



Islamic Boarding School based Curriculum: Implementation at MANPK Denanyar Jombang

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ABSTRACT

This research was conducted to provide an overview of how the pesantren-based curriculum applies in MANPK Denanyar Jombang. This research was conducted qualitatively by conducting direct and indirect data searches. Observation, interview and document search are the focus of this research. In the interview, there were at least 3 available sources, namely coaches representing caregivers from MANPK Denanyar Jombang, subject teachers and students. From the data obtained during the study, it can be concluded that MANPK Denanyar Jombang has been successful in establishing a boarding school-based curriculum. This is manifested in the attitudes of students who behave like santri but with the addition of national, technological, and religious insights and are able to contribute to society, excel in academics and non-academics, are brave and ready to appear in public, as well as critical attitudes towards the times that have become plus value for the implementation of the curriculum at MANPK Denanyar Jombang.

Keywords: Curriculum, Education, Islamic Boarding School

INTRODUCTION

A curriculum that is structured and supported by good implementation will make education run well and can even produce quality graduates and of course can lift the image of the school. And with the curriculum, we can measure the readiness or commitment of the school in presenting the best educational program for its students. The curriculum has at least three important roles, namely the conservative role as fostering students according to social values, a critical or evaluative role as an effort to improve ancient values and also a creative role as a step to innovate according to the times (Hamalik, 2013).

In terms of character education or morality. Schools tend to use the existing curriculum rather than improving it. So that the quality of students is getting lower because there is no effort to improve the quality of the applied curriculum (Khoiroh et al, 2020). In addition, the demands of the times have made student standards now incomparable to those of ancient students. With so many considerations, new innovations emerge. Several innovations in the educational curriculum exist that come from the adaptation of education in Islamic boarding schools. Like boarding schools that are usually carried out in the month of fasting, dhuha prayer or dhuhur in congregation, reading sholawat nariyah before starting lessons and praying after lessons. Those are some examples of some of the learning components in boarding schools that are trying to be implemented in the school environment (Rahmawati & Shofiyani, 2020). These activities are considered to have good success in educating their students. Besides that, it is also a solution for schools which are often considered less capable of forming Islamic attitudes and character. The focus of the school tends to be on how students and students can understand the existing material. So that with specific activities about religion, students can focus more on learning and practicing matters related to religion.

The curriculum needs to pay attention to the socio-cultural conditions and characteristics of students well. Schools as the spearhead of curriculum implementation also need to jointly manage, describe the contents of the curriculum and its implementation in certain time units, yearly, semester and monthly. As for the weekly program or unit lesson program, it is the responsibility of a teacher (Mulyasa, 2011).

This was the thought of the predecessors of the Mambaul Maarif Islamic boarding school who hoped for a school that was able to produce scholars who understood Islam and had state insight. After a

long process, the dream was finally achieved with the MANPK (Islamic School-Islamic Program) Denanyar Jombang which was inaugurated in 2017. The establishment of MANPK Denanyar Jombang is a form of safeguarding the Islamic boarding school-based curriculum. MANPK Denanyar Jombang was able to produce several graduates who had a big role in the field of religion and some were involved in politics. Besides that, MANPK Denanyar Jombang graduates have good provisions when in society. With the understanding of the book, the santri-style attitude and broad insights allow them to build their area around them with the education they have received.

METHOD

The type of research used is qualitative field research, namely research data collection procedures that produce data in the form of written or verbal words from people whose behavior you want to observe (Sugiyono, 2006). This research uses a case study approach in which the researcher will study intensively an individual or group who has a particular case. In this study, the researcher acts as an instrument as well as a data collector where the researcher will interview several parties to find the required data. In this study, the researcher was also assisted by several parties who were already staff at the place that became the object of research as intermediaries to meet with resource persons who could provide valid data. Researchers who use qualitative research will certainly use appropriate data collection techniques, namely Field Research, which is a data collection technique in the field related to the object under study. In general, there are three kinds of field data collection techniques, namely Observation, Interview and Documentary study (Noor, 2011). To analyzing qualitative data researchers use several stages namely Data reduction, Presentation of data (Data display), Data verification and Triangulation (Sugiyono, 2008).

RESULT AND DISCUSSION

Result

MANPK Denanyar Jombang school started in 1991. On the recommendation of KH.M. Shohib Bisri assisted by KH. Abdul Aziz Masyhuri then established MAPK (Madrasah Aliyah Special Program), with special programs whose fields of study consist of 70% religious fields and 30% general fields, MAPK is more focused on religious materials whose activities take place in special dormitories whose daily language Arabic and English.

