# FORMAL DINIYAH EDUCATION CURRICULUM MANAGEMENT IN IMPROVING LEARNING SKILLS AT NURUL JADID BOARDING SCHOOL

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**Abstract:**
This study aims to find out: 1) To improve students' learning skills in the concentration of fiqh 2) To analyze and describe the planning, implementation and evaluation of learning 3) To understand curriculum management in formal diniyah education. This study uses a qualitative descriptive analysis with a case study approach. Research results show in the form of curriculum evaluation.

**Key words:** *Curriculum Management, Formal Diniyah, Learning Skills*

## INTRODUCTION

Since the pre-independence era until today, education in Indonesia has undergone many changes. One of the results of changes in education in Indonesia is the existence of three channels of education, namely formal, non-formal, and informal. the three educational pathways are regulated and prepared in order to complement the Indonesian education system and support the national compulsory education program (Waan & Kandowangko, 2019).

Islamic boarding schools are one of the educational institutions in Indonesia with religious learning or in the form of reciting the yellow book which are held in a mosque, musalla, or taklim assembly. However, over the times, Islamic boarding schools have become an educational institution that is officially recognized under the supervision of the ministry of religion which has participated in the success of national development goals as well as plays an active role in educating the nation (Komariah, 2016).

Currently, Islamic boarding schools have made various reforms, from traditional boarding schools to modern boarding schools. According to Fathurrochman, there are many ways and these have been carried out by Islamic boarding schools with the aim of modernizing their framework and stance which are then adapted to the curriculum, especially in an institutional angle, which will thus affect educational programs (Fathurrochman, 2017).

But in fact, according to Shofiyyah, the pesantren's efforts to modernize its traditional system have also presented new issues. This can be seen from the weak culture of traditional pesantren, the lack of concentration on religious concentration, and the declining public interest in pesantren. Thus, there is a lot of hope for pesantren to have the choice to react to all the improvements that occur in the present and in the future, so that they can adapt to opportunities by implementing a learning system without compromising the quality of religious values (Shofiyyah et al., 2019).

In the Law of the Republic of Indonesia of 2003 concerning the National Education System and Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education, a new educational service is listed, namely Formal Diniyah Education. This guideline was then followed up by the ministry of religion by establishing Minister of Religion Regulation number 13 of 2014 concerning Formal Diniyah Education.

As stated in the Regulation of the Minister of Religion number 13 of 2014.

Formal Diniyah Education, hereinafter abbreviated as PDF, is an Islamic educational institution organized by and located within a pesantren. The emergence of PDF as stated by Wahid is an effort to improve the educational framework which has brought changes in the quality of traditional pesantren towards modernization (HS, 2016). Based on the different types of pesantren, PDF is part of the pesantren that has experienced this the development of the curriculum without losing its traditional characteristics so that the presence of the PDF shows that there is a regeneration of education in Islamic boarding schools from the non-formal madrasah diniyah system to the formal diniyah education system.

According to Minarti, curriculum management includes curriculum planning, curriculum implementation, and curriculum evaluation. Curriculum planning involves setting goals and estimating how to achieve goals. Implementation of the curriculum is the process of providing assurance that the teaching and learning process already has the necessary human resources and infrastructure to achieve the desired goals. Curriculum assessment is intended to check the level of achievement of educational goals to be realized through the relevant curriculum. The scope of curriculum management includes planning, organizing, implementing and evaluating curriculum.

In planning curriculum management that must be considered is the objective component. The goal is a direction so that every step is always in the right corridor. Goals in education have classifications ranging from general goals to specific specific goals. 8 Arends reveals that a good plan includes managing time allocation, selecting appropriate teaching methods, creating student interest, and establishing a productive learning environment. Thus, all activities related to learning are fully arranged in planning.

The next stage after planning is implementation. Nurdin defines curriculum implementation as a stage of implementing or implementing a curriculum program that has been designed in the previous stage. So at this stage there is an effort to realize the ideas, concepts and values contained in the curriculum design.

