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Islamic Education Curriculum Management of SMK at *Pesantren*

Nur Ali

Dean of Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik
 Ibrahim Malang

Abstract: Education has been the main strategy to fulfill diverse demands for reaching the quality of the future generation, comprising on the demands of culture, social and children growth. Muhadjir (2000) argues that educational institutions is expected to establish three educational foci (1) maintaining values of insani (human relation) and ilahi (God relation) (2) stimulating and growing the children creativity and (3) preparing productive educators that are competent to anticipate future challenges so as to contribute to the future workplace structure, not adjusting the estimation of economical needs.

Educational function is philosophically educating learners through mental and rational process to achieve noble morals, while seeing at sociological perspective, it has two main functions, namely manifest and latent. In economic side, education function is providing contribution to the economic growth through the hike of employer productivity as the economic growth is not determined by capital investment only. The employers who possess high flexibility to empower new skills to counter new marketplace, in accordance with the changing of economic structure and marketplace.

Pesantren, one of educational institution-based society has established refurbishment for its educational components. Educational system of *pesantren* that is basically traditional, in its development, is more dynamic, adaptive, emancipative and responsive on the evolution and society's demand as well as government policies. Thus, *pesantren* will not let itself on its endless conventionality, but it will thrive on the adjustment and new value adoption, or innovation that has direct or indirect impacts to its educational system.

If the innovations on *pesantren* milieu are meticulously analyzed, the curriculum materials taught and learning methodology as the innovative aspects in *pesantren* can be glaringly accentuated. Dhofir (1985) states that most of small *pesantren* was in vacuum during 1950, but the other surviving *pesantren* are caused by the establishment of general education inside the *pesantren* curriculum. Therefore, more *pesantren* established non religion based curriculum as stipulated in Junior High School (SMP, Senior High School (SMA) and Vocational School (SMK).

The establishment of vocational education is categorized as vocational school oriented to the skill education and workplace preparation for its graduates, while the orientation of *pesantren* education is centered on the educational principles and values that are influential to its curriculum, such as theocentric not anthropocentric, that is emphasized on searching knowledge as a worship, *tawassut* (moderate). Therefore, this paper is going to deeply discuss how the implementation of management functions on the curriculum practice and Islamic education learning on SMK in *pesantren* boundary.

Keywords: *vocational education, pesantren, theocentric, anthropocentric*

A. Introduction

Education is essentially an effort to fulfill the various demands on the quality of the nation's generation, i.e. cultural demands, social demands, and child development demands. Muhadjir (2000) states that educational institutions are expected to carry out three functions of education, namely: (1) maintaining the conservation of human values and God values; (2) establishing the creativity of students; and (3) preparing a productive manpower who can anticipate the future, so that education gives characteristic to the structure of future work, not adjusting to the predictions of economic necessity.

Philosophically, the function of education is to guide students through mental and rational processes in order to have a good prestige. Sociologically, education has two main

functions, they are manifest function and latent function. Economically, the function of education is to give contribution to economy growth through increasing the productivity of the existing manpower, because economy growth is not only determined by capital investment, but also manpower who has the flexibility in mastering new skills to do new jobs, in line with the changing of economy structure and job field.

Pesantren as one of the community-based educational institutions also has implemented innovation in the various components of its education. *Pesantren* education system that originally is characterized as traditional, in its development is more dynamic, adaptive, emancipative, and responsive to the developments and demands of society and government policies. Therefore, *pesantren* does not let itself into the traditional prolonged, but rather on adaptation and adoption of new values, either directly or indirectly into its education system.

Tracking to the background of the implementation of public education in *pesantren*, it will find at least three answers. The first, it is as a *Pesantren's* effort in carrying out adaptation with the development of national education and the advancement of science and technology. The second, it is caused by the importance of saving the "life-sustaining" of *Pesantren* from "death". The third, *Pesantren* offers alternative education by abolishing dichotomy between the development of intellectual dimension and attitude or personality dimension in educational process. Therefore, each of educational process or more specifically called "the teaching and learning process" had better to contain two aspects, namely substance aspect for each subject and attitude aspects for any knowledge learned.

