

The Implementation of Curriculum Diversification of *Madrasah Aliyah Darul Hikmah, Tulungagung, Indonesia*

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Abstract:

The objective of this present research is to explain: 1) reasons for the application of curriculum diversification; 2) the implementation of curriculum diversification management; and 3) implications of the curriculum diversification for an image. It is qualitative in nature with a multicase study. The data were collected through interviews, participative observations, and documentation. The data were then analysed using a case-study dialectic made during and after the data were collected. This data analysis followed a flow model consisting of data collection, reduction, presentation, verification and conclusion drawing. From the results of the analysis it is found out that the diversification of *Madrasah Aliyah* (MA) curriculum is made on the basis of the following considerations: 1) its students' and alumni's low competence on religion and general sciences; 2) responding to rapid globalization and development of science and technology; and 3) inadequate materials of the national curriculum of *madrasah* to reach the vision and missions. The implementation of the curriculum diversification of *Madrasah Aliyah* covers planning, organizing and directing and also controlling the diversification. This diversification implies for the improvement of the image of *Madrasah Aliyah*. It is concluded that *MA Darul Hikmah Tulungagung*, Indonesia applied an integrated curriculum model, namely integrating curriculum materials related to the needs of *madrasah* institution, students, stakeholders, or the society.

Key words: curriculum diversification, implementation

1. Introduction

Education basically is any effort to fulfil various demands on the quality of a nation generation, namely: quality demand, social demand, and child development demand. In education, quality demand is to make Indonesian generation able to meet the demands and to improve the degree of Indonesian generation with excellent quality of human resources (Jalal, 2001). Social demand is related to the demand on human resources, each Indonesian human being is useful either for one's life or the wide society. If each member of society is not productive and is incapable of living his/her on life, he will become a social burden for his/her nation. And, demand on the students' development needs to develop their basic potencies, including potency for thinking, creativity, and social competency in order to establish their emotional maturity, attitudes and identity as educated, learned, and knowledgeable human beings (Azra, 1995).

Any effort to make the nation intelligent (emotionally and spiritually) should be under responsibility of education, especially for preparing the students with a good *tawakal* and *al karimah* morals to be the subject of the national development (Son Haji, 1999). To create such in intelligent nation, Indonesian government makes a program *Gerakan Peningkatan Mutu Pendidikan* (A Movement to Improve The Quality of Education) on May 2, 2002. This movement is in line with the message in the 2003 regulation no. 20 on the National Education System, that the national education functions to develop capability and to form character and also the civilization of the nation useful for making this nation intelligent (Sagala, 2007).

Amids the global competition and free market era, Indonesian people face uncertain, very fast and unlimited changes. This condition will cause an imbalance relation between education and the existing jobs, since what happens in the work field is difficult to be followed by education and this results in a gap (Gunawan, 2009). Dealing with the curriculum diversification as a compensation in the process of education, the main role is in the hand of teachers functioning as conceptors and applicators so that they really determine the meaning and teaching and learning activities. There are some matters to consider: (1) school managers may make teachers be active participants in the curriculum development, so that they have opportunities to program and to plan materials; (2) teachers possess academic teams to determine the balance between each subject; (3) teachers should always support any decisions the school have made either as the implementer or decision makers to balance curriculum of education (Haistin, 2008).

Remembering that the role of education is to create high-quality human resources, the government has been trying to perfect the system of education by making some innovations in the system of education. In the context of *madrasah*, it seems that *madrasah* has lost its historical root, meaning that the existence of *madrasah* is not the continuation of schools, but education institution. Curriculum diversification is intended to reach mastery learning where students are sure to be able to apply it. Therefore, this curriculum creates differences among students and encourage them to undergo a process of discovery. The higher the commitment to development, the

more active the students face their learning environment. Then, diversification seems to create self-confidence to others (Zimmerman, 2000).

Effective management and leadership of the principals of *madrasah* are needed in the program of education. Bafadal (1995) explains some matters on the spirit of leadership and performance of teachers, developing a two-dimension leadership oriented to task and human relationship aspects. The former deals with jobs distribution to implementing units, while the latter with creating comfortable condition by creating harmonious relation among jobs implementers (Sudrajat, 1996).

In the improvement of curriculum development program in *madrasah*, the role of the principals of these schools is important namely making some changes and amelioration to the curriculum commonly called *curriculum diversification of madrasah* (Khoirudin, 2007). In this curriculum development, some approaches can be adopted: (1) applying a strong and positive culture of organization and accommodating the process of organization effectively *madrasah* institution should make some ideal consolidation by reconstructing a religion doctrine well; (3) reducing curriculum loads and developing it to improve the quality of these schools and (4) formatting the curriculum development of *madrasah* and being not stuck to this formality (Khoirudin, 2007).

A curriculum development called as a form of knowledge includes three stages namely: 1) technical; rational and sophisticated learning tools used to reach the objective; 2) practical (phronesis); any knowledge on the truth to determine something good or bad; 3) theoretical (episteme); any knowledge on areas of human activities called science (Thomas, 2008).

The stages are a process of curriculum development of *madrasah* to raise the spirit to obtain some achievements and to avoid any conflicts that may often become hindrances for the development of *madrasah*. Any effort to diversify curriculum of *madrasah*, is not only to deepen and widen the scholarly insights, also to create a spirit of entrepreneurship adhering in the world of *madrasah* education (Khoirudin, 2007).

2. Methodology

In this present research a qualitative approach with a case study was employed in order to obtain in depth and holistic results (Yin, 2006). It is qualitative since the characteristics of the data (types of information) collected is qualitative in nature. A naturalistic approach was used because the situation of the field is natural, genuine, as it is (Rianto, 2006) without any manipulation and without being experimentally treated.

