

THE DISTINCTIVE CHARACTER IN THE MODERNIZATION OF ISLAMIC EDUCATION THROUGH CURRICULUM AND LEARNING MANAGEMENT

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Abstract : *In management and institutional development, modification of the Islamic education curriculum is a must because of the times' demands and globalization's development. Therefore, pesantren need curriculum and learning management that follows the needs of the times and becomes a bridge for achieving the vision and mission of the institution. This article seeks to understand the form of curriculum and learning management in the context of modernizing the education and learning governance system in line with the times. The approach used in this study is a qualitative research approach with a case study type of research. At the same time, the data analysis technique used in this study is the data analysis technique of Miles, Huberman, and Saldana. The results of the study show that the distinctiveness of the modernization of Islamic educational institutions through curriculum management and learning at Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Prenduan is carried out through external benchmarking activities in the fields of curriculum development and learning, curriculum development and program variations, and organizing education compelling character. The application of curriculum and learning management at TMI Wanita Al-Amien Prenduan also refers to three essential activities in students' daily lives. These activities are organized into intra-curricular, extra-curricular, and co-curricular activities.*

Keywords : *Distinctive Character; Modernization; Curriculum and Learning Management.*

Abstrak : *Dalam pengembangan manajemen dan kelembagaan, modifikasi kurikulum pendidikan Islam menjadi suatu keharusan karena tuntutan zaman dan perkembangan globalisasi. Oleh karena itu, pesantren memerlukan manajemen kurikulum dan pembelajaran yang sesuai dengan kebutuhan zaman dan menjadi jembatan pencapaian visi dan misi lembaga. Artikel ini berupaya untuk memahami bentuk pengelolaan kurikulum dan pembelajaran dalam rangka modernisasi system tata kelola pendidikan dan pembelajaran yang selaras dengan perkembangan zaman. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan penelitian kualitatif dengan jenis penelitian studi kasus. Sedangkan teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis data Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa kekhasan modernisasi lembaga pendidikan Islam melalui manajemen kurikulum dan pembelajaran di Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Prenduan dilakukan melalui kegiatan external benchmarking dalam bidang pengembangan kurikulum dan pembelajaran, pengembangan kurikulum dan variasi program, dan mengorganisasi pendidikan karakter yang efektif. Penerapan manajemen kurikulum dan pembelajaran di TMI Wanita Al-Amien Prenduan juga mengacu pada tiga kegiatan penting dalam kehidupan sehari-hari siswa. Kegiatan tersebut terangkai dalam kegiatan intrakurikuler, ekstrakurikuler dan kegiatan ko-kurikuler.*

Kata Kunci : *Karakter Khas; Modernisasi; Manajemen Kurikulum dan Pembelajaran.*

INTRODUCTION

Describing Islamic educational institutions such as pesantren is not an easy thing. It is because of the very diverse variations of pesantren in terms of the system used, curriculum orientation, and its management. Talking about management, G.R Terry states that management is a typical process consisting of several actions, such as planning, organizing, mobilizing, and controlling, aiming to determine the planned goals through using human resources and other resources (Maghfuri, 2020; Firdausiah, 2022).

Pesantren have undergone several changes in the system, curriculum, materials, and learning methods since the independence of Indonesia. This is a response to the changes and challenges of the times so that pesantren can maintain their existence. Changes seem so clear when the Joint Decree (SKB) of three ministers which is the Minister of Religion, the Minister of Education and Culture, and the Minister of Home Affairs Number 6 of 1975, No. 037/U/1975, and No.36 of 1975 was issued on improving the quality of madrasah. With this SKB, the position of madrasah becomes more strategic. There are 3 important decisions in this SKB: 1) Madrasah diplomas have the same value as public schools, 2) Madrasah graduates can continue to higher public schools, and 3) Madrasah students can transfer institutions to public schools of the same level (Sudarsono, 2018).

This is reinforced by the ratification of Law no. 18 of 2019 concerning Pesantren on October 15, 2019, in Jakarta. In Article 1, it is stated that *Mu'adalah* Education is a *pesantren* education held on the formal education line by developing a curriculum following the uniqueness of Pesantren based on *Kitab Kuning* or *Dirasah Islamiyah* with *Mu'allimat* Education Pattern in a tiered and structured manner (Regulation of the Minister of Religion Number 13 Concerning Islamic Religious Education, 2014).