However, due to academic problems, the Ministry of Religion (Kemenag) was officially suspended in the 2009/2010 academic year until there was a new and simultaneous formulation from the ministry. Then officially in 2016/2017 through the Decree of the Director General of Islamic Education Number 1293 of 2016 concerning Technical Guidelines for the Implementation of Religious Programs in Madrasah Aliyah. And now that this program has been running for 5 years, MANPK Denanyar Jombang has 49 10th grade students, 43 11th grade students, 47 12th grade students with a place for their own sons and daughters plus the office building for teachers, staff and caregivers. Application of Islamic Boarding School-Based Curriculum at MANPK Denanyar Jombang. Overview of the learning curriculum at MANPK Denanyar Jombang

Table 1 Material details for class X semester I and semester II

Subjects	Semester I		Semester II	
	Material	Method	Material	Method
Education of the Qur'an and Hadith				
Tahsin Qur'an	Tajweed, Makhroj and fluency	Classical, Talaqqy	Tajweed, Makhroj and fluency	Classical, Talaqqy
Tahfidzul Qur'an	Juz 30, 29 and 1	Sima'i Qur'an, Deposit	Juz 30, 29 and 1	Sima'i Qur'an, Deposit
Tahfidzul Hadits	Hadits Arbain	Deposit	Hadits Arbain	Deposit
Book Study				
Akidah Akhlak	Aqidatul Awam, Ta'lim Muta'alim	Sorogan, Bandongan	Tijan Durori	Sorogan, Bandongan
Tafsir	Tafsir Jalalain	Bandongan	Tafsir Jalalain	Bandongan
Hadith	Arbain Nawawi	Sorogan, Bandongan	Arbain Nawawi	Sorogan, Bandongan

Subjects	Semester I		Semester II	
	Material	Method	Material	Method
Fiqh	Fathul Qorib	Sorogan, Bandongan	Fathul Qorib	Sorogan, Bandongan
Foreign Language Development				
Arabic	Qiro'ah	Classical	Qiro'ah	Classical
	Kitabah	Imlak	Kitabah	Imlak
	Istima'	Mubasyaroh	Istima'	Mubasyaroh
	Kalam	Mubasyaroh	Kalam	Mubasyaroh
	Nahwu Imrithi	Sorogan, Bandongan	Nahwu Imrithi	Sorogan, Bandongan
	Shorof	Hafalan, Bandongan	Shorof	Hafalan, Bandongan
English	Not Taught	Not Taught	Conversation	Direct Method
	Not Taught	Not Taught	Grammar	Grammar and translation method

Table 2 Material details for class XI semester III and semester IV

Subjects	Semester III		Semester IV	
	Material	Method	Material	Method
Education of the Qur'an and Hadith				
Tahsin Qur'an	Tajweed, Makhroj and fluency	Classical, Talaqqy	Tajweed, Makhroj and fluency	Classical, Talaqqy
Tahfidzul Qur'an	Juz 2	Sima'i, Deposit	Juz 3	Sima'i, Deposit
Tahfidzul Hadits	25 Selected Hadiths of Bulughul Marom	Setoran	25 Selected Hadiths of Bulughul Marom	Setoran
Book Study				
Akidah Akhlak	Bidayatul Hidayah, Kifayatul Awam	Sorogan, Bandongan	Bidayatul Hidayah, Kifayatul Awam	Sorogan, Bandongan
Tafsir	Tafsir Jalalain	Bandongan	Tafsir Jalalain	Bandongan
Knowledge of Tafsir	Al Tibyan Fi Ulumil Qur'an	Bandongan, Sorogan	Al Tibyan Fi Ulumil Qur'an	Bandongan, Sorogan
Hadith	Arbain Nawawi	Sorogan, Bandongan	Arbain Nawawi	Sorogan, Bandongan
Knowledge of Hadith	Attaysir Fi Mustholahil Hadits	Sorogan, Bandongan	Attaysir Fi Mustholahil Hadits	Sorogan, Bandongan
Ushul Fiqh	Idhahul Qowaidul Fiqhiyah	Sorogan, Bandongan	Idhahul Qowaidul Fiqhiyah	Sorogan, Bandongan
Fiqh	Albajury Juz 1	Sorogan, Bandongan, and Discussion	Albajury Juz 1	Sorogan, Bandongan and Discussion
Foreign Language Development				
Arabic	Qiro'ah	Klasikal	Qiro'ah	Klasikal
	Kitabah	Insya'	Kitabah	Imlak
	Istima'	Mubasyaroh	Istima'	Mubasyaroh
	Kalam	Mubasyaroh	Kalam	Mubasyaroh
	Alfiyah 1	Bandongan	Alfiyah 1	Bandongan
English	Conversation	Direct Method	Conversation	Direct Method
	Grammar	Grammar and translation method	Grammar	Grammar and translation method

