



ALIGNMENT ANALYSIS OF THE CURRICULUM OF THE TAHFIDZ DARUL QURAN AL HARAMAIN PONTIANAK ISLAMIC BOARDING SCHOOL WITH THE INDEPENDENT CURRICULUM IN THE CONTEMPORARY EDUCATION ERA

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ABSTRACT

This research aims to analyze the conformity between the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum and Merdeka Curriculum concept which started in the contemporary education era. The analytical research method used is descriptive with a qualitative approach. Data was collected through observation, interviews and documentation related to the curriculum implemented at the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School as well as the Merdeka Curriculum which is implemented nationally. The results of the analysis show that the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum has several similarities and differences with the Merdeka Curriculum. Although both aim to strengthen the character and competence of students, the approaches, learning materials and evaluation methods used can vary. A number of aspects were also found in which the two curricula could complement each other and enrich the experience of the educational participants being raised. This research contributes to an understanding of the conformity between traditional approaches to Islamic education, as applied in Islamic boarding schools, and the modern education concept promoted by the Merdeka Curriculum. The implications of these findings can be used as a basis for developing holistic and inclusive educational strategies, combining traditional values with contemporary demands in an effort to prepare students to become competitive individuals with noble character in a global society.

Keywords: conformity, contemporary education, Islamic boarding school

ABSTRAK

Penelitian ini bertujuan untuk menganalisis keselarasan antara Kurikulum Pondok Pesantren Tahfidz Darul Quran Al Haramain Pontianak dengan konsep Kurikulum Merdeka yang diperkenalkan dalam era pendidikan kontemporer.

Metode penelitian yang digunakan adalah analisis deskriptif dengan pendekatan kualitatif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi terkait kurikulum yang diterapkan di Pondok Pesantren Tahfidz Darul Quran Al Haramain Pontianak serta Kurikulum Merdeka yang diimplementasikan secara nasional. Hasil analisis menunjukkan bahwa Kurikulum Pondok Pesantren Tahfidz Darul Quran Al Haramain Pontianak memiliki beberapa kesamaan dan perbedaan dengan Kurikulum Merdeka. Meskipun keduanya bertujuan untuk memperkuat karakter dan kompetensi peserta didik, pendekatan, materi pembelajaran, dan metode evaluasi yang digunakan dapat bervariasi. Ditemukan juga sejumlah aspek di mana kedua kurikulum tersebut dapat saling melengkapi dan memperkaya pengalaman pendidikan peserta didik. Penelitian ini memberikan kontribusi dalam pemahaman tentang keselarasan antara pendekatan tradisional dalam pendidikan Islam, seperti yang diterapkan di pondok pesantren, dengan konsep pendidikan modern yang diusung oleh Kurikulum Merdeka. Implikasi temuan ini dapat digunakan sebagai dasar untuk mengembangkan strategi pendidikan yang holistik dan inklusif, menggabungkan nilai-nilai tradisional dengan tuntutan kontemporer dalam upaya mempersiapkan peserta didik menjadi individu yang berdaya saing dan berakhlak mulia dalam masyarakat global.

Kata Kunci: Keselarasan, Kontemporer kurikulum, pondok pesantren

1. INTRODUCTION

Education is the main foundation in the development of a nation. Education includes all forms of knowledge and learning that occur throughout an individual's life, in various places and situations, which contribute positively to the overall development of each individual (Annisa, 2022). Of course, education aims not only to transfer knowledge but also to shape individual character and competence. In Indonesia, the education system continues to develop along with the dynamics of the times. One significant development is the introduction of the Independent Curriculum concept, which aims to provide freedom for educational institutions to develop curricula according to local needs and student characteristics (Yani, 2023)

In addition, Islamic educational traditions also play an important role in empowering society, especially through institutions such as Islamic boarding schools. Islamic boarding schools are traditional religious institutions for studying religion, developing and spreading Islam (Masrur, 2017). Islamic boarding schools are not only a place to study religion, but also a learning center for moral, ethical and cultural values.

One of the well-known Islamic boarding schools is the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School, which specifically focuses on Al-Quran tahfidz education. However, in the contemporary educational era which emphasizes the flexibility and relevance of the curriculum, it is important to examine the harmony between the traditional approach to Islamic education

implemented in Islamic boarding schools and the modern educational concept promoted by the Merdeka Curriculum.

The study of this alignment can provide valuable insight in efforts to develop holistic and inclusive educational strategies, which combine traditional values with contemporary demands. Therefore, this research aims to analyze the harmony between the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum and the Merdeka Curriculum, with the hope of contributing to the development of more effective and relevant education in Indonesia.

2. RESEARCH METHOD

This study used a qualitative approach with case study design. A qualitative approach was chosen to obtain an in-depth understanding of the harmony between the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum and the Merdeka Curriculum. Case studies were chosen because they allow researchers to investigate phenomena in real contexts with a wealth of information.