Historically, *Mu'adalah* Pesantren began with the recognition of equality (*mu'adalah*) from the Director General of Islamic Religious Development No. E. IV/PP.032/KEP/64 and 80/98 on December 9, 1998 to Pondok Modern Gontor Ponorogo and Pondok Pesantren Al-Amien Prenduan Sumenep (Anisaturrohmah, 2008). Juridically, after the issuance of Regulation of the Minister of Religion (PMA) No. 18 of 2014 concerning Pesantren *Mu'adalah* at Pesantren, the government legalized and recognized the status of Pesantren with the status of *Mu'adalah* (equivalent) to MA/SMA. This is sought as a mandate from Article 30 of Law no. 20 of 2003 concerning the National Education System, Government Regulation no. 55 of 2007 concerning Religious Education, and PMA No. 13 of 2014 concerning Islamic Religious Education.

National education system is mandated to develop education through sustainable management, which includes improving the quality of curriculum development, education personnel, facilities and infrastructure, management, and empowerment as stipulated in Article 35, paragraph 2 (Hartanto, 2008; Indarti et al., 2021). As for Islamic educational institutions such as pesantren, it requires an economical and efficient business in its implementation. Islamic educational institutions develop a dual mission: profit and social

mission. Hence, this institution can be categorized as a noble industrial institution (Nobel Industry). Therefore, a management system is needed to be able to assist the management of Islamic education. Islamic education management is a process of utilizing all the resources owned by an educational institution in terms of systems, principles, and concepts that will be applied to achieve the institution's educational goals (Hidayah et al., 2021; Niyozov & Memon, 2011; Hamzah & Arofah, 2019).

The main reason behind the importance of modernizing Islamic education is that the concept and practice of Islamic education have so far been too narrow, which seems too inclined to the interests of the hereafter, giving birth to the scientific dichotomy that has been inherited by Muslims since their decline in the twelfth century. The scientific dichotomy in Islamic education includes 1) The dichotomy between religious sciences and non-religious sciences, which perpetuates the supremacy of religious sciences that is monotonous, 2) The dichotomy between revelation and nature causes the poverty of empirical research in Islamic education, and 3) The dichotomy between logic (reason) and conscience (faith) (Wahid, 2014).

Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri is a secondary level educational institution officially opened 14 years after the establishment of Tarbiyatul Mu'allimien Al-Islamiyah (TMI) for Male, on 10 Shawwal 1405 H or 19 June 1985 AD, by Nyai Anisah Fathimah Zarkasyi (daughter of Kyai Zarkasyi and Kyai Tidjani's wife) (Idris Jauhari, n.d.). Al-Amien Prenduan Pesantren is generally an Islamic educational institution with the characteristics of a modern and moderate pesantren with its motto "Stand above and for all groups". This institution is considered to have a significant contribution to Indonesian educational world (Solichin, 2018; Mundiri, 2011; Rosi et al., 2022).

Basically, the principle of education at Al-Amien Prenduan, especially at TMI Putri, is oriented toward providing Basic Competencies Oriented, not just mastering the material. TMI Putri implements the management of Islamic education with an orientation to institution-based management and community-based education concept. Based on the preliminary study, the implementation of this institution-based management has a characteristic that is the presence of observation reports. This report card contains reports on the results of attitudes or behavior of students in their daily lives. Thus, with these characteristics, TMI Putri becomes an institution that is different from other institutions. Of course, this is a priority in implementing institutional-based management at Pesantren such as TMI Al-Amien Prenduan.

In the graduate continuation program, almost every year, TMI Putri Al-Amien Prenduan institution graduates continue to higher education levels, whether in Indonesia or abroad. TMI Putri has brought its name as an outstanding educational institution in various competitions, both regionally, nationally, and internationally. TMI Putri Al-Amien Prenduan institution Achievements include the first winner of an Arabic writing

competition, the third winner for reading Arabic news, and the runner-up for storytelling at UIN Maulana Malik Ibrahim. This data means that educational institutions such as Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan have made new innovations in developing the quality of their institutions. The urgency of the modernization of Islamic education management in this institution is believed to be an effort to reconstruct the existence of pesantren so that they remain resistant in this era.

