
CURRICULUM DEVELOPMENT AT *PONDOK PESANTREN AL-IKHLAS* IN TALIWANG, WEST SUMBAWA

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Abstrak

Pondok Pesantren di NTB sebagai lembaga pendidikan Islam masih sedikit yang berevolusi mengembangkan kurikulum untuk menjawab tantangan zaman. Tujuan penelitian ini adalah untuk menganalisis kurikulum, menemukan pengembangan kurikulum, dan implikasi kurikulum di Pondok Pesantren Al-Ikhlas Taliwang. Metode yang digunakan dalam penelitian ini merupakan kualitatif deskriptif dengan jenis penelitian studi lapangan. Dalam proses pengumpulan data peneliti menggunakan teknik wawancara, observasi, dan dokumentasi. Hasil penelitian ini: *Pertama*, kurikulum KMI Gontor merupakan satu-satunya kurikulum yang diterapkan di awal berdirinya Pondok Pesantren Al-Ikhlas Taliwang. *Kedua*, Pengembangan kurikulum di Pesantren Al-Ikhlas dengan penambahan kurikulum *cambridge international curriculum* dan tahfidzul qur'an metode rabbani. *Ketiga*, dampak positif meliputi prestasi santri, alumni yang melanjutkan studi luar negeri dan dalam negeri, dan pengembangan sumber daya manusia melalui kaderisasi guru. Sedangkan dampak negatifnya pada alokasi waktu yang belum proporsional dan efektifitas efisiensi kurikulum.

Abstract

In West Nusa Tenggara, Islamic boarding schools as institutions of Islamic education, are still limited in their evolution of curriculum development to address the dynamics of the times. This research aims to analyze the curriculum, discover the development, and implications of the curriculum at Al-Ikhlas Islamic Boarding School in Taliwang. This study adopts a descriptive qualitative method with a focus on field studies. Data collection is conducted through techniques such as interviews, observations, and documentation. Firstly, the KMI Gontor curriculum was the only curriculum applied when Al-Ikhlas Islamic Boarding School in Taliwang was first established. Secondly, curriculum development at Al-Ikhlas Islamic Boarding School involves the addition of the Cambridge International Curriculum and the tahfidzul qur'an rabbani method. Thirdly, positive impacts such as increased achievements of students, a higher number of alumni pursuing further studies both domestically and internationally, and the development of human resources through teacher cadre formation. However, there are also negative impacts, such as the disproportionate allocation of time and the effectiveness and efficiency of the curriculum, that need to be addressed.

Keywords:

Al-Ikhlas Taliwang, Curriculum Development, Islamic Boarding School.

INTRODUCTION

Islamic boarding schools are an integral part of the national education system; their existence has been present long before the independence of Indonesia and even represents educational institutions with uniqueness, authenticity, and Indonesian identity (Muttaqin, 2020). Islam, as a perfect religion, has positioned education as something urgent and essential for every community, and certainly education also holds a high position in the eyes of the Muslim community (Sinomba Rambe et al., 2023). Therefore, it is not surprising that pesantren, as the oldest Islamic educational institution in Indonesia, has contributed significantly to the transmission of Islamic values (Bukhory, 2011), thus paving the way for the growth of other Islamic educational institutions in Indonesia (Hidayat, 2014).

The world of education is a highly dynamic learning system, always evolving according to developments and needs (Jailani et al., 2022). The rapid development has led some pesantren to evolve into advanced educational institutions. They are not only confined to religious education and moral development but are designed to compete in the educational landscape of globalization (M. N. Hakim, 2019). Therefore, the need and importance of integrated curriculum management in pesantren serve as a foundation for future development and a necessity to remain relevant and survive amidst competition and globalization (A. Hakim & Herlina, 2018).

Islamic education should be a platform to address all concerns of the community amidst attitude changes, capable of producing holistic individuals (Noor Kamila & Wantini, 2023). In Islamic educational environments such as pesantren, it is hoped that a conducive and harmonious atmosphere can be created (Arfah & Ahmad Dahlan Yogyakarta, 2023). The importance of division of tasks in Islamic society in response to global trends and challenges is emphasized. The division of tasks implies that some are engaged in the battlefield (jihad) while others engage in jihad through seeking knowledge and deepening their understanding of Islam. When implemented in the current educational context, institutions emphasizing the deepening of Islamic knowledge become crucial for development. In the consistent model of religious education, pesantren stands out (Abu Kholish et al., 2022). This aims to enable them to disseminate this knowledge and carry out Islamic missionary work upon returning to society, as elucidated in the Quran:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ء

