

Islamic Boarding School-Based Madrasah Curriculum Development Design at Madrasah Aliyah Mizanul Kubro Binjai

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ABSTRACT

This study aims to analyze the design of developing a boarding school-based madrasah curriculum at MAS Mizanul Kubro Binjai, North Sumatra. This study used a descriptive-qualitative method. This research uses Hilda Taba's theory of curriculum development to explain the facts systematically. The results showed that the development of islamic boarding school-based madrasah curriculum at MAS Mizanul Kubro Binjai consisted of the following steps: 1) The diagnosis of needs included the following principles: a) the principle of balancing religious and general knowledge; b) moral education; c) discipline; d) responsibility; 2) formulation of objectives that are based on the vision and mission of the institution and adjust them to national, institutional, curricular, and instructional goals. 3) selection and organization of content, namely through the matching and collaboration of the curriculum of the ministry of religion (madrasah) and local content (Islamic boarding schools). 4) selection and organization of learning experiences, including: a) learning management; b) learning methods; and c) life skills development programs. 5) evaluation, which includes: a) daily tests and assignments, b) mid and final semester examinations conducted by madrasah, and c) national examination conducted by the government

INTRODUCTION

Raharjo in Khoirul Huda (2016) revealed that madrasah are still faced with various challenges and problems to this day. Some of the problems faced are: first, madrasah have lost their historical roots. The existence of the madrasa is not a continuation of the islamic boarding school. Second, there is a dualism of meaning towards madrasah. On the one hand, madrasah are identified with schools because they have relatively the same curriculum content as public schools, so madrasah are required to teach the same subjects as schools, including an assessment system and other criteria. On the other hand, madrasah are considered islamic boarding school with a classical system, so madrasah are also obliged to teach religious sciences, so they are not too left behind by islamic boarding school.

As has become the reality of education now in this country, the world of education seems to be still looking for its identity and seems to be still confused about finding the right format to develop the world of education in a better direction (Ma`arif & Rusydi, 2020). in this case, the curriculum holds a key position in education because it relates to determining the direction, content, and process of education, which ultimately determines the types and qualifications of graduates of an educational institution (Idi, 2014). The curriculum concerns the planning and implementation of education both in class, school, and regionally and nationally. Everyone has an interest in the curriculum, especially educational institutions, because the curriculum is urgent in achieving educational goals (Nihayah, 2018; Zulaikhah et al., 2021).

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Improving the quality of education today is a necessity. With more and more educational institutions emerging and developing, the competition between institutions is getting tougher (Fajriana & Aliyah, 2019; Hamdi, 2019). The quality of education will increase if the curriculum is well designed and in accordance with the demands of the times. Meanwhile, the curriculum will not be implemented properly if it is not followed by good curriculum development management as well (Aprilianto, 2014; Septiadi, 2019).

Education for all and curriculum relevance to both people and society are two aspects of the enormous trend in educational reform in Europe. Improved behavior and values, skills development, critical thinking, intensive training on individual needs, maximizing the potential of each learner, a centralized curriculum on community demand, holistic assessment, and students able to compete in the workplace are currently required educational changes (Bostan,

2015). To response the effect of globalization, madrasah should reform his institution by developing curriculum. Curriculum development takes a big role in educational systems in Indonesia. Curriculum is the soul of an educational institution. Some madrasah in Indonesia develops its curriculum based on pondok islamic boarding school (Muhlisin & Fajar, 2019).

The phenomenon of the presence of Islamic boarding school-based madrasah is a new opportunity for Islamic boarding schools to raise quality and synergize with the times, not merely to adopt but to remain firm in maintaining the reputation of Islamic boarding schools in the midst of a swift wave of competition as a consequence of the development of globalization. Islamic boarding schools are able to appear and become an important part of developing national education through the implementation of Islamic boarding schools.

