

INNOVATION OF EDUCATIONAL CURRICULUM IN SALAFIYAH ISLAMIC BOARDING SCHOOLS

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Abstract

This article is presented to describe the innovation of developing Islamic education curriculum at Riyadlul Mubtadiin Islamic Boarding School. which includes: development of learning approaches, learning systems, learning methods, the process of involving educational stakeholders. The method used in this study is a qualitative method, with a historical-instructionalist approach, with an approach able to see every side of development in the perspective of the History of Islamic learning. The result of this paper is the modernization of Islamic education at the Riyadlul Mubtadiin Islamic Boarding School including the development of a learning curriculum from pure salaf to semi-salaf. The learning methods taught are very varied, different from before. There is an evaluation of the program carried out both quarterly and every six months. Evalausion includes: Affective, Cognitive and Psychomotor. As well as the involvement of stakeholders, especially alumni, in determining the policy direction of institutional development

Keyword: Innovation, Islamic Education Curriculum of Islamic Boarding School

Abstrak

Artikel ini disajikan untuk mendeskripsikan inovasi pengembangan kurikulum pendidikan Islam di Pondok Pesantren Riyadlul Mubtadiin. yang mana mencakup di dalamnya: pengembangan pendekatan Pembelajaran, Sistem pembelajaran, Metode Pembelajaran, Proses pelibatan stakeholders pendidikannya. Metode yang dipakai dalam penelitian ini adalah metode kualitatif, dengan pendekatan historis-instruksionalis, dengan pendekatan mampu melihat setiap sisi pengembangan dalam perspektif Sejarah pembelajaran Islamnya. Hasil dari tulisan ini adalah adanya modernisasi pendidikan Islam di Pondok Pesantren Riyadlul Mubtadiin mencakup pengembangan kurikulum pembelajaran dari salaf murni menuju semi-salaf. Metode pembelajaran yang di ajarkan sangat variatif berbeda dengan sebelumnya. Adanya evaluasi program yang dilaksanakan baik berupa Trivulan maupun Enam bulan sekali. Evalausi mencakup: Afektif, Kognitif dan Psikomotorik. Serta adanya pelibatan stakeboulder terutama alumni dalam menentukan kebijakan arah pengembangan lembaga

Kata Kunci: Inovasi, Pendidikan Islam, kurikulum Pondok Pesantren.

INTRODUCTION

Education is one of the important sectors in development in every country. Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble morals, and skills needed by themselves, society, to develop all the potential of students through the learning

process. In article 4 it is explained that students are members of society who strive to develop their potential through the learning process available on certain paths, levels and types of education.¹

Thus, education is all efforts and all efforts to make society develop the potential of students to have religious spiritual strength, self-control, personality, have intelligence, noble character, and have the skills needed as members of society and citizens. Each country has its own system in regulating its education. In Indonesia, learning is designed by the government through specially organized institutions. In the Islamic perspective, education is intended to produce people who worship Allah, and can carry out their duties as caliphs on this earth. The aspects and objectives of Islamic education are expected to produce knowledgeable and skilled servants of God who can prosper the earth and provide benefits for all inhabitants of the earth.

Indonesia is the country with the largest number of Muslims in the world. Thus, it cannot be denied that the Islamic education system is very much considered in this country. At the beginning of Islamic education in Indonesia, the system applied still uses the Traditional system and has not been arranged based on the curriculum at this time. One of the goals of creating education is to have a good and systematic curriculum.² Efforts to modernize Islamic education in Indonesia are needed. The modernization of Islamic education is recognized not only from Muslims themselves, but was introduced by the Dutch colonial government in the early 19th century. However, there was educational discrimination carried out by the Dutch colonial government, namely separating schools for the nobility and special schools for ordinary people.³

