

THE CURRICULUM PLANNING IN THE TAHFIZHIL ISLAMIC BOARDING SCHOOL OF ISLAMIC CENTRE FOUNDATION

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Abstract: The purpose of curriculum planning in the Islamic boarding school Tahfizil Qur'an is the realization of a memorized and insightful human being of the Qur'an, having a spiritual, intellectual, and moral, highly committed in actualizing the teachings of the Al -Qur'an and useful for the community. The learning material in the Islamic boarding School (*pesantren*) is the holy Quran, namely: for Elementary Schools is five *juz* (*chapter*) , for Madrasa Tsanawiyah is fifteen *juz*, while Madrasa Aliyah is a minimum of twenty to twenty-five *juz* and for Madrasa Tahfizhil Qur'an is thirty *juz*. The methods used in the learning process are: the *si'maan* method , the quiz method, the verse continuation method, the *talaqqi* method and the cheering method. Evaluation of learning in the *pesantren* is by observing the development student.

Keyword: Curriculum, planning

INTRODUCTION

Planning is one of the very important management functions. Especially in an educational institution, because it is a critical success factor towards the goals to be achieved. The curriculum is a device given by an educational institution that contains lesson plans that will be given to students in one educational period. Meanwhile, according to Rusman stated that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as materials used as guidelines for organizing learning activities to achieve certain educational goals.¹

The curriculum is a device given by an educational institution that contains lesson plans that will be given to students in one educational period. Curriculum planning is the process of setting curriculum goals, objectives, and programs that guide the implementation of learning in achieving educational goals in schools.² Curriculum planning and learning related to the function or process of curriculum management and learning.

The results of previous studies found in the journal *Analytica Islamica*, Vol. 6. No. 1. January-June 2017 researched by Kholis Thohir entitled Curriculum and Learning System of Salafi Islamic Boarding School in Kresek Sub-District, Tangerang Regency, Banten Province. The results of this study are As Islamic Boarding Schools which are under the

¹ Rusman, *Manajemen Kurikulum*, (Jakarta: PT. Raja Grafindo Persada, 2009), p. 3

² Syafaruddin dan Amiruddin, *Manajemen Kurikulum*, (Medan: Perdana Publishing, 2007), p. 57.

auspices of Madrasas, the curriculum developed is certainly different from Islamic boarding schools in general. Salafi Islamic boarding school curriculum is compiled by the kiai or the head of the Islamic boarding school which is prepared based on the general needs of the community with regard to worship and mu'amalat, as well as the competencies of the kiai. The curriculum of the Salafi pesanten boarding school in the Kresek sub-district of Tangerang regency consists of intracurricular, co-curricular and extracurricular. Intrakurikuler in Salafi Islamic boarding school curriculum which is specialized in teaching vocational material. While intracurricular in the mixed Salafi Islamic boarding school curriculum is to teach all fields of religious scholarship from fiqh, hadith, interpretation to monotheism. The focus of the emphasis on the curricular curriculum of special salafi boarding schools as well as mixed salafis are several fields of tool science which include; nahwu science, neuroscience, balaghah science and also mantic.³

The results of previous studies that were studied by Muhlasin, entitled Implementation of the Islamic Boarding School Curriculum in Madrasah Tsanawiyah Nurul Huda Al-Islami Marpoyan District Damai City of Pekanbaru Pekanbaru. PPs. UIN Suska Riau, 2011. The results of the study are firstly, the implementation of the development of the Madrasah Tsanawiyah Madrasah educational curriculum Nurul Huda Al-Islami Islamic Boarding School includes several main components, namely the component objectives of the pesantren curriculum; namely "so that students are able to understand the science of the tools, in order to explore Islamic law in the classical books in the learning process, Material; Basically, the material or content of the Islamic boarding school curriculum implemented at the Nurul Huda Al-Islamic boarding school can be classified into three categories, not very related to the curriculum of the Ministry of Religion, related to the curriculum of the Ministry of Religion, and very closely related to the curriculum of the Ministry of Religion, the method used in the learning process varies the emphasis will be more likely to memorization method and evaluation carried out by rote daily, weekly repetition called deposit and semester. Broadly speaking, the factors that influence the implementation of the curriculum in Madrasah Tsanawiyah Nurul Huda Al-Islami Islamic Boarding School can be grouped into two factors, namely internal and external factors. Internal factors include: Caregiver initiatives, the desire of teachers to improve the efficiency and effectiveness of teaching in Islamic boarding schools, and the desire for graduates to be ready to use in the community. While external factors are: The

