



IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN THE TAHFIDZ PROGRAM TO ACHIEVE A SUPERIOR AND COMPETITIVE MADRASAH

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Abstract:

This research aims to evaluate and analyze the implementation of a competency-based curriculum in the Tahfidz program in an effort to achieve superior and competitive madrasas. The focus of this research covers two Islamic educational institutions, namely Madrasah Aliyah Nurul Jadid and Madrasah Tsanawiyah Nurul Jadid in Paiton Probolinggo. The research method used is a multi-case with a qualitative approach, involving data collection through interviews, observation and document analysis. The research results show that the implementation of a competency-based curriculum in the tahfidz program in both madrasas has had a positive impact on achieving the goals of superior and competitive madrasas. Evaluations are carried out on curriculum design, learning strategies and assessment methods to ensure that the tahfidz program does not only focus on memorization, but also on understanding and mastering the concepts of the Qur'an. In addition, it was found that support from stakeholders, availability of resources and the role of teachers in implementing the competency-based curriculum are important factors in the success of the tahfidz program. This research contributes to the context of Islamic education curriculum development by emphasizing the importance of a competency-based approach in preparing a generation of Muslims who are qualified and able to compete in the global era.

Keywords: *Curriculum Implementation, Competency Based, Tahfidz Program, Superior Madrasah, Competitive Madrasah, Paiton Probolinggo.*

INTRODUCTION

Management is a process of working together between individuals and groups as well as other resources in achieving organizational goals are as managerial activities (Sulfemi, 2018).

The curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as materials used as guidelines organizing learning activities to achieve educational goals certain. (Suryana & Ismi, 2019) Curriculum management is a curriculum management system that cooperative, comprehensive, systemic and systematic in order to realize achievement of curriculum objectives. In its implementation, management is based school (MBS) and educational unit level curriculum (KTSP). Therefore That is, the autonomy given to educational institutions in managing curriculum independently by prioritizing needs and achievement of targets in the vision and mission of educational institutions is not ignoring established national policies (A. Hakim & Herlina, 2018).

Tahfidz Qur'an Class Program Strategy Management Is a series of managerial procedures used to formulate, implement and evaluate the established program, namely the Class Program Tahfidz Qur'an. This is in accordance with Law of the Republic of Indonesia no. 20 In 2003

article 3 concerning the functioning of the national education system develop abilities and shape the character and civilization of the nation with dignity in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic citizen and responsible. It is explained that national education is education that forms students with a national spirit and religious. Forming religious students needs good education One way to support this education is through teaching Islamic education with Tahfidz Qur'an.

The above problems require education about read and memorize the Qur'an as a Tahfidz Qur'an can improve memory skills and also think more critically. If Tahfidz is an example of a superior program, of course they can compete in the world academically by balancing academic learning with memorizing the Qur'an. Tahfidz Qur'an is also a noble and noble activity Good. If a child is able to memorize the Koran, Allah promises heaven for him and his parents. On the cognitive intelligence of relevance memorizing the Koran is often professional in carrying out its activities. Effective time is used to the maximum which is the rule important in the Qur'an (Haji et al., 2023) .

To achieve all this, good strategic management is needed. In implementing strategic management, 3 important stages are required, namely Strategy *formulation*, *strategy implementation implementation* , *strategy evaluation* (Mubarokah, 2013) . Meanwhile, Islamic boarding schools are one of them choice of educational institutions that prioritize efforts for spiritual intelligence or religious although currently many Islamic boarding schools in Indonesia are also provide general knowledge in an integrated manner. In other words, there's been a lot modern Islamic boarding school that enlightens and educates (Karmila & Mundilarno, 2022) .

However, people sometimes still think that Islamic boarding schools are incapable of managing them educational components well to achieve the expected quality. The assumption that makes them worried is because Islamic boarding school graduates are assessed only has the opportunity to act as a moral guardian of the nation and alumni of underprivileged Islamic boarding schools compete and are unable to seize the opportunities and opportunities available within enter the workforce. Reasons like that are not excessive, there are many Islamic boarding schools which still does not pay attention to the completeness of the administration and management system to create effective and efficient institutional governance strengthen assumptions them regarding Islamic boarding school education which is considered not to have met expectations (Karmila & Mundilarno, 2022) .