In the history of Islamic Education in Indonesia before 1900 it was still Halaqoh (non-classical). In addition, the madrassas were not large so no remains were found. One of the pesantren consisting before 1900, such as the Tebuireng pesantren which was founded by KH. Hashim Ash'ari. Indonesian Islamic figures who founded pesantren are mostly uluma from alumni from Mecca. Along with performing the Hajj, they stayed a few years to study religion. After completing their education, they returned to Indonesia to change a new color for Islamic education. These figures founded Indonesian Islamic boarding schools, such as the Mustafawiyah Islamic boarding school in Medan, which was founded by Musyafa Huseyn in 1913.⁴ In teaching about Islam, it used to use the system of Halaqoh and sorogan, which is a method that is often used by scholars in Java in explaining Arabic lessons or the Turost Book. Where teachers explain in their respective regional languages and students listen. In developing Islamic education, scholars used to build small huts in the spread of Islam in the archipelago.

In general, the curriculum used in the 1930s included Arabic language sciences with grammar fiqh, creed, ahklak, hadith and education. Facilities used mosques and madrassas. There is no measurement and evaluation in the educational process. There is no term for class increase, those who are considered finished and entitled to teach.⁵ Education at that time was a traditional period in the Islamic education system in Indonesia. At that time there was no renewal of the education system both in the curriculum, books that still used a lot of human handwriting and teaching methods that used the bandongan and halaqoh systems.

The period of modernization of education in Indonesia began in 1931. Which educational institutions in Indonesia have entered a new color. The modernization of Indonesian Islamic education was pioneered by alumni scholars who studied in Middle Eastern countries, especially in Makkah. The

¹ Republik Indonesia, "Undang-Undang (UU) Tentang Sistem Pendidikan Nasional," in *No. Pemerintah Pusat (2003): LN.2003/NO.78, TLN NO.4301, LL SETNEG (37 HLM, n.d.)*.

² Dasmal, *Pengantar Sosiologi Pendidikan* (Jakarta: Kencana Prenada Grup, 2011), 124.

³ Azyurmardi Azra, *Pendidikan Islam, Tradisional Dan Modernisasi Menuju Milenium Baru* (Jakarta: Logos, 1990), 20.

⁴ Abuddin Nata, *Sejarah Pendidikan Islam Pada Periode Klasik Dan Pertengahan* (Jakarta: Raja Grafindo Persada, 2004), 195.

⁵ Nata, *Sejarah Pendidikan Islam Pada Periode Klasik Dan Pertengahan*, 196.

impact of education modification in Indonesia has received a positive response, because many educational institutions adopt the modern system. Like Kulliyatul Mu'allimin Al-Islamiyah which was founded in 1931. Then the system was followed by the Darussalam Gontor Islamic boarding school led by KH. Imam Zarkasyi in 1936.⁶ Renewal of the Pesantren Education Model carried out by KH. Imam Zarkasyi is KMI (Kulliyatul Mu'allimin Al-Islamiyyah) and IPD (Darussalam Institute of Education). In practice, KMI is an electrical synthesis of the learning system in Islamic boarding schools and madrasahs. The eclecticist approach allows adopting only the same system of pesantren and madrasahs as well, in accordance with the principle of *al-Mahfuzot 'ala al-Qodim al-Salih wa Akhdh bi al-Jadid al-Aslah* (preserving something old and good, and taking new things better).

This kind of model is what is meant by the term "modern cottage". Even on different occasions, KH. Imam Zarkasyi interprets modern very epistemologically. According to him, modern is (the use of) a method that is sophisticated, in accordance with the present era (current context), productive and easy (or fast) to produce. The last idiom can be interpreted with the term *exelorative*, because he gave the parable of the carpenter of the chair maker. It used to be made manually one after another and now, it is made using machines, so it is faster.⁷ The foundation in developing education is based on the principles of correct and proportional education, among others, centered on students, relevant to the needs of life, responsive to the development of science and technology and art, comprehensive and sustainable throughout life, and balanced between various elements, inner birth, the afterlife, individual, social, the demands of life in society and the objective conditions of students. In accordance with its nature in the form of a life and life curriculum, the curriculum is carried out in an integrated manner for 24 hours in one program packaged in the form of a "core and integrated curriculum" which is full of worship, study, practice and achievement activities that cannot be sorted out.⁸