In implementing the curriculum in an actualization of learning it is necessary to pay attention to several things. According to Marasa, the implementation of learning in the classroom needs to pay attention to time management, media utilization, and class management. Classroom management is an ability of how the teacher creates and maintains class conditions so that the expected learning is achieved.

Another thing that needs to be considered also in the implementation of learning is the learning method. According to Nasution learning methods are needed in schools, especially for learning in the classroom. Pupuh and Sobry argue that the use of appropriate methods can streamline the achievement of learning objectives.

Djemari Marpadi quoted Tyler's opinion, that evaluation in education is a process of determining the extent to which educational goals have been achieved. In every institution there is a need for an evaluation of curriculum management in an effort to improve the quality of education which is one of the vital components of an educational institution.

Hamalik. According to him, curriculum evaluation is carried out with the aim of finding answers about several elements. These elements include the role of the curriculum manager, the effectiveness of implementation and its supporting facilities, the achievement of students in the planned competencies, as well as the impact of implementing the curriculum, both negative and positive impacts.

Print in Rino explains that curriculum evaluation can be carried out in two components. The first component is product evaluation which can be done by assessing student achievement in learning activities. Second, evaluation of processes that can be carried out on experiences and activities during learning. These two things become the main reference in compiling indicators that will be used in curriculum evaluation.

Nurul Jadid Islamic Boarding School , located in Probolinggo Regency, East Java , is one of the Islamic boarding schools that has obtained permission to organize the PDF curriculum. At the beginning of its establishment, this Islamic boarding school was included in the traditional Islamic boarding school with non-formal pathways, then

the government through the Ministry of Religion established it as a PDF Islamic boarding school.

The results of preliminary observations show that this Islamic boarding school develops a PDF curriculum according to its own characteristics and dynamics (what are the characteristics of formal diniyah education). However, in its development it is not supported by the existence of educational unit level curriculum documents as is generally owned by formal educational institutions. This condition raises suspicions that the developed curriculum is not yet ideal. Therefore, the researcher is interested in studying in more detail, so that all descriptions of the formal diniyah education curriculum including planning, implementation and evaluation can be known with certainty.

The argument that forms the basis of this paper is that curriculum development needs to be carried out in formal diniyah education units. Santri with formal diniyah education are required not only to have competence in the field of yellow books and religious experts (mutafaqquh fiddin), but in order to face the changing life of society, they are required to have competence in *life-skills* or other skills. The success of developing a formal diniyah education curriculum will be greatly influenced by several factors including the context, *input*, process and product or *output*. PDF students are required to have competence in two fields at once both academic and non-academic. So that the existence of the santri can color the complex dynamics of the social life of the pesantren and the wider community.

Departing from the explanation above, the authors are interested in exploring and explaining further regarding the implementation of the formal diniyah education curriculum, especially at the ulya level in a study entitled "Management of Formal Diniyah Education Curriculum Learning in Improving Skills at Nurul Jadid Islamic Boarding Schools " case studies at Islamic boarding schools Nurul Jadid Paiton, Probolinggo, East Java.

## RESEARCH METHODS

This study aims to Management curriculum for formal diniyah education at the Nurul Jadid Islamic Boarding School. This research is an empirical reality conducted using a qualitative approach. The aim of this research is to study the phenomena that occur in the field. The research approach used is a case study with research objectives that describe all activities that take place in this field. Data collection techniques that researchers use to obtain accurate, relevant and reliable data are interview, observational, and documentation techniques. The data analysis process includes (1) data collection; (2) data display; (3) data reduction; and (4) data output. Research data validation was carried out by validating data and drawing conclusions to interpret the data based on the researcher's understanding. The method that the researchers used was triangulation, namely assessing the adequacy of the data based on the results of the data source.