Although the existence of management aspects of Islamic boarding school education is hampered by several things as described above, but the reality of education alumni Islamic boarding schools have a quality of competence that is no less than that of equivalent school education. National figures such as KH. Agus Salim, KH. Wahid Hasyim, KH. Abdurrahman Wahid and others are some of the alumni profiles Islamic boarding school education whose personal quality is not doubted by all groups. Participation of Islamic boarding school alumni in various local events or national or even global, is one indicator that shows quality of education (Muslih & Sa'ada, 2020) .

However, the form or model of an educational institution is a type Islamic boarding schools, of course, place the curriculum as an important basis for the process teaching and learning even though the application at the institutional level varies because adapted to the real conditions of an institution. The curriculum becomes a kind of barometer separately the success or failure of the teaching process. What needs to be underlined is The curriculum is not only synonymous with subject units. All aspects are related to education such as learning methods, learning targets, too included in the scope of the curriculum (Aziz, 2017) .

Content standards, as one of the national education standards, contain the curriculum of each educational unit. What form of curriculum is implemented in a school, what kind of SKL (Graduate Competency Standards) are the targets of the

teaching and learning process carried out in an educational institution unit. The most important thing in content standards is the curriculum and its development in an educational institution. Therefore, every school must implement curriculum development management which becomes a reference in its teaching and learning activities (Rahdiyanta, 2003) .

One effort to anticipate global changes and developments This is by developing an educational curriculum, especially in vocational education that is able to provide the skills and expertise to be able to survive and compete in change, conflict, uncertainty, uncertainty and difficulties in life. One of the strategic steps for Anticipating these problems is by implementing the Curriculum Competency Based (KBK) (Ministry of National Education, 2002) .

Furthermore, according to Djemari Mardapi (2003), there are two necessary considerations implementing a competency-based curriculum (KBK), *the first* competition that occurs in The global era lies in the capabilities of human resources resulting from educational institutions, and *secondly* standards Clear competencies will make it easier for educational institutions to develop the assessment system. Based on these two considerations, the actual implementation KBK is not merely an effort to improve the previous curriculum, However, it is more caused by the situation and demanding needs of society availability of superior and competent human resources (Munadi, 2005) .

A competency-based curriculum is a set of plans and arrangements regarding competencies and learning outcomes that students must achieve, assessments, teaching and learning activities, and the empowerment of educational resources in developing the school curriculum. Competency-based curriculum is oriented towards the results and impacts that are expected to emerge on students through a series of meaningful and diverse learning experiences that can be manifested according to their needs (Rahdiyanta, 2003) .

In general, madrasas as Islamic educational institutions lose out in global competition. The main problem in Islamic educational institutions is related to management. This influences the low quality of Islamic educational institutions in Indonesia. The most obvious challenges to the existence of Islamic educational institutions are: first, education is carried out with minimal management, second, there is a lack of publication of Islamic educational institutions to the wider community. third , many Muslims prefer other schools because of the quality and quality of these schools, fourth, many people do not fully recognize madrasas as modern education. So, apart from having to respond to changes in the era of globalization, madrasas must be able to recognize and identify the problems they face and improve the quality and quality of their education (Berprestasi et al., 2021) .

Madrasas as educational institutions that are in the era of globalization must always innovate without stopping, if they want to continue to gain consumer sympathy. If not, madrasas will be abandoned by consumers, namely turning to other educational institutions that continue to innovate. If innovation is not carried out, it means that the madrasah is not serious about improving its quality. The learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging and motivating students to participate actively, as well as providing sufficient space for initiative, creativity and independence in accordance with the students' talents, interests and physical and psychological development. . Therefore, madrasas as providers of educational services must carry out educational innovations which in their implementation still take into account the interests and talents of students (L. Hakim, 2021) .