According to Imam Zarkasyi, the influence of renewal at this time on society, namely the Islamic insight of Muslims is getting wider, the mindset is more rational, pesantren alumni can continue their education to universities both at home and abroad. The beginning of the 20th century was a time of renewal of the Islamic education model and system in Indonesia. The reforms came both from the Muslim reformists themselves and from the Dutch colonial administration. In the early days of its establishment. Pesantren is an educational lodge consisting of a hut which includes teachers, kiai and students. Starting from three people increased to thousands of people or students. Traditionally, to some degree the students lived in huts that resembled monastic dormitories, taking care of themselves, cooking and washing clothes by themselves. Pesantren began in Java then expanded beyond Java including the Malacca peninsula. The fundamental reason for the establishment of pesantren was to transmit traditional Islam as contained in the classics written by the great scholars over the centuries. These classics are known in the pesantren tradition as the yellow book, which represents the yellowed color of the paper.

The cottage building is almost integrated or complex, unlike the case today. Islamic boarding schools already have branches in place, both outside the city and the city respectively. At the beginning of the design of the pesantren, students were not forced to attend lessons. Because students who live in cottages have to make a living for themselves. Thus, the ability of students in mastering religious sciences depends on the individual of the students. Enterprising individuals will reap good results, as well as individuals who are not earnest, getting according to their own sincerity. The system that was built in the early days did not have classes or learning evaluations, because every student could leave the Islamic

⁶ Mahmud Yunus, *Sejarah Pendidikan Islam Di Indonesia* (Jakarta: Hidakarya Agung, 1994), 11.

⁷ Rusli Takunas, "Pemikiran Pendidikan Islam KH. Imam Zarkasyi," *Journal of Pedagogy* 1, no. 2 (2015).

⁸ Fajriyah dkk, "Implementasi Kurikulum Kulliyatul Mu'allimin Al-Islamiyyah Di Pondok Pesantren Tarbiyatul Mu'allimin Al-Islamiyah (TMI) Al-Amien Perenduan Dan Ma'had Mu'allimin Al-Islamiyyah (MMI) Muttabalul Ulum Jambu Sumenep," *Jurnal Ilmu pendidikan* 3, no. 1 (2018).

boarding school whenever they wanted. According to their respective life needs. Thus the path in and out of people in the Islamic boarding school is very free, there are no ties, just with kiai permits that are easy to obtain if they have a good reputation. For students who want to explore various Islamic boarding schools for the sake of scientific specialties owned by clear and different kiai.

According to Abuddin Nata, the word *modren* is something new or cutting-edge. Furthermore, the word *modern* is closely related to the word *modernization* which means renewal or *tajdid* in Arabic. *Modrenization* itself has an understanding of thoughts, flows, movements, and efforts to change patterns, understandings, institutions, and customs to be adapted to the new atmosphere generated by advances in science and technology.⁹ The requirements and characteristics of modern education are as follows: 1) There are dichotomous problems, 2) Objectives and functions of Islamic educational institutions, 3) Curriculum or material problems. These three issues interfere with each other.

One of the advantages of *pesantren* is the implementation of a dormitory system that provides benefits for students to form a culture of interaction between students and teachers or students and *Ustadz*, facilitate control of student activities, stimuli and stimuli in learning and provide opportunities for habituation. The process of *modrenization* of *pesantren* has a curriculum that supports learning, both religious and general lessons. The two lessons are an inseparable element. Because Islam teaches to learn all knowledge both in religion such as: *Fiqh*, *Tawhid*, *Hadith*, *Qowaid Al-lughoh*, and so on. Likewise with general sciences such as: Mathematics Physics and biology, history, and so on. In addition, the modification of the learning system does not only lead students to learn general science. However, there is a need for extracurriculars that support students to develop more. Such as: Scouting, Speech in Arabic, Karate, and other sports.¹⁰

