



MADRASAH CURRICULUM MANAGEMENT

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Abstract:

The rapid development of technology causes a shift in morals, and children are very easily influenced by negative behavior. Religious education is an effort to protect children from being affected by behavior prohibited by religion. Implementing religious education is always linked to madrasas and Islamic boarding schools, which are the key to children's success in balancing the goals of this world and the hereafter. Madrasas and Islamic boarding schools should be integrated into an institution so that learning can be fully formed to form reasonable minds and morals. Therefore, this article describes the management of the Islamic boarding school-based madrasah curriculum, in which case MA Nurul Qur'an Patokan Kraksaan is the object of the research study. The focus of the study is the planning, implementation, organization, and evaluation of the madrasa curriculum. Through interview observations and documentation, it was found that MA Nurul Qur'an Patokan Kraksaan carries out madrasa curriculum management integrated with well-managed Islamic boarding schools.

Keywords : *Planning, Implementation, Organizing, and Evaluation of Islamic Boarding School-based Madrasah Curriculum.*

INTRODUCTION

The increasingly rapid development of the times has become a new challenge in education. All information from one country to another is speedy; someone can get information about anything far away quickly through advances in the world of technology, which are getting faster day by day; this will, of course, affect the world of education.

Education has a vital role in today's developments, where all groups of society can access any information, be it information containing excellent or bad, from children to parents, all of whom can access this technology. A recent worrying phenomenon is the Indonesian people's unpreparedness to accept this technological development so that all good and bad information is received and used as guidelines or new habits.

The shift in values that occurs in students is due to the low morals of the nation's children, which are caused by developments in times that are not limited to religious knowledge. To provide sound guidance and direction in the world of education, a curriculum must be used that includes guidance on the formation of noble morals as a framework for intelligence, knowledge, and skills (Rouf, 2016, 2).

Curriculum is the heart of education. If a school wants quality graduates to have good results, it must design a curriculum that suits their needs. The curriculum is a tool that can be used to achieve the national education mission (Mujiati, Rita, & Handayani, 2021, p. 35). To realize these educational goals, developing a curriculum that adapts and is aligned with the region's capabilities surrounding the educational institution is necessary.

Curriculum development is a comprehensive and specific design method. This is because the curriculum concerns an institution's success level, whether it is in accordance with educational goals or not. Schools that have yet to develop new ideas in curriculum development will be increasingly left behind by the progress of the times due to differences in the world of work and the needs of students. Therefore, the curriculum design must be formed perfectly to improve the quality of education nationally. Efforts to perfect or develop the curriculum are the task of madrasah autonomy.

Madrasah's autonomy in regulating and administering education is an excellent opportunity to determine the best strategy for producing quality graduates who align with the public's dreams. Developing this curriculum is challenging because it requires good management of human, natural, and other existing resources to achieve the educational mission. Reasonable managerial efforts will be seen continuously through the processes that occur in a madrasah, starting with planning, organizing, implementing, and evaluating or monitoring. In its implementation of developing student character, madrasahs need Islamic boarding schools to explore further religious issues that will shape student character.

Pesantren is a traditional Islamic school in Indonesia. This institution is focused on religious education, which still uses conventional learning procedures and a unique system with subject matter taught through holy books (Badrudin, Purwanto, & Siregar, 2017). The development of Islamic boarding schools is increasingly transforming into madrasahs. This is a shift that follows the needs of society amidst changing times. Integration between madrasahs and Islamic boarding schools is a change to the modernization of religious education without eliminating the unique characteristics of traditional Islamic boarding school teaching, which studies previous books.

Based on the description above, managing or developing an Islamic boarding school-based madrasa curriculum is critical for an institution to comprehensively increase the education system's success. Educational institutions that do not keep up with the times and are not creative and innovative in curriculum development will be left behind by students and the working world (Mujiati, Rita, & Handayani, 2021, p. 9). The curriculum must be designed perfectly by the educational institution's autonomy so that it can adapt to the situation of each place, be similar to the problem of the teaching participants, and reflect the region's potential.

Based on the introduction above, the Islamic educational institution that has made efforts to develop an Islamic boarding school-based madrasa curriculum is MA Nurul Qur'an Patokan Kraksaan. This madrasah has the potential to create resources and conditions of facilities that are good in supporting Islamic boarding school-based madrasah learning. One of the advantages of MA Nurul Qur'an Patokan Kraksaan is that it has a madrasa curriculum that is systematically structured and integrated with the Islamic boarding school curriculum. Furthermore, in efforts to develop the curriculum, MA Nurul Qur'an Patokan Kraksaan always strives to jointly strive for renewal through creative innovation by creating a curriculum that adapts to current developments and community needs so that students can master general knowledge and religious knowledge.

RESEARCH METHODS

A method is based on mature and measurable thinking to obtain something that is the initial goal (Sugiono, 2016). Meanwhile, the research method is a scientific way of getting correct information, and the results can be accounted for with specific goals and uses.

In this research, the method used is a qualitative study method. The qualitative method is based on postpositivism philosophy, used to study a natural object's condition. The researcher's position in this method is a crucial instrument in the research.