Research concerning the modernization of Islamic education in Indonesia has been conducted before. The discussion is diverse, from the perspective of figures on the modernization of Islamic education management until the form of modernization of Islamic education in a specific institution. One research about it is Sayyidul Kohhar's dissertation, *Modernization of Islamic Education at the Isam Al-Aziziyah Education Foundation Samalanga*. His research finds that the modernization of Islamic education at Al Aziziyah Samalanga Islamic Education Foundation started under the leadership of Abon Abdul Aziz began in 1958 and peaked under Abu Hasanoel Bashry starting in 1989. The factors that influence the modernization of this institution include social factors, which are marked by 1) establishment of Islamic and public universities in Aceh, 2) establishment of a large industry in Lhokseumawe, 3) information and communication technology (ICT), 4) diplomas as a requirement for working in government and private agency, 5) establishment of modern pesantren with mastery of language and the role of alumni. Furthermore, the intellectual factor when studying at Dayah Darussalam Labuhan Haji Aceh Selatan, Abon Abdul Aziz, is influenced by the modernization of education.

The second finding is the modernization of the Islamic education system at Al Aziziyah Islamic Education Foundation, precisely during the Abon Abdul Aziz period, by implementing a classical learning system, a curriculum that emphasizes the science of tools and facilities, and infrastructure. At the time of Abu Hasanoel Bashry, there was a rapid modernization of education, starting from clear and firm educational goals, selection of *teungku* and *thalabah*, a clear and modern curriculum, modern facilities & infrastructure, and had used complex management (Saihu, 2019). Graduate Thesis by Aldo Redho Syam (2015), entitled *Management of Santri Discipline Education in Pesantren* concludes that Santri discipline education is the most important element of Pesantren. Santri discipline checks are the most effective means of education in Pesantren. The training and monitoring of student disciplinary examinations take place 24 hours, so everyone involved in Pesantren, from students, teachers, and caregivers, can follow them properly (Aldo Redho Syam, 2015).

From several research above, it can be concluded that there is still no research about the modernization of Islamic education management at Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Prenduan. Therefore, it can be concluded that this research includes the element of novelty. Pesantren is an educational institution with superior values both from the aspect of its scientific tradition and the transmission and intensity of Muslims. The swift current of globalization has resulted in the existence of pesantren being

threatened. As a result, the idea of modernization in pesantren environment is raised to the surface to answer the challenges of social transformation needs (Huda, 2015).

However, not a few people are worried about the idea of modernizing pesantren, which is oriented to the present. They are worried that it will affect the identity and main function of pesantren educational institutions. Therefore, discussing and analyzing further how the role of modernization of Pesantren is currently considered necessary to be a serious discussion in the education world in general and Islamic education in particular.

An Islamic educational institution is expected to improve itself so that it cannot only become a medium for transmitting culture, knowledge, and expertise but also a medium for potential and cultural interaction. The point is how Islamic educational institutions are able to develop children's potential blessed by Allah SWT since they were born to prepare students to live their lives. Islamic education aims to develop the principles that form the basis of implementation in the context of the environment (socio-cultural) of the community. Thus, with the modernization of Islamic education management, a solid foundation will be created by which the direction, intent, and purpose of Islamic education will be clear and definite.

Based on the preliminary study, the implementation of this institution-based management has a characteristic that is the presence of observation reports. This report card contains information about students' attitudes or behavior in their daily lives. So, with this characteristic, TMI Putri becomes an institution that differs from other institutions. Of course, this is a priority in implementing institution-based management at Pesantren such as TMI Al-Amien Prenduan.

Based on the theoretical correlation above, researchers are interested in examining the modernization of Islamic education management in Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan by focusing on the issue of understanding of modernization of Islamic institute-based curriculum and learning management. This is because management, especially in Islamic education, is the core of the activities planned and sought for students to achieve educational success. Excellent management also leads the institution to achieve the goal of getting the title of a modern Islamic educational institution with many achievements.

METHOD

This research is qualitative with a case study research type. Thus, this research explores the modernization of Islamic institute-based curriculum and learning management from time to time through in-depth data collection and involves various sources of information that are "rich" in a context. This system is bound by time and place, while cases can be studied from a program, event, activity, or individual. Data collection techniques used are non-participant observation, structured interviews, and documentation. The data

analysis technique used is the Miles, Huberman, and Saldana (2014) analysis model, where the analytical technique process is in the form of data condensation, data display, and data verification or drawing conclusions. The data source is from primary data (basic data obtained from interviews and careful observations) and secondary data (related data supporting the data being researched). During checking the validity of the data, researchers use triangulation techniques. It is a technique where all data is being compared, which are data from observations, data from interviews, and data from documents or archives related to research. The object location of this research is a pesantren-based Islamic educational institution, named Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan, Pragaan Village, Prenduan District, Sumenep Regency, East Java.