From the long history of modernizing Islamic boarding schools, an "innovation" is actually needed in the development of Islamic boarding schools that are more efficient and managerially organized without affecting the most important aspect of education, namely value transfer. Etymologically, innovation comes from the Latin word *innovaation* which means renewal and change. The verb is *innovo* which means to update and change. Innovation is a new change that leads to improvement and is planned.¹¹ Innovation means the inclusion of an introduction to new things; new discoveries that are different from existing or previously known discoveries.¹² The term innovation is always interpreted differently by some experts. According to Trott in a journal entitled the implementation of information technology-based management innovation systems in elementary schools written by Didik Agus Triwiyono explained that innovation is the heart or center of activity of every company because innovation plays an important role in the continuity of the company, as well as the management of all activities including the process of idea formation, technology development, manufacturing processes, and marketing of new products or products developed¹³. Referring to this explanation, innovation is identical not only to updates in aspects of technology or equipment that are new, but also in a broader scope such as products, processes, and forms of services that indicate a change in the practice of organizing an organization.

RESEARCH METHOD

⁹ Malik M Thaha Tuanaya, *Modernisasi Pesantren* (Jakarta: Balai Peneliti dan Pengembangan Agama Jakarta, 2007), 8.

¹⁰ Muhammad Ismail, "Sistem Pendidikan Pesantren Modren Studi Kasus Pendidikan Pesantren Modren Darussalam Gontor," *Atta'dib Jurnal Pendidikan Agama Islam* 6, no. 1 (2011).

¹¹ Lisma Jamal Idris, *Pengantar Ilmu Pendidikan* (Jakarta: Grasindo, 2019), 11.

¹² Poerwadarminta, *Kamus Umum Bahasa Indonesia* (Jakarta: Balai Pustaka, 2017).

¹³ Didik Agus Triwiyono dan Danny Meirawan, "Implementasi Ssystem Invormasi Manajemen Akademik Berbasis Teknologi Informasi Di Sekolah Dasar," *Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah* 17, no. 1 (2013).

The method used in this study is a qualitative method, with a historical-instructionalist approach, with an approach able to see every side of development in the perspective of the History of Islamic learning. This research applies qualitative methods. Qualitative studies can also be defined as efficient models that occur in natural environments that help researchers to establish a level of detail by being highly active in real experiences. Social problems from the perspective of participants are one of the identifiers of qualitative analysis. To define, illustrate, and interpret the data collected, what constitutes qualitative research requires deliberate use. In this study, researchers gave questions to several students, alumni and administrators of Islamic boarding schools with interviews. Then data from interviews. Researchers validate with triangulation techniques. To ensure that the findings and interpretation of the data are accurate, researchers also apply documentation techniques, and observations to find out what innovations and developments have been done here. To analyze data researchers use data reduction. In this section researchers present the data process through selection, focusing, simplification, and transformation of data. Data was collected from interviews, observations, and documents. Therefore data reduction is necessary to make the data clear and easy to use. Next, to reduce the data, researchers focus on research questions.

FINDINGS AND DISCUSSION

Innovation Of Educational Curriculum

Innovation is needed in the implementation of an organization both private and government organizations. Relevant innovations can be used in the public sector as an alternative function arena to find new solutions to old problems that have never been resolved.¹⁴ Innovation needs to involve other aspects in the context of public sector organizations or government organizations which include political processes, policies, quality, and so on. According to Mulgan and Albury in a book entitled *Knowledge Management* written by Muluk, an innovation is said to be successful if the innovation is the creation and implementation of new processes, products, services, and service methods which are the result of nayata development in terms of efficiency and effectiveness or quality of service. Thus, innovation covers many aspects and is very complex with various supporting factors and not just referring to new things. Innovation can contribute to improving the quality of public services and increasing the government's problem-solving capacity in facing community challenges, public sector innovation is closely related to New Public Management. When it comes to innovation, a fundamental question that is very important to ponder is why innovate? This question certainly has thousands of answers, there can be the same and there can also be different. The reason for the public sector to innovate is because of the demands for accountability, transparency and various principles of good governance that lead to higher performing public organizations.