Private Madrasah Aliyah (MAS) Mizanul Kubro Binjai is a formal educational institution that combines madrasah and dormitories, or Islamic boarding schools. MAS Mizanul Kubro is an Islamic educational institution that internalizes character and religious education in schools intensively through exemplary behavior and togetherness in a boarding school program that combines formal education patterns with modern Islamic boarding schools with the principle of intellectual, emotional, and spiritual balance, which is monitored 24 hours a day.

The Islamic Boarding School is a system of boarding Islamic education institutions where students live in a boarding school environment and are guided by a coach [ustadz] for a certain period of time. In the dormitory, students can interact with fellow students, even with teachers and coaches, at any time. Thus, students' cognitive, affective, and psychomotor education can be trained better and optimally. Boarding school is one way to provide optimal character education for students (Khasanah & Arifin, 2017).

In this case, the researcher is interested in researching the design of islamic boarding school-based madrasah curriculum development at the Mizanul Kubro Binjai Private Madrasah Aliyah, North Sumatra.

LITERATUR REVIEW

1. Curriculum

a. Definition of Curriculum

Curriculum is the heart of education, is the opinion of William H. Schubert, quoted by Wesley Null in the book *Curriculum: From Theory to Practice*. There are at least two reasons why the curriculum can be said to be the heart of education: (1) the curriculum relates to something that should be taught, and (2) the curriculum is a combination of thoughts, actions, and goals (Null, 1973).

The word curriculum originated in classical Latin where the original meaning was 'running' or 'race course'. Over time, it transitioned to meaning 'a course of study' or more specifically, 'a course offered by an educational institution' (Schneiderhan et al., 2019). According to the past view, the curriculum has the meaning of a collection of subjects delivered by the teacher to students (Sukmadinata, 2017). This assumption is still

rooted in the minds of the general public, who make up the description of the curriculum. The curriculum, which is the heart of education (Arifin, 2018) must, of course, be understood by the public in its true concept.

Understanding the curriculum in general can be interpreted as a guide or reference that can be used by teachers in learning activities. Ornstein & Hunkins (2013) provide a definition of curriculum in three parts, namely: 1) the curriculum is a design used to achieve learning objectives; 2) the curriculum is interpreted in terms of everything related to the experiences of students and in a planned manner; 3) the curriculum is defined as the foundation of the field of study, which has a content of knowledge, theory, principles, and specialization.

Constitutionally, the curriculum has narrow and broad meanings. A curriculum in a narrow sense is a schedule of lessons or overall lessons, both theory and practice, that are given to students while following a certain educational process. The definition of curriculum in the broad sense of the word includes learning experiences, goals, designs, or plans (Rusdiana & Wulan, 2022).

In Law Number 20 of 2003 concerning the National Education System, Article 1 Point 19, it is stated that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain goals (Haslia et al., 2022). Thus, there are three components included in the curriculum: objectives, content, and lessons, as well as learning in the form of learning strategies and evaluations.

a. Curriculum Development

According to Muhaimin (2009) curriculum development is the activity of compiling (designing), implementing, assessing, and improving the curriculum. In this study, it can be understood that curriculum development is basically a process that starts with the activities of compiling a curriculum, implementing it, evaluating (assessing), and perfecting it so that a form of curriculum that is considered ideal is obtained (Syafaruddin & Amiruddin, 2017).

As a system, the curriculum has components that are interrelated and integrated to achieve educational goals. Among them are the objective component, the content or material component, the process component (strategy or method), and the evaluation component. The four components are a unit that is interrelated and cannot be separated in achieving educational goals.

1) Objective Component

In the curriculum, goals play an important role as the direction to be aimed at in educational or teaching activities, as well as coloring other curriculum components. With clear goals, other educational components and their activities are always guided by goals, so that the effectiveness of the educational process is always measured, whether it achieves goals or not. Curriculum objectives are formulated based on two things, namely: (a) the development of the demands, needs,

and conditions of society; (b) thoughts directed at achieving philosophical values, especially the philosophy of the state (Neliwati, 2019).

