THEORETICAL REVIEW OF THE IMPLEMENTATION ISLAMIC BOARDING SCHOOL CURRICULUM MANAGEMENT IN INDONESIA

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Abstract:
This study discusses a theoretical review of the implementation of Islamic boarding school curriculum management in Indonesia, based on the data that has been obtained, it can be concluded that Islamic boarding schools in Indonesia play an important role in the process of increasing the intelligence of productive age. This study uses a qualitative approach with descriptive analysis. Data collection techniques are carried out by literature review and literature study related to the management of the Islamic boarding school curriculum in Indonesia. Analysis of the data that has been collected is done by peeling, summarizing and collecting literature, so that it becomes a scientific research result. The results showed that of the thirty-four provinces in Indonesia there were 26,974 Islamic boarding schools and 12,668 educational units, with such a large number, the implementation of curriculum management is very important to do, novelty in this study it can be explained that planning, organizing, implementing, evaluating curriculum Islamic boarding schools in Indonesia have implemented the principles of modern management.

Keywords:
Implementation
Curriculum management
Islamic boarding school
Indonesia

INTRODUCTION

Pesantren is an educational institution that has its own character which is a unique phenomenon typical of Indonesia and its existence and role has been tested in the history of the Indonesian nation's journey (Ni'am, 2015). The existence of *pesantren* also existed before the establishment of the Republic of Indonesia because *pesantren* were founded by the community on the principles of independence and sincerity (Zuhdi, 2018). Initially, *pesantren* were community-based educational institutions and Islamic religious broadcasting, but in line with the changes and dynamics that developed in the midst of society, *pesantren* were also required to be able to become a bridge of socio-cultural transformation for society where *pesantren* were in all fields of education and life (Bubandt, 2019).

Historical records show that Islamic boarding schools in addition to producing clerical cadres also produced many leaders of the nation's community. And many Islamic boarding schools have become famous because many alumni have become national leaders. Islamic boarding school in technical reading is a place inhabited by santri, this statement shows the importance of the characteristics of boarding schools as an integral educational environment. Islamic boarding schools have a unique culture. Because of its uniqueness, Islamic boarding schools are classified into a separate subculture in Indonesian society (Äystö, 2017).

The five thousand Islamic boarding schools in the largest in sixty thousand villages are separate evidence to declare it a subculture. As stated in various previous writings, there are three elements that are able to form a boarding school as a subculture, namely, an independent boarding school leadership pattern that is not influenced by the State, general reference books that have always been used from various centuries, and the value system used is part of from the wider community (Danim, 2008).

Islamic boarding schools have played a role before Indonesian independence, namely giving birth to tough fighters in fighting for Indonesian independence. In addition, Islamic boarding schools also play a role as an Islamic education institution in educating the nation's children, this is one goal with its own national education goal, namely to educate the nation's life, while Islamic boarding schools in the modern era have received awards from the government, but there are also views from the community that graduates Islamic boarding schools can only pray and recite the Qur'an (Fathurrochman, 2017a).

The curriculum in the world of *pesantren* is preserved through the teaching of classical and cultural books which have become the characteristics of Islamic boarding schools to date. The teaching of these classical books in turn fosters its own color in the form of certain ideologies and value systems. *Pesantren* as Islamic educational institutions in Indonesia which generally organize various educational units both in the form of schools and madrasas, should make the principle of curriculum development that contains multicultural values in planning, organizing, implementing and evaluating the curriculum. However, in practice, this point is not easy for *pesantren* to do, especially traditional *pesantren*. Educational activities in traditional *pesantren* are generally the result of an intuitive improvisation of a kiai that is adjusted to the development of the *pesantren* (Rohmana, 2015).

In its development, Islamic boarding schools in addition to maintaining the traditional system, also manage and develop the madrasah education system. This development is intended to anticipate changes that occur in society, as well as to meet the needs and demands that are increasingly advanced in society. Changes in the education system are changing from a classical system to a non-classical system, namely the inclusion of the Islamic boarding school madrasah system with various levels of education (Fathurrochman et al., 2019).

