

Pesantren-Based Vocational Curriculum Management in Improving the Quality of Madrasa Education in Indonesia

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ABSTRACT

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This article aims to explain the urgency of pesantren-based vocational curriculum management in improving the quality of madrasa education in the current era of global competition. This research used a qualitative approach and the interactive analysis model of Miles, Huberman, and Saldana to analyze the data. The results of this study confirm some aspects. First, the vocational curriculum planning at MA Nurul Jadid is based on the vision, mission, goals, and educational concepts that rely on a curriculum trilogy, including the madrasa curriculum, skills curriculum, and pesantren curriculum based on the study of the yellow book. Second, implementing the vocational curriculum at MA Nurul Jadid is structured, systematic, and integrated, allowing students to understand and master knowledge and skills proportionally. Third, the evaluation of the vocational curriculum at MA Nurul Jadid Probolinggo is done in a structured, detailed, and comprehensive manner. It is not only on the subject matter but also includes achievements in self-development, extracurricular, organizational, and the formation of national character and culture.

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INTRODUCTION

Pesantren is the first and oldest Islamic education institution in Indonesia. Its existence continues to exist in demand today and provides actual practice on traditional learning systems in Indonesia.¹ The existence of pesantren, full of religion, simplicity, brotherhood, independence, and humility, attracts people to know more about the contents of pesantren.² With its various developments, pesantren has become one of the educational institutions experiencing very rapid development with its uniqueness. Pesantren, as a traditional Islamic educational institution, pays attention to cognitive intelligence and builds Islamic character and personality through teaching, training, habituation, and coaching per the Qur'an and hadith. In this context, it can be seen that since its inception, pesantren has had institutional management that grows and develops with its uniqueness, which makes it a leading institution in educating the nation's children. Pesantren portrays a genuine archipelagic education civilization.³

In today's increasingly complex and rapid educational competition challenges at national and international levels, pesantren must always maintain their identity and develop their institutions to continue to exist. Among them are by continuing to innovate curriculum development in various units of their educational institutions, including madrasas, both formal and non-formal.⁴ That way, pesantren will always be present as spearheads of the nation's advantages and a locomotive for transmitting values to civilized human beings.

The curriculum is the key to good teaching, learning activities and education carried out in pesantren. The curriculum in pesantren is preserved through the teaching of classical books or what is known as the yellow book.⁵ Like a person who will build a house, the curriculum is a blueprint image. An educational institution offers this curriculum to the community.⁶ It is this curriculum that distinguishes one school/madrasah from another. The difference between SD and MI can be seen in the curriculum they provide to their students. Likewise, the difference between MI and madrasah diniyah, or pesantren.⁷

The actual curriculum is not just the subjects given in the classroom. Still, the actual curriculum also includes extracurricular and co-curricular activities. Based on Law Number 20 of 2003, the curriculum is a set of plans and arrangements regarding the objectives, content, and implementation of learning activities to achieve specific educational goals. It includes the educational philosophy adopted by the institution and the plan to create an environment that supports the achievement of educational goals to be achieved. The curriculum plays an essential role in realizing quality education because the curriculum

¹ Herman DM, 'Sejarah Pesantren di Indonesia', *Jurnal Al-Ta'dib* 6, no. 2 (2013): 145–58.

² Jamal Ma'mur Asmami, *Kiat Melahirkan Madrasah Unggulan* (Jogjakarta: Diva Press, 2015), 19.

³ Hendi Suprpto, 'Madrasah dan Pesantren: Muara Pendidikan Islam Sepanjang Masa', *Republika*, 20 Maret, 2021.

⁴ Ahmad Sulton, Sangkot Sirait, and Mahmud Arif, 'The Educational Philosophy of Traditional Pesantren Roudlotul Muhsinin Al-Maqbul: Integrating Future Education Values', *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 20, no. 1 (2022): 34.

⁵ Zamakhsyari Dhofier, *Tradisi Pesantren*, Cet. V (Jakarta: LP3S, 1998), 36.

⁶ Sarah A. Nagro, Dawn W. Fraser, and Sara D. Hooks, 'Lesson Planning with Engagement in Mind: Proactive Classroom Management Strategies for Curriculum Instruction', *Journal of Intervention in School and Clinic* 9, no. 2 (2018): 7.