## RESULTS AND DISCUSSION
### Planning

Planning (planning). Planning is the selection or determination of organizational goals and determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. Meanwhile, educational planning is an activity related to efforts to formulate an educational program which includes everything that will be implemented, setting research objectives, policies in education, procedures, and methods that will be followed in efforts to achieve educational goals. Based on the results of interviews with the Head of the Ulya Formal Diniyah Education Madrasah, he said that, "The desire of the teachers at the pondok when implementing the formal diniyah education curriculum started with the desire of the leadership, whose notes the benefit is learning the yellow book, so for the follow-up they have been getting a diploma on average, because not all students focus on the book, students also need a diploma, and the

leadership also wants students to focus on studying the book continuously, finally with education Both formal diniyah achieved that the students focused on studying the book as well as obtaining a recognized certificate, even after that with the formal diniyah education curriculum there was a follow-up to Ma'had Aly's lecture level whose subjects also used yellow books, that was the hope of the pondok. So the existence of the Formal Diniyah Education Curriculum is very much in accordance with the wishes of the leadership." Therefore, the curriculum planning process carried out at the Nurul Jadid Islamic Boarding School always refers to the government, in this case the Ministry of Religion. And there is always communication of cooperation between the boarding school and the government so that the curriculum what is produced is really in accordance with the purpose of holding a formal diniyah education curriculum, namely students are expected to be able to read and understand the yellow books, especially nahwu lessons.

Planning curriculum goals

Planning is an action that leads to the goals to be achieved, both institutional and instructional goals, Pondok Pesantren Nurul Jadid has several goals to be achieved, in determining these goals Pondok Pesantren Nurul Jadid always works well between teachers and other parties including the ministry of religion as stated stated by ustadz Saili Aswi as follows. " Nurul Jadid Islamic Boarding School has many goals to achieve both in the short and long term, these goals are not only determined by me, but the goals of the students, teachers and leaders of the Islamic boarding school"

Planning material boundaries

One form of modification made to the curriculum is related to the problem of the nahwu subject for grade levels At first , the beginning of formal diniyah was specifically for the ulya level, studying the Alfiyah book, but after re-analyzing, we thought that grades one and two were still considered too difficult because they were not yet familiar with Alfiyah material in the form of nadzom, so we took the initiative for Awwaliyah and Ulya classes. it is enough to study the book of mutammimah aljurmiyah, while alfiyah is devoted to the ulya level. As the eye guru said nahwu lessons for the ulya level: "mutammimah subjects are taught at the Awwaliyah level , like for example the actual Awwaliyah level when we follow the rules from the ministry of religion, study the alfiyah book but the alfiyah book is considered too high and heavy for the Awwaliyah level finally transferred to the mutammimah book so the alfiyah book is moved to the ulya level , our wish here even though it is not 100% pure is the same as the wish center at least they understand or understand from a scientific point of view the nahwiyah of our students, and it is proven that even though they know a little about alfiyah, in practice they can read books whose texts are in Arabic or bare books, because there is already a basis from the mutammimah book at the Awwaliyah level , but in fact the mutammimah is specifically at the wustho level " . alfiyah book at the Ulya level ". According to ustadz Suliyanto "We specialize in alfiyah subjects at the ulya level because our students are not yet familiar with books that are in the form of nadzom like alfiyah, but actually it is possible that they can do it".

Planning the limits of learning methods

The limitations of the method used in learning nahwu in Islamic Boarding School Nurul Jadid Paiton is divided into two namely: first, using the tudang method where the teacher reads the book and explains then the students listen to what delivered by the teacher, the second, the sorogan method or the bandongan method, namely the students who read the book then the teacher who listens to the students' reading then corrects which side there are mistakes in reading the book and in understanding the meaning of the material. As said by Ustadz Miftahul Arifin as a nahwu subject teacher, "For the pdf, all methods are completely handed over to the pesantren so specifically the tudang and bandongan methods are all carried out, tudang means the teacher who reads the

book students are listening, while bandongan or sorogan are students those who read the teacher listen and then straighten. All of these methods are used by the teacher in learning, why are both used first we want to know at the same time whether students are proficient in reading books or not, for bandongan or sorogan because we occasionally want to know how far the quality of our students is in reading books classic .