In this regard, Islamic boarding shool is also an educational institution that has its own curriculum. Given that school-based management has been implemented by the government, the existing curricula in educational institutions, both in schools and Islamic boarding schools, will definitely differ from one another. So it is necessary to know the existing curriculum management in an educational institution, especially in Islamic boarding schools (Kristiawan, 2016).

THEORETICAL FRAMEWORK
Management

Management comes from Latin, which is from the word menus which means hand and agree which means to do. The words are combined into the word manager which means to handle. Manager is translated into English in the form of the verb to manage and the noun management and manager for people doing management activities. Finally, management is translated into Indonesian into management or management (Suliswiyadi et al., 2018).

The term management in Arabic is defined as *an-nizam* or *at-tanzim*, which is a place to store everything and place everything in its place. Management is important in all areas of life. With management, organizational performance can run optimally, as well as in educational institutions. With good management, an educational institution will be able to develop optimally as expected. Educational management is a central point in realizing human resource development goals (Darmalaksana, 2020; Qurtuby, 2017).

Each expert gives a different view of management boundaries, because it is not easy to give a universal meaning that can be accepted by everyone. However, from the thoughts of experts about the definition of management, most of the time it states that management is a process of empowering people and other resources to achieve organizational goals effectively and efficiently (Khasanah & Arifin, 2017).

Curriculum

Etymologically, curriculum comes from the Greek language, namely courier which means runner and *curere* which means a place to race. This term is derived from the world of sports in ancient Roman times in Greece, which implies the distance a runner must travel from the start line to the finish (Khasanah & Arifin, 2017).

Meanwhile, in terminology, curriculum as a term, as with other terms, experiences a narrowing and broadening of meaning Nasution suggested the existence of traditional and modern curriculum definitions (Hasyim, 2016).

In the traditional sense, the curriculum is understood as a number of certain subjects that must be taken or a number of knowledge that must be mastered by students to reach a level or diploma. While in a modern sense, the curriculum is understood as the whole school effort to stimulate children to learn, whether in the classroom, on the lawn, or outside the school. Then in the world of education the term curriculum is defined as a collection of subjects that children or students must take in order to obtain a diploma or complete education (Fauzi et al., 2018).

Curriculum management is a curriculum management system that is cooperative, comprehensive, and systemic, in the context of realizing the achievement of curriculum goals (Futaqi, 2018).

Curriculum management can also be interpreted as a productivity-oriented curriculum system where the curriculum is student-oriented, the curriculum is made in such a way as to enable students to achieve learning outcomes (Hamdi et al., 2015).

Based on the above definition, it can be concluded that curriculum management is an activity designed to facilitate education managers in carrying out teaching and learning activities starting from the planning stage and ending with program evaluation, so that teaching and learning activities can be well directed (Arifin, 2017).

Curriculum management also has many functions, including the following (Nita & Rozas, 2018):

1) Improve the efficiency of curriculum resource utilization; empowerment of sources and curriculum components can be improved through planned and effective management.
2) Increase fairness and opportunities for students to achieve maximum results; Maximum abilities can be achieved by students not only through extracurricular activities, but also through extra and co-curricular activities that are managed interactively in achieving curriculum goals.
3) Increasing the relevance and effectiveness of learning according to the needs of students and the environment around students, an effectively managed curriculum can provide opportunities and results that are relevant to the needs of students and the environment.
4) Increase the effectiveness of teacher performance and student activities in achieving learning objectives; with professional, effective and integrated curriculum management, it can provide motivation for teacher performance and student activity in learning.
5) Increase the efficiency and effectiveness of the teaching and learning process; the learning process is always on the beach in order to see the consistency between the planned design and the implementation of learning. Thus the mismatch between design and implementation can be avoided. In addition, teachers and students are always motivated to carry out effective and efficient learning, because of the support of positive conditions created in curriculum management activities.
6) Increase community participation to help develop the curriculum; a professionally managed curriculum will involve the community, especially in filling in teaching materials or learning resources that need to be adjusted to the characteristics and needs of local development.

Islamic Boarding Schools (*Pondok Pesantren*)

Pesantren and *santri* come from Tamil which means: The Teacher of reciting the *Qu'ran*, other sources say that the word comes from the Indian language *Shastri* from the root word *Shastra*, which means sacred books, religious books or books about science (Zuhdi, 2018).