⁷ Rahmat Hidayat and Candra Wijaya, *Ayat-Ayat Alquran tentang Manajemen Pendidikan Islam* (Medan: LPPPI, 2017), 82.

contains all teaching and learning activities that are important in education. In all problems, there must be a solution. The curriculum is like a path taken in the direction of the goal.⁸ "Many roads lead to home" is in line with the curriculum in Indonesia. Every institution has the right to manage curriculum development to compete healthily with other institutions.

Over time, all educational institutions, both Islamic and public, are increasing in number, varying and competing to provide the best education and quality competition. As pesantren is still maintained until now, the same is the case with madrasas, which are still the community's trust to send their children to school.⁹ There is no difference between public madrasas/schools and private madrasas/schools. Many schools/madrasas are closed due to a shortage of students, even though they are already in the country. In contrast to the private madrasa, the demand for them is increasing. Even according to Hendi Suprpto, since 2017, MA, under the auspices of pesantren, tends to experience a significant increase between 20-35% of enthusiasts every year. It is in contrast to schools that are non-pesantren tend to experience a decline of 15-25% each year. It proves that pesantren-based madrasas have occupied the community's heart, especially vocational-based madrasas.¹⁰

It becomes interesting to study more deeply how management is applied in the institution, especially in the curriculum as a system for teaching and learning activities. Given the attractiveness of madrasa curriculum management in Indonesia, the researchers are interested in researching curriculum management in pesantren-based vocational madrasa with a case study at MA Nurul Jadid Probolinggo. The reason is that at MA Nurul Jadid Probolinggo, there are learning materials and educational concepts that are different from other madrasas that the researchers have ever known, with various achievements from various fields that are not inferior to state schools/madrasas, even in the last year, MA Nurul Jadid Probolinggo won the most KSM champions. 3 out of 38 MA in Probolinggo, in the field of administration, also won the best administration title delivered during the Money of PIP by the supervisor, Mr. Hamdan Jamil. In addition, the head of the MA Nurul Jadid Probolinggo, also won the title of the best madrasa principal in Probolinggo.¹¹ Therefore, there is a need for an assessment of the educational curriculum that will be an addition to scientific insight for researchers and pilots and scientific development for curriculum advancement in madrasas around the world, especially in Indonesia.

RESEARCH METHOD

This research used a qualitative approach presented through words for a symptom and event that was happening at the present moment. It was also included in case study research as the object was about the symptoms/events that occur and are experienced by a group of people.¹² This research was conducted for 3 months. The data collection techniques used were participatory observation, in-depth interviews, and documentation which were then

⁸ Barbara A. Ritter et al., 'Designing Management Curriculum for Workplace Readiness: Developing Students' Soft Skills', *Journal of Management Education* 42, no. 1 (2017): 11.

⁹ Agus Nurokhman, 'Alternatif Pengembangan Madrasah Berbasis Pesantren', *Jurnal Kependidikan* 5, no. 2 (2017): 73.

¹⁰ Suprpto, 'Madrasah dan Pesantren: Muara Pendidikan Islam Sepanjang Masa'.

¹¹ Interview with Irsyad Akmal, MA., Vice Principal in Curriculum, March 22, 2022.

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, 15th ed. (Jakarta: Rineka Cipta, 2013).

processed using Miles, Huberman, and Saldana interactive model analysis techniques. It involved data condensation, data display, and verification/drawing conclusions.¹³ The research was conducted at MA Nurul Jadid Probolinggo that involved several persons like the headmaster, vice principal in the field of curriculum, and students. The researchers act as a key instrument in extracting data. The primary data used by the researchers was the results of interviews conducted with the head of the madrasa, the vice principal in the field of curriculum, teachers, and education staff. Moreover, secondary data was written data, such as institutional profiles and statistical data related to MA Nurul Jadid Probolinggo. Meanwhile, to check the validity of data, the researcher used the persistence of observation and triangulation of source-based data and techniques to obtain a comprehensive description and analysis of data related to the 3 main aspects of the focus of this research, namely: (1). Pesantren-based vocational curriculum planning; (2). Implementation of a pesantren-based vocational curriculum; and (3). Pesantren-based vocational curriculum evaluation at MA Nurul Jadid Probolinggo, East Java.