The main objectives of the Competency Based Curriculum are to be independent and empower schools to develop competence to be delivered to students, in accordance with environmental conditions. Granting authority (autonomy) It is hoped that this will encourage schools to do so participatory decision making. In addition to graduates who competent, quality improvement in KBK will, among other things, be obtained through school reform, which is characterized by increasing parent participation, collaboration

with the industrial world, management flexibility schools, increasing teacher professionalism, rewards and punishments as control, as well as other things that can develop culture quality in a conducive atmosphere (National, 2002) .

KBK implementation requires the support of a skilled workforce and quality in order to generate more productive work motivation and empowering local regional authorities, as well as streamlining the system and eliminate overlapping bureaucracy. Schools are required to be independent, creative in managing education and learning in addition to autonomy that he has.

No matter how good and perfect a curriculum is, it is not certain guarantee the success of the learning process and student learning outcomes. The success of the learning process and student learning outcomes are determined by the process of implementing school learning. As well as with KBK to what extent is the understanding of the Principal, Teachers and Employees, Students, availability of adequate facilities and infrastructure (Smp & Surakarta, 2006) .

To get answers to these questions at above, it would be appropriate to carry out research. MA Nurul Jadid and MTs Nurul Jadid in Paiton District, Probolinggo Regency are school institutions under the auspices of Islamic boarding schools that are able to compete at the national level. So the implementation of a competency-based curriculum is very suitable to be implemented. Therefore the author researches and observes as far as possible where is the implementation of the Competency Based Curriculum in the Tahfidz Program at MA Nurul Jadid and MTs Nurul Jadid.

RESEARCH METHODS

The research method used is qualitative research. The goal to understand the context or conditions towards a detailed description related to phenomena occurring in the field. Qualitative research can produces data in the form of writing, speech and behavior of people observed (Haji et al., 2023) .

The approach taken is descriptive qualitative, the researcher uses direct observation in the field and will describe the implementation of the Competency Based Curriculum in the Tahfidz Program in Achieving a Superior and Competitive Madrasah Meanwhile, the type of research used is case study research.

Data sources are divided into two, namely primary data and secondary data. Primary data is data obtained by researchers directly (from first hand), secondary data is data obtained by researchers from existing sources.

Primary data is data that is directly obtained from the first data source at the research location or research object. So the main or primary data source is the school principal as the party responsible for formal institutions and school teachers who can provide maximum education and guidance (Fathoni, A. nd 2006) . Secondary data is data obtained from a second source or secondary source of the data we need. in this case secondary data is literature or literature that supports this research. As for secondary data, the author took it from books, collecting documentation, magazines, regulations, meeting minutes, diaries, and conducted direct interviews with parties involved in writing the journal. This.

RESULTS AND DISCUSSION

Successful Implementation of Competency Based Curriculum:

The research results show that the implementation of a competency-based curriculum in the tahfidz program can increase student achievement in memorizing the Al-Qur'an. The data shows a significant increase in students' understanding and application of the contents of the Qur'an

Measuring Al-Qur'an Competency:

Evaluate students' tahfidz competence through quantitative and qualitative measurements. Test results and observations show positive developments in students' ability to master memorization, recitation and understanding of Al-Qur'an content

Student Participation and Engagement:

Analyzing student participation in the competency-based tahfidz program, found that this curriculum increases students' motivation to actively participate in tahfidz activities, creating a more interactive and positive learning environment. Meanwhile, the curriculum center, Balitbang Depdiknas, defines that a competency-based curriculum is a set of plans and arrangements regarding competencies and learning outcomes that must be achieved by students, assessments, teaching and learning activities, and the empowerment of educational resources in developing the school curriculum. This curriculum is oriented towards: first, the results and impacts that are expected to emerge on students through a series of meaningful learning experiences, secondly, diversity that can be realized according to their needs. The application of KBK is oriented towards complete learning (*mastery learning*) (Kwartolo, 1994) .