The design used in this research is descriptive qualitative, which contains reporting in the form of data quotations to present an overview in the form of a

descriptive report. The method of collecting information in this research uses observation, question and answer, and manuscript research. Through this research, the researcher seeks to describe how the Islamic boarding school-based madrasa curriculum management at MA Nurul Qur'an Patokan Kraksaan.

RESULTS AND DISCUSSION

Curriculum Planning at MA Nurul Qur'an Benchmark Kraksaan

Curriculum planning is the initial stage of creating a curriculum in making decisions and producing a plan that will be used by teachers and students (Rusman, 2009, p. 3). This includes a written agenda that outlines the objectives, teaching materials, learning activities, and assessment processes that help students achieve the expected goals. The first step in curriculum planning at MA Nurul Qur'an Benchmark Kraksaan is to hold a curriculum planning meeting before the start of the new learning year using curriculum assessment meeting data, which becomes a consideration for the formation used for the following year.

Planning will run smoothly if the curriculum elements can be fulfilled. Likewise, the MA Nurul Qur'an Benchmark Kraksaan madrasah first pays attention to curriculum elements in its planning, namely:

Determine Curriculum Objectives

In determining the objectives of the MA Nurul Qur'an, the Kraksaan benchmarks are prepared to refer to the primary general objectives of basic education, namely to form intelligent students with good personalities, noble character, and skills according to their respective potential. Furthermore, it is integrated with the objectives of madrasahs and Islamic boarding schools by considering the vision, mission, and objectives of the institution or madrasah, which are based on cultivating character values, having a Muslim personality, having a broad insight into Islamic teachings and being able to practice them for religion, state, society, and family.

Determine the Content/Learning Materials

Determining the learning content/material refers to the curriculum content, which includes several subjects whose depth and breadth constitute the learning load for students in the educational unit. Apart from that, the content of learning materials can also refer to local content, Islamic boarding school content, and development activities adapted to the conditions or needs of the madrasah, which have been described in the KTSP Document in Document 1. The brief explanation is as follows:

National Load, National content includes subjects and time allocation regulated through the Minister of Education and Culture, KMA, or other applicable regulations. All subjects taught in madrasahs are listed in KMA no. 184 of 2019 concerning Guidelines for Implementing the Madrasah Curriculum. Subjects and time allocation are guided by the curriculum structure stated in the SI, namely, religious and noble character lessons, citizenship lessons, science lessons, aesthetic lessons, and physical or sports lessons.

Local content, This content is an activity or material adapted to regional potential to develop, maintain, and preserve the potential of each region, which is structured into lessons. The madrasah curriculum development team includes local content in educational institutions, which can be one or more subjects depending on the needs and allocation of time available at the grade level, for example, regional language subjects, tahfidz, etc.

Islamic boarding school content, Apart from the general content given to students, Islamic boarding school content material is also provided to maintain Islamic boarding school values so that they remain present and develop. Islamic boarding school content includes tafsir, hadith, monotheism, morals, recitation, nahwu, Sharaf, Sufism, and worship. All of this material is provided to students so that they can support the implementation of learning in the madrasah.

Personal Development Activities, To facilitate students' interests and talents in

developing themselves, it is necessary to carry out self-development activities tailored to the conditions and needs of the madrasah. This activity aims to get used to facing life with religious, social, learning, and insight skills that cannot be obtained outside class hours.

Islamic Boarding School-Based Curriculum at MA Nurul Qur'an Benchmark Kraksaan

Curriculum implementation is a process of carrying out plans that have been prepared systematically and then realizing these plans in the classroom learning process. Rusman (2009:61) stated that in implementing the curriculum according to the initial design or plan, students must be prepared to receive material from the teacher in class. In implementing the Islamic boarding school-based curriculum at MA Nurul Qur'an Benchmark Kraksaan, it is as follows:

Curricular activities, Implementing curricular activities is learning activities with subjects as written in the curriculum structure, which has been designed following the rules used as guidelines for Minister of Religion Decree No. 184 of 2019.

Co-Curricular Activities, Co-curricular activities are carried out by giving structured assignments regarding one or more contents or subjects. Co-curricular aims are so students can deeply understand the subject matter studied in class and deepen it outside the classroom.

Extracurricular activities, This extracurricular activity is a structured self-development effort that follows each student's abilities, interests, and talents. This activity is carried out in a systematic and structured program to fulfill and channel the potential skills possessed by students to form students who excel in fields that match their potential. This coaching activity is carried out in a programmed manner at certain times.

CONCLUSION

Management of the Islamic boarding school-based madrasa curriculum at MA Nurul Qur'an Patokan Kraksaan includes planning, implementation, organization, and evaluation. The first stage of curriculum planning is meeting to discuss curriculum preparation and forming a team of assistants to develop the curriculum. The planning stages of the madrasah curriculum go through component stages, which include identifying content, learning processes, methods used, and assessment of students' learning processes in the form of written and oral tests. The curriculum is implemented at the madrasah level broadly and at the classroom level narrowly.

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