Meaning: "And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious." (Quran, Surah At-Tawbah: 122)

Initially, Al-Ikhlās Islamic boarding school opened formal education aligned with the Ministry of Education and Culture of the Republic of Indonesia. However, numerous issues had to be addressed. One of them was the discrepancy between the educational curriculum applied in Islamic boarding schools and that of formal schools. On one hand, Islamic boarding schools aimed to educate their students to be proficient in religious matters, while on the other hand, formal schools demanded expertise in science and technology. Moreover, a crucial component in formal educational institutions used as a reference to determine the content of teaching, guide the educational process mechanism, assure the quality of education outcomes, and assess success is the curriculum. (Aslamiah, 2020)

Al-Ikhlās Islamic Boarding School in Taliwang is one of the boarding schools that has evolved to meet the challenges of globalization by integrating three curricula (KMI Gontor, Tahfidzul Qur'an, and Cambridge International Curriculum). Al-Ikhlās officially became the first and only "mu'adalah" pesantren in NTB on September 1, 2016, and on April 29, 2018, it officially collaborated with Tazkia International Islamic Boarding School Malang in implementing the Cambridge International Curriculum. By the end of 2019, Al-Ikhlās became an official partner of the National Quran Memorization Quarantine Foundation (YKTN), marking the birth of the 3 curricula of Al-Ikhlās Islamic boarding school in Taliwang.

The "mu'adalah" status held by the boarding school signifies recognition by the government as regulated in Presidential Decree Number 19 of 2005 concerning National Education Standards Article 93, which states that "The National Education Standards Board (BSNP) may, based on specific assessments, obtain recognition from the government for recommendations on educational implementation that do not conform to current national education standards." (Nursyamsiyah, 2019)

The implementation of an integrated curriculum in Islamic boarding schools plays a significant role in ensuring that the established objectives can be achieved effectively and efficiently. This results in a quality pesantren education system, highly sought after, prospective, full of achievements, and becomes the hope and pride of all parties involved. (A. Hakim & Herlina, 2018). Because the curriculum encompasses all activities and experiences of the students, not just subjects alone. Its goal is not merely to obtain a diploma but to enable students to learn how to live within society, based on the potential they possess. (Umiarso, 2018)

The success or failure of an educational institution is determined by the curriculum applied. Therefore, one important aspect of an educational institution is the strategy in developing the curriculum, especially considering the desired outputs/goals/targets. Through the implementation of a good curriculum, it is possible to produce generations that will advance religion and the nation. This is what makes researchers interested in examining the development of the 3 curricula at Al-Ikhlās Islamic boarding school in Taliwang, West Sumbawa. Thus, this research is expected to provide valuable contributions to curriculum practitioners and expand insights, both for pesantren and for institutions/departments to continuously pay attention to the role of curriculum in an effective teaching and learning process capable of producing quality graduates.

Based on that, the issue of curriculum development becomes one of the indicators of the success of the teaching and learning process. Therefore, the focus of this research is on the curriculum development used by Al-Ikhlâs Islamic boarding school in Taliwang. The selection of Al-Ikhlâs Islamic boarding school in Taliwang as the subject of this discussion is based on several considerations: 1) This pesantren has been established since 1984, founded by Kiai Lalu Zulkifli Muhadli (Kiai Zul), an alumnus of Pondok Modern Darussalam Gontor, Ponorogo, East Java. Kiai Zul is also the first mayor of West Sumbawa Regency (KSB) for 2 terms and currently serves as the chairman of the Gontor Alumni Pesantren Forum (FPA Gontor), 2) Al-Ikhlâs Taliwang is the first and only pesantren with mu'adalah status in NTB, with the advantage of integrating 3 curricula simultaneously in the learning system. This research aims to examine the implementation of the curriculum used by Al-Ikhlâs Islamic boarding school in Taliwang and to realize a curriculum that aligns with the demands and needs of society, anticipates the developments of the times, and serves as a guideline for education in the pesantren.

Therefore, Al-Ikhlâs Islamic boarding school in Taliwang is facing various demands to continuously strive to improve quality in various aspects. Al-Ikhlâs Taliwang is one of the pesantrens in West Nusa Tenggara province that endeavors to respond to the challenges of the times by implementing Arabic and English as the languages of instruction for students, equipped with technological insights, which becomes the advantage of Al-Ikhlâs Taliwang pesantren.