In the context of the development of national education, innovation in the public sector is absolute because our country requires acceleration or acceleration in the quality of education and public intelligence. Our competitiveness with other countries, even if only at the regional level, is still quite concerning. There are difficulties from the discipline of public administration in adapting to environmental changes. The difficulty of adapting to environmental changes seems to be insurmountable and has become a problem that for decades has tended to be neglected. Innovation is needed to get the best solutions to various problems faced, both by the community, business actors, and the government.

Public Service is now an increasingly strategic policy issue because the improvement of public services in Indonesia now tends to "run in place" while the implications are very broad in economic,

¹⁴ Muluk Khairu, *Knowledge Management* (Malang: Banyumedia publishing, 2018).

political, socio-cultural and other lives. It is important that improvements in public services are absolutely necessary so that the bad image of the public to the government can be improved, because with the improvement of the quality of public services that are getting better, it can affect public satisfaction so that public trust in the government can be rebuilt. Therefore, quality and quality services are the main concern of public and private organizations.

Innovation in question is all forms of reform in the implementation of Regional Government which are guided by the following principles: increased efficiency, improved effectiveness, improved service quality, no conflict of interest, oriented to the public interest, carried out openly, fulfilling the values of propriety, and can be accounted for not for self-interest.

From the various explanations that have been presented by experts related to Innovation starting from the explanations of expert figures and some experiences that occur in the government environment, it can be concluded that Innovation is needed in every sector, both in the formal and non-formal sectors, and this innovation can be from various fields, can be in the field of public services, information innovation, as well as innovations in the field of learning and innovation in any field, including in Islamic boarding school institutions that are in accordance with the research that researchers raised to examine a Management Information System Innovation at the Sidogiri Pasuruan Islamic boarding school, because only in an old and simple way in any sector will make boredom and boredom for everyone so that they will not be glimpsed again by people because there are no interesting new things and do not follow developments era.

Some experts also express their opinions about innovation, what is meant by innovation according to experts is as follows: Everett M. Rogers Declares that innovation is an idea, idea, practice or object / object that is realized and accepted as a new thing by a person or group to be adopted.¹⁵ Edquist explained that innovation is new creations (in material or intangible form) that have significant economic value, which are generally carried out by companies or sometimes by individuals.¹⁶ Innovation is the successful exploitation of a new idea; Partners, 2001 and the British Council, 2000, or in other words the mobilization of knowledge, technological skills and experience to create new products, processes and services. Innovation is the main function in the entrepreneurial process.¹⁷ Peter F. Drucker in his book *Innovation and Entrepreneurship* says innovation has a distinctive function for entrepreneurs. With innovation, entrepreneurs create both new production resources and processing existing resources with an increase in the value of the potential to create capital.¹⁸

Stephen Robbins, Defines, innovation as a new idea applied to initiate or improve a product or process and service. Hurley and Hult define innovation as a corporate mechanism to adapt in a dynamic environment, therefore companies are required to be able to create new thoughts, new ideas, and offer innovative products and service improvements that satisfy customers. In innovating, Robins focuses on three main things, including the first new idea, which is a thought process in observing a phenomenon that is happening, including in the field of education, this new idea can be in the form of discovery from an idea, idea, system to the possibility of crystallized ideas. Both products and services are the results of further steps from the existence of new ideas that are followed up with various activities, studies, research and experiments so as to give birth to more concrete concepts in the form of products and services that are ready to be developed and implemented including the results of innovation in the field of education. And the last improvement effort is a systematic effort to make improvements and make continuous

¹⁵ O'Brien, James A and George M Marakas, *Introduction to Information Systems* (McGraw-Hill, New York, NY, 2018), 123.