The data collection method used in this research is a structured interview, non-participatory observation, and documentation. This method was carried out to learn the relevance of implementing Institution Based Management to modernize Islamic education management in Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan. The interview method used is a structured interview. Researchers use interview guidelines arranged systematically and completely to facilitate data collection. Interview guideline is used only as outlines of problems that have to be asked.

RESULT AND DISCUSSION

Institution-based management is a management model that gives full autonomy to the institution to encourage the participation of all institution's members to formulate the institution's goals without intervention from others. Even so, it is still in line with the rules of educational goals nationally and in a more specific context, following the institution's vision and mission to improve educational institutions quality. Institutional-based management is the opposite of individual-centered management. Individual-centered management is management on behalf of the institution as the holder of the entire policy center regarding the institution itself. This form of institution-based management was first implemented at Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Prenduan.

In developing the education system, Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Prenduan has a uniqueness that other educational institutions do not have. This uniqueness can be seen in curriculum management and learning in the framework of modernization. To modernize Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Prenduan conducts curriculum and learning management as follows;

1. External Benchmarking in The Field Of Curriculum Development and Learning

Historically, the management of curriculum and learning applied by TMI Al-Amien Prenduan is the result of a comparative study of the management system from Gontor as Modern Pesantren. One form of management applied is a strict separation between private property and institutions. In addition, several systems, such as the curriculum system, also adapt from Gontor as Modern Pesantren. Even so, TMI is

modifying and innovating some parts in the developments of the system implemented by Gontor. So, some of the systems implemented by TMI are different from Gontor's. The education orientation at TMI includes four things: introduction to Islamic leaders (ulama), leadership, teacher training, and society. The benchmark for the success of management can be seen from the implementation or achievement of the institution's vision and mission. Then, this institution-based management is considered successful at the TMI Al-Amien Prenduan institution if it can maintain TMI following the values outlined by the community. In addition, this management can also anticipate threats that might hinder its development. This management can continue to grow and advance without leaving the distinctive character of TMI itself.

The main objective of benchmarking is to find the key or secret of success from an educational institution that is the best in its class and then adapt and improve it to be applied to institutions that carry out benchmarking in various field (Resnick et al., 1995). Benchmarking is not just collecting data but, more importantly, the secret behind the performance achievement that can be seen in the data obtained. Benchmarking requires physical and mental readiness. Physically, it takes the willingness of human resources and mature technology to do benchmarking accurately. Meanwhile, mentally, education management must be prepared when, after being compared with competitors, it turns out that they find a reasonably high gap (Ratcliff et al., 2010).

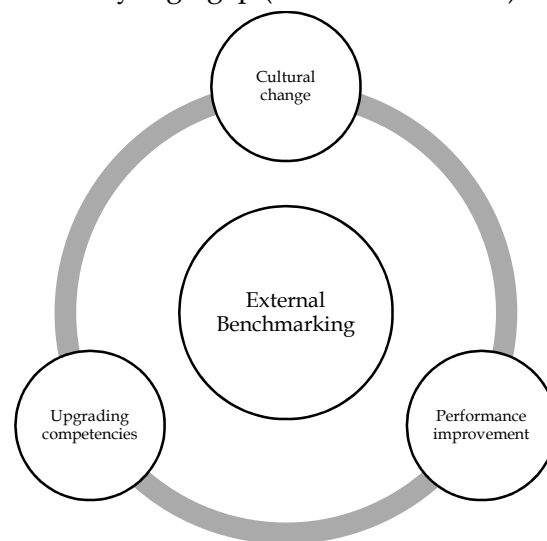


Figure 1: External Benchmarking Process

Based on the results of observations, it was found that TMI Al-Amien Prenduan institution benefited from the benchmarking activities carried out at the pesantren Gontor, as shown in Figure 1. In general, the benefits derived from benchmarking can be grouped into three. First, cultural change, namely benchmarking, allows educational institutions to set new, more realistic performances. Besides that, benchmarking also

plays a role in convincing every customer of target credibility. For example, reinforcing the vision and mission of the educational institution. Second, performance improvement, that is, benchmarking, helps educational institutions identify specific performance gaps and select the process to be improved. Third, increasing the ability of human resources (human resources), namely, benchmarking, provides a basis for training. Various parties realize a gap exists between what they do and what other people do in other institutions. Involvement of all parties in solving problems so that human resources experience increased capabilities and skills. Moreover, the synergy between organizational activities is enhanced through cross-functional cooperation (Jens, 2007).