Nowadays, the equilibration of substance and attitude dimensions has been done for education in *Pesantren* by organizing public schools in the form of junior and senior high school, vocational school and Islamic Senior high school which have skills program. Because of that, the establishment of vocational school in *pesantren* environment also sprouts, where it is a vocational school type oriented on education skills and work preparation for the graduates. While in *Pesantren*, there are also the principles and education values that affect to the curriculum, i.e. theocentric not antropocentric, searching knowledge is worship, *tawassuf* (moderate). Then how is the implementation of management functions in the curriculum and learning activities of Islamic education on vocational school and its implication for educational institutions in *pesantren* environment?

B. The Management of Curriculum on Islamic Education in Vocational High School at Pesantren

The orientation of vocational school establishment in *Pesantren* is to fulfil society needs for vocational education that will teach science and technology and also teach religious education which is balanced between science and religion and the students live in *Pesantren*. Thus, based on the existing reality, that existence of vocational students who are outside of *pesantren* who are not living at *Pesantren* and the school uses the national curriculum without any religion input, they are judged by society that they are still weak in the field of religion and their behavior are also not good enough. Therefore, vocational school in *pesantren* in managing and developing the curriculum considers that the national curriculum of vocational school published by *Dikmenjur* (Education for Vocational High School) is regarded still less if it is used to achieve the vision and mission of vocational schools in *pesantren*.

Research findings by Nur Ali (2007) shows that the curriculum of SMK *Telkom Darul Ulum* developed by the principal with a team of *pesantren* education unit shows that first and second generation of graduated students of SMK *Telkom DU* majoring in electro department by using curriculum from *Dikbud* (Education and Culture) added with the subjects of information telecommunications from Telkom adopted on curriculum of SMK *Telkom Sandi Putra Malang* and religion education curriculum of *Pondok Pesantren Darul Ulum* just precisely most of them are accepted to work in the field of telecommunications although they are in electro department. This study also found that graduated students of SMK *Telkom DU* are much absorbed in the job field because the curriculum is developed by a representatives team that consists of *pesantren*, school, PT *Telkom*, practitioners, business-industry world, and alumni, by adjusting the needs of business-industry world, government, and the development of information technology, and strengthen with Islamic education certificate from Pesantren DU with diniyah program.

Moreover, the research findings by Nur Ali (2007) at SMK *Al-Yasini* shows that several factors underlying the existing of management of curriculum development of SMK *Al-Yasini* who are scholar leaders of Pesantren *Miftahul Ulum Al-Yasini* intends to make the students of SMK *Al-Yasini* faithful, clever, and having good morals and skills. According to him, by faithfulness, the students will do something based on the religious values which they believed. By cleverness, the students do an action based on the sense of thinking. By good morals, the students have a good character, so that they do not misbehave. By skills, the students are able to make creation and independent, so that they are not idle after graduating from school. The scholar leader's thinking also affects to the orientation of the graduates of SMK *Al-Yasini* in order to be excellent in achievement, independent, and having good morals and *pesantren's* cultured. It also causes the curriculum used in some public schools in *pesantren* is different, because it is influenced by the thought of each *pesantren's* scholar leaderself.