Table 3 Material details for class XII semester V and semester VI

Subjects	Semester V		Semester VI	
	Material	Method	Material	Method
Education of the Qur'an and Hadith				
Tahsin Qur'an	Tajweed, Makhroj and fluency	Classical, Talaqqy	Tajweed, Makhroj and fluency	Classical, Talaqqy
Tahfidzul Qur'an	Juz 4	Sima'i, deposit	Muroja'ah Juz 29,30,1,2,3 and 4	Sima'i, deposit
Tahfidzul Hadits	25 Selected Hadiths of Riyadus Sholihin	Deposit	Muroja'ah 42 Hadiths Arbain Nawawi	Deposit
Book Study				
Akidah Akhlak	Jauharutut Tauhid	Sorogan, Bandongan	Jauharotut Tauhid	Sorogan, Bandongan
Tafsir	Tafsir Jalalain	Sorogan, Bandongan	Tafsir Jalalain	Sorogan, Bandongan
Knowledge of Tafsir	At Tibyan 1	Bandongan	At Tibyan 2	Bandongan
Hadith	Riyadus Sholihin	Sorogan, Bandongan	Riyadus Solihin	Sorogan, Bandongan
Knowledge of Hadith	Attaysir Fi Mustholahil Hadits	Sorogan, Bandongan	Attaysir Fi Mustholahil Hadits	Sorogan, Bandongan
Ushul Fiqh	Abd Wahab Khalaf	Sorogan, Bandongan	Abd Wahab Khalaf	Sorogan, Bandongan
Fiqh	Al Bajury juz 1	Sorogan, Bandongan	Al Bajury juz 2	Sorogan, Bandongan
Foreign Language Development				
Arabic	Qiro'ah	Klasikal	Qiro'ah	Klasikal
	Kitabah	Insya'	Kitabah	Imlak
	Istima'	Mubasyaroh	Istima'	Mubasyaroh
	Kalam	Mubasyaroh	Kalam	Mubasyaroh
	Alfiyah 2	Bandongan	Alfiyah 2	Bandongan
English	Conversation	Direct Method	Conversation	Direct Method
	Grammar	Grammar and translation method	Grammar	Grammar and translation method

Table 4 MANPK Denanyar Jombang Activity Program

Daily	Once a week	Twice a week	Once a semester
Qiyamul Lail Subuh prayer in congregation Deposit Al-Qur'an Bil-Hifdzi Breakfast, Prepare to school Morning gathering Morning class Rest, Lunch Asr prayer in congregation Afternoon class Rest Night class Isya' prayer in congregation Mudzakaroh Al-Durus Muroja'ah Al-Qur'an Night gathering and praying Sleep	Tahlil, Dzikrul Ghofilin Tahlil, Hataman Qur'an Tahlil, Manaqib Tahlil, Dibaiyah Tahlil Bahsu Masail Ziarah Makam Muasis Khutbah Jum'at Kaligrafi extracurricular Banjari extracurricular Qiro'ah extracurricular	Talk Show Muhadhoroh Show Time	Public lecture Semester 1 Examinations Language Camp Language Fair Matsama Ziaroh KH. Syansuri Tayu, Pati (class XI) The practice of taraweh priests and cult Amtsilati Training Risalatul Mahidl Education and Training Tajhizul Janaiz Training Falaq training Mawaris Education and Training Class XII Student Service Semester 2 Examinations

Both the learning curriculum or the program of activities above are carried out with the following principles: Exemplary (Hanafi, 2014) Psychologically, humans need an example to develop commendable attitudes and behavior. Exemplary is education by providing real examples for students. The MANPK Dormitory Manager must always set a good example for its residents in their daily lives.