2. Developing Curriculum and Opening Varied Educational Programs

The modernization carried out by TMI Al-Amien Prenduan is curriculum development and the opening of a variety of educational programs. Efforts to open various academic programs are carried out to meet the demands of changes that occur in society. The curriculum applied in TMI Al-Amien Prenduan is adaptive. This curriculum is a curriculum whose implementation adapts to conditions, situations, and needs in the field that educators can implement. With this adaptive curriculum, it is believed that its implementation will remain relevant over time. This is because the curriculum applied by TMI is not limited by space and time. Following what has been mandated by masyayikhs (institution's founders), the management of Pesantren must be like that from time to time. Thus, it will not change from the initial principles of the institution's management.

The curriculum reference applied by TMI Al-Amien is the pesantren law regarding its teaching staff. Article 34 of Law Number 18 of 2019 paragraph 2 states that qualifications as professional educators as stated in paragraph 1, educators in pesantren education through formal education must meet the qualifications and competencies as professional educators, must be educated in pesantren or higher education. The establishment of Pesantren must be committed to practicing the Islamic values of rahmatan Lil 'Alamin based on Pancasila, the 1945 Constitution, and Bhinneka Tunggal Ika. Pesantren must also fulfill its elements: Kyai, Santri (students) who live in Pesantren, dormitories, mosques or prayer rooms, and study of Kitab Kuning (Islamic teachings) or Dirasah Islamiyah with Mu'allimien Education Patterns.

Through science, modernization of Islamic education can be done with its ability to combine modern traditional education. It is by resurrecting the ethos of Islamic scholarship in the classical period which has shown brilliant results (Rachman, 2021). Several development models, including 1) Totally adopting modern educational systems and institutions. 2) Starting from the system and institutions of Islamic education that has existed for a long time, which are then modernized in several ways in certain aspects: the curriculum, learning methods and techniques, governance, and so on (Rachman, 2021; Crossan et al., 2022).

The curriculum's challenge is deciding on a good strategy to choose the right level of initial difficulty and task parameters during learning (Hermann et al., 2019). With the vast territory accompanied by the diversity of Indonesian culture, the educational needs are also increasingly diverse. So, to answer this, we need a curriculum that can accommodate this diversity. The curriculum is called an adaptive curriculum. An *adaptive curriculum* is a curriculum that can meet the diverse educational needs of students. This stems from the opinion of Wescourt, Beard, & Gould (1977), who said, "One aspect of tutoring skills for technical subjects is individualized, adaptive sequencing of the problems given to students as learning exercises" (Mundiri & Hasanah, 2018).

The curriculum development model used in the development of the ABC Model is the Oliva model. Oliva & Gordon II (2012) state that the principle of curriculum development refers to a belief and stance used as a benchmark in the curriculum development process, especially in the curriculum planning phase. The four principal sources of curriculum development are empirical data, experimental data, stories or legends that live in a society (folklore of curriculum), and common sense, as shown in Figure 2.