The combination of Eastern curriculum, KMI Gontor, and Western curriculum, the Cambridge International Curriculum, along with the integration of the tahfidz program, marks a significant step where Al-Ikhlâs becomes one of the modern pesantrens implementing the tahfidz program. This is an effort by the pesantren's leadership to fulfill the needs of students and equip them to compete with graduates from external schools. Along the way, Al-Ikhlâs Islamic boarding school in Taliwang also incorporates the tahfidz Al-Qur'an curriculum with a rabbinical method. Tahfidz learning is conducted after the dawn and evening prayers and during the tahfidz quarantine times agreed upon in the pesantren's annual calendar by the pesantren's leadership.

This research introduces novelty through the development of a curriculum that integrates Eastern and Western curricula and the implementation of tahfidz in a modern pesantren, combining general subjects in English with religious subjects in Arabic, along with the tahfidz program, aiming for students to master both religious and scientific fields with the Qur'an as their guide. Based on this foundation, the author aims to explore and examine the development of the curriculum in modern pesantrens, covering aspects of planning, implementation, and evaluation of the curriculum in Mu'adalah Education Units.

RESEARCH METHOD

The curriculum development research at Al-Ikhlâs Islamic Boarding School in Taliwang utilizes qualitative research. The reason for choosing qualitative research is that the researcher aims to observe directly the strategies and issues of the institution so that they can understand everything related to the institution under study. The qualitative method, according to Sugiyono, is considered a naturalistic research method because it is

conducted in natural conditions (natural setting) and based on natural objects (Andi, 2016).

Qualitative research methods are more commonly used by academics in the fields of humanities, religion, and social sciences. The focus of this qualitative research method can be conducted through two channels: literature review and field study. Sometimes, researchers combine both literature review and field study (Sugiyono, 2022).

The type of research that the researcher will use in this study is field research. Field research has very high complexity, covering various aspects/fields and requiring interdisciplinary approaches, such as environmental, socio-cultural, psychological, political, legal, technical, and economic aspects (A. Rijali, 2018). The reason the researcher chose field research is that they can directly observe the situation in the field.

RESULTS AND DISCUSSION

Curriculum of Al-Ikhlas Islamic Boarding School in Taliwang

The curriculum of Al-Ikhlas Islamic Boarding School in Taliwang is designed by the school's leadership, including the headmaster, the director and deputy director of KMI (Kulliyatu-l-Mu'allimîn Al-Islâmiyyah), and the KMI teachers, appointed by the Al-Ikhlas Taliwang Endowment Board. Curriculum planning is the planning of learning opportunities intended to guide students towards desired behavioral changes and to assess the extent of changes that have occurred in students. This is essential for achieving educational goals.

Curriculum is a plan of activities providing guidance and guidelines for the teaching-learning process that schools must follow to achieve their objectives (Azis & Perawironegoro, 2022) Islamic education is the physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic standards (Mufti & Waharjani, 2019). Boarding schools are Islamic-minded educational institutions. Social facts show that boarding schools, in articulating Islam in society, use moderate ways of thinking and attitudes (Nugroho et al., 2022).

Development of the Curriculum at Al-Ikhlas Islamic Boarding School in Taliwang

The development of Al-Ikhlas Islamic Boarding School in Taliwang over the years began with the establishment of the school in 1984, initially with 9 students. Then, it relocated to a new endowed land. In the first stage, on December 11, 1985, 25 students and 3 teachers—Kiai Amir Ma'ruf Husain, Ustadz Jamil, and Ustadz Ikhwan—moved. The migration continued with 14 female students departing on December 18, 1985, implementing the KMI Gontor curriculum.

Initially, Al-Ikhlas Islamic Boarding School in Taliwang only applied the pure KMI Gontor curriculum due to its educational synthesis with Pondok Modern Darussalam Ponorogo. However, during the early years of the school's establishment, the KMI certificate was not recognized by the government, requiring alumni to take equivalency

exams to obtain certificates as a requirement for further studies or employment. After evaluation, Al-Ikhlās Taliwang then adopted the curriculum of the Ministry of Religious Affairs with the MTs and MA system, but felt the need for human resource development and general education subjects, so it switched to the national curriculum under the Ministry of Education and Culture, combining the boarding school system with junior and senior high school. Finally, after the government ratified the Pesantren Law through a Decree of the Minister of Religion, Al-Ikhlās declared itself a Mu'adalah Islamic Boarding School (SPM) to be able to manage and establish its own curriculum with recognized certificates from the government. Al-Ikhlās Islamic Boarding School in Taliwang developed its curriculum by implementing the KMI Gontor, Cambridge Curriculum, and Tahfidz Quran Method Rabbani.