The research was conducted at the Tahfidz Darul Quran Al Haramain Islamic Boarding School, Pontianak, West Kalimantan. The research subjects consisted of administrators, teachers and students involved in implementing the curriculum at the Islamic boarding school. The selection of research subjects was carried out purposively by taking into account their understanding and experience of the curriculum being studied.

The collected qualitative data will be analyzed using a thematic analysis approach. Analysis steps include interview transcription, data coding, identification of themes and patterns, and construction of an interpretive narrative. This analysis will provide an in-depth understanding of the harmony between the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum and the Merdeka Curriculum.

Data validity will be considered by ensuring consistency between findings and primary and secondary data. The reliability of the research will be strengthened through data triangulation, namely by combining data from various sources and different data collection techniques. In this research the researcher used descriptive methods and qualitative data analysis techniques.

3. RESULT AND ANALYSIS

Alignment Analysis of The Curriculum of The Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School

The results of the interview show that the Curriculum of the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School is in good harmony with

religious values and Islamic educational traditions. One of the special cultural heritages in Indonesia is the tradition of Islamic religious teaching in Islamic boarding schools, which reflects a harmonious combination of local Indonesian elements with cultural elements from India and the Middle East. In this way, Islamic boarding schools not only become an integral part of the global Islamic scientific tradition, but also remain rooted in the local cultural and social context. Islamic boarding schools in Indonesia function as traditional Islamic educational institutions which aim to deepen, embody and practice Islamic teachings, with special emphasis on religious morals as the foundation of social life. The uniqueness and distinctiveness of Islamic boarding schools as religious educational institutions make them different and have a unique identity when compared to other educational institutions (Novriza, 2022). The tradition of Islamic education in Indonesia is the madrasa institutional model. A person's entire personality that reflects his faith is expressed through his actions and spirituality, which is the motivation behind individual behavior (Wahyuni et al., 2023). A strong approach to deepening the Al-Quran and forming the character of students becomes main points emphasized. In addition, instilling an understanding of the importance of religious values gives students confidence that their happiness and safety in life is guaranteed, not only in this world but also in the future in the afterlife (Fuadi et al., 2021).

There are also efforts to integrate Independent Curriculum values in teaching. This reflects the Islamic boarding school's adoption of the latest developments in the world of education. Integrating religious values in every aspect of learning also shows efforts to maintain Islamic identity in the curriculum. Modern Islamic boarding schools have begun to adapt several curricula such as the Islamic education curriculum by the Ministry of Religion through formal schools and special Islamic boarding school curricula allocated to local content (Rahmawati, 2020). This means that Islamic boarding school institutions have the freedom to develop the curriculum, such as developing an independent curriculum while maintaining Islamic identity in the curriculum. So, Islamic boarding school students can have the values of an independent curriculum in teaching.

However, there are challenges in combining traditional approaches with contemporary concepts. There needs to be a proper balance between maintaining traditional values and meeting the demands of modern education. First of all, it is important to find the right balance between maintaining noble traditional values and meeting the demands of modern education. This involves efforts not to fall into stagnation and backwardness and maintain cultural identity without losing relevance in the technological era. Furthermore, the challenge that arises is adaptation and harmony between traditional and contemporary elements in the curriculum and learning methods. This requires the development of innovative and attractive learning methods for the younger generation without abandoning the noble values of cultural heritage as well as training educators to master both

approaches. In this context, this research provides valuable insights into the adaptation process and alignment between the two approaches.

4. CONCLUSION

This research produces an in-depth understanding of the harmony between the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum and the Merdeka Curriculum in the contemporary education era. Based on the results of interviews with Islamic boarding school administrators, teachers and students, several conclusions can be drawn that Solid Alignment: Despite having different background approaches, the Tahfidz Darul Quran Al Haramain Pontianak Islamic Boarding School Curriculum and the Merdeka Curriculum show strong alignment in efforts to strengthen character and competency of students. Both have a balanced focus between deepening religion and developing academic and non-academic skills. Integration of Religious Values: The Islamic boarding school curriculum specifically integrates Islamic religious values in every aspect of learning. This reflects the Islamic boarding school's commitment to maintaining the Islamic identity of students, while still paying attention to developments in the modern curriculum. Adoption of the Independent Curriculum Concept: However, Islamic boarding schools also show efforts to adopt elements of the Independent Curriculum. This reflects the institution's flexibility in adapting the curriculum to local needs and learner characteristics, while maintaining traditional values. Challenges in Combining Approaches: Combining traditional approaches in Islamic education with contemporary concepts such as the Merdeka Curriculum is not without challenges. There needs to be a proper balance between maintaining traditional values and meeting the demands of modern education.

Thus, this research makes a significant contribution to the understanding of adaptation and alignment between two different educational approaches. The implications of this research can be used as a basis for developing holistic and inclusive educational strategies, which combine traditional values with contemporary demands in an effort to prepare students to become competitive individuals with noble character in a global society.

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