In Indonesia, there are four main educational goals that can be hierarchically stated, namely: a) national goals; b) institutional goals; c) curricular goals; d) instructional objectives. In realizing the aspired educational goals, these goals must be achieved in stages and support each other, and the existence of the curriculum here is as a tool to achieve educational goals (Idi, 2007). The goal of national education is a long-term goal; it is the ideal goal of education for the Indonesian nation. Institutional goals are the educational goals of an educational institution. Curricular goals are the goals to be achieved from a study program. Instructional objectives are targets that must be achieved by a subject. In more detail, instructional objectives are divided into two, namely general and specific instructional objectives, also called objectives, which are the main objectives of the discussion (Sukmadinata, 2017). Long-term national education goals are general educational goals, while short-term instructional goals are specific goals. Specific goals are translated from general, abstract, and broad educational goals to more concrete, narrow, and limited specific goals (Sukmadinata, 2017).

2) Content or Material Components

In general, the contents of the curriculum can be grouped into three parts, namely:

- a) Logic is knowledge of right and wrong based on scientific procedures.
- b) Ethics, namely knowledge about good and bad, values, and morals.
- c) Aesthetics, namely knowledge about what is beautiful and ugly, which has artistic value (Arifin, 2012).

In detail, Suryadi (2022) suggests that the contents of the subject matter in the curriculum can be divided into knowledge, skills, and attitudes. Knowledge refers to information stored in the minds of students; thus, knowledge relates to various pieces of information that students must memorize and master. Skills refer to the actions that a person takes in a competent way to achieve certain goals. Attitude refers to a person's tendency to act in accordance with the values and norms that are believed to be true by students.

3) Process Components

Process is one of the components that influence the success or failure of the implementation of a curriculum. The process of implementing the curriculum must demonstrate the existence of learning activities, namely the teacher's efforts to teach students, both at school through face-to-face activities and outside of school through structured and independent activities. In this context, teachers are required to use various learning strategies, teaching methods, learning

media, and learning resources. Teachers have important roles as educators, motivators, managers, and facilitators (Idi, 2014).

Another important thing in the learning process is related to the selection of learning strategies and methods that are in accordance with curriculum objectives (SK/KD), the characteristics of the subject matter, and the level of development of students (Arifin, 2012).

4) Evaluation Component

Evaluation activities are an integral part of curriculum development, both at the macro and micro levels. The evaluation component aims to assess the achievement of the goals that have been set as well as the process of implementing the curriculum as a whole, including the implementation of the evaluation itself. The results of the evaluation activities will be used as feedback to make efforts to improve the formulation of the components of objectives, teaching materials, and teaching and learning processes (Sukmadinata, 2017).

Another very important use of the results of the evaluation is as input for education policy holders in general, and in particular for curriculum decision-making policy makers, as well as for curriculum developers and curriculum implementers at the educational institution level (Ikmal, 2018).

2. Hilda Taba's Curriculum Development Theory

This curriculum development model was initiated by Hilda Taba and is often called the Taba curriculum. on the basis of inductive data, which is called the reverse model because usually curriculum development is preceded by deductive concepts. Taba modified Tyler's basic model to make it more representative of curriculum development in various schools (Rahayu et al., 2022). Taba believes that this deductive model is not suitable because it does not stimulate the emergence of innovations. According to him, curriculum development that encourages teacher innovation and creativity is inductive in nature, which is an investment or the reverse direction of the traditional model (Bisri, 2020). In his approach, Taba advocates for having more information about inputs at each step of the curriculum process. The steps in the curriculum development process, according to Taba, are as follows:

- a) diagnosis of needs,
- b) formulation of objectives,
- c) selection of content,
- d) organization of content,
- e) selection of learning experiences,
- f) organization of learning experiences, and
- g) determination of what to evaluate and mean of doing it

