as a means to preserve local culture, arts and culture also provide opportunities for students to develop creativity and social skills. This is important, considering that community development-based education emphasizes social empowerment and individual character development. Arts and culture activities help students to better understand social values in their cultural context and strengthen social ties with the surrounding community.

Entrepreneurship and arts and culture training have a positive impact on the development of character and social skills of students. Both of these aspects are very much in line with the objectives of community-based education that focuses on social and economic empowerment. As stated by Azra, Islamic boarding schools must play an active role in the cultural and social development of the surrounding community. These extracurricular activities enrich the learning experience of students and at the same time prepare them to be able to contribute significantly to community development, both in terms of economy, social, and culture (Azyumardi Azra, 2005). Thus, the Daarush Sholah Islamic Boarding School not only develops students' academic and religious skills, but also prepares them to play an active role in society through extracurricular activities that support local social and cultural empowerment.

3. CBE Evaluation

CBE-based competency evaluation at the Daarush Sholah Islamic Boarding School is carried out periodically to assess the extent to which students have mastered the skills taught, both in the fields of religion and practical skills (Zamroni, 2020). This evaluation is not only focused on academic achievement, but also on the development of skills that are relevant to the needs of the local community. This shows that the Daarush Sholah Islamic Boarding School views evaluation as a tool that not only assesses knowledge, but also ensures that the practical skills taught can be applied in real life and provide direct benefits to the surrounding community. With this approach, the CBE evaluation at the Daarush Sholah Islamic Boarding School functions as a tool to measure the development of students in terms of religion and the practical skills they have acquired during their education. This evaluation not only assesses how well students understand religious teachings, but also the extent to which they can apply the skills taught in their social and economic lives. This allows the Islamic boarding school to ensure that the education provided is in accordance with the goals of community empowerment, so that students can actively contribute to improving the quality of their lives and the surrounding community.

In addition, this evaluation also involves feedback from the local community. The local community provides a real picture of how the skills acquired by the students are applied in everyday life. This approach emphasizes the importance of direct linkage between the education received by the students and real needs in the field. As stated by Mulyasa (2003), CBE emphasizes the importance of evaluating competencies that are

directly applied to meet the needs of the world of work and society, as well as ensuring the relevance of education to social and economic conditions in the field. This approach emphasizes the importance of education that is applicable and has a direct impact on the socio-economic empowerment of the community.

CONCLUSION

This study shows that the Daarush Sholah Islamic Boarding School in East Kutai has successfully implemented the paradigm of Islamic education based on community development by integrating curriculum development and extracurricular activities based on Competency Based Evaluation (CBE). Through this approach, the Islamic boarding school not only improves the quality of religious education received by students, but also makes a direct contribution to empowering the local community. This Islamic boarding school has successfully designed a curriculum that is relevant to the needs of the local community, teaching practical skills such as agriculture, handicrafts, and entrepreneurship, which can be directly applied to improve the economic and social welfare of students and the surrounding community. In addition, extracurricular activities such as entrepreneurship training and arts and culture also support the development of students' social and practical competencies, which enrich their learning outside the classroom. The success of the Daarush Sholah Islamic Boarding School in implementing a CBE-based curriculum shows that competency-based education that is oriented towards community needs not only improves the quality of education, but also creates wider empowerment opportunities for the surrounding community. This proves that education in Islamic boarding schools that is relevant to the social context can be an effective tool for empowering students and the community, as well as increasing the contribution of Islamic boarding schools to local social and economic development.

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