Through the implementation and development of the curriculum at Al-Ikhlās Islamic Boarding School in Taliwang, it should provide a foundation, content, and guidance for the optimal development of students according to the demands and challenges of societal development, focusing on specific competencies in the form of holistic and integrated knowledge, skills, and attitudes, as well as learning outcomes. The aim is to realize a curriculum that meets the demands and needs of society, anticipates the development of the times, and serves as a guide in the provision of education in the boarding school.

Al-Ikhlās Islamic Boarding School in Taliwang has developed a curriculum tailored to the needs of society and the developments of the times. Initially, the school only implemented the pure KMI Gontor curriculum. Over time, from 1998 to 2006, it adopted and implemented the national curriculum from the Ministry of Religious Affairs, namely MTs and MA. From 2007 to 2017, it adopted and implemented the national curriculum from the Ministry of Education and Culture, namely junior and senior high school. In 2016, it began to explore the Muadalah system as an effort for autonomy in managing and organizing the curriculum until the time of exams or holidays. Therefore, in 2018, Al-Ikhlās Islamic Boarding School in Taliwang graduated students with the first Muadalah certificate and began implementing the Cambridge Curriculum for students in grades 1, 2, and 3 equivalent to junior high school and began implementing the Tahfidzul Quran curriculum.

As stated by Ustadz A.A, Vice Chairman of KMI at Al-Ikhlās Islamic Boarding School in Taliwang:

"The efforts of Al-Ikhlās to remain existent and survive until now are inseparable from the development of the three curricula, each of which reinforces the others as provisions for students when they graduate from this boarding school" (Interview, September 12, 2023).

From the above explanation, it can be understood that Al-Ikhlās Islamic Boarding School in Taliwang currently implements 3 curricula: KMI Gontor, Cambridge International Curriculum, and Tahfidz Quran. All three form a unified system that reinforces and supports each other to meet the needs of students and achieve the educational goals set by the boarding school.

Based on the curriculum planning, 3 curricula have been established for teaching and learning activities at Al-Ikhlâs Islamic Boarding School in Taliwang, namely the KMI Gontor curriculum, the Cambridge International Curriculum, and the Tahfidz Al-Qur'an Method Rabbani. The adoption of this combination of 3 curricula is inseparable from the educational goals implemented at Al-Ikhlâs Islamic Boarding School in Taliwang.

a. KMI Curriculum

The Kulliyatu-l-Mu'allimîn Al-Islâmiyyah (KMI) curriculum is the result of the "ijtihad" (intellectual effort) of the founders of Pondok Modern Gontor since 1926: K.H. Ahmad Sahal, K.H. Zainuddin Fannani, and K.H. Imam Zarkasyi, known as the trimurti (trinity), a term describing the unity of ideas, aspirations, and efforts of the three founders. They played a decisive role in shaping the direction of Pondok Modern Gontor. This was done to "modernize" the pesantren education system as part of Indonesia's indigenous culture, leading to the community referring to Gontor as "Pondok Modern." This is why KMI is widely adopted and developed by boarding schools in Indonesia.

Kulliyatul Mu'allimin al-Islamiyyah (KMI) is an Islamic Teacher Education School with a model similar to non-formal Islamic schools in Padang Panjang, where Pak Zarkasyi completed his secondary education. This model was then combined with the boarding school education model. Religious lessons, as taught in several boarding schools in general, are taught in classes. However, at the same time, the students live in dormitories, maintaining the atmosphere and spirit of the boarding school. The education process takes place over 24 hours, with religious and general lessons provided in balance over a period of 6 years. Skill education, arts, sports, organization, and others are part of the students' life activities at the boarding school.

The uniqueness of the KMI education pattern is integrative, combining intra-curricular, co-curricular, and extra-curricular activities within a unified system of pesantren education that is capable of integrating the three centers of education: family, school, and community. Such a pattern allows for the integration of faith, knowledge, and deeds, as well as theory and practice within a single framework.