The cases include curriculum diversification, teaching-learning activities. And interactions among students. Various sources of different information were used in each case study (Creswell, 2003). Although interviews and observations were dominant, the selection of document was also made as data supplement which was obtained using other methods. It is in line with a principle in a case study research, namely cross-investigation of findings from one interview with those from other interviews or investigation of the truth of results of observations by comparing them with the obtained documents (Stake, 2004).

Creswell (1993) states that technique of interviews the researcher did was as follows; *firstly*, unstructured interviews to obtain data on: 1) the history of the establishment of the *madrasah* and its vision-missions; 2) the profile of the *madrasah* and its environment; and 3) activities of the management of curriculum diversification of the *madrasah*. *Secondly*, rather structured interviews were done of which the basis was the results of the unstructured interviews intended to answer the questions of the focus of the research and to make use of research findings as a tentative substantive theory to be compared with other cases. *Thirdly*, enpassant interviews were done to informants accidentally without being selecting first.

Enpassant interviews were done with community leaders and the people around the *madrasah* which were not considered before although they turned out possessing important information. These interviews were used to support previous interviews.

The analyses of the cases applied in this present research follow stages proposed by Stake (2006) using *Issue-brought in* that gives an emphasis on the relationship between generalization and particularization, meaning changing narrow thoughts into wide ones.

Stake (2004) determines some stages of analysis during the data collection: 1) after finishing data collection, all field notes are read, understood, and summarized; 2) all field notes and summaries are reread, and tentatively resummarized, namely summaries of tentative results that synthesize what has been known on the case that becomes the background of the research and show what should still be investigated. The summary is intended to get integrated notes on the cases that becomes of background of the research; 3) after the needed data have been collected, the researcher leave the field, then the field notes obtained during the data collection are then intensively analysed. The stages are the analysis during data collection.

According Stake (2004) the technique of analysis emphasizes on the case-quintain dialectice, namely interpreting dialogically the multi cases. For the analysis of multi-case, the research makes some stages: 1) situationally good and easy; 2) a similar combination of findings; and 3) giving attention from findings to factors.

3. Results

3.1 Factors that Become Background of the Curriculum Diversification of *Madrasah Alirah Darul Hikmah Tulungagung, Indonesia*

From the competence, *MA Darul Hikmah* is an institution of education that holds a teaching-learning process at elementary level. As an organization with legal permission, *MA Darul Hikmah* is equipped with a board responsible for the implementation of education. At the end of their leadership period, they made written and detailed reports on their activities before their santries, teachers and the the board members. As a medium of democratization in the organization, before coming to a new academic year, the board members held a workshop. In the workshop an evaluation of the previous programs, responses and constructive criticism for the development and betterment of the organization were made and new programs for the next period were also established. Then the old board members handed the responsibility to the new ones.

In terms of the aspect of the institution characters, it is clearly seen from the wise word written in the front wall of the class saying *Al i'timadu 'ala nafs* (autonomy). The main principle adopted in the *madrasah* is that it is not dependent on others, but trues to be self-help because *ma'had* (dormitory) is a place (1) to train santries to be the ones who are willing and like to help others, not on the way around. Therefore, santries in this *madrasah* were train to keep themselves, to manage their own money, to wash their bajclothes, and in short to be responsible for themselves; (2) to make santries to be autonomous, not to be dependent on others, since they live far from their parents. *Ma'had* trains them to be free, though under supervision and guidance.

In the aspect of condition, this *madrasah* possessed a more religion-contained curriculum than general curriculum since it is the religion which was given an emphasis. All students should live in the dormitory, the religion and language content were given in extra hours. The development of the curriculum in this *madrasah* was made by adding elements of the subjects to complete the curriculum. In the learning preparation, teachers should make the plans of learning programs (RPP).

Meanwhile the implementation of this curriculum diversification tends to be focused on Arabic and English as supporting facilities, not only linguistically, but also technologically and this can be described as follows (1) at the level of competence, *MA. Darul Hikmah Tulungagung* as an institution of education with the aim to be a high-quality institution of education supported with good learning facilities and infrastructures. To improve the quality, the main foundations are (1) this institution/*madrasah* was a constructive and competent medium of democracy; (2) the institution/*madrasah* did not make *mu'adalah* (*accreditation*), but applied accreditation from the government. It is based on a consideration that its outcome is more beneficial. Learning activities in the dormitory were supported by direct monitoring/gundance from each teacher as the guide (*munadlomag*).; (3) each teacher should prepare learning activities in the form of *I'dad* (a Plan of Learning Program), containing an analysis of the development of the curriculum materials; and (4) teachers were very dominant in developing and analysing materials to make the materials wider and deeper.

3.2 Implementation of the Curriculum Diversification

MA Darul Hikmah Tulungagung Indonesia adopted a curriculum diversification in order realize a diversity of science. The deepening and widening curriculum was made and arranged in line with the vision and missions by involving various elements of education either by practitioners and experts.

3.2.1 Planning of Curriculum Diversification

From the aspect of competence, the learning and education programs in *MA Darul Hikmah* were intended to succeed the learning and teaching activities and to make students pious in general, giving priority to faith and godfearing. For the learning preparation and planning, teachers should prepare the learning materials according to the subjects they teach.

Dealing with the aspect of character, *MA Darul Hikmah Tulungagung Indonesia* had started using Arabic and English as a means of the daily communication. As a result, the learning activities were supported by the languages. It is the communication using the foreign languages which are the unique characteristic of the *madrasah* that differentiates it from other private *madrasah*. At this level, each teacher may adopt different strategies in his/her learning process. This learning model is a special characteristic of this institution in line with the material. *Qira'ah Al Rasyidah* (all-in one system) was adopted for Arabic. Teachers have been able to use the language in their teaching-learning processes.

Concerning with performance, the curriculum development in *