Exercise and Habituation. This principle is applied in the form of regularity of life which is regulated in a daily activity schedule starting from waking up in the morning until resting at night. This practice and habituation will eventually become the character of students.

Ibroh, Taking Wisdom (Marzuki, 2015) The definition of ibroh is taking wisdom from every event experienced by humans to find out the essence of an event whose conclusion can affect the heart to submit to Him. This principle can be carried out through stories, natural phenomena, or events that have occurred both in the past and present through a process of critical and deep reflection.

Education Through Advice (Saepuddin, 2019) Advice is the warning of goodness and truth in a certain way that can touch the heart to put it into practice. This principle also gives a mandate to the participants to have an attitude of reminding each other of good things among fellow residents of the MANPK dormitory.

Discipline (Shulhan & Soim, 2013) This principle is to make participants have an attitude of obedience to the rules and ensure comfort and harmony. the firmness and wisdom of the administrators in providing sanctions which of course educate students who violate. Participants must understand and accept all forms of consequences and not repeat them. Independence (Muthohar, 2007). Independence is the ability and ability of participants to learn and practice taking care of their own interests. With the principle of independence, participants are able to understand and be steadfast in facing life's challenges.

Brotherhood and Unity (Hidayat, 2016) The lives of participants in the MANPK Dormitory are always filled with an atmosphere of intimacy and brotherhood and mutual cooperation because all joys and sorrows are shared without distinction of regional origin, ethnicity, language, customs, and culture. Excellence of the Islamic Boarding School-Based Curriculum at MANPK Denanyar Jombang. In the research effort to observe the curriculum that is already running at MANPK Denanyar Jombang, there are several advantages that make it different from other schools, namely:

- Able to make students brave and ready to appear in the community, because it is included in the curriculum that practice becomes a mandatory assessment of students and students.
- Able to make students and students critical of current problems, especially those concerning religion, because not only the material they learn but also the resources used are commonly used in Islamic boarding schools
- Able to make students accustomed to habituation of behavior that is commonly carried out by Islamic boarding schools, such as tahajjud prayers and other religious activities due to the dormitory that became their residence while at MANPK Denanyar Jombang
- Able to compete academically and creatively. The proof is the achievements of both regional and national students with the guidance of the coaches.

Obstacles from the Implementation of Islamic Boarding School-Based Curriculum at MANPK Denanyar Jombang. In carrying out research on the pesantren-based curriculum at MANPK Denanyar, researchers found several obstacles from implementing the curriculum, including:

- There are still spring violations committed by students and students, such as for example absent from routine activities, but the supervisor as the person responsible for students and students immediately follows up on these violations.
- The use of social media is not entirely due to the dormitory policy which is an obstacle for teachers to carry out learning during the pandemic.
- Lack of competent supervisors in a field, so that students who have the ability in certain fields cannot be properly facilitated.
- There is no special staff who handles certain fields, for example in terms of administration which is still involved with MAN 4 Jombang and in terms of procurement of books which are the responsibility of teachers or supervisors
- Not yet independent in providing facilities such as computer rooms, classrooms, sports halls, prayer rooms still dependent on MAN 4 Jombang.

In the process of implementing the pesantren-based curriculum, MANPK Denanyar has standards that must be met if later it has graduated and is in the community, including the following:

- Mastery of religious knowledge is supported by adequate Arabic language skills. Religious science serves as the foundation and basis for further scientific development such as being able to understand the material of basic religious books, such as monotheism, fiqh, ushul, fiqh, ulumul quran, interpretation, hadith, musthalah hadith, history, and language.
- Mastery of Indonesian, Arabic and English both written and oral.
- Mastery of information technology, especially for learning. The ability to be mastered is as an active user who is able to take advantage of all the potential of each IT product as well as tricks to maximize its use to support learning and scientific development.
- Competent, critical thinking, caring, creative, innovative, have a strong leadership and entrepreneurial spirit and have national and Indonesian perspectives.

Discussion

The implementation of the pesantren-based curriculum at MANPK Denanyar Jombang is almost the same as that implemented by MAN 1 Surakarta, namely designing a curriculum for 70% religious programs and 30% for general science. In addition, both MANPK Denanyar Jombang and MAN 1 Surakarta both use textbooks adapted from the yellow book which are the curriculum of the salaf pesantren. (Zulfa & Pardjono, 2013) The material taught is Islamic boarding school material in general. Religious sciences such as fiqh, ushul fiqh, hadith, hadith science, interpretation, interpretation science, morals and book study, knowledge of the Qur'an and hadith and memorization and the last is understanding Arabic and English.