RESULT AND DISCUSSION

Pesantren Based Vocational Curriculum Planning in Improving the Quality of Madrasah Education at MA Nurul Jadid Probolinggo

Based on the research result that has been carried out, there were three curricula in MA Nurul Jadid Probolinggo. They were the madrasa curriculum, the vocational curriculum, and the pesantren curriculum, where planning is essential to realize the objectives of the three educational curriculum orientations that it has proclaimed. Curriculum planning involves setting goals and estimating how to achieve these goals. So, in planning the curriculum of MA Nurul Jadid Probolinggo, it is crucial to pay attention to several aspects. As explained by Rusman, aspects of curriculum planning include instructions for the types and individual sources needed, learning media used, actions that need to be taken, and monitoring and evaluation systems.¹⁴ It is in line with the view of Iwua et al., which emphasizes that the instructions for the types and sources of individuals needed include the criteria for teaching staff and students required by madrasahs.¹⁵ The selection of learning media uses decision-making policies on actions that need to be taken to realize the curriculum and a monitoring system that is carried out thoroughly and continuously.

It is known that in curriculum planning, there are several principles so that curriculum planning can be realistic. It includes some aspects.¹⁶ First, curriculum planning is concerned with student experiences. Second, curriculum planning is based on decisions about content and process. Next, curriculum planning includes decisions on various issues and topics. Fourth, curriculum planning involves many groups. Fifth, curriculum planning is carried out

¹³ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook*, 3rd ed. (Singapore: SAGE Publications, 2014), 12.

¹⁴ Rusman, *Manajemen Kurikulum* (Jakarta: PT Grafindo Persada, 2009), 3.

¹⁵ Chux Gervase Iwu et al., 'Entrepreneurship Education, Curriculum and Lecturer-Competency as Antecedents of Student Entrepreneurial Intention', *The International Journal of Management Education* 19, no. 1 (2021): 6.

¹⁶ Dedi Lazwardi, 'Manajemen Kurikulum sebagai Pengembangan Tujuan Pendidikan', *Al-Idarah: Jurnal Kependidikan Islam* 7, no. 1 (2017): 8.

at various levels; curriculum planning is an ongoing process. The principles of curriculum planning at MA Nurul Jadid Probolinggo are generally based on the following explanations. First, curriculum planning is concerned with the experiences of students. Students are essential objects in teaching and learning activities, and the results of the evaluation of students determine the follow-up to the learning system at the next meeting. Every teacher in curriculum planning always holds on to the past learning experiences of students as a reference for learning tools that will be taught later, the same as in MA Nurul Jadid Probolinggo, where each teacher is given full responsibility for organizing and managing the course of learning that he is capable of guiding by the results of the evaluation or the experience of students and determining the follow-up to the learning system at the next meeting.¹⁷

Second, curriculum planning is based on various content and process decisions. Curriculum content is an arrangement of study materials and lessons to achieve educational goals, including studies and subjects. Third, curriculum planning contains decisions on various issues and topics. Curriculum planning at MA Nurul Jadid Probolinggo is based on the topics and issues that are on the rise, as was the decision of the head of the madrasa to make MA Nurul Jadid Probolinggo as the skills of madrasa which at that time had been aggressively pursuing the jargon of MA Plus.

Fourth, curriculum planning involves many groups. To realize a multi-competent madrasa, MA Nurul Jadid Probolinggo maintains good relations with various groups to work together, both with industry, Koramil, Polsek, Puskesmas, districts, sub-districts, NU, non-NU, and the government as long as the faucet does not violate the ideals of the community founding father. Fifth, curriculum planning is carried out at various levels, and curriculum planning is adjusted to the level of education taken by students.

Sixth, curriculum planning is a continuous process. As explained in the previous point, curriculum planning deals with students' experiences, curriculum planning is based on content and processes, curriculum planning contains decisions about various issues and topics, curriculum planning involves many groups, and curriculum planning is implemented. At various levels, it shows clearly that curriculum planning is a continuous process.

In planning this curriculum, MA Nurul Jadid Probolinggo is under what was stated by Muhaimin in Syafaruddin and Amiruddin in determining the ideas that will be developed in the curriculum into an educational environment that meets expectations comes from.¹⁸ They are planned vision, stakeholder needs (students, communities, and graduates), the results of previous evaluations and the demands of science and technology and the times, the views of experts from various backgrounds, and the tendency of the globalization era that requires students to have an ethos of learning all the time, understand social, economic, political culture and technology.