³ Kholis Thohir, "Kurikulum Dan Sistem Pembelajaran Pondok Pesantren Salafi Di Kecamatan Kresek Kabupaten Tangerang Provinsi Banten," *Jurnal Analytica Islamica*, 6 (1), 2017.

development of science and technology and the influence of the dynamics of the education system in general are increasingly advancing.⁴

The term pesantren in Indonesia is more popularly known as pesantren, as is the case with pesantren, pondok is derived from the Arabic word meaning hotel, dormitory, house, and simple residence. Islamic boarding schools are traditional Islamic institutions to study, understand, live, and practice Islamic teachings by emphasizing the importance of religious morals as guidelines for daily behavior.

The purpose of education in Islamic boarding schools is to guide students to become human beings with Islamic personalities, students with religious knowledge, able to become preachers in the surrounding community through knowledge and religion. In the era of globalization, many experienced changes, especially in the field of education. Many parents do not pay attention to their children for various reasons, such as busy with work, so many children who fall into promiscuity, drugs, and so forth. Parents are also weak in terms of supervision and are reluctant to put their children in boarding schools. Problems like this that require an educational institution that is well managed that can produce students who have faith, piety, morality, independence, as mentioned in the national education goals can be achieved. For this reason, it is necessary to have an educational institution with a well-structured curriculum.

Islamic boarding school tahfizhil quran Islamic Center Foundation has the mission of forming a generation who memorized the Qur'an and behaves according to Islamic teachings, Educating generations to have the ability to read the Qur'an and interpreting the contents of the Qur'an, and callers to goodness and prevention of evil, improve the quality of education in achieving academic and non-academic achievements, implementing the values of the Koran in education and daily life.

According to the data that the writer got from the Islamic Boarding School of the Tahfizhil Quran Foundation, the Islamic Center Foundation, many of the santri were invited to the mosque to become special priests in the month of Ramadan because the memorization of the Koran was 30 juz. In addition, the learning process is also integrated with formal education, namely madrasahs. Implementation of learning in students by teachers under the responsibility of parents.

The author believes that the implementation of learning in the pesantren tahfizil quran gave birth to many students memorized the Koran at a young age, it all can not be separated from a good curriculum, which includes mature curriculum planning, and

⁴ Muhlasin, *Pelaksanaan Kurikulum Pesantren di Madrasah Tsanawiyah Nurul Huda Allislami Kecamatan Marpoyan Damai Kota Madya Pekanbaru*. PPs. UIN Suska Riau, 2011.

curriculum planning which includes formulation of the objectives of tahfiz, tahfiz material, and evaluation tahfiz. Although there are several obstacles, the teacher who teaches tahfiz is not from the teaching faculty.

RESEARCH METHODS

This type of research uses a qualitative descriptive approach. Qualitative research according to Moleong, is research that intends to understand the phenomena about what is experienced by research subjects, for example, behavior, ways of description in the form of words and language, in a natural context and by utilizing various natural methods.⁵

Case Study is a study conducted in incentives, detailed and in-depth of a particular organization, institution or phenomenon. This research was conducted to describe curriculum planning in the Tahfizhil Quran Islamic boarding school and the implementation of the curriculum in the tahfizhil quran boarding school in Medan.