**Implementation**

Implementation is an effort to make planning a reality, through various directions so that someone can carry out activities optimally in accordance with their roles, duties and responsibilities. Leaders must have the ability to move and motivate all members so that members feel confident that they will be able to carry out the tasks assigned, so that the relationship between members in the organization feels harmonious. Learning is an effort that is carried out intentionally, directed and planned, with goals that have been set before the process is carried out, and the implementation is controlled, with the intention that learning occurs in a person.

Implementation of teaching and learning process

The teaching and learning process is the core substance of the implementation of learning, based on the results of field observations of subjects that took place at the Nurul Jadid Islamic Boarding School on October 10, the stages of the teaching and learning process carried out at the Nurul Jadid Islamic Boarding School are: 1) initial activity: a. The opening began with greetings followed by prayer before the lesson begins which is guided by ustadz Suliyanto, b. Pretest is sometimes done by the teacher to find out the students' understanding to the subject matter given last week, as well as repeating the lesson briefly before entering the core material. 2) Core activities: a. The teacher immediately starts learning according to the material to be studied. b. The method used in delivering the material is divided into two, the first is the tudang method, which means the teacher who reads the book, the students only listen, the second is the bandongan or sorogan method, which means that the student reads the text of the book, then the teacher listens and straightens it out. c. In learning activities, teachers or instructors use tools such as white boards, markers, mutammimah books for Awwaliyah I and II Levels and the book alfiyah ibn malik for Ulya Levels.

Nurul Jadid Islamic Boarding School regulates the allocation of study time for formal Islamic education students in the morning starting at 08:00 to 10:00 a 30-minute break and then continuing at 10:00 to 11:30. This is in accordance with the results of an interview with ustadz Saili Aswi, M.Pd.

"the teaching and learning process in class is carried out every morning and especially learning nahwu on Saturdays, the process starts at 08:00 until 11:30" and after finishing learning in class usually at night our students hold discussions among fellow students and that carried out routinely, but at this deliberation the teacher is not guided, meaning that they are fellow students who carry out the discussion".

Implementation of learning methods

In terms of the method used by the nahwu teacher in learning nahwu, it is divided into two, first using the sorogan method, the tudang method, namely the teacher reading the book then the santri listening to the material delivered by the teacher, the second is the sorogan or dijawa method known as bandongan meaning students who read the teacher who listens and at the same time corrects the students' reading and corrects the wrong students' reading, this is in accordance with what was conveyed by ust Miftahul Arifin "the tudang and bandongan method that we use, the tudang method means the teacher reading the book the student is listening, while the bandongan or sorogan students who read the teacher's book listen and then correct if there is an error in reading"

Implementation of learning devices

Learning Media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. Furthermore, learning media explicitly includes tools that are physically used to convey the contents of teaching materials. Regarding the problem of the media used in the learning process at the Nurul Jadid Islamic Boarding School, they are: books or scriptures, blackboards, markers, and others. This is in accordance with what was conveyed by Ustadz Zainul Hasan Ramdhan : "The media we use include books that have been determined by the central formal diniyah education which is then taught at every class meeting, besides that we also use other media such as markers, whiteboards and bench .

**Evaluation**

Evaluation of learning or evaluation of learning outcomes is an activity or method that is intended to determine whether or not the learning objectives have been achieved and also the learning process that has been determined. At this stage a teacher is required to have the ability to determine approaches and methods of evaluation, preparation of evaluation tools, processing and use of evaluation results aimed at improving the quality of learning and students. By evaluating a teacher can find out the extent of the success of students and the success of the teacher himself in achieving the competencies that have been set.

Mid and end semester evaluation.