¹⁶ Stephen P. and David A. De Cenzo Robbins, *Fundamentals of Management: Essential Concepts and Applications* (New York: Pearson Prentice Hall, 2019), 231.

¹⁷ Robbins, *Fundamentals of Management: Essential Concepts and Applications*, 145.

¹⁸ Yanti Rochaety, Eti, Rahayuningsih, *Sistem Informasi Manajemen Pendidikan* (Jakarta: Bumi Aksara, 2013).

improvements so that the fruits of innovation can be felt the benefits. Meanwhile, Innovation has 4 (four) characteristics, namely: Having a distinctiveness / special means that an innovation has distinctive characteristics in the sense of ideas, programs, settings, systems, including the possibility of expected results. Having characteristics or elements of novelty, in the sense that an innovation must have characteristics as a work and the fruit of thought that has a degree of originality and novelty. The innovation program is carried out through a planned program, in the sense that an innovation is carried out through a process that is not rushed, but innovation activities are carefully prepared with a clear and planned program in advance. Innovation that is rolled out has a purpose, the innovation program carried out must have a direction to be achieved, including directions and strategies to achieve these goals.¹⁹

From various explanations from various experts in the field of innovation and several theories explained by some experts that innovation is needed and needed in every sector, but not enough there, that what is also needed is innovation management, because without a management it will end instantly when many enthusiasts first appear, if it is not coordinated and managed properly it will end quickly.

Innovation Management is the process of managing innovation in a company so that it can be useful for the creation of sustainable competitive advantage for the company. Innovation Management is needed because it recognizes that fresh ideas must continue to flow as quickly as possible and at all times in anticipation of the development of an increasingly fast, diverse, and dynamic world. This is where innovation management must play an important role. In companies, Innovation Management is necessary because new ideas will continue to be born in a company and become very numerous. The existence of these ideas must be arranged and arranged systematically so that chaos does not occur. Innovation that must be carried out systematically, efficiently, and sustainably requires a system to organize these ideas to be more structured. Out of a hundred brilliant ideas, only one became innovative. If in a company produced hundreds of types of products in one year, then ten thousand brilliant ideas are needed. Without good management, the ideas will accumulate and will likely be too late to be introduced in the market. Being introduced too late in the market will lose revenue so that it will lose the ability to compete with others over time.

Companies that can innovate well will continue to grow and get good profits because innovation management plays an important role in company growth and dominates competition, some examples of companies that manage innovation well are Apple and Google. Since its establishment in the 1970s, Apple has continued to develop its innovations so as to produce ipad gadget products, Iphone, Ipod, which are accepted in the market. Even after the death of founder Steve Job, Apple is expected to launch the I-car. In addition, Google also gave rise to various search engine services and has been equipped with various other services that are unique to the Internet. Regional companies also if they do innovation management well, their businesses will survive in the market such as entrepreneurs in Garut, West Java, innovate on dodol by making a variety of unique flavors, such as chocolate dodol, or commonly called cokodot (dodol chocolate) by adding a variety of unique flavors, namely spicy cokodot, besides innovating again by giving unique writing on the packaging, Because as we know that innovation is not only on the quality of the product but how we package our products to look different and attract the attention of consumers. For this reason, innovation management is very important to maintain the company.

Management Innovation System is new knowledge and new ways, but also with values, because it must be able to bring better results, so in addition to involving new science and technology, innovation

¹⁹ O'Brien, James A and George M Marakas, *Introduction to Information Systems*.

also involves perspectives and social change.²⁰ In innovation, it is closely related to changes in the direction to the positive side that can function to facilitate, help and ease in the field of services, information and in the infrastructure section, the above phenomenon is a review that researchers describe from various observations and readings that researchers conduct analysis related to innovation that is continuously carried out in a large company, So that the company is still able to survive even bigger than other companies whose innovations are just like that.