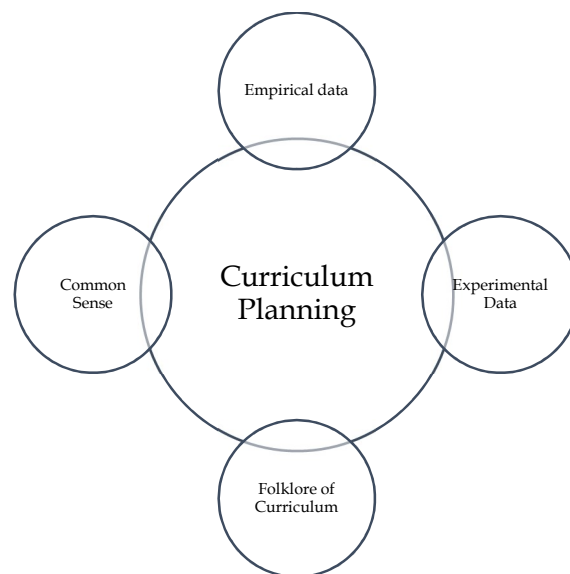


Figure 2: Curriculum Planning

3. Organizing Effective Character Education

In addition to teaching staff, there is also the aspect of students. In this aspect, institutional-based management does not require special conditions for students to be able to enroll in this institution. Because in principle, this institution-based management accepts any student who wants to enhance their knowledge by taking education at the institution. This kind of policy is rarely implemented in other institutions. Most other educational institutions require special conditions in accepting and determining students who can be enrolled in these institutions.

In the evaluation aspect, the implementation of institutional-based management is shown by stating the original score of the students' achievements on their report cards. Thus, the Minimum Completeness Criteria or KKM that other institutions usually apply to support the value of students do not apply to their obligations in institutions that implement institutional-based management, such as TMI. Of course, the goal to be achieved by implementing this policy is to instill a spirit of honesty in students. Thus, students do not need to feel ashamed if the score listed on the report card is too small. This is because the institution does not necessarily require its students to get great results or achievement values/scores. Conditions like this are hard to find in other institutions. Amid today's institutional competition, other institutions want their students to have excellent learning outcomes. So with this, it can support the institution's quality to be better, although the method used is by implementing KKM system. Most institutions raise special standards for KKM so that their students get maximum results or achievements.

Institution-based management is also known as open management. In its implementation, no decisions are taken only from one individual. All aspects related to institutions are decided through deliberation (Arar & Nasra, 2020; Mohd Kasim & Khalid, 2016). Then, this institution-based management belongs to all members to benefit many people in the institution's interest. Thus, the perspective of Al-Amien Prenduan's institutional-based management is that every element of the institution has a role in the institution's development.

Pesantren tradition is everything one wants to get used to, understand, live and practice in the form of values and their implementation in everyday life (Aini et al., 2022; Alam, 2020; Mundiri, 2016; Rosi et al., 2022). Thus, forming a culture and civilization that distinguishes it from the traditions found in other institutions. Pesantren' role in facing globalization's challenges includes; 1) developing curriculum and opening varied educational programs, as well as forming institutions that can answer contemporary issues; 2) organizing effective character education based on tarekat and Sufism; 3) organizing community-based education to answer the challenges of business competition in education; 4) prioritizing the spirit of nationalism, applying the pattern of Islamic teachings that are moderate, inclusive, and tolerant; 5) developing research, study, publishing, and seminar activities (Abdulloh, 2019). Thus, the existence of such changes causes the scientific output of pesantren to rest on two things, tradition and renewal. Implementing institutional-based curriculum and learning management at TMI Al-Amien Prenduan is one form of modernization of education management where education is returned to its original meaning as a place to educate Islamic generations.

Nowadays, in management and institutional development, modification of Islamic education curriculum is a must because of the times' demands and globalization's development (Cassidy, 2016; Hinrichsen & Coombs, 2014; Listrianti & Mundiri, 2020;

Richard, 2001). In addition, it becomes a separate inspiration to increase competitiveness and healthy competition to improve the quality and quantity of human resources (Wardi, 2014). In maintaining their existence, Pesantren are always independent. They do not depend on government subsidies for their existence, sustainability, and necessities of life. Several aspects in its implementation, pesantren involve more potential and participation from the community (Abdulloh, 2019).

The ideas about modernization efforts by Abdurrahman Wahid and Zamakhsyari Dhofier in Fathor Rachman stated that Islamic education must always be proactive in answering all problems faced by humankind. They develop it as an agent of renewal that introduces the idea of rural development or a center of community learning and community schooling that can teach various kinds of work skills needed by society and the world of work. This idea is apart from being a center for developing higher education for rural communities and the center of world Islamic civilization (Rachman, 2021).

The implementation of institution-based management is inversely proportional to school-based management. Although both have almost similar terms, their implementation has some differences. Implementing institutional-based management is easier to realize because the management center is in Pesantren such as TMI. In addition, the teaching staff or the academic system applied in this management can be well coordinated. Thus, implementing the institution's vision and mission can be achieved per the expectations of TMI's founders. This can be seen from the implementation of SAS (Santri Administration System) and SAG (Teacher Administration System), which make it possible to expedite and simplify administration at TMI.