This research was conducted at the Islamic Boarding School Tahfizil Quran Islamic Center of North Sumatra because it is expected to obtain information from managers and teachers in the hope of obtaining information about curriculum planning in the pesantren and its data. The location of the Islamic boarding school tahfizhil quran islamic center in North Sumatra is one of the schools that is experiencing rapid development both in terms of facilities and competencies.

Islamic boarding school in North Sumatra is one of the most popular boarding schools by the community. There are many students, it is proven that each year the number of students is relatively no decrease.

The data sources in this study: a). The boarding school leaders were the first to be meticulous writers. Because the leader functions as the permit for research/opening the way with the respondent. In addition, the principal can also provide complete information. b). Teachers: are parties who carry out/carry out learning and teaching activities. teachers are expected to provide detailed, complete and accurate data.

Data collection techniques in this study through observation, interviews and documentation.

⁵ Moleong, Lexy J, *Metodologi Penelitian Kualitatif*, (Bandung:PT Remaja Rosdakarya Offset, 2007), p. 6
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FINDINGS AND DISCUSSION

Curriculum planning in the Islamic Boarding School Tahfizhil Quran Center

The purpose of management in curriculum planning is the ability to manage in the sense of the ability to plan and organize the curriculum, and how curriculum planning is planned professionally. There are two approaches in curriculum planning, namely an approach that is "administrative approach" and an approach that is "grass roots approach". Curriculum administrative approach is planned by superiors and then passed on to subordinate institutions to teachers. So from the top down, from the top down at the initiative of the administrators. In this case, there is not much that can be done by subordinates in planning curriculum, because it is the superiors who have full power in doing the planning. The "grass roots approach" approach, ie, starts from the bottom. This approach emphasizes curriculum planning that involves subordinates even at the level of teachers to be able to jointly think of new ideas about the curriculum and be willing to apply them to improve the quality of learning.

Curriculum planning is the process of setting curriculum goals, objectives, and programs that guide the implementation of learning in achieving educational goals in schools.⁶ Curriculum planning and learning related to the function or process of curriculum management and learning.

According to Rusman the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the materials used as guidelines for organizing learning activities to achieve certain educational goals.

The objectives of curriculum planning, namely: a). As a guide for the implementation of learning activities to achieve certain educational goals. b). Standards of supervision in implementing curriculum, matching implementation with planning. c). Knowing who is involved (the organizational structure), both the qualifications and the quantity to achieve educational goals. d). A systematic curriculum description, including the cost and quality of work, and e). Lead to activities that are not productive, and save costs, labor and time.⁷

The curriculum at the Islamic Boarding School Tahfizhil Quran Foundation there are two kinds of curriculum, namely formal and informal curriculum. The formal curriculum is based on the Ministry of Religion, while the one arranged and planned by the pesantren is an informal curriculum that is focused on the Quran tahfizhil.

⁶ Syafaruddin dan Amiruddin, *Manajemen Kurikulum*, (Medan: Perdana Publishing, 2007), p. 57.

⁷ Syafaruddin dan Amiruddin, *Manajemen...*, p. 58.

Formulation of the objectives of Curriculum Planning in the Islamic Center Tahfizhil Quran Foundation Islamic Center

In 1980 the progress of the development of Islamic civilization in Indonesia experienced a very significant increase with the mushrooming of Islamic boarding schools, both classical and modern and the establishment of a center for spreading Islamic da'wah known as the Islamic Center which functions as a center for Islamic information in the region.

Objectives are a very important component in compiling a curriculum. In formulating goals within an educational institution it is inseparable from the vision and mission. Vision is an idea of the main objectives, the Mission Is the stages that must be passed to achieve that vision. The vision and mission of the Islamic Boarding School Tahfizhil Quran Foundation is:

The vision

The realization of a person who is memorized and has a vision of the Qur'an and has a spiritual, intellectual, and moral balance towards a generation that is civilized in the Qur'an, highly committed in actualizing the teachings of the Qur'an.

The mision

The first is The formation of a generation who memorized the Qur'an and behaved in accordance with the teachings of the Islamic religion and the second is Creating students who are capable of insight into the Qur'an, as an interpretation of the contents of the Qur'an, and call for the good and prevent evil and the last is Education that puts quality in achieving academic and non-academic achievements.