The curriculum implemented at MA Nurul Jadid Probolinggo always runs in a circle of vision, mission, goals, and educational concepts that have been created—providing the best learning system based on Islamic rules and times. It also does not go against what the founders aspired to. It is in line with the theory by Oviyanti that the basic principle in

¹⁷ Interview with Ihsan Nur, S.Pd., a Teacher of MA Nurul Jadid, March 22, 2022.

¹⁸ Syafaruddin and Amiruddin, *Manajemen Kurikulum* (Medan: Perdana Mulya Sarana, 2017), 107.

curriculum planning is to lead to the vision, mission, and goals previously set. Of the several principles of curriculum management which, if observed, all lead to activities to produce an achievement that has become an aspiration and synergize all existing components, including the madrasa's vision, mission, and goals.¹⁹

Curriculum planning also involves learning plans. Learning process plans include syllabi, lesson plans containing at least learning objectives, teaching materials, teaching methods, learning resources, and learning outcomes assessment.²⁰ According to Dinn Wahyudin, at this stage of curriculum planning, it needs to be translated into a lesson plan carried out by a teacher as a class manager. Some steps must be taken.²¹ The first is elaborating the syllabus into the subject analysis. Second is calculating effective working days and lesson hours, taking into account holidays, exam days, and ineffective days. Third is developing an annual program. Fourth they are developing a semester program.

MA Nurul Jadid Probolinggo, in lesson planning, requires all subjects to make learning tools. Including skills subjects and the yellow book. Planning of learning tools such as lesson plans, syllabus, Prota, and Promes is done before entering the new semester regarding the academic calendar of the madrasa. RPP planning is done by developing a curriculum reference syllabus and then compiling RPP following the conditions of the madrasa itself. Likewise, with the planning of skills subjects based on Kep.Dirjen Pendis Number 1023 of 2016 concerning Guidelines for Implementing Skills Programs in MA and Kep. Dirjen Pendis Number 6985 of 2019 concerning Technical Guidelines for the Preparation and Development of KTSP. While the learning planning on the yellow book material refers to the MA-level religious material. The learning planning is also based on what was stated by Nurjaman et.al. The curriculum planning process must be based on the academic calendar, *prota*, promissory note, syllabus, and lesson plans.²²

We know earlier that the curriculum includes all activities carried out by an institution to achieve the goal of education. In other words, the curriculum is not just a list of subject names. In Basri's journal, he quoted thoughts as quoted by Salim. He wrote that the curriculum aspects were divided into five elements. They are subjects, learning systems and methods, interactive relationships between educators and students, supervision of the spiritual development of students, evaluation systems, and so on.²³ In other words, the curriculum is all the experiences the madrasa provides to students under the supervision and regulation of the madrasa. As a form of complex curriculum planning, MA Nurul Jadid Probolinggo also divides general classes into two parts, namely science and social studies, three skill classes covering TKJ, TB, and TSM, and learning three yellow books, which include Fathul Qorib, Jurumiyah, and Ta'llimul Muta'alim, as well as additional material for Mulok, namely NU's and various extracurricular and co-curricular programs.²⁴ In simple

¹⁹ Fitri Oviyanti, M. Hasbi, and Fahmi, *Manajemen Kurikulum dan Pembelajaran* (Palembang: Noer Fikri Offset, 2015), 15.

²⁰ Peraturan Pemerintah Number 19 Year 2005 about *Standar Nasional Pendidikan*, Pasal 20.

²¹ Dinn Wahyuddin, *Manajemen Kurikulum* (Bandung: Remaja Rosdakarya, 2016), 72.

²² Ujang Nurjaman et al., 'Quality Assurance Islamic Perspective: An Alternative in Islamic-Based Public Education Institutions', *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 20, no. 1 (2022): 112.

²³ Agus Salim, 'Kurikulum dalam Perspektif Filsafat Pendidikan Islam', *Edutech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 5, no. 2 (2019): 17.

²⁴ The Curriculum Documentation of MA Nurul Jadid Probolinggo, 2021.

terms, the curriculum planning at MA Nurul Jadid Probolinggo can be described in Figure 1.