METHODOLOGY

This study used a descriptive qualitative method through an interpretive paradigm with the research site, namely Madrasah Aliyah Mizanul Kubro Binjai. Data collection techniques include non-participatory observation, in-depth interviews, and documentation studies. The data analysis technique uses the interactive analysis model developed by Milles, Huberman, and Saldana (2014), data condensation, data presentation, and drawing conclusions. The validity of the data is determined through triangulation of sources and techniques (Sugiono, 2019). Determination of the subjects using the snowball sampling technique, namely, islamic boarding school caregivers, madrasa heads, several teachers and ulama, and students. The analytical knife of this research is Hilda Taba's theory of curriculum development. The reason researchers use this theory is because Hilda Taba places more emphasis on teacher attention in the curriculum development process. In addition, the Taba curriculum model is a modification of Tyler's basic model, whose results are more representative of curriculum development in various educational institutions.

RESULT AND DISCUSSION

Educational institutions cannot immediately apply the curriculum that has been set by the government as the national curriculum standard because it does not rule out that the curriculum is relevant to the needs of educational institutions in the regions. Therefore, it is very necessary to develop a curriculum carried out by every educational institution that is tailored to the needs of the institution in delivering students to become civilized, skilled, capable, and useful human beings for the homeland, nation, and religion (Ansori, 2021).

It is in this context that curriculum development needs to be prioritized so that it can integrate various existing curriculum models and really improve the quality of education in Indonesia. The curriculum structure that has been set by the BSNP (national education standards body) between madrasah and islamic boarding school has different styles and characteristics.

Referring to the National Education System Law No. 20 of 2003 concerning the National Education System, Article 36 paragraph 3 states that the curriculum is prepared according to the level of education within the framework of the Unitary State of the Republic of Indonesia by taking into account the following: increasing faith and piety; improvement of noble character; increasing the potential, intelligence, and interests of students; diversity of regional and environmental potentials; demand for regional and national development; demands of the world of work; development of science, technology, and art; religion; dynamics of global developments; and national unity and national values. The curriculum structure for madrasah in general in formal education provides more portions of general subjects than religious subjects, around 70% for general subjects and 30% for religious subjects. Meanwhile, the islamic boarding school curriculum contains more curriculum content in religious subjects than general subjects.

Curriculum development is important for enhancing the success of the education system as a whole. Educational institutions that are not creative and innovative in developing the curriculum will be increasingly left behind by students and the community. Islamic boarding schools, as the oldest Islamic educational institutions in Indonesia, need to continuously develop curriculum so that they can adapt to developments in science and technology, one of which is by opening formal madrasah to meet the needs of the public who want to learn about science and the humanities.

The steps for developing an islamic boarding school-based madrasah curriculum at MAS Mizanul Kubro Binjai from the perspective of Hilda Taba are as follows:

a. Diagnosis of Needs

Diagnosing needs is the first step in curriculum development to find out the needs of students or madrasah that drive the need for curriculum development. This is important so that madrasah can adapt to developments in science and technology and so that the developed curriculum provides students with provisions to face their times.

There are several considerations for MAS Mizanul Kubro Binjai in curriculum development, namely: (1) the vision and mission of MAS Mizanul Kubro to produce a generation of Muslims who are superior in knowledge, skilled in charity, and noble in morals; (2) implementation of holistic-integrative education and teaching in IMTAQ and Science and Technology; (3) life skills training to develop self-potential as intellectual scholars; (4) creation of conditions and environments that are conducive to the practice of Arabic and English; (5) the birth of a generation that is *mutafakkih fid-din*, has Islamic character, and has a global outlook. (6) Government policy.

b. Formulation of Objectives

Educational goals include national, institutional, curricular, and instructional goals.

1) National education goals

Can be seen in the National Education System Law No. 20 of 2003, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

2) Institutional Purpose

Each institution has its own goals. This is based on the national goals, vision, and mission of the institution. It is recorded that there are four institutional objectives of MAS Mizanul Kubro as a islamic boarding school-based madrasa, namely:

a) Students have spiritual, emotional, intellectual, and social intelligence to serve the people.

b) Develop students' academic potential, interests, and talents through extracurricular activities.