The purpose of curriculum planning at the Islamic boarding school Tahfizil quran foundation is the realization of a memorized and insightful human being of the Qur'an and has a spiritual, intellectual, and moral balance towards a generation that is civilized in the Qur'an, highly committed in actualizing the teachings of Al -Qur'an and useful for the community.

Fill in the curriculum

The content or subject matter is a component after the goal. The content component shows the learning process material. Learning material must be in accordance with the educational objectives that have been formulated. The learning materials in Islamic Center foundation boarding schools are for primary school 5 Juz, while for Tsanawiyah Madrasah for class VII 5 Juz, for class VII 10 Juz and for class IX 15 Juz, Madrasah Aliyah 20 to 25 and for Madrasah Tahfizhil Quran namely the target is 30 juz.

Methods in the Learning process

Method is the right and fast way to do things. Zuhairi said that the method can be interpreted as an appropriate and fast way to apply the method of memorization in teaching.

There are several methods for memorizing the Qur'an including: the method of memorizing the Qur'an is an appropriate and fast way to enter information in the form of verses of the Qur'an, can save it and also can be delivered back outside the head.

In the Tahfizil Islamic boarding school there are several methods used, namely: the si'maan method (listening to memorization), the quiz method (giving questions), the method of connecting the verses, the talaqqi method and the cheering method.

Evaluation

Evaluation is an assessment part to find out how far the success in achieving the learning objectives. Curriculum evaluation plays an important role, both for determining educational policy and for decision making in the curriculum itself. Evaluation of learning in the pesantren tahfizhil quran by looking at the development of memorization of students.

Implementation of curriculum planning at the Islamic Boarding School Tahfizhil Quran Center

The implementation of curriculum and learning is an embodiment of the curriculum which is still in the form of a written document to be actual in a series of learning activities. Implementing the curriculum is the teacher who is given the mandate to teach and educate students.

Based on observations there are two models of learning implementation, namely tahfiz al-quran and formal schools. Based on the results of interviews with teachers and leaders of Islamic boarding schools the target of achieving 2 years 30 juz with a learning load of 4 hours / day. And the learning schedule, from dawn to dawn until 7 o'clock, and the target is 1 to 2 pages per day (10 to 20 days 1 juz, then 10 days for memorizing memorizing).

Learning is a process of learning implementation plan (RPP) which includes preliminary activities, core and closing activities. At the boarding school specifically Tahfizil Quran does not use Rpp.

In the implementation of the learning curriculum There are several obstacles faced in the implementation of the curriculum that is there are some educators not from tarbiyah backgrounds.

CONCLUSION

The purpose of curriculum planning in the Islamic boarding school Tahfizil quran foundation is the realization of a memorized and insightful human being of the Qur'an and has a spiritual, intellectual, and moral balance towards a generation that is civilized in the Qur'an, highly committed in actualizing the teachings of the Al -Qur'an and useful for the community.

The learning material in Islamic Center foundation boarding schools is for primary school 5 Juz, while for Tsanawiyah Madrasah for class VII 5 Juz, for class VII 10 Juz and for class IX 15 Juz, Madrasah Aliyah 20 to 25 and for Madrasah Tahfizhil Quran that is the target 30 juz.

In the Tahfizil Islamic boarding school there are several methods used, namely: the si'maan method (listening to memorization), the quiz method (giving questions), the method of connecting the verses, the talaqqi method and the cheering method.

The target of achieving 2 years is 30 juz with a learning load of 4 hours / day. And the learning schedule, from dawn to dawn until 7 o'clock, and the target is 1 to 2 pages per day (10 to 20 days 1 juz, then then 10 days for memorization of memorizing.

Learning is a process of learning implementation plan (RPP) which includes preliminary activities, core activities and pentup. At the boarding school specifically Tahfizil Quran does not use Rpp.

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