Then there is still a program of activities that students and students of MANPK Denanyar Jombang must participate in. This activity program is divided into 4 types, namely daily activity program, once a week, once every two weeks and per semester. These two things are the characteristics that distinguish the educational curriculum applied in other madrasah aliyah schools (Ma'arif, 2015). All parts of the curriculum implemented in MANPK Denanyar Jombang are implemented by adhering to 6 principles, namely exemplary, training and habituation, ibroh, education through advice, discipline, independence and brotherhood and unity. This is evidence that the curriculum that MANPK Denanyar implements is an adaptation of the existing curriculum in pesantren.

In implementing the pesantren-based curriculum at MANPK Denanyar Jombang the role of the coach is very vital. Because the coach is in charge so that students can participate in learning programs and activities and also become their learning partners. Mr. Diki Iqbaluddin as the tenth grade instructor explained that the students of MANPK Denanyar Jombang were the chosen students who of course had to be directed towards their potential. They must also be guided so that they can be of quality and contribute to the surrounding community and also for the country (Rohmah & Arifin, 2017).

Mr. Diki Iqbaluddin also added that during his time at MANPK Denanyar Jombang students are required to have resistance in learning. Because it is not uncommon for coaches or teachers to give assignments so that students can bring out their potential, such as making articles or journals, speeches, lectures to those related to digital designs such as pictures or videos which are then included in competitions. The results obtained were very good because they could penetrate the national championship, even get the title of champion.

In addition, Islamic character education is also an emphasis in the dormitory which is a place where students study. (Pambudi & Samidjo, 2019) During the observation process conducted by researchers, it was seen that the culture of the Mamba'ul Ma'arif Denanyar Islamic boarding school influenced the character building of students and students. MANPK Denanyar Jombang. With a school period that lasts three years or six semesters with the same boarding process, it will certainly maximize the process of character building and hope to be able to apply the social skills gained in society.

In learning, students of MANPK Denanyar Jombang are required to be independent in learning and also look for learning resources. Mrs. Aminatur Rosyidah as a teacher of moral subjects also confirmed this. Students who have received the material will usually be given the task of finding the latest problems which are then used as discussion in the discussion session. He added that the students of MANPK Denanyar Jombang will be tested for their understanding of the material that has been conveyed by the teacher during the discussion. The habit of discussion in this learning is the main key for students and students to know and understand the material being taught (Abdul Karim, 2020).

In addition, the use of foreign languages in learning is an obligation. Because students and students must be able to understand foreign language literature which becomes a handbook in learning.

Teachers and supervisors too, they must also be able to speak foreign languages so that the material being taught can be understood and hone the language skills of students (Syarifah, 2018).

Thus it can be concluded that MANPK Denanyar Jombang is collaborating the national curriculum with a local curriculum with Islamic boarding-oriented orientation in order to create Islamic scholars who also understand the insight of the state. And it is evident from the awards won by students of MANPK Denanyar Jombang in both academic and non-academic fields. In addition, it is evidence that students who go to madrasah aliyah or those with pesantren orientations can compete with other quality schools.

CONCLUTIONS

During the researchers conducted observations and conducted interviews with related informants, there were several points that could be concluded, namely:

- The program implemented by MANPK Denanyar Jombang is in accordance with the guidance of the ministry of religion, namely the provision of a religious-style school located in a dormitory, adopting the curriculum that applies to boarding schools.
- The purpose of education implemented by MANPK Denanyar is to provide a more complete education in developing aspects of attitudes, knowledge aspects, and aspects of students' skills so as to produce graduates who excel in mindsets and have noble personalities with comprehensive-holistic education programs covering religion, academic development , life skills (soft skills and hard skills), as well as national and global insight
- The advantages of implementing pesantren-based education at MANPK Denanyar Jombang are the formation of strong character through the boarding program, mastery in the field of religion that is capable and ready to enter the field, as well as broad insights into general science and the times.
- The drawback of implementing pesantren-based education at MANPK Denanyar Jombang is the obstacle of qualified educators and coaches making the potential of students to develop slowly.
- The quality of graduates from MANPK Denanyar Jombang has been able to contribute to society, because while studying at MANPK Denanyar Jombang, they have received various materials and as an assessment is how the student can explain and practice what he has learned.

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