Another advantage of implementing this institution-based management is optimally empowering the Human Resources (HR) owned by pesantren-based educational institutions such as TMI. That is by giving responsibility to educators and students who have the responsibility to participate in the institution's policies. In addition, from the management of facilities and infrastructure, institutional-based management is easier to develop because institutions support it. For example, the use of fingerprints in transaction facilities has been implemented by TMI. Also, the management of educators and students looks more advanced than school-based management. One of the realizations is the implementation of the SAS (Santri Administration System) and SAG (Teacher Administration System) programs which are proven to facilitate academic management at TMI.

Meanwhile, according to the American Association of School Administrators (AASA), the National Association of Primary School Principals (NAESP), and the National Association of Secondary School Principals (NASSP), one of the advantages of school or madrasah-based management is to empower its human resources optimally. However, every application of a complex model that includes various activities requires

effective and efficient coordination. Without it, the various activities will run on their own to their respective goals, most likely completely away from the school's goals. One of the factors is how the Stakeholders most likely have no experience in applying this complex and participatory model. They most likely lack the knowledge and skills about the true nature of SBM and how it works, decision making, communication, and so on (Nurmalasari & Zainul Karimah, 2020).

In the curriculum aspect, institution-based management applies an adaptive curriculum to implementing an independent curriculum. This adaptive curriculum is a curriculum that develops following the times. According to the Minister of Education and Culture, Nadiem Makariem, in a new curriculum training for GTK with 62,948 people. This adaptive curriculum is implemented as a companion to the independent curriculum implemented by the institution. An independent curriculum from the perspective of institutional-based management is a form of curriculum that is applied based on the institution's policy. Thus, in implementing this curriculum, the institution has full autonomous rights without the involvement of other parties.

One example from an independent curriculum is when formulating the field of study. In institution-based management, the independent curriculum is applied by formulating its own field of study, the material for the student to study. It means the institution no longer follows the curriculum set by the ministry of education when formulating the field of study.

Then, in the aspect of HR (Human Resources) and educators in institution-based management, they use alumni who are trusted to be able to educate with the provision of educational knowledge, which is included as a mandatory field of study in the curriculum in this management. In this management policy, the recruitment of educators or teachers is chosen by determining someone who is believed to have the skills to educate in local content education. However, nationally, educators recruited by institutions are educators who have been qualified as professional educators according to the Law (UU) of the Republic Indonesia.

Institution-based management is also implemented in the financial aspect. In this management, finance is managed professionally and transparent. This is certainly relevant to the institution-based management concept that implements an open management system. The hallmark of institution-based management is a strict separation between private property and institutions. So, with the implementation of this open system, it is clear how personal affairs are not involved in this aspect (Bubou & Job, 2020; Dehaghi & Rohani, 2022).

School-Based Management (SBM), which is the same as Madrasah-Based Management (MBM), is an implication of the regional autonomy policy. Operationally, this decentralization policy began on January 1, 2001, starting with delegating most of the central government's authority to district and city governments. This resulted in the restructuring

government institutions, including the education sector (Muhajir, 2015, p. 70; Ratcliff et al., 2010).

In some aspects, both forms of management are similar to institution-based management. However, we can see the contrasting differences in the management's readiness to implement. Both school-based management and madrasah-based management are considered not sufficiently prepared to implement the expected policies.(Maghfuri, 2020) This is due to several factors that hinder the development of applied management. One of them is the inconsistency of management's subject in applying certain policies.

Institution-based management seems easier to implement because the coordination system within the institution, especially TMI Al-Amien Prenduan, can be well coordinated. This is because some of the staff already understand the institution's philosophy, so it is easy to direct them in implementing this institution-based management.