Pondok pesantren is a combination of two words linked together consisting of the words *Pondok* and *Pesantren*. Until now there are still differences of opinion regarding the origins of Islamic boarding schools, namely, some say they come from India and some say they come from Arabic. Mastuhu also defines *pesantren* as traditional Islamic educational institutions to study, understand, appreciate and practice the teachings of Islam by emphasizing the importance of religious morals as guidelines for daily behavior (Fathorrahman & Zahiroh, 2018).

Pesantren still adhere to its initial principles, not easily influenced by the flow of culture. This is what causes the *pesantren* to continue to exist along the way. In fact, it is because they are aware of the swift currents that cause outsiders to see the uniqueness of *pesantren* as a neutral social area, which has the power of *pesantren* to the current globalization (Alnizar, 2019).

Islamic Boarding School Curriculum Management

One element that is very important and supports the success of a boarding school or agency in activities that have been mutually agreed upon is management. To achieve success, of course, a commitment to good cooperation is needed in the Islamic Boarding School Education institution and well managed activities (Fua et al., 2018).

The key to change in the boarding school organization is the person who leads, namely how he carries out his leadership. Apart from the leadership factor of the *kyai* or headmaster, the development of Islamic boarding schools is certainly not immune from the application of other management functions. Management is a set of activities designed to achieve organizational goals through the effective and efficient use of available resources (Bustamam-Ahmad, 2015).

One of the elements in Islamic boarding schools that must be managed is the curriculum issue. Because the curriculum is one of the important components in the education system. Besides also demands from Government Regulation Number 19 of 2005 concerning National Education Standards. Given the importance of this aspect of the curriculum, it is time for the leaders of the boarding schools to focus more on efforts to improve these vital aspects (Nadhirin, 2018).

RESEARCH METHODOLOGY

This research on the theoretical review of the implementation of Islamic boarding school curriculum management in Indonesia uses a qualitative approach with descriptive analysis (Sugiyono, 2017). Data collection techniques are carried out by literature review and literature study related to curriculum management of Indonesian Islamic boarding schools in Indonesia. In other words, the term Literature Study is also very familiar with the term literature study. There are several methods that can be used to carry out literature studies, such as peeling, comparing, summarizing, and collecting literature. Thus, the method used in this paper is literature study with an emphasis on peeling, summarizing and collecting literature, then analyzing the data that has been collected (Ristianti et al., 2019; Syaiful Anwar, 2020).

DISCUSSION

Curriculum management is a curriculum management system that is cooperative, comprehensive, systemic, and systematic in the context of realizing the achievement of curriculum goals. Curriculum management includes planning, implementing, and evaluating curriculum activities. In curriculum management, activities are focused on efforts to foster learning situations in schools so that their smoothness is always guaranteed (Fathurrochman, 2017b). Curriculum management activities include the following:

(a) Curriculum planning

Curriculum planning is a complex social process, which demands various types and levels of decision action by considering community needs through appropriate planning models. A good teacher will do everything possible to make his teaching successful. One of the factors that can bring success, is the teaching planning that the teacher made beforehand (Murfi et al., 2020).

(b) Implementation of the curriculum

The application or implementation of curriculum programs that have been developed in the previous stage is then tried out with the implementation and management, while always making adjustments to the field situation and the characteristics of students, both intellectual, emotional and physical development (Istan et al., 2020).

(c) Curriculum evaluation

Curriculum evaluation is a process of systematic data collection, which aims to help educators understand and assess curriculum, and improve educational methods (Tahir, 2017).

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

1) Productivity, the results to be obtained in curriculum activities is an aspect that must be considered in management.

2) Democratization, the implementation of curriculum management must be in accordance with democracy which places the manager, implementer, and students in a position that should be in carrying out tasks with full responsibility to achieve curriculum goals.

3) Cooperative, to get the expected results in curriculum management activities, it is necessary to have positive cooperation from the happy parties involved.

4) Effectiveness and efficiency, management sequences must consider effectiveness and efficiency to achieve curriculum goals so that curriculum management activities provide useful results with relatively short costs, energy and time.