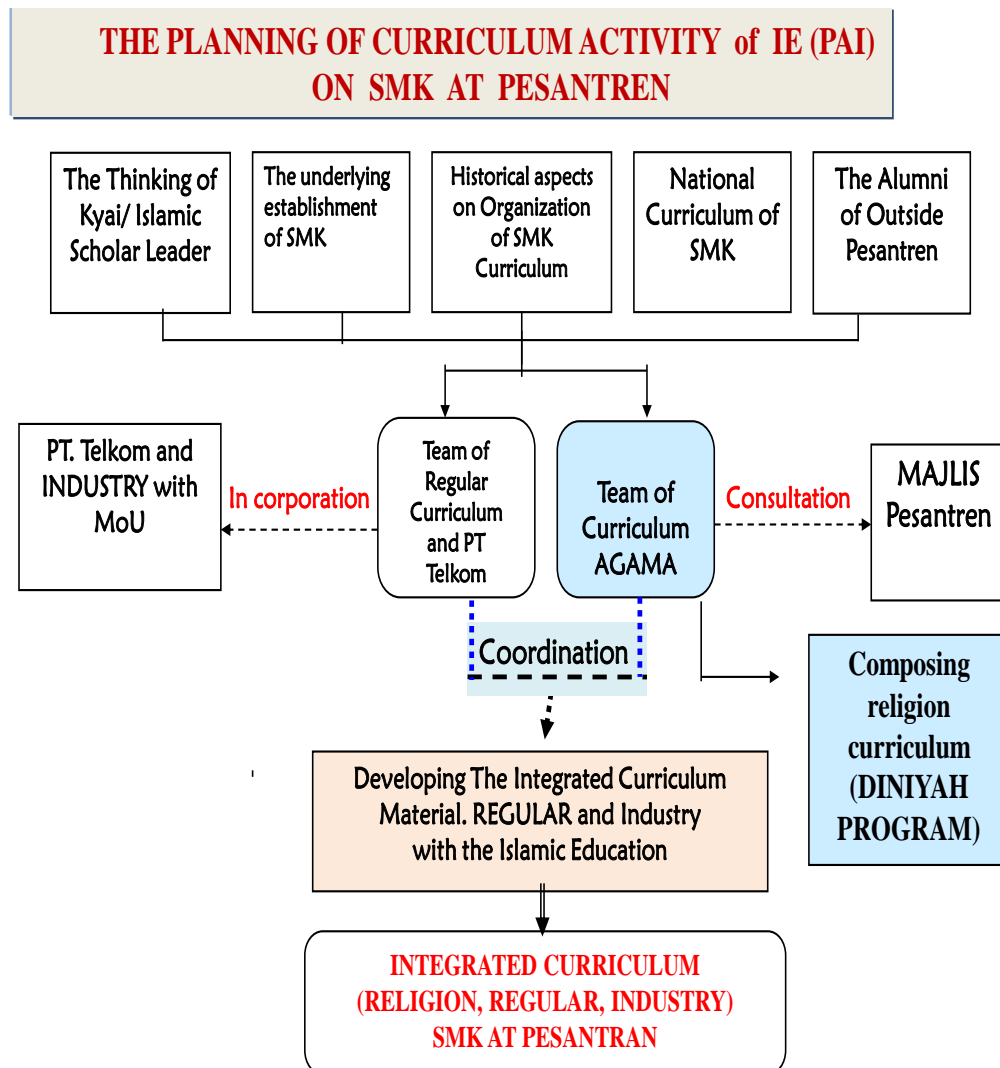
This study also found that the development of an integrated curriculum in SMK *Al - Yasini* also based on educational trends in the world and the desire of students' parents as stakeholders. Since it was built as a response of KH . A Mudjib Imron, SH (Gus Mudjib), the scholar leader of pesantren *Al - Yasini* for the desire of society , especially in the area of Pasuruan which wished for vocational school at *Pesantren* as like the phenomenon of parents who have difficulty to choose educational institutions for their children, remembering adolescent misbehavior especially among children in school-age is increasing , while the activities of parents in their job are also increasing as well.

Associated with the planning of curriculum activities in SMK at *Pesantren*, this study found that the planning of curriculum activities of SMK *Telkom DU* is for productive subject that is based on national curriculum published by *Dikmenjur Diknas* and curriculum of PT. *Telkom* by adjusting the needs of business and industrial world, especially in telecommunications through training activities, guest lectures and field industrial practice in around PT. *Telkom*. Meanwhile, the planning of curriculum activities for normative and adaptive subjects are based on national curriculum published by *Department of vocational Education* (Dikmenjur Diknas) and integrate the curriculum materials with religious values and *pesantren* values through normative and adaptive subjects teacher which are determined by *Pesantren* itself. As a consequence of the cooperation between *Yayasan Pesantren Darul Ulum* with business and industrial world institution (DU-DI), the study also

found that the agency of DU-DI especially PT. *Telkom* participate to be responsible for organizing education and training in productive subject through providing teachers or guests instructors and field industrial practice activities.