- c) Balancing between religious and general knowledge as well as memory and thought.
 - d) Learning and training in 21st century life skills.
 - e) Instilling in students the skills of being independent, tenacious, and persistent in competing and adapting to the environment.
- c. Curricular Goals

Curriculum goals are generally formulated in the form of competency goals. By experts, the nature of competence is interpreted in various ways, according to their respective perspectives. Nonetheless, the tools included in the definition of competence generally include three important things: knowledge, attitudes and values, and skills. Skill abilities will last longer than knowledge competencies, while what will continue to be attached to and needed by students is attitude (Asfiati, 2020). MAS Mizanul Kubro Binjai has formulated six curricular goals, namely:

- 1) Have noble character and an Islamic personality.
- 2) Able to speak Arabic and English both orally and in writing
- 3) Having various life skills
- 4) Able to read the yellow book and books in Arabic and English
- 5) Able to compete to continue their education at leading universities at home and abroad

d. Instructional Objectives

Instructional goals are an elaboration of curricular goals, which want changes in attitudes, knowledge, and skills that are clear or visible after students complete the learning process in certain subjects (Mahmudi, 2022). MAS In formulating instructional objectives, Mizanul Kubro provides freedom for each teacher to develop instructional objectives, methods and strategies, and forms of learning evaluation with the support of existing facilities and infrastructure.

e. Selection and Organization of Content

In his approach, Taba, cited by Lukman (2020), recommends using dual consideration of content (logical curriculum organization) and individual students (psychology of curriculum organization). Curriculum content is related to materials or materials to achieve educational goals, from national education goals to curricular goals. MAS Mizanul Kubro Binjai in conducting content selection based on several curricula, namely: 1) the National Standard Plus curriculum (religious major), namely by developing it through tutorial programs and Islamic boarding school activities; 2) the 2013 National Curriculum (National); and 3) the integrated curriculum, which includes day and night lessons.

The learning curriculum at MAS Mizanul Kubro Binjai is divided into three types of learning activities, namely:

- 1) Morning Learning Program (Formal)

Morning lessons refer to the National Standard Curriculum (2013). The curriculum organization consists of subject groups, namely: a) compulsory A consists of Islamic Religious Education,

Pancasila and Citizenship Education, Indonesian Language, Arabic, Mathematics, Indonesian History, and English; b) compulsory B consists of Cultural Arts, Physical Education, Sports and Health, and Crafts and Entrepreneurship; c) the specialization consists of Tafsir-Science of Interpretation, Hadith-Science of Hadith, Jurisprudence-Ushul Fiqh, Kalam, Morals, and Arabic; and d) selection and study of other subjects.

2) Afternoon Tutorials

The afternoon tutorial is structured learning for the development of Arabic and English, the study of Islamic books, and the art of Tilawatil Qur'an.

3) Boarding School Activities

Boarding activities are student coaching activities in the academic, spiritual, linguistic, and organizational fields which are coordinated by student organizations under the guidance of dormitory caretakers. Activities in this hostel are carried out by the hostel supervisor and hostel administrators and student organizations from senior students on a scheduled basis. Some examples of hostel activities are Tahfizh Qur'an, Muhadhoroh, Musabaqoh, Muhadasah, Ilqo'ul Mufrodat, Tasji'ul Lughoh, Tadarus al-Qur'an, and others.

f. Selection and organization of learning experiences

Learning experiences are related to student interactions with their environment. Environmental factors greatly determine the smooth implementation of the teaching and learning process because the learning process takes place in good conditions in the sense that fulfilling educational requirements will encourage the implementation of conducive PBM activities so that educational goals are obtained (Zubairi, 2023). Every teacher or madrasa can select and organize student learning experiences by creating an environment that is conducive, friendly, and encourages character building. This also needs to be supported by educational facilities and infrastructure, such as mosques (mushola), parks, dormitories (cottages), libraries, and so on.