5) Directing the vision, mission, and goals set in the curriculum, the curriculum management process must be able to strengthen and direct the vision, mission and objectives of the curriculum.

The education process needs to be implemented in curriculum management so that planning, implementation and evaluation of the curriculum is effective, efficient, and optimal in empowering various learning resources, learning experiences, and curriculum components.

The success of curriculum management is strongly influenced by human factors, starting from the top leader level (at the central level) to the executive level in the field (teachers). Of course, in practice, this person must be supported by other sources, such as facilities and infrastructure, costs, time, technology, including managerial capabilities. Based on the definition above, it can be concluded that curriculum management is an activity designed to make it easier to manage education in the implementation of teaching and learning activities starting from the planning stage and ending with

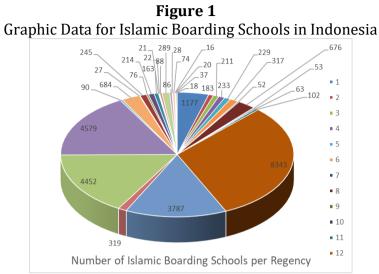program evaluation, so that teaching and learning activities can be well directed.

Data on Islamic boarding schools in Indonesia can be seen in the following table:

Table 1
Number of Islamic boarding schools in Indonesia and managed school units

No	Province	Amount of Islamic boarding schools	Education units
1	Aceh	1177	795
2	Sumatera Utara	183	10
3	Sumatera Barat	211	29
4	Riau	233	23
5	Jambi	229	15
6	Sumatera Selatan	317	70
7	Bengkulu	52	5
8	Lampung	676	190
9	Bangka Belitung	53	9
10	Kepulauan Riau	63	8
11	DKI Jakarta	102	28
12	Jawa Barat	8343	5465
13	Jawa Tengah	3787	1992
14	DI Yogyakarta	319	149
15	Jawa Timur	4452	794
16	Banten	4579	2884
17	Bali	90	30
18	Nusa Tenggara Barat	684	13
19	Nusa Tenggara Timur	27	4
20	Kalimantan Barat	245	28
21	Kalimantan Tengah	76	17
22	Kalimantan Selatan	214	46
23	Kalimantan Timur	163	30
24	Kalimantan Utara	21	1
25	Sulawesi Utara	22	
26	Sulawesi Tengah	88	7
27	Sulawesi Selatan	289	12

28	Sulawesi Tenggara	86	1
29	Gorontalo	28	
30	Sulawesi Barat	74	6
31	Maluku	16	2
32	Maluku Utara	20	1
33	Papua	37	1
34	Papua Barat	18	3
	Total	**26974**	**12668**

*Source: Data processed from the Indonesian Ministry of Religious
Affairs Islamic Boarding School Database
https://ditpdpontren.kemenag.go.id/pdpp/statistik*

Figure 1
Graphic Data for Islamic Boarding Schools in Indonesia

*Source: Data processed from the Indonesian Ministry of Religious
Affairs Islamic Boarding School Database*
https://ditpdpontren.kemenag.go.id/pdpp/grafik

Based on table 1 and graph 1 above, data on Islamic boarding schools in Indonesia is an advantage, and curriculum management has a very significant role in improving the quality of students at Islamic boarding schools in Indonesia (Dapodik, EMIS, 2020; Kementerian Agama Republik Indonesia, 2019).

CONCLUSION

Curriculum planning at Islamic boarding schools in Indonesia has several stages, namely planning what activities are the goals and activities that must be carried out. So, the curriculum planning implemented in the boarding school is entirely running optimally. In organizing the curriculum using a form of preparation of lesson materials that are not linked to one another, the aim is to make it easier for students to learn lesson material. The implementation stage of the curriculum in Islamic boarding schools is different from the curriculum in educational institutions in general, because this Islamic boarding school uses the previous curriculum. The implementation of the curriculum in Islamic boarding schools is based on the yellow book and uses the *salafiyah* method in learning. In general, curriculum evaluation in Islamic boarding schools is almost the same as evaluating the curriculum implemented in educational institutions, namely by conducting an assessment of the implementation of learning, and

controlling every student's behavior which is useful for knowing the level of development of the abilities of each student.

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