Throughout its history, KMI has proven its ability to produce quality and recognized alumni who have spread widely across various fields or professions, whether as experts, figures, or practitioners, both in government (executive, legislative, judicial) and within the national and global community. Undeniable evidence includes the numerous alumni from Mu'adalah pesantren who continue their education at various foreign universities, such as those in the Middle East, Islamic University of Madinah, Al-Azhar University (Cairo), Islamabad University in Pakistan, universities in Makkah, and in other Islamic countries.

The implementation of the Mu'adalah system at Al-Ikhlas Taliwang Islamic Boarding School takes the form of the KMI (Kulliyatul Mu'allimin wal Mua'llimat) system, which spans the equivalent of junior high to senior high school. Because the Gontor Modern Islamic Boarding School is the educational reference point for Al-Ikhlas Taliwang, it adopts a 24-hour education system (intra-curricular, extra-curricular, and co-curricular). Uniquely, there are hidden curricula inseparable from Islamic boarding schools, such as moral studies, ethics studies, and character studies.

b. Cambridge International Curriculum

The Cambridge International Curriculum is adapted from the University of Cambridge, with instruction conducted in English. The Cambridge curriculum develops students' understanding, knowledge, and skills, which are the core of the learning experience. In the Cambridge curriculum, the process is crucial because it reflects how students' minds work. The program overseeing the Cambridge curriculum is Cambridge International Examinations. Cambridge International Examinations is one of the international education programs and qualifications for children aged 5-19 years. These qualifications are taken in more than 160 countries and recognized by educational institutions and employers worldwide. The advantages of the Cambridge Curriculum include:

- a. Flexibility, allowing schools to easily adapt the Cambridge curriculum to meet their needs.
- b. Application of external assessment, providing assessments at various stages of the curriculum, which can directly assist students' learning by providing achievement records and recognition of their intellectual abilities.
- c. The Cambridge curriculum includes a Global Outlook program, aimed at developing global awareness and improving English language skills.

This curriculum originates from the University of Cambridge, England, and has been implemented by more than 125 countries and several educational institutions in Indonesia, including Al-Ikhlas Taliwang Islamic Boarding School, without diminishing the long-established culture of pesantren, adapted to the existing system. The Cambridge International Curriculum is applied to students in grades 1-3 of KMI or equivalent to junior high school, covering English, Science, and Mathematics. The adoption of this curriculum is a collaboration with Tazkiya International Islamic Boarding School Malang.

The impact is quite significant, as with this curriculum, Al-Ikhlas Taliwang continues to improve by organizing various English language programs to upgrade and update English skills, such as English Camp conducted for 1 month by new students to enhance their English language abilities, Language Study Tours to Pare, English Village for 1 month for grade 4 KMI or equivalent to 1st year of senior high school as mentors for new students, and also IELTS Classes for teachers as instructors. All of these are conducted to ensure the successful implementation of

the Cambridge International Curriculum, aiming to produce internationally qualified alumni and become a model pesantren in West Nusa Tenggara (NTB).

c. Quran Memorization (Tahfidzul Qur'an)

In the present era of technological advancement, preserving the purity of the Qur'an and memorizing it, various Islamic educational institutions in Indonesia are now developing Quran memorization programs. One of these is the Islamic boarding school that implements the first and oldest educational system in Indonesia and has a real contribution to increasing the memorization of the Qur'an among students.

The phenomenon of memorizing the noble Quran is a characteristic of Muslims worldwide and is not possessed by others. It is a special privilege and certainty that the Quran is easily memorized, both by Arabs themselves and non-Arabs who do not understand the meanings of the words in the Quran. Even the holy Quran can be memorized by children under 10 years old.

The Tahfizh Quran activity does not have many variations and tends to be more monotonous compared to formal learning activities consisting of various subjects and varied methods. This poses a significant challenge for every Tahfizh Quran education organizer. However, besides intellectual level, there are more determining factors in Quran memorization such as intention, motivation, and a greater love for the holy Quran.

Currently, almost all Islamic boarding schools include Quran memorization programs in their series of learning programs, even though these boarding schools are not specifically focused on Quran memorization. Al-Ikhlas Taliwang Islamic Boarding School, as a boarding school that aligns with Gontor, began developing a memorization curriculum in 2017 and has its own methods for implementing the Quran memorization program.

The Rabbani Method, discovered by Ustadz Lalu Mujahid Imaduddin, the leader of Al-Ikhlas Taliwang Islamic Boarding School, was inspired by the At-Taisir method by Ustadz Adi Hidayat, which is one of the methods capable of memorizing the Quran along with verse numbers, positions, pages, forward and backward, top and bottom, and memorizing randomly, as well as being able to memorize meanings and understand the Quran. Eventually, he developed his own memorization method characterized by mind mapping of the Quran and visualization that emphasizes visual patterns in learning.