Therefore, information is needed in terms of innovation because if it is realized or an innovation occurs but is not published, of course not many will know so that an innovation will be in vain, but in information management is needed because that is what makes something can be organized rapidly and systematically so that it makes it easily accessible to every one, Because the system supports in terms of information and management.

The benefits of Management Information systems are as follows: (1). Improving the quality of human life through new discoveries that help in the process of meeting the needs of human life. (2). Allows a company to increase sales and profits it can earn. (3). There is an increase in the ability to distribute creativity into the crucible of creating something new. (4). There is a diversity of products and types in the market ²¹

Innovation can be supported by several supporting factors such as: (1). There is a desire to change oneself, from cannot be able to and from not knowing to knowing. (2). There is freedom of expression. (3). The existence of insightful and credible mentors (4). Availability of facilities and infrastructure. (5). Harmonious environmental conditions, both family, association, and school environments.

Innovation of Curriculum in Riyadlul Mubtadiin Islamic Boarding School

Before the establishment of the Riyadlul Mubtadiin Islamic Boarding School, Islamic educational activities such as the study of Turost books already existed in the community. Students come to their homes to learn Islam. After decades of teaching at home and increasing the number of students, they finally took the initiative to transfer Islamic religious studies to madrasas. In 1950 the Laju kidul Islamic Boarding School was established which is known by the community, now as the Riyadlul Mubtadiin Islamic Boarding School. Islamic religious learning in the early period began from children to adults. Learning starts from preparation for the book of turats, such as recognizing hijayyah letters to the level of books studied in seventh grade such as the book of Jawahir Balaghoh.

If written systematically, it can be sorted by the level of books read. First Class: Al-Jurmiah, Al-Bina', Safinah, Stantisi., Second Class: Memorization of Jurmiah and Al-Bina, Fathul Qarib, Hadith Arba'in., Third Grade: Mukhtasar, Kailani, Mubadi' Al-Awaliyah, Mubadi' Nahwu, Imriti., Fourth Grade: Kawakib, Qotrun Nada, Fathul Mu'in, Fathul Mu'in, Kifayatul Awam, Tafsir Jalalain., Fifth Grade: Kawakib II, I'annah vols I and II, Fathul Majid, Bajuri., Sixth Grade: Alfiah, I'annah vol III and IV, Syarah An-Nawawi, Ihya Ulumuddin, Jawahirul Maknun., Seventh Grade: Tafsir Ibn Kathir, Jawahir Balaghoh. In society these books are still taught systematically (gradually from level I to level VI).

In this early period the only lessons taught were Islamic religious lessons. The absence of extracurriculars and other lessons to support Santri to develop and progress according to their time. The method used in Islamic teaching at that time used the Sorogan Method. Which students hear explanations

²⁰ and Marlin Geiger, Scott W., Ritchie, William J., "Process/Structure Fit and Firm Performance," *Journal Article; Organization Development Journal* 24 (2011).

²¹ Geiger, Scott W., Ritchie, William J., "Process/Structure Fit and Firm Performance."

from teachers who teach each lesson. Every student who studies at the time is required to be able to memorize and understand the eyes of each book taught.

In today's modern era, learning evaluation is needed in every institution to measure students' ability to master lessons. However, in the early Priode, the Tarbiyah Islamiyah Islamic boarding school was established. There is no evaluation carried out in Islamic boarding schools. Santri is said to have graduated if he has studied all the subjects set out above. Or students have been said to have graduated if they have completed their studies for seven years.