MAS Mizanul Kubro Binjai has developed various learning experiences into various forms of learning activities, namely:

1) Learning Management

Learning management at MAS Mizanul Kubro Binjai uses a boarding system. The boarding system is what distinguishes it from other madrasah. The students live in a hostel environment for 24 hours. The learning process in madrasah formally begins at 07.30–12.30 WIB, then at 14.00–15.30 WIB, followed by afternoon tutorials.

a) Learning methods

Learning method is the method used by the teacher to convey material so that learning objectives can be achieved properly (Lufri et al., 2020). In implementing learning, MAS Mizanul Kubro uses a scientific learning approach in the 2013

curriculum, such as problem-based learning, project-based learning, discovery learning, and inquiry learning, combined with the study of Islamic texts. The study of the book uses Arabic language modules with Arabic as well. The learning method in the dormitory combines the education system of modern Islamic boarding schools and salaf.

b) Self-Development Activities

Self-development is related to life skills, namely the skills possessed by students to want and dare to face life and life problems naturally without feeling pressured, then proactively, creatively, and innovatively seek and find solutions so they are able to overcome their problems (Siswaya S., 2019). As for some self-development activities for students at MAS Mizanul Kubro Binjai, namely: a) Mizanul Kubro Student Organization (OPMK) activities; b) arts such as calligraphy, hadroh, and recitations of the Qur'an; c) student cooperative entrepreneurship; d) speech training in three languages (Arabic, English, Indonesian); e) scouting; f) sports; g) martial arts; h) da'wah training and practices, such as da'wah camping.

g. Evaluation

The evaluation activity is the final step in developing the Hilda Taba curriculum. Curriculum evaluation aims to measure how successful the educational goals that have been formulated are by looking at the direct impact of the attitude competencies (spiritual and social), knowledge, and skills possessed by students (Haryanto, 2020). Evaluation also measures the effectiveness of learning methods (strategies), student learning experiences, media, learning support facilities and infrastructure (Widyastuti et al., 2021).

The form of curriculum evaluation at MAS Mizanul Kubro Binjai is through:

- 1) The teacher's evaluation is in the form of class-based assessments through daily tests and assignments;
- 2) Evaluations conducted by madrasah in the form of mid-semester examinations (UTS) and final-semester examinations (UAS);
- 3) Evaluation conducted by the government through the National Examination (UN) and Madrasah Examination (UM).

Evaluation is carried out by the teacher to measure the level of success and the realization of instructional objectives for each subject. Evaluations carried out by madrasah are to measure the level of success and the realization of curricular and institutional goals, while evaluations are carried out by the central government (the Ministry of Religion) to measure the level of success and the realization of national goals, as mandated in the 2003 National Education System Law.

CONCLUSION

Based on data analysis from the implementation of curriculum development at MAS Mizanul Kubro Binjai, it can be concluded as follows: First, the concept of education at MAS Mizanul Kubro is holistic education which includes various dimensions according to needs, namely spiritual, emotional, intellectual, and social needs. Second, the development of the MAS Mizanul Kubro curriculum, when analyzed using Hilda Taba's curriculum development theory, includes: (1) a diagnosis of needs that takes into account the vision and mission of the madrasa, community and student expectations, government policies, and scientific developments; (2) the formulation of goals for education to produce students who understand religion and have a global perspective, promote Islamic values based on the Al-Quran and Sunnah, and prospective leaders with noble character and integrity; (3) selection and organization of content, which includes the development of 2013 curriculum content, national content, and content according to the uniqueness of MAS Mizanul Kubro, (4) learning experience selection and organization through the development of various forms of learning management, as well as several integrated activity programs, learning methods, and self-development programs, and (5) evaluation (assessment) of learning outcomes through techniques tests and assignments.

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