Regarding the curriculum evaluation process at Nurul Jadid Islamic Boarding School , teachers assess students using criteria that involve 3 aspects, namely Mastery and Understanding of concepts, Practice and Attitudes (behavior). each completing 1 (one) Basic Competency, at the end of each semester and at the end of each academic year. Assessment is carried out to determine the level of student academic mastery (academic achievement) and whether or not to go to the next class. In the curriculum evaluation carried out are as follows: Every semester a written exam is held both during the midterm tests, as well as at the end of the semester. So every semester there are two evaluations for the students themselves. There are several lessons that are evaluated using memorization, such as alfiyah. Students are indeed required to memorize all the verses in the alfiyah. This memorization does not start as soon as the students sit at the ulya level, but when they are at the ulya level, because the students are considered not to be able to fully understand because the Nurul Jadid Islamic Boarding School students are foreign to lessons in the form of verse nadzom-nadzom. Furthermore, the evaluation system carried out is in the form of the tahriri and safahi systems. Tahriri is a form of exam conducted by subject teachers in the form of a written exam. While safahi is a form of exam conducted by the subject teacher in the form of an oral exam. As the nahwu subject teacher said: "The evaluation carried out is the tahriri and safahi systems. In the sense of written and oral exams. The evaluation or assessment of the curriculum aims to find out and measure how successful all the components in the curriculum are implemented for students. In curriculum evaluation there are several programs, including assessments coordinated by subject teachers, and assessments from the central government for student graduation at the end of the semester

**CONCLUSION**

In planning the formal diniyah education curriculum at the Nurul Jadid Islamic Boarding School, especially in determining teacher goals, they do not plan or write down lesson plans in written form. However, in its implementation the teacher has learning goals for the development and achievement of learning. Nahwu learning planning at the Nurul Jadid Islamic Boarding School is to determine learning materials. In the preparation of nahwu learning materials, it is determined by the results of teacher meetings through a curriculum that has been determined by the

central level formal diniyah education. Curriculum planning related to the method used by teachers at the Nurul Jadid Islamic Boarding School is that teachers use two methods, the first is the tudang method. and sorogan or bandongan.

Class management at the Nurul Jadid Islamic Boarding School is an effort carried out by those in charge of teaching and learning activities or those who help with the aim of achieving optimal conditions so that learning activities can be carried out as expected. The implementation of nahwu learning at the Nurul Jadid Islamic Boarding School is left to the teacher, so in carrying out nahwu learning the teacher has its own steps to convey learning material. in carrying out learning activities at the Nurul Jadid Islamic Boarding School the teacher starts with opening activities, core activities or delivery of material, and closing activities. The use of the method carried out by the teacher in learning nahwu at the Nurul Jadid Islamic Boarding School, is divided into two, namely the tudang method and the sorogan or bandongan method which is used according to the learning material. The learning media used in nahwu learning at the Nurul Jadid Islamic Boarding School are the Alfiyah and Mutammimah books, plus additional books such as Syrah Aljurumiyah.

Evaluation of learning outcomes is a process to determine the value of student learning through assessment activities and or measurement of learning outcomes. Daily tests, namely tests that are carried out at every meeting or face to face in a lesson conducted by the teacher at the end of the learning process in the form of questions and answers between the teacher and students. Test for class promotion, this test is carried out if the student has completed all the learning material and has mastered the material, the student is entitled to take the test for class increase. Passing tests or final tests to proceed to the next level, for example from Sanawiyah to Aliyah, while this test is carried out after students are declared capable and have gone through the sections determined by the teacher. Of the several forms of evaluation above, the teacher uses two ways, namely using an oral test and a written test in Arabic.

Conclusions should be changed in the form of a general statement and not contain a recapitulation of research data. In this section there is no longer any restatement of the data research as described in the previous section. Conclusions should be in paragraph format and not using a numbered list. The introductory sentence to the conclusion should be omitted. In the conclusion section, the author's acknowledgment of the research findings, the novelty of the research, the strengths and weaknesses of the research, and recommendations for further research can also be added.

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