The curriculum of the Riyadlul Mubtadiin Islamic Boarding School is a combination of education from several criculums arranged into one, namely the government criculum and the criculum of the Riyadlul Mubtadiin Islamic Boarding School itself. The following learning materials at the Riyadlul Mubtadiin Islamic Boarding School are summarized as follows: Arabic, Includes: An-Nahwu, Al-Sharf, Al-Balaghah, Muhadatsah, Qowaid al-arabiyah, Tarjamah. Dirosah Islamiyah, Covering: Al-Qur'an, Tafsir, Al-Quran Wal hadith't, Fiqh, Usul Fiqh, Tarikh Al-islamiyah, At-tasawwuf, Aqidatu Al-akhlaq, Qowaidul Fiqh, Ulumu Al-hadith't, Ulumul Al-Qur'an, Tawhid. English, Includes: Grammar, Speaking, Reading, Lestening. Social Sciences, including: Economics, Sociology, Indonesian, History, Geography, Natural Sciences, including: Beology, Physics, Chemistry, Communication Information Technology (ICT), Mathematics. Student or Extracurricular Skills Include: Bamboo Weaving, Student Internship, Gardening, Fisheries. Self-Development, Includes: Silat, Drum Band, Scouting, Sports, Khitobah mimbariyah, Arabic and English debate, The Art of Reading the Qur'an.

The learning methods used at the Riyadlul Mubtadiin Islamic Boarding School vary according to the lessons taught by their respective teachers. The language learning method itself is very dominant in being used is the lecture method in Qiro'ah Maharoh Learning such as the yellow book. As for Maharoh Kalam very dominantly used is the Mubasiroh Method, where the teacher gives more time to the students in communicating, while the teacher himself only evaluates the mistakes of the students.

Learning evaluation in the modern era at Riyadlul Mubtadiin Islamic Boarding School is held with a quarterly and six-month system, which is carried out every three months a year. The forms of evaluation include: 1) Teacher performance such as: teacher discipline, classroom learning performance, . 2) Mid-semester such as: Student learning outcomes on the subjects being taught, Student abilities on ampu subjects. 3) Evaluation of students such as: a) Students who are less able to understand the lessons given by the teacher, Provide reports on student learning results for three months to students, assessors in the report include Spective, Psychomotor, and Cognitive assessments, evaluate student discipline for three months. b) Evaluation of students' performance which includes: Proficiency in bilingual speech. Arabic and English. Art in reading the Qur'an such as Tilawah al Qur'an and Murottal Al-Qur'an, Student Activity in other activities.

Evaluation of Odd and Even semester exams which include: 1) Teacher Performance in Six Months, and preparation for the next semester. 2) Student learning in class and outside the classroom for six months. The activities in class include: a) Student Activeness in learning, b) Student ability to understand class lessons, c) Sulukiy Assessment. Or the assessment of students' morals for six months. 3) Evaluation of Student and Extracurricular Skills which includes: Scouting skills, Qur'an Reading, Bilingual Speech, Arabic and English Debate and so on.

In the development of educational institutions in Islamic boarding schools, caregivers as the highest leaders in institutional structures have a very vital role.²² It can be said that the caregiver is the spirit of the Islamic boarding school itself. However, the leadership of caregivers in this Islamic boarding school places deliberation as the main way in every problem and deliberation in adhering to the direction

²² Djamaludin Ancok, *Kepemimpinan Dan Inovasi* (Penerbit Erlangga: Penerbit Erlangga, 2012).

of development policy. With deliberation, it is expected that there will be the participation of stakeholders, especially alumni, in determining the policy direction of institutional development.

CONCLUSION

The process of innovation in curriculum that supports learning, both religious and general lessons. The two lessons are an inseparable element. Because Islam teaches to learn all knowledge both in religion such as: Fiqh, Tawhid, Hadith, Qowaid Al-lughoh, and so on. Likewise with general sciences such as: Mathematics Physics and biology, history, and so on. In addition, the modification of the learning system does not only lead students to learn general science. However, there is a need for extracurriculars that support students to develop more. Such as: Scouting, Speech in Arabic, Karate, and other sports. Modernization of Islamic Education at Riyadlul Muftadiin Islamic Boarding School includes changes to the learning curriculum. The learning methods taught are very varied, different from before. There is an evaluation carried out both quarterly and every six months. Evaluate includes: Affective, Cognitive and Psychomotor. As well as the involvement of stakeholders, especially alumni, in determining the policy direction of institutional development

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