Islamic Education Curriculum (PAI) usually called local-content curriculum, in the study found that the planning of curriculum activity for *diniyah* program (religion) as the local-content curriculum of SMK *Telkom Darul Ulum* is oriented to the ability of reading classical book and understanding the contents. While the development of curriculum materials for *diniyah* program published by a team from unit of *Pondok Pesantren Darul Ulum* covers ; (a) *Aqidah* using classical book titled *Jawahirul Kalamiyah*, (b) *Morals* using classical book titled *Ta'limul Mutaalim*, (c) *Fiqih* using classical book titled *Fathul Qorib*, (d) *Hadits* using classical book titled *Jawahirul Bukhari*, (e) *Tafsir Al - Quran* using classical book titled *Tafsir ayat-ayat pilihan* (integrated), (f) *Nahwu - shorof* using classical book titled *Imrithi* and *Kailani*.

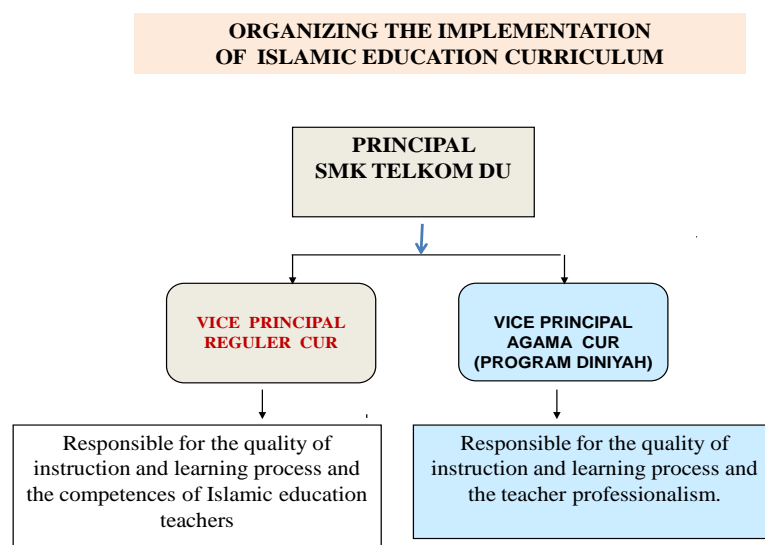
The findings that relate to the planning of PAI curriculum activities at SMK *Telkom DU Rejoso* Jombang can be seen in the following figure:



Organizing and directing the activity of curriculum development for vocational high school (SMK) *Telkom Darul Ulum* Rejoso Jombang follow the applicable procedures in pesantren Darul Ulum. The procedures are education unit of *pesantren* DU defines and develops the curriculum components which consist of normative, adaptive and *diniyah* program (Islamic Education). While PT. *Telkom* together with SMK *Telkom* DU define and develop curriculum components which relate to productive subject and field industrial practice activities. Therefore, the education unit of *pesantren* DU has the authority to determine the teachers who will teach normative subject, adaptive subject, and *diniyah* program (Islamic education). While SMK *Telkom* DU and PT. *Telkom* have the authority to determine the teachers who will teach productive subject and guide for field industrial practice activities. The vice principal of curriculum in SMK *Telkom* DU has the authority to determine the placement of teachers who handle the subject of productive, normative, and adaptive to the classes, and the vice principal of *diniyah* in SMK *Telkom* DU has the authority to determine the placement of teacher for *diniyah* program (Islamic education).

Another finding of this study is the procedure of organizing and directing the development of curriculum applied in SMK *Telkom* DU, it is implicated on the person who takes the responsibility for the activity in the school. Education unit of *pesantren* is responsible for both good and bad quality of the teachers in *diniyah* program and teachers who handle adaptive and normative subject. Meanwhile, the person who takes responsibility for productive subject and field industrial practice is the vice principal of curriculum in SMK *Telkom* DU, and for determining the location of field industrial practice, the school makes cooperation with PT *Telkom* and *alumni*.