In Quran memorization, there are several keys to success that can be applied, such as diligence, perseverance, diligence, patience, consistency, balance between repetition and addition, concentration, finding the right place and time, setting targets, and implementing them, reviewing memorization during prayers. If we observe this, these are extraordinary characteristics when they become daily habits.

Implications of the Curriculum at Al-Ikhlās Taliwang Islamic Boarding School

The development of the Mu'adalah curriculum in Islamic boarding schools is an answer to the question of whether boarding schools, in determining their curriculum, should blend into the demands of the times or should be able to maintain it as a characteristic of boarding schools that often actualize their existence amid societal demands. The Mu'adalah curriculum at Al-Ikhlās Taliwang Islamic Boarding School is carried out independently. Although the Mu'adalah boarding school policy has regulated how its curriculum should be, the development of the curriculum ultimately depends on each individual boarding school to maintain its unique characteristics. From this, it can be concluded that although it has been regulated as a Mu'adalah boarding school, differences will still be found among different boarding schools.

The Mu'adalah boarding school curriculum also implies that boarding schools should develop their own unique curricula, where such recognition is an acknowledgment of the boarding schools as the oldest educational institutions in Indonesia. On the other hand, the recognition of Mu'adalah educational programs should ideally encourage boarding schools to improve the quality of human resources.

In this research, the researcher found both positive and negative impacts on curriculum development and its implications for students or boarding schools. Because both of these aspects greatly affect the process of education and teaching at Al-Ikhlās Taliwang Islamic Boarding School.

1. Positive Impacts

a. Student Achievements

The researcher found data on the number of memorized verses by students using conventional methods and the Rabbani method. Below is the data table:

Tabel 1. The Achievement of Memorization by Students

NO	NAME	Reguler Method		Rabbani Method	
		Surah	Ayat	Surah	Ayat
1	A. P	Al-Baqarah	86	Al-Baqarah	12
2	A. R	Al-Baqarah	60	Al-Baqarah	21
3	R. F	Al-Baqarah	21	Al-Baqarah	16
4	W. F	Al-Baqarah	30	Al-Baqarah	10
5	R. D	Al-Baqarah	60	Al-Baqarah	25
6	A. F	Al-Baqarah		Al-Baqarah	
7	A. L	Al-Baqarah	48	Al-Baqarah	16
8	R. F	Al-Baqarah	56	Al-Baqarah	15
9	A. N	Al-Baqarah	30	Al-Baqarah	10
10	N. V	Al-Baqarah	31	Al-Baqarah	10
11	M. M	Al-Baqarah	50	Al-Baqarah	20
12	A. H	Ali Imran	167	Ali Imran	48
13	F. M	Al-Baqarah	36	Al-Baqarah	8
14	P. T	Al-Baqarah	85	Al-Baqarah	24

15	A. F	Al-Baqarah	48	Al-Baqarah	10
16	A. Z	Al-Baqarah	70	Al-Baqarah	28
18	D. D	Al-Baqarah	60	Al-Baqarah	16
19	D. H	Al-Baqarah	40	Al-Baqarah	5
20	R. D	Al-Baqarah	39	Al-Baqarah	19
21	R. I	Al-Baqarah	27	Al-Baqarah	5

Based

on the table above, it is shown that the achievement of memorization by students, when analyzed carefully, the number of memorizations using conventional methods is significantly higher compared to the Rabbani method. Surely, this has its own reasons because the Rabbani method differs from other memorization methods. On the other hand, Al-Ikhlās has its own perspective in achieving the main target or goal of the Al-Ikhlās memorization program, as stated by the head of the boarding school:

"Apologies, I see that in specialized memorization boarding schools, the main target is for a person to become a complete hafidz-hafidzah. This is what we bring to modern boarding schools and what we want to perfect, that the main target of the students is not just to complete memorizing the Quran, but memorizing the Quran is basic. So, the ultimate goal is to produce leaders, entrepreneurs, scholars who have a basic understanding of the Quran guiding them towards the ladder of deeds."