The researchers compare Institution-Based Management (MBL) and School/Madrasah-Based Management (MBS/MBM) to make it easier for readers. Where will be explained through the comparison table as follows;

Table : 1 comparison of MBL implementation with MBS/MBM

No	Institution-Based Management				MBS/MBM
	Strengths	Weaknesses	Opportunity	Challenge	
1.	It's easier to empower Human Resources (HR)	The motivation level of the subject or implementor from the management sometimes goes up and down.	With the regeneration program, which is the institution's flagship program, it is hoped that institutional-based management will continue to exist and continue to develop so that this management can be implemented by other institution.	Maintaining the existence of institutions that apply the five values of pesantren, one of which is sincerity and simplicity. So, the early traditions of pesantren can be well preserved.	Difficulties in empowering human resources such as educators or students. This is because the subject, the implementor of the management, does not really understand how and what management that is being applied. So, it results in the frequent occurrence of disagreements between subjects about certain policies.
2.	The curriculum	-	The initial tradition of the	The influence or	The curriculum applied is non-

	applied is relevant throughout the ages. That is not limited by space and time		institution or TMI as the implementor of this management can be well maintained. So, the characteristics of TMI do not fade because of the times.	involvement of people outside the person in charge of the institution can negatively influence urgent parts such as the curriculum section, for example.	permanent. It is possible to change the curriculum when the curriculum used today is considered no longer relevant to its era.
3.	The evaluation aspect is implemented by showing original scores as a form of inculcating the spirit of honesty	Students' achievement or learning outcomes look not as high as others, and it can affect the quality of the institution's output.	Building an honest character in a generation and motivating them to be able to compete without any special requirements or emphasis in achieving maximum learning outcomes.	Students who are feared will feel less confident because the results achieved are less than optimal in a <i>dzahiriyah</i> manner.	Implement a system of special KKM requirements to support student learning outcomes to obtain maximum results.
4.	The financial aspect is managed professionally and transparent.	There is still a need for management development in financial administration, Like focusing managers on managing students' finances independently	Student finances are more organized. Hence, it can minimize the cases of criminal acts such as theft since there is a system that makes it easier for students to make transactions, such as SAS (Santri Administration System)	Technology development and adjustment of the use of technology to the future.	Freeing students to manage finances independently. Thus, it is easier for criminal acts such as theft to occur in this management.

The development of Islamic education management, especially in Indonesia, must be strengthened by the belief and principle that science and technology progress alone does not guarantee human (society) life. However, some elements need to be strengthened, such

as the values of spirituality and moral integrity of human resources as controllers for using science and technology. This idea is in line with the views of Nasution and Azyumardi Azra, Abdurrahman Wahid, and Zamakhsyari Dhofier, which Masooda Bano also reinforces in Fathor Rachman, who says that the development of Islamic education must be a place to maintain Islamic teachings as well as a center for the study of the development of science and technology amid the struggle of ideology and civilization world (Rachman, 2021; Nawiro, 2019).

The determinant of Islamic education management development is human resources, such as educators or students. Ideas and management (administrative) which is then supported by the characteristics of the development of Islamic education, which are religious, populist, diverse, and independent, as well as the characteristics of Islamic education that are dynamic, relevant, professional, and competitive are in line with Noer Aly's thoughts, Munzier S., and Ramayulis in Fathor Rachman. They state that the characteristics, at the same time, the principles of Islamic education development are the characteristics of human creation according to Islam, integrated principles, balanced, universal, and dynamic education (Rachman, 2021).

The theoretical findings about the components of Islamic education management development are also in line with the opinion of Muhaimin and Abdul Majid, Ramayulis, and Mujamil Qomar in Fathor Rachman. They state that the components of Islamic education consist of fundamental components (absolutely must exist), which include personnel, curriculum, students, finance, and facilities, as well as improvement components consisting of community, educational services, quality of education, change, structure, conflict, and communication (Rachman, 2021).

CONCLUSION

Based on the discussion of the research results above, institution-based management is first applied in PP. Al-Amien Prenduan, especially in the Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan institution. The results of the research as above show that the main characteristics of Islamic education modernization, which are carried out through curriculum management and learning at Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan are carried out in the form; 1) external benchmarking in the field of curriculum development and learning; 2) developing curricula and opening varied educational programs, and; 3) Organizing effective character education.

An open management system allows all interested people to access the required information. The implementation of institutional-based management at TMI covers all aspects of policy that concerning 3 main activities. These are intracurricular, extracurricular, and co-curricular activities. In addition, the management implemented is considered relevant in efforts to modernize Islamic education management at the Tarbiyatul

Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan institution. Implementing an open management system positively impacts Islamic education institutions such as TMI by maximizing the human resources owned by these institutions. So, with the implementation of this management, not a few other institutions both in Madura and outside Madura island refer to the system or management applied by Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan. Apart from that, the public's response to the Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Putri Al-Amien Prenduan institution is getting better more and more.

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