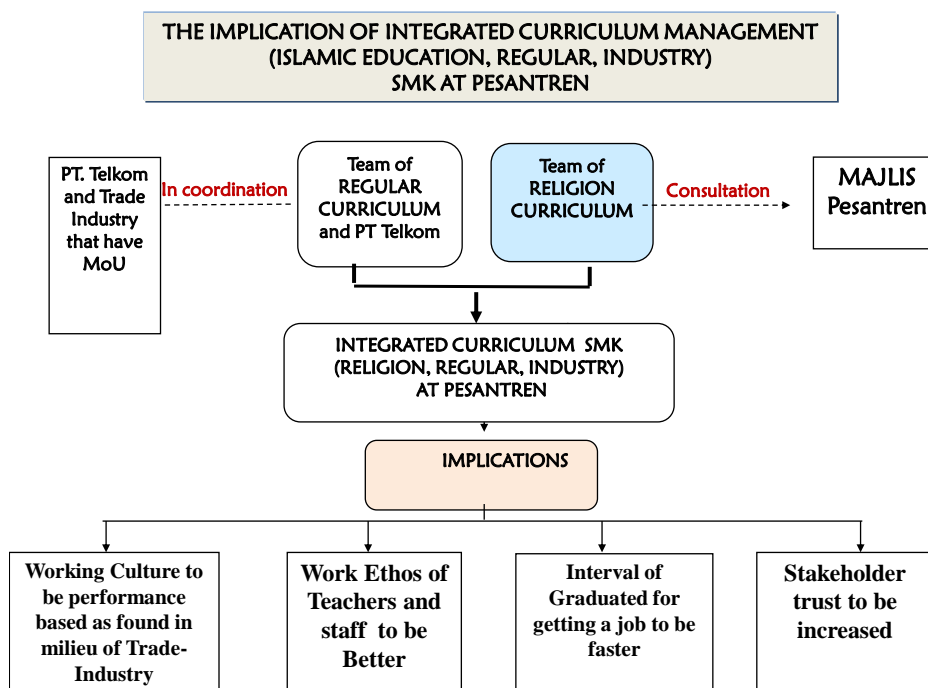
Organizing and directing the development of curriculum in SMK *Telkom* DU integrated with *pesantren* education system is very effective and excellent in academic development and students' personality establishment by imitating exemplary behavior and habituation. In addition, vocational education integrating model among *Pesantren* education system, business and industrial world in SMK *Telkom* DU considered as good thing in teaching students, how to work and always do worship, honest and believable, where it is very needed in working environment.



C. The Management of curriculum development at SMK TELKOM DARUL ULUM and the implication for school image

The Implementation of curriculum development management activity both national curriculum and Islamic education curriculum (local-content) called *Diniyah* program and English morning program involves the scholar leaders of *Pesantren* and educational unit of *Pondok Pesantren* ,the teachers, PT. *Telkom*, and the business and industrial community. The curriculum development management activities have implication for the image of SMK *Telkom* institution to be better.

This study found that working culture based on performance which usually exists in the companies may affect the working culture at SMK *Telkom* DU which is in the environment of *Pondok pesantren* Darul Ulum. So, it also creates a working culture based on performance at SMK *Telkom* DU. Meanwhile, the involvement of PT *Telkom* and the business and industrial world community encourages working ethos of teachers and employees to be better. While the usage of the name *Telkom*, the name of *Darul Ulum* at SMK *Telkom* DU and the involvement of PT *Telkom* as well as DU-DI community gives impact on waiting period for graduates of SMK *Telkom* DU to get a job become faster. In addition, this study also found that the involvement of *Pesantren*, PT *Tekom*, and the business and industrial world community has impacts on the trusty of stakeholders to the skill competence in their fields (Science and Technology) and religious competence (IMTAQ) of graduates at SMK *Telkom* DU increased. As it can be seen in the following picture:



D. The implication of curriculum development management activity for the institution of SMK at Pesantren

Theoretically, in developing a curriculum, there are many parties who can be involved to participate. The parties are often called as stakeholders. Educational stakeholders can be identified as follows, they are : education administrators, teachers,

educational experts, curriculum experts, students' parents, society figure, business - industrial world as the user of graduates, and so on.

In practicing, not all of schools in developing a curriculum involve all parties concerned on education in their school, especially outside of school, such as parents and the business - industrial world. Whereas in the management, it has revealed that, by involving some parties to plan an activity, it will increase the sense of responsibility for the parties involved in implementing activity to achieve the goals that have been decided previously.