However, on the other hand, there are some students who find it difficult to memorize the Quran, as follows:

"There's not enough time provided for memorization because of many other activities. Alhamdulillah, I have memorized 2 juz and have my own target to reach 5 juz." (Interview with student with initials P.H on September 2, 2023)

Then, student with initials M.D.S said:

"In my opinion, the KMI and Cambridge curricula are important to be balanced, and memorization is only for those who are willing."

The opinion of Ustadz R.R as one of the memorization instructors:

"We are grateful that despite the density of student activities, they are still able to memorize the Quran within the designated time. Alhamdulillah, there are now those who have memorized 7 Juz using the Rabbani method and 30 Juz using the conventional method." (Interview on October 2, 2023).

Based on the above statements, according to field facts, because students memorize verbatim and are not required to memorize the entire 30 juz, data on the achievement of memorization by students using the Rabbani method mostly show a maximum of 7 juz, and with the conventional method, it reaches 30 juz. This is because the Rabbani method emphasizes understanding of the Quranic verses.

b. Alumni Profile

Based on data collected by the researcher, it is found that alumni of Al-Ikhlâs Taliwang Islamic Boarding School have attended both domestic and international universities with various majors after the implementation and development of the 3 curricula from 2018 to 2022.

The attached data in Appendix 11 shows that after receiving education and learning with the 3 curricula, alumni of Al-Ikhlâs Taliwang Islamic Boarding School were able to continue their studies both domestically and internationally with various majors, indicating that the boarding school not only develops the academic and religious knowledge of the students but also provides them with other general knowledge as preparation for their future societal roles.

c. Teacher Cadre

Human resources in educational institutions are one of the subsystems of management that need the same attention as other management subsystems because they are the key to the success of education (Perawironegoro, 2018). The researcher found data on the names of teachers from observations in the field, data on male and female campus instructors. From these data, it can be concluded that the teachers are still dominated by ustadz and ustadzah who are still pursuing their undergraduate studies or are in the early stages of service. Meanwhile, teachers who have completed their undergraduate, master's, and doctoral degrees are still relatively scarce. The researcher includes this data in the appendix. However, to teach the 3 curricula, qualified human resources are needed so that students can easily understand each lesson and the methods and media prepared by the teachers are mature enough to support interactive, effective, and efficient learning.

Below are interview statements from students regarding the use of Arabic and English in learning on September 20, 2023:

"My suggestion is for all teachers to teach in the official language." (Result of interview with student with initials M.R.J)

"Ustadz usually explain in the official language, usually in Indonesian." (Result of interview with student with initials M.A.H)

The opinions of students about the Cambridge curriculum resulting from interviews on September 20, 2023:

"Cambridge Math, the teachers find it difficult to explain, not clear, math is the hardest." (Result of interview with student with initials M.W.M)

"Suggestion for the Cambridge curriculum to be improved, because it is the key for us to travel around the world." (Result of interview with student with initials M.R.D)

The above situation occurs because the majority of teaching staff in the boarding school are first-year teachers who are still studying at universities or have not completed their undergraduate studies. Therefore, there is still a need for improvement and expansion of knowledge about teaching methods and learning media. Moreover, from a

psychological perspective, teachers need to be more mature to become educators in front of students so that they become respected and emulated teachers.

Regarding the improvement of human resources at Al-Ikhlās, below is a statement from the deputy director in charge:

"We have sent 3 boarding school cadres to Pare, Kediri, to deepen their English language skills for 10 months at the B.E.C institution so that when they return, they become a team to strengthen the Cambridge curriculum. We have also sent 5 cadres to Kuningan, West Java, for a Quran memorization quarantine with the results of 3 individuals memorizing 30 juz and 2 individuals memorizing 15 juz, but using the Yada'in method. The goal is to inspire other students and facilitate in guiding their memorization. We have also sent 1 teacher to Medina for the Daurul Lughah program as a commitment of the boarding school to improve the quality of teaching staff in KMI." (Result of interview on October 2, 2023)

Based on the above statements, the researcher concludes that Al-Ikhlās is still in the process of improvement to enhance the quality of its human resources. This can be seen from the opinions of the students about how their teachers teach and the statement from the deputy director in charge indicating that the boarding school sends its cadres to strengthen human resources in order to improve the quality of the 3 curricula implemented by Al-Ikhlās Taliwang Islamic Boarding School.

2. Negative Impact

a. Time Allocation

During the implementation phase of the 3-in-1 curriculum at Al-Ikhlās Taliwang Islamic Boarding School, there is a lack of time allocation during class hours. As per interviews with students and teachers:

"My suggestion is for the activities of the 3 curricula not to overlap, and with these 3 curricula, Al-Ikhlās can progress further" (Result of interview with student with initials D.S on September 20, 2023).