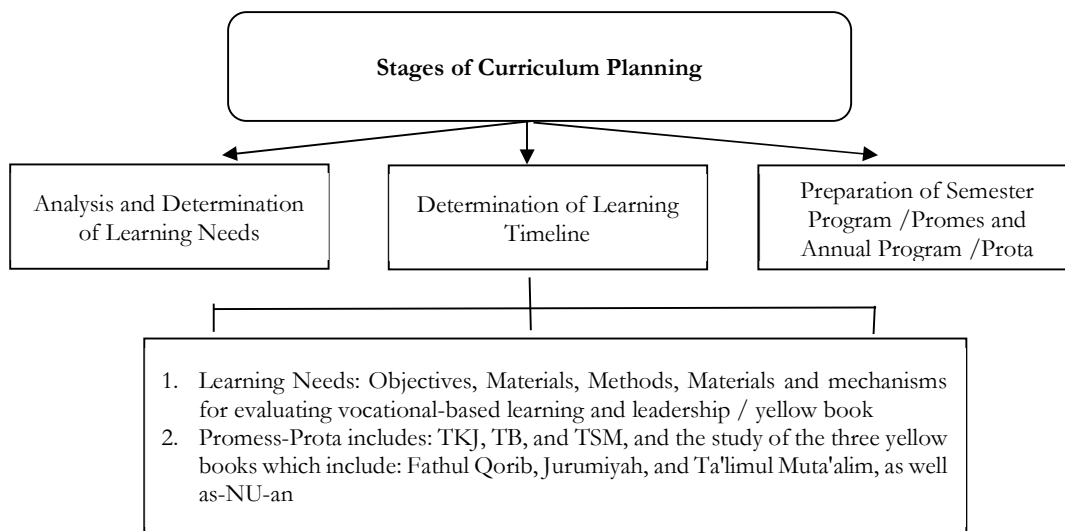


Figure 1. Pesantren Based Vocational Curriculum Planning in Improving the Quality of Madrasa Education at MA Nurul Jadid Probolinggo

Pesantren Based Vocational Curriculum Implementation in Improving the Quality of Madrasa Education at MA Nurul Jadid Probolinggo

The implementation of the curriculum is a form of curriculum planning that is made. Planning will be meaningless if there is no implementation in curricular programs and teaching and learning activities. In implementing the curriculum, some principles must be considered and pursued educational success.²⁵ First is based on students' potential, development, and condition to master functional competencies for themselves. Second is upholding the five pillars of learning, which include: learning to have faith and fear of God Almighty, learning to understand and appreciate, learning to be able to implement and act effectively, learning to live together and be useful to others, and learning to build and find identity self. The third is repair, enrichment, and acceleration services based on students' potential. The fourth is as the principle of *Tut Wuri Handayani, Ing Madya Mangun Karsa, Ing Ngarsa Sung Tuladha* (in the back gives strength, in the middle gives encouragement, in the front gives an example). The fifth is using multi-strategy proximity and multimedia, adequate learning resources and technology, and utilizing the surrounding environment as a learning resource. The sixth is that the curriculum uses social and cultural natural conditions and regional wealth for optimal educational success. The seventh is self-development. It is carried out in a balanced, related, and sustainable manner between levels of education. All those principles are conducted by MA Nurul Jadi Probolinggo simultaneously.

As the principle of implementing the curriculum above, it has not been fully implemented in MA Nurul Jadid Probolinggo. Such as the implementation of the five pillars

²⁵ Salim, 'Kurikulum Dalam Perspektif Filsafat Pendidikan Islam', 108.

of learning that, are repairing the acceleration of enrichment based on students' potential and applying the education motto. MA Nurul Jadid Probolinggo carries out KBM (teaching and learning activities) according to what was previously planned, based on the academic calendar made based on the academic calendar of madrasas throughout Probolinggo. Curriculum implementation includes three main activities, namely program development, implementation of teaching and learning activities, and evaluation.²⁶

There are some relationships between the results of the research carried out by researchers and the theory. First, the implementation of the curriculum of MA Nurul Jadid Probolinggo regarding program development, including annual programs, semester programs, monthly programs, weekly programs, and daily programs as planned based on the academic calendar. From the academic calendar, it can be known effective days, facultative effective days, madrasa holidays, PTS/PAS/PAT days, report cards, and madrasa exam predictions. From the academic calendar, it can also be seen how many days are taken in odd semesters, even semesters, and effective facultative days.²⁷