Implementation of KBK at MA Nurul Jadid

MA Nurul Jadid is a superior level of education at the secondary level which prioritizes developing students' abilities and achievements. Improvements and improvements in the quality of educational learning, especially in the Tahfidz science program , have been continuously carried out since its establishment until now. The program that is currently being intensively promoted for implementation is education and teaching using KBK. By implementing this curriculum, it is hoped that it will be able to produce graduates who have extensive knowledge of faith and science. For this reason, in implementing this KBK, the school certainly needs to implement a control program so that the high quality of learning outcomes can be achieved and maintained. The success of implementing the KBK is influenced by several factors, including the harmony of an educator, good facilities and infrastructure. The learning outcomes evaluated are scientific knowledge, memorization of the Koran, and attitudes obtained by students through classroom learning.

Implementation of KBK at MTs Nurul Jadid

MTs Nurul Jadid is one of the madrasas that is able to compete with formal institutions outside Islamic boarding schools, starting from the achievements achieved to its excellent educational learning system. Improving the quality of educational learning, especially in the Tahfidz science program, has certainly experienced very rapid development. Apart from implementing the science learning program, it also guides students to be able to compensate by memorizing the Koran. By implementing this competency-based curriculum, it is hoped that it will be able to produce graduates who have quality in the field of religion and in the field of science (Munadi, 2005)

Organizing curriculum development

The next stage is organizing. Organizing here means the division of tasks in carrying out the distribution of the curriculum. This stage is carried out so that the plans that have been made run smoothly according to expectations. Organizing is the process of connecting people involved in an educational organization and combining their tasks and functions in a network system that has a *relationship* between one another (Karmila & Mundilarno, 2022) .

There are five principles that must be considered in implementing curriculum management, namely as follows:

Productivity, the results that will be obtained in curriculum activities is an aspect that should be considered in curriculum management. Consideration of how students can achieve learning outcomes in accordance with the goals of the curriculum should be a target in curriculum management.

Democratization, the implementation of curriculum management should be based on democracy that places managers, implementers and subjects in the right positions in carrying out tasks with full responsibility to achieve the goals of the curriculum.

Cooperative, in order to obtain the expected results in curriculum management activities, there needs to be positive cooperation from various parties involved.

Effectiveness and efficiency, a series of curriculum management activities must consider effectiveness and efficiency to achieve curriculum objectives so that curriculum management activities provide useful results with relatively short cost, energy and time.

Directing the vision, mission and goals set in the curriculum, the curriculum management process must be able to strengthen and direct the vision, mission and goals of the curriculum (Agustina & Yuliani, 2016) .

Evaluation

According to Al Hamdani, to find out whether a program is successful or not, an assessment or evaluation is needed. Each assessment is based on the plan and goals to be achieved, in other words each goal is an assessment criterion. Assessment in the world of education includes assessments of teachers, students, facilities and infrastructure, as well as various matters related to the curriculum, teaching and learning processes, and so on (A. Hakim & Herlina, 2018) .

Evaluation is a component to see the effectiveness of achieving goals. In the curriculum, evaluation functions to find out whether the goals that have been set have been achieved or not or evaluation is used as feedback in improving the strategies set. These two functions are evaluation as summative and formative (Suryana & Ismi, 2019) .

CONCLUSION

The Importance of Competency-Based Curriculum in the Tahfidz Program: Discuss the important role of competency-based curriculum in forming students who not only memorize the Al-Qur'an but also understand and are able to apply the teachings in everyday life.

Highlight positive contributions to the development of students' morals and character Impact on Madrasah Quality: discusses the positive impact of implementing a competency-based curriculum on the overall reputation and quality of the Madrasah presents evidence of increased student achievement, student attendance, and community interest in Madrasah.

Conformity to the Demands of Modern Society and Education: Summarizes the suitability of the competency-based curriculum with the demands of modern society and contemporary educational needs

Demonstrate the relevance of the tahfidz program by integrating technology and innovative learning methods.

Challenges and Solutions: Discuss the challenges faced in implementing a competency-based curriculum in the tahfidz program

Offer concrete solutions to overcome obstacles such as involving parents, improving facilities or developing teacher training

Recommendations for Sustainable Development: Provide recommendations for sustainable development including improving facilities, teacher training and curriculum updates in accordance with scientific developments

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