The researcher followed up with Ustadz A.D.M., who stated:

"In the previous year, the boarding school did indeed hold a Quran memorization quarantine program for one full month, memorizing the Quran without any KMI or Cambridge learning in class or other extracurricular activities. However, this was done on a rotating basis per class. This year, there have been no instructions from the boarding school leadership regarding the Quran memorization quarantine scheme, so we use the time before and after prayers to memorize, review, and recite the memorization" (Result of interview on September 20, 2023).

Based on these two opinions, the researcher found that there is an obstacle in the implementation process of the 3-in-1 curriculum, namely the lack of time allocation to

carry out the 3-in-1 curriculum due to the many subjects, making it difficult to execute. The researcher can take a middle ground approach by suggesting that it is possible to use the Quran memorization quarantine scheme simultaneously with stricter control and even distribution of places in a more enjoyable approach so that students can memorize happily.

The limitation of time allocation for learning sometimes does not match during implementation. This is because if there are students who do not understand the material being taught, the teacher explains it again, so the allocated time planned beforehand becomes limited. Moreover, each subject at Al-Ikhlas Taliwang Islamic Boarding School can only be conducted once a week due to the abundance of subjects, and each meeting must cover one theme of the learning material.

b. Effectiveness and Efficiency

The success of the programs and activities of the boarding school is a small part of the larger success of the boarding school's goals (Perawironegoro, 2019). The impact of the development of the 3 curricula by Al-Ikhlas Taliwang Islamic Boarding School, besides the seemingly unbalanced allocation with Quran memorization, also affects the effectiveness and efficiency of the curriculum. This is evidenced by the results of student memorization achievements in previous data, which are still averaging memorization below 5 juz.

On the other hand, some students feel difficulty in understanding the material of match or mathematics in the Cambridge curriculum because it uses English. Thus, the students' understanding of some of their subjects is not deep enough. This is in line with what the researcher found during interviews with 3rd grade KMI students with initials M.F.I:

"I think the hardest subject is match because it's in English, the vocabulary is a bit difficult to understand compared to regular vocabulary. So many of us don't understand the subject well" (Interview on October 3, 2023).

This indicates that the implementation of the 3 curricula is not yet fully effective and efficient, considering the level of students' understanding according to their education level.

CONCLUSION

Based on the analysis of the findings and discussions of the research on curriculum development at Al-Ikhlas Taliwang Islamic Boarding School, the following are the key points:

Firstly, Curriculum Planning, starting from the breakdown of the vision, mission, and learning resources. Secondly, Curriculum Organization includes the curriculum structure. Thirdly, Curriculum Implementation through several aspects: a. Implementation stages, namely the development of annual, semester, monthly, weekly, daily, and guidance programs. Curriculum implementation is adjusted to the environmental and societal conditions, formative and summative evaluation. b. Curriculum implementation includes teacher preparation, teaching methods, and time allocation. c. Supporting facilities and

infrastructure in the educational and teaching process. Fourthly, Curriculum Evaluation, which includes curriculum supervision, measurement of curriculum success, and curriculum content organization.

Curriculum development at Al-Ikhlas Taliwang Islamic Boarding School is as follows: Firstly, the KMI Gontor curriculum was the only curriculum applied at the establishment of Al-Ikhlas Taliwang Islamic Boarding School. However, after evaluation, it needs to be developed to achieve the vision and mission. On the other hand, there are demands for further study and employment opportunities for alumni with diplomas recognized by the government, challenges of societal development, and community needs. Secondly, Curriculum development at Al-Ikhlas with the addition of the Cambridge International Curriculum and Quran memorization with the Rabbani method while still maintaining the KMI Gontor curriculum with the mu'adalah system, which gives privileges to the boarding school in managing it independently and obtaining valid equivalence diplomas from the government.

The implications of the curriculum at Al-Ikhlas Taliwang Islamic Boarding School have both positive and negative impacts. The positive impacts include better memorization achievements by students, alumni profiles studying domestically and internationally with various majors, and human resource development as teacher cadres. Whereas the negative impacts include uneven curriculum time allocation due to the implementation and development of three curricula, and not fully effective and efficient adoption of new curriculum as seen from students' understanding, which is only at a basic level and has not reached its roots. This is due to the multitude of demands or achievements sought from each curriculum.

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