Second is implementing KBM (teaching and learning activities), where the interaction between students and all education components is carried out, including the teaching staff, the madrasa environment, the madrasa situation, and fellow schoolmates. The results of the study at MA Nurul Jadid Probolinggo showed that the implementation of curriculum at MA Nurul Jadid Probolinggo seen from the division of types of subjects according to the schedule, namely 70.5% madrasa (Department of Religious Affairs) subjects, 11% skill subjects, and 18.5% local curriculum and scripture subjects. The implementation of learning activities is based on the academic calendar and the existing lesson schedule, with the division of 45 minutes of lesson hours per one-hour lesson. Students enter the madrasa by guiding their vehicles as a form of devotion to the teacher, then queue to greet the madrasa principal and the picket teacher standing by in front of the office. The entrance bell rings at 06:30 as the 0 hours for religious activities such as *istighotsab*, reading the Qur'an, reading *asmaul husna*, and praying *dhuba*. Religious activities are carried out until the 1st hour, then the teacher comes and leads the prayer together. The break is held twice at 09:30 and 11:50. During the second break, the congregational dhuh prayer is held in the mosque. When the lesson ends at 13:15, the teacher leads the prayer together again, and the students greet again and say goodbye to go home.²⁸ In addition, extracurricular and co-curricular activities are held after formal learning with a predetermined schedule to support the curriculum. Many yellow book subjects are carried out at the beginning of class hours. They are carried out with the *bandongan* system, taught by *kyai* and *ustadz*. Meanwhile, skill subjects are only carried out 6 JTM per department in one week, held on Fridays and Saturdays, which the instructor teaches.

However, in a pandemic, the implementation of the curriculum refers to the Decree of the Director General of Education No. 2791 of 2020 concerning the Emergency Curriculum Guide for Madrasas and KMA No. 183 concerning the Islamic Education and

²⁶ Sevilla and Polesel, 'Vocational Education and Social Inequalities in Within- and between-School Curriculum Tracking', 587.

²⁷ The Curriculum Documentation of MA Nurul Jadid Probolinggo, 2021.

²⁸ Observation, March 22, 2022.

Arabic Language Curriculum at Madrasas and 184 of 2019 concerning Guidelines for the Implementation of the Emergency Curriculum.²⁹ According to the Decree of the Director General of Education No 2791 of 2020 concerning Emergency Curriculum Guidelines for Madrasas, the Emergency Curriculum Guide is a guide to learning mechanisms that can be used as a reference by education units in planning and implementing the learning process during an emergency.³⁰ If it is impossible to meet face-to-face, KBM is carried out online via Google Forms with a link shared via WhatsApp. Likewise, implementing extracurricular and co-curricular activities during a pandemic is not optimal. It is only conducted virtually and is limited in significant circumstances, for example, when participating in virtual competitions.

Third, the evaluation stage is carried out according to a predetermined schedule and with a predetermined method, which is carried out dynamically every 4 years by involving some elements, both internal and external, starting from all leaders of MA Nurul Jadid Probolinggo, madrasa committees, curriculum experts, representatives of the industrial world as well as some university leaders in the East Java region. At this stage, it is known that the curriculum evaluation at MA Nurul Jadid Probolinggo can be said to be good and has been running optimally. It is known from the achievement of educational programs on a semester and annual scale, which can be realized according to the planned target and time.³¹ For example, MA Nurul Jadid is being able to enter the top 5 best madrasas/schools in the Probolinggo area can be fulfilled even now. It is one of the private pilot madrasas, both academically and non-academically.

Pesantren Based Vocational Curriculum Evaluation in Improving the Quality of Madrasa Education at MA Nurul Jadid Probolinggo

As the planning and implementation of the curriculum, evaluation curriculum also has the principles stated by Iliško et al.³² First, have a clear and purposeful goal. Second, its are objective. Third, comprehensive. Fourth, cooperative and responsible. Fifth, efficient. Sixth, continuous. In applying the principles of curriculum evaluation at MA Nurul Jadid Probolinggo, researchers could state that it is based on the points listed but not so optimal. The first is having a clear and purposeful goal. Every year before entering the new school year, MA Nurul Jadid Probolinggo always makes an annual schedule containing effective entry days, holidays, national holidays, midterm exams, end-of-semester exams, and exams for the final year class. Thus, the course of KBM can be clear and directed.