Thus, the involvement of component of various stakeholders will take the various implications too. The findings of this study indicates that the vocational high school (SMK) *Telkom* DU Rejoso Jombang involves all parties in the activity of curriculum development control covered stakeholders from outside of the school, such as PT *Telkom*, the industrial and business world as well as alumni, beside of internal parties of SMK itself, including *pesantren* education unit. The implication of the involvement of all components of the stakeholders, especially for the parties in business and industrial world, and alumni who makes curriculum in SMK are more responsive to the changes happen in the world of working, so that the adjustment to the curriculum is more easily implemented which in turn, it will hasten the waiting period for graduates to get jobs. This is appropriate with the activity of organizing the quality which has been done by Vocational High School of Engineering Region 3 in Lincoln Maine. This activity is done in order to improve the quality of its graduates through needs analysis activity and compatibility between the skills taught in school and skills needed in working world by engaging the alumni and the DUDI in these activities (Arcaro, 2005). Meanwhile, the certainty of the improvement internalization of Islamic values is maintained through extracurricular activities and *diniyah* programs (local curriculum for religious education) because internal parties of *pesantren* are always involved in the process of curriculum development.

Another implication is that, by involving the business and industrial world and alumni in the implementation of curriculum, especially in learning process, finally it is also has advantageous for the students to acquire science and technology knowledge associated with productive subject which is always up- to-date. In addition, it also can facilitate students in finding a place for work training or apprenticeship, or even get a job afterwards. Thus, as assumed by Sukmadinata (2005) that school must serve the aspirations comes from society. One of the strengths in the society is the business world. Business development in the society influences curriculum development, because the school not only prepares students to live, but also to work and endeavour. The type of jobs and companies in society requires the preparation from school.

The implication of the involvement of stakeholders in the activity of curriculum development management at SMK provides the appropriate result with the position of stakeholders. For SMK *Telkom* DU which involves stakeholders from the business and industrial world outside of *Pondok pesantren*, the implication is the image of an institution to be better, it is characterized by; (1) a working culture based on performance, as applied in the DU-DI, (2) working ethos of teachers and employees to be better, (3) the waiting period for graduates to obtain job to be shorter, and (4) the trusty of stakeholders being increased. This is because the establishment of education in SMK around *pesantren* is an offer of alternative education by abolishing the dichotomy between intellectual dimension development and the dimension of attitude or personality in educational process.

Therefore, every educational process, or more specifically named teaching and learning process should contains two aspects, they are the substance aspect of each subject and attitude aspect of any knowledge learned.

By this substance aspect, the students are directed to master the concepts in every field of science. By mastery of this substance, they can understand and apply the knowledge in their life or to be developed for further education. By attitude aspect of any knowledge learned, education required developing students' attitude regarding to the knowledge concepts learned. For example , through the knowledge, students can increase their faithful and devotion to Allah, much love, respect to other people, love the environment, have a stronger national knowledge, be more creative and innovative, be more spirit to achieve, be more honest and courteous in association. But, unfortunatly, the educational process occurred in schools nowadays is more emphasized on the first aspect, while the second aspect is just following impact of the learning process.

According to the research of Turmudi (2003), the modernization of education in *pesantren* not only produces the conditions enabled the existence of modern Moslem students, but also distort the character of *pesantren* itself. The Characteristic of sincerity, which has been long time become a basic education of *pesantren* is replaced by a more advantagous character. Modern school system built in *pesantren* is substantially different from the traditional *pesantren* education system. Firstly, it emphasizes the transfer of skills based on knowledge. Secondly, it emphasizes the character building. The relationship between teachers and students in traditional *pesantren* is marked by excessive reverence. However, in modern schools, the pattern of such relationships begin rare, the situation which allows teachers can be criticized by their students.

Beside of the research findings above, it seems that the scholar leader of *pesantren* who has activists background on the activities of religious organizations and practitioners of political parties has considerable influence in the activity of curriculum development management and the direction of development in SMK at *pesantren* and the implementation of cooperation with the institution of government, private and DUDI. This is similar to what is said by Sonhadji (2006 ; 26);

"Education is closely linked with politics. There is a reciprocal relationship between education and politics. Education policies are made based on the political condition. On the contrast, education through curriculum content (curriculum oriented) and learning activities can be used as a vehicle for the formation of a political format in the future " .

Furthermore, the geographical position of SMK and the location of business and industrial world as well as the work partner from outside parties also have influence in the curriculum development management of SMK at *pesantren*.

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