

Management of Character Education Curriculum in Islamic Boarding School

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Abstract

This article aims to describe the planning, organization, and evaluation of the character education curriculum at the Al Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik. This article has used a qualitative research method with a case study approach. The data collection techniques are interviews, documentation, and observation. Observations were made by participating in observations. While the informants of this study were the head of the pesantren, caregivers, and several Ustadz (boarding school administrators). Data analysis techniques follow this model of Huberman. The result of this article is that the planning carried out at the Al Furqon Islamic Boarding School is neatly arranged and agreed upon by the leadership and the Foundation. Implementation of the agreed curriculum is carried out with the commitment of all pesantren stakeholders. Evaluation is used as a control of the implementation of whether or not the target has been achieved.

Kata kunci:

Manajemen
Kurikulum,
Pendidikan
Pesantren,
Pendidikan Karakter

Abstrak

Artikel ini bertujuan Untuk mendeskripsikan perencanaan, pengorganisasian dan evaluasi kurikulum Pendidikan karakter di Pondok Pesantren Al Furqon Kota Baru Driyorejo Gresik. Artikel ini telah menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Adapun tehnik pengambilan data dengan wawancara, dokumentasi dan observasi. Observasi yang dilakukan dengan observasi berperan serta. Sedangkan informan dari penelitian ini adalah kepala pesantren, pengasuh dan beberapa ustad (pengurus pesantren). Tehnik analisis data mengikuti model dari Huberman. Adapaun hasil dari artikel ini adalah Perencanaan yang dilakukan di Pesantren Al Furqon tersusun secara rapi dan disepakati oleh pimpinan serta Yayasan. Pelaksanaan kurikulum yang telah disepakati silakukan dengan komitmen seluruh stakeholder pesantren. Evaluasi digunakan sebagai control dari pelaksanaan apakah tercapai atau belum dalam target yang ditentukan.

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INTRODUCTION

The mission of Islamic education in this case Islamic boarding schools must be able to realize Islamic values in the formation of the Indonesian people, which in the 21st century will meet the demands of the intellect and the demands of religion (Alawi & Maarif, 2021; Amzat, 2022). so that the results of Islamic education are able to become alternative education among Indonesian people in general. Being an alternative education in relation to Islamic boarding school education means that pesantren is able

to stand as a public educational institution and become a balance between secular education which is currently being developed (Sirojuddin, Aprilianto, & Zahari, 2021; Zulaikhah, Sirojuddin, & Aprilianto, 2020).

In an effort to realize the mission of Islamic education above, pesantren are required to survive with the times and must immediately avoid negative views, just as pesantren is an orthodox educational institution, and is anti-modern. As a result, this view creates excessive suspicion and makes the pesantren even more isolated. In fact, it is not uncommon for pesantren to reject radical changes (Heriyono, Chrysoekamto, Fitriah, & Kartiko, 2021; Indawati, Kartiko, Suyitno, Sirojuddin, & Fuad, 2022).

In other opinion, in order to realize the vision and mission of Islamic education, it must have the principle of providing quality and relevant Islamic education in accordance with the needs of the community (Surya & Rofiq, 2021, 2021). In addition to the negative picture above, pesantren is also an institution that gets a positive stigma from the community. The positive stigma that has been carried by pesantren so far is that pesantren is an institution that has characters such as sincere, independent, full of struggle and heroic, steadfast and always puts the interests of the surrounding community first (Asari, Lubis, & Sabariah, 2020; Hasanah, Sandy, Mannan, & Nasucha, 2022; Nilda, Hifza, & Ubabuddin, 2020). Another positive stigma suggests that pesantren is an educational institution that is still consistent with the character of the Indonesian nation, when the character of the nation begins to be neglected by education in general, only pesantren and certain areas still maintain the values of the nation's character (Inco & Rofiq, 2022; Maarif, 2018; Miftakhuddin, 2020; Muslimin & Kartiko, 2020).

So it can be concluded that in order to improve Indonesian education related to character education, Islamic boarding schools are Islamic educational institutions that already have their own characteristics such as religion, sincere, independence, full of struggle and heroism, steadfast and always put the interests of the surrounding community and others first. However, some negative stigmas have emerged regarding pesantren as being archaic or orthodox institutions and even anti-modern. For this reason, this study wants to see the management of character education for students in Islamic boarding schools using modern management principles (Barnoto, 2020; Darim, 2020).

Then related to the importance of character education to build the nation, Islamic boarding schools as non-formal educational institutions must also participate in building national education in general, using the typical methods of the pesantren they have (Kango, Kartiko, & Maarif, 2021; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022; Sirojuddin, Ashlahuddin, & Aprilianto, 2022).

However, in addition to the typical pesantren method that has become an image, pesantren must also be able to develop their education according to the demands of the times (Ciptaningsih & Rofiq, 2022). The strongest reason to survive in the changing times is because it is recognized or not that pesantren is an institution that has received a positive stigma from society and must continue to maintain it through quality education.

One way that can be done is to apply good management so that the educational goals of the pesantren can effectively and efficiently achieve the goals.

Seeing the importance of reform in the world of Islamic boarding schools related to the management of Islamic boarding schools, the authors are interested in conducting research on the management of character education for students at Pondok Pesantren Al-Furqon Kota Baru Driyorejo Gresik on the grounds that this pesantren is an Islamic boarding school that has an integrated curriculum, namely applying religious and general curriculum and is a the largest Islamic boarding school in the Driyorejo area.

The main reason for conducting research at the Al-Furqon Islamic Boarding School in Kota Baru Driyorejo Gresik is that researchers want to complement and provide developments for previous studies that also discuss the same problems related to the management of Islamic boarding schools. As research conducted at Darul Hikmah Islamic Boarding School Kutoarjo, Central Java, saw that Islamic boarding schools in their management implementation used Management By Objective (MBO) with stages such as planning, organizing, coordinating, assessing and supervising. Based on the results of the study, the Darul Hikmah Islamic boarding school had positive results regarding the implementation of Islamic boarding school education management. Then after the researchers studied, the Darul Hikmah Islamic boarding school is a modern Islamic boarding school which tends to have made many improvements, especially in terms of Islamic boarding school management and character education activities. However, what if the research on the application of the management of santri character education was carried out at the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik.

Furthermore, the reason this research was carried out at the Al-Furqon Islamic Boarding School, Driyorejo Gresik, was because the author felt that the application of management for the pesantren which had been established for approximately 15 years was a complement to previous research related to character education. As the reference that the author has reviewed, Islamic boarding schools have a strategic role in instilling an understanding of the community regarding character issues. Based on these results, the authors want to see Islamic education in this case the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik related to education management that has been implemented so far.

RESULT AND DISCUSSION

Planning Curriculum Management for Character Education of Santri Al-Furqon Islamic Boarding School Driyorejo Gresik

The curriculum planning for Islamic Boarding Schools carried out at Al-Furqon Islamic Boarding School in Driyorejo Gresik is as follows: 1) In planning the curriculum of Al-Furqon Islamic Boarding School New City Driyorejo Gresik, the education division administrator formed a team to discuss the data to be included in the management meeting. 2) The coordination meeting is attended by the community council, supervisors and all management and committees in preparing the work program for each field in the

management. 3) Coordination meeting, especially in the education sector, which plans the curriculum of the Al-Furqon Driyorejo Gresik Islamic Boarding School in determining the schedule of activities, teaching and learning management, running curriculum, objectives, religious activities and facilities. 4) The planned activities that will be carried out later are: Sorogan Al-qur'an, Al-qur'an, Rothibul hadad and Athos, khotmil manaqib, bahtsul masail, yellow book, qiro'at and qiyamul lail. 5) Sources of funds used for these activities come from syahriyah students, donors and government agencies.

One of the earliest functions of curriculum management was planning. All formal and non-formal educational institutions must plan their curriculum in accordance with the goals, vision, mission and also in accordance with Law no. 20 of 2003 concerning the objectives of education in Indonesia that:

The curriculum is a set of plans and arrangements regarding the content and learning materials and methods used as guidelines for the implementation of teaching and learning activities. Whereas what is meant by content and learning materials is the composition of study and lesson materials to achieve the objectives of the education concerned, in the context of efforts to achieve national education goals.

When viewed from the statement, the planning process for the curriculum of Islamic boarding schools must involve leaders, coaches and also the chairman and staff whose goals are to make decisions related to learning objectives, how to achieve these goals, determine the learning atmosphere, and the effectiveness of the methods used in the learning process. As in the book entitled "Curriculum Management" it is explained that:

Curriculum planning is the planning of learning opportunities that are intended to guide students towards the desired behavioral changes and assess the extent to which changes have occurred in students. This curriculum planning functions as a guideline or management tool that contains instructions on the types and sources of individuals needed, learning media used, actions that need to be taken, sources of costs, personnel, and necessary facilities, monitoring system and evaluation of the role of the workforce element for achieve management goals of educational institutions. In addition, curriculum planning also serves as a driving force to implement the education system so as to achieve optimal results (Muchtar & Suryani, 2019).

In addition to having a clear meeting structure, the head of the lodge and his staff must also plan what the objectives, content, strategies and media of the curriculum are in its implementation so that this planning can be said to be successful. This is in accordance with what Nana Syaodih Sukmadinata explained that: 1) The curriculum objectives are formulated based on two things. First, the development of demands, needs and conditions of society. The second is based on thought and directed at the achievement of philosophical values, especially the philosophy of the State. 2) Teaching materials, students learn in interaction with their environment, the environment of people, tools, and ideas. The main task of the teacher is to create such an environment, to encourage students to have productive interactions and to provide the learning

experiences they need. 3) Learning strategies, preparation of teaching materials are closely related to teaching methods. Before giving material to students, the teacher must also prepare an appropriate teaching material to be presented as teaching material. 4) Teaching media are all kinds of stimuli and tools provided by the teacher to encourage students to learn. For example, audio-visual, video-visual, television, and computers. 5) Teaching evaluation, evaluation is shown to assess the achievement of predetermined goals and assess the overall teaching implementation process. 6) Improvement of teaching, may also be done directly as soon as a set of feedback information.

Implementation of the Islamic Boarding School Curriculum in Shaping the Character of Santri at the Al Furqon Islamic Boarding School, Driyorejo Gresik New Town. The

Implementation of the Islamic Boarding School curriculum is an effort to shape the character of a santri in order to achieve the goals, vision, and mission of the Al-Furqon Islamic Boarding School Driyorejo Gresik. The implementation of the Islamic boarding school curriculum carried out at the Al-Furqon Driyorejo Gresik Islamic Boarding School is as follows: 1) For the placement of students, mukim is required to be in the boarding school. 2) Learning the yellow book and sorogan (learning the Qur'an) is required for all students of the Al-Furqon Islamic Boarding School Driyorejo Gresik. 3) All students are required to follow the rules of the Al-Furqon Driyorejo Gresik Islamic Boarding School. 4) All students are required to take part in cottage activities that have been socialized by the education sector administrator, including: dormitory activities, congregational prayers, ro'an, p sorogan al-qur'an etc. And there is also an activity that includes grouping the yellow book according to the class. 5) All students are encouraged to take extracurricular activities such as hadrah, qiro'ah, pencak silat etc. 6) The formation of the character of students through habituation of manners, tips and advice, learning through the yellow book, direct application of the material being taught. And direct supervision for 24 hours from the parties concerned. Such as educators, administrators and caregivers of Al-Furqon Islamic Boarding School Driyorejo Gresik.

From the results of the theory above, the researchers found that the implementation of the curriculum at the Al-Furqon Islamic Boarding School Driyorejo Gresik in shaping the character of the students was divided into two, namely:

The implementation of the Islamic boarding school-level curriculum. At the level of the Islamic boarding school, the caregiver is responsible for compiling and implementing the curriculum in the Pesantren environment they lead. Kyai Mashuri Abdurrohim, he is the leader of the Al-Furqon Driyorejo Gresik Islamic boarding school. As a boarding school caregiver, he has the following duties: 1) In charge of compiling the curriculum for Islamic boarding schools 2) Serves as an administrator in implementing the curriculum who plays a role in program planning, organizing staff movements of parties who need to be involved in implementing the curriculum 3) Serving as a leader of extracurricular activities.

Implementation of the Grade Level Curriculum. At the class level, the division of ustadz/ustadzah duties is administratively regulated for the smooth implementation of

the curriculum in the classroom environment. The division of tasks includes three types of administrative activities, namely: Pondok activities, extracurricular activities, Madrasah Diniyah (MMI) activities.

Islamic Boarding School Activities. This cottage activity is closely related to the duties of an ustadz or ustadz. The task of an ustadz or ustadz in implementing the curriculum is to determine the strategy for implementing the curriculum. The implementation of the curriculum at the Al-Furqon Islamic Boarding School Driyorejo Gresik is based on the yellow books and is combined with the general curriculum.

Extracurricular activities. Santri of the Al-Furqon Islamic Boarding School, Driyorejo Gresik, not only study, memorize, recite the yellow book or others, but also have extracurricular activities to support the curriculum in the Islamic boarding school and can also add insight, knowledge, and experience to students. The extracurricular activities include: hadrah, qiro'ah, pencak silat and others.

Early Madrasah Activities. This activity can also support the character of students where students are taught discipline and responsibility in carrying out the activities of the Al-Furqon Driyorejo Gresik Islamic Boarding School, one of which is Madrasah Diniyah (MMI) activities. In this activity, there are recitations of the yellow book, bald book, nahwu shorof, date, fiqh, interpretation and others according to the class or ability of the students. One of the general characteristics of Islamic boarding schools is that they have a distinctive culture that is different from other cultures. Where the Islamic boarding school teaches the yellow book which is interpreted in Arabic pego then explained in Indonesian or everyday language.

Evaluation of the Santri Character Management Curriculum at the Al-Furqon Islamic Boarding School, Driyorejo Gresik.

The evaluation of the Islamic boarding school curriculum in shaping the character of the santri at the Al-Furqon Islamic Boarding School, Driyorejo Gresik, is as follows: 1) Routine evaluation is carried out once a month or quarterly focusing on in other cottage activities: bahtsul masail, manaqib, congregational prayers, qiyamul lail, rothibul hadad and atho, qiro'at and others. 2) The evaluation meeting is held at the end of the semester where the yellow book is checked. 3) The form of evaluation of this activity is carried out by means of direct tests, both oral and written at the end of the semester.

Then the curriculum evaluation model carried out at the Al-Furqon Islamic Boarding School, Driyorejo Gresik, was by measuring the character of the students and the habituation of self-practice of worship to the students, then an examination between the goals formulated and the implementation of the curriculum in the field and the factors that influenced the success of implementing the curriculum.

Then the results of the evaluation at Pondok Pesantren Al-Furqon Kota Baru Driyorejo Gresik are used as a follow-up, improvement in curriculum planning in the coming year. Or if it can be addressed immediately, the results of the evaluation will be followed up immediately in order to achieve the successful implementation of the existing curriculum.

So it is clear, that the implementation of the curriculum and learning at the Al-Furqon Islamic Boarding School in Kota Baru, Driyorejo Gresik, has really made significant changes, in the implementation of the character education management curriculum and learning starting from planning, implementation, evaluation or assessment and follow-up, in order to achieve success in achieving the goals of Islamic boarding schools and national education goals. So that the application of the curriculum and learning is very appropriate to the conditions of each environment so that it can be useful as an answer to the needs of the surrounding community.

Management of pesantren character education is a management model that is based on the uniqueness, characteristics, abilities, abilities, and needs of pesantren which is carried out in a democratic, participatory, transparent, accountable, forward-looking manner, sensitive to stakeholder aspirations, effective and efficient.

Management is a process or framework that always involves the guidance or direction of a group of people towards organizational goals or real purposes. Management is an activity, the implementation is called "managing", while the executor is called "manager". From the program used as management applied at the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik, researchers analyzed that this Islamic Boarding School had applied management functions, namely POAC which consisted of Planning, Organizing, Actuating, and Controlling to set a goal to be achieved together.

Planning is the act of selecting and relating facts and making and using assumptions about the future in terms of visualizing and formulating the proposed activities and deemed necessary to achieve the desired results. Planning also determines the goals to be achieved during a future period and what must be done in order to achieve these goals. Before making a program, of course, all administrators must first prepare a work plan in the context of efforts to foster the character of students at the Al-Furqon Islamic Boarding School, Driyorejo Gresik, in the form of short, medium, and long-term programs. However, the work plan must be with the approval of the highest leadership, namely the Pondok Caretaker in this case the Kyai, so that work programs can be formed such as mandatory activities that must be followed by all students such as obligatory prayers in congregation, reciting the Qur'an, reciting the Koran. study of the yellow book, madrasatul mualimin al-islamiyah (MMI), tahfidzul qur'an, memorizing nazdom imriti, nazdhom amtsilati, khitobah (muhadhoroh), maulid dzibaiyah, reading rothibul hadad and rothibul athos, reading burdah and visiting family graves program Al-Furqon Islamic Boarding School, New Town Driyorejo Gresik.

Organizing is the overall management activity in grouping people and the assignment of duties, functions, authorities and responsibilities of each with the aim of creating activities that are efficient and effective in achieving the goals that have been determined. The Al-Furqon Islamic Boarding School in Driyorejo Gresik has an organizational structure and job description.

The benefit of organizing the activities at the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik is as a guide for the activities to be carried out in accordance with the previously determined plan. This guide is used to find out what, when, where, and who is doing the activity. With the organization that is carried out, it can be used as a standard and barometer of implementation. This means that the division of tasks and responsibilities to each board can be understood and implemented properly.

Mobilization is a factor that determines management in an institution or organization. Movement is also a management function that is directly related to human objects as implementers. The success of this function is largely determined by the ability of the leader, namely as the main stakeholder in moving his subordinates.

The steps are to motivate, guide, coordinate and establish understanding between them, and always improve their abilities and expertise (Bahri, 2022; Sutrisno & Nasucha, 2022). So by itself this mobilization function must be linked with other management functions such as: planning, organizing and supervising so that organizational goals can be achieved as desired.

After a planning and organizing program has been carried out, the next step is to mobilize the entire board to carry out these activities. In order to carry out the program activities that have been planned together, the Caregivers and all administrators work together and try as much as possible in order to realize the programs that have been planned. In this case, the caretaker of the Al-Furqon Islamic Boarding School, Driyorejo Gresik, has approached the administrators so that they can actively contribute and be motivated to develop towards a better direction and the success of the activity program at the Al-Furqon Islamic Boarding School, Driyorejo Gresik (Mubarok, Nizam, & Fitriani, 2022; Ulum & Syafi'i, 2022).

Supervision is a tool for measuring performance with objectives, determining the causes of deviations and taking corrective actions where necessary. This function is carried out as an effort to better ensure that all operational activities take place according to a predetermined plan. It is also useful to know whether everything is done according to the instructions, so that it does not deviate from the plan.

In addition, the monitoring efforts carried out can function to find out what obstacles and difficulties are faced so that decisions are made quickly to get out of these problems. In other words, the supervisory function is a systematic activity to monitor the implementation of activities (Arif, Mannan, & Darim, 2022; Pratiwi & Warlizasusi, 2023).

The stage of supervision carried out on each activity at the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik, namely monitoring the activities that have been, are being and will be carried out to find out the results so that it can be assessed whether the activities are aimed at fostering students who have good character and have character. either goes well according to plan or not. In this phenomenon, all administrators of the Al-Furqon Islamic Boarding School in Kota Baru, Driyorejo Gresik, have coordinated with the Pondok Caretakers to supervise and control whether the activity program that was made was going according to plan or not. Because what is no

less important in the supervision process in the implementation of activities at Al-Furqon Islamic Boarding School is the existence of communication so that you can always know the real conditions and the development of the activities carried out (Abusin, Aliani, & Rofiq, 2021; Inco, Rofiq, Shonhadji, & Iskandar, 2022; Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020).

According to the researcher's analysis, all the administrators together with the stake holders of the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik in implementing management functions in their main goal, namely to foster all students who are human beings, namely both physically and mentally as well as having good morals and character are sufficient.

CONCLUSION

Planning for character education for students at the Al-Furqon Islamic Boarding School in Driyorejo Gresik includes important indicators, namely: 1) Determination of needs; curriculum, facilities and infrastructure, funding sources, and human resources. 2) Determination of the reasons for the program; the demands of the times, fortify santri from the influence of the modern era. 3) Determination of related objects and subjects; students, administrators, kyai, clerics, and the community. 4) Determination of place; at the Al-Furqon Islamic Boarding School, New Town Driyorejo Gresik. 5) Determination of how to realize the character education program at the Al-Furqon Islamic Boarding School in Driyorejo Gresik by using kasbi (learning), tazkiyyah (self-cleaning), regulations, habituation, example, and motivation.

The organization of character education at the Al-Furqon Islamic Boarding School, Kota Baru Driyorejo Gresik is carried out by: 1) Management of personnel related to Kyai as the sole leader and has ustad subordinates and pesantren administrators. 2) The management of facilities and infrastructure is managed by all actors involved in the Islamic boarding school. 3) The management of duties and responsibilities is given directly by the kyai to the administrators, clerics, the community, and students.

Routine evaluation is carried out once a month or quarterly which focuses on cottage activities, among others: bahtsul masail, manaqib, congregational prayers, qiyamul lail, rothibul hadad and atho, qiro'at, and others. 1) The evaluation meeting is held at the end of the semester where the yellow book is checked. 3) The form of evaluation of this activity is carried out by means of direct tests, both oral and written at the end of the semester. In addition to the above, the evaluation or assessment of the character education of students is carried out with an attitude (affective) scale, observation, collaboration with the guardians of students and home visits.

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