Second, it is objective or the actual situation. Evaluation at MA Nurul Jadid Probolinggo was carried out objectively with actual data from observations of the results and process of teaching and learning in the classroom. It would be better to support this principle based on education actors, environmental conditions, and people's thoughts so that a curriculum evaluation can be produced for a better curriculum based on the state of the

²⁹ Kurikulum Darurat MA Nurul Jadid Probolinggo on Academic Calender 2020/2021.

³⁰ SK Dirjen Pendis Number 2791 Year 2020 about Panduan Kurikulum Darurat pada Madrasah.

³¹ Nurokhman, 'Alternatif Pengembangan Madrasah Berbasis Pesantren', 17.

³² Dzintra Iliško et al., 'Meeting the Challenges of ESD Competency – Based Curriculum in a Vocational School Setting', *Discourse and Communication for Sustainable Education* 8, no. 2 (2017): 104.

madrasa and can answer the challenges of the times.³³

The third is comprehensive, covering all dimensions or aspects of the curriculum's scope.³⁴ The evaluation is carried out according to the aspects of curriculum scope, running after a plan that contains the lesson plans, syllabus, and academic calendar, based on the implementation of learning with the methods and teaching materials used in the last evaluation. Fourth is cooperative, responsible for planning, implementation, and success, which is the responsibility of all parties concerned in the educational institution. It can be the head of the madrasa, teacher educators, parents of students, or even the students themselves.

Fifth, it is efficient, especially using the supporting elements – time, cost, human resources, and infrastructure. Regarding efficiency, at MA Nurul Jadid Probolinggo, there is a plan regulating time, costs, and educators in its planning. Thus, efficiency in the curriculum that is more visible in the curriculum in the learning process is the use of infrastructure as supporting media. Because the infrastructure is not so complete, MA Nurul Jadid Probolinggo cannot optimize it. For example, MA Nurul Jadid Probolinggo has a microscope and sculptures of organs but does not have a science lab properly. With private madrasas that have microscopes and sculptures of organs, it is already said to be good—*sixth*, sustainable. The continuity in question is related to the previous material that has been explained, evaluated, and then continued to the following material.³⁵

Based on the definition of educational evaluation as explained by Law Number 20 of 2003 concerning the National Education System chapter 1 article 1, paragraph 21, the results of research conducted at MA Nurul Jadid Probolinggo that MA Nurul Jadid Probolinggo carries out all control activities for the implementation of the desired KBM. As well as controlling the order and character of students, direct supervision is carried out by the head of the madrasa and the picket teacher every morning as a form of compliance with disciplinary rules for carrying out daily exams, PTS, PAS, and PAT. This activity was carried out to determine the quality of education by MA Nurul Jadid Probolinggo to remain a competitive and superior institution.³⁶

According to Oemar Hamlik, the evaluation division is divided into two types, namely formative and summative evaluation. In line with this, Ritter (2017) also emphasized that formative evaluation is a process where curriculum developers obtain data and revise the curriculum to make it more effective. The evaluation must be done from the beginning and throughout the curriculum development process. The summative evaluation aims to check the curriculum. It is held after the implementation of the curriculum to check overall efficiency. The summative evaluation uses numerical techniques and produces conclusions

³³ Suyatmini et al., 'Accounting Learning Management on Curriculum 2013 Based on Lesson Study at Vocational School Surakarta', *International Journal of Education* 7, no. 4 (2015): 87.

³⁴ Bettin Juniaria et al., 'Strategic Management in the Implementation of Curriculum 2013 in Elementary School in Indonesia', *International Journal of Learning and Development* 7, no. 3 (2017): 83.

³⁵ Suyatmini et al., 'Accounting Learning Management on Curriculum 2013 Based on Lesson Study at Vocational School Surakarta', 89.

³⁶ Hasan Baharun and Mahmudah, 'Konstruksi Pendidikan Karakter di Madrasah Berbasis Pesantren', *Mudarrisuna: Media Kajian Pendidikan Islam* 8, no. 1 (2018): 149–73.

from the data needed by teachers and education administration.³⁷ MA Nurul Jadid Probolinggo has carried out the distribution of the types of evaluation described by Ritter. The existence of daily exams, post-tests, and pre-tests realizes formative evaluation. As explained by Chinedu et al., formative assessment refers to the feedback given by the teacher during the learning process to measure student learning outcomes.³⁸

Formative evaluation is forming competencies and skills during the learning period. As for the summative evaluation, MA Nurul Jadid Probolinggo was carried out with PTS, PAS, and PAT, for PTS and PAS using a written test. A practical test is carried out in PAS as a theory test for PTS skills. The yellow book and religious subjects at PTS and PAS are carried out with specialism and worship practices, and the assessments in the learning outcomes report in numeric, alphabetical, and descriptive forms. This curriculum evaluation is carried out to encourage a broader evaluation that can be carried out outside the classroom and aims to conclude what learning has been achieved and implemented after the teaching and learning process.³⁹ In general, the evaluation of the education of vocational curriculum at MA Nurul Jadid Probolinggo can be observed through Figure 2 as follows:

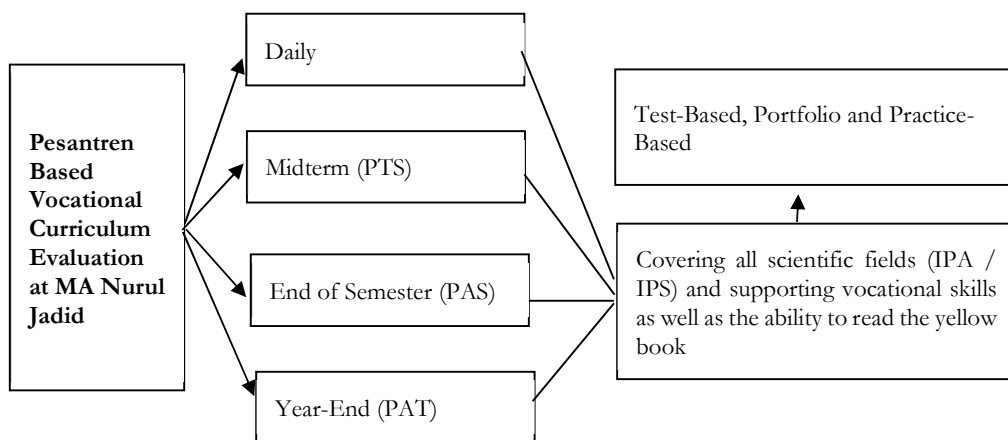


Figure 2. Pesantren Based Vocational Curriculum Evaluation in Improving the Quality of Madrasa Education at MA Nurul Jadid Probolinggo

CONCLUSION

Based on the description and analysis of the substance of this article concludes, several essential points. It is in line with Sevilla and Polesel. First, the vocational curriculum planning at MA Nurul Jadid Probolinggo is based on the existing vision, mission, goals, and educational concepts, namely the curriculum trilogy, which includes the madrasa curriculum,

³⁷ Ritter et al., 'Designing Management Curriculum for Workplace Readiness: Developing Students' Soft Skills', 11.

³⁸ Caleb Chidozie Chinedu et al., 'Prospects of a Technical and Vocational Education Program in Preparing Pre-Service Teachers for Sustainability: A Case Study of a TVE Program in Kuala Lumpur, Malaysia', *Curriculum Perspectives* 39, no. 1 (2019): 41.

³⁹ Albashiry, Voogt, and Pieters, 'Improving Curriculum Development Practices in a Technical Vocational Community College: Examining Effects of a Professional Development Arrangement for Middle Managers', 456.

vocational curriculum, and pesantren curriculum in synergy with each other. Like other general subjects, all must make learning tools, including skill subjects and the yellow book. Second, implementing the vocational curriculum at MA Nurul Jadid Probolinggo is seen from the division of types of subjects according to the schedule, namely 70.5% madrasa's subjects, 11% skill subjects, and 18.5% local curriculum and yellow books. Implementing the curriculum at MA Nurul Jadid Probolinggo uses K13 revision and vocational subjects. Third, the evaluation of the vocational curriculum at MA Nurul Jadid Probolinggo is carried out carefully and thoroughly. Not only evaluation of subject matter is held in the schedule. Still, it includes achievements in self-development, extracurricular, organization, and the formation of national character and culture. In the assessment, it is carried out with formative and summative evaluations, which include daily exams, pre-test, post-test, homework, PTS, PAS, and remedial all evaluations are carried out according to the subject, if the yellow book subject in particular, which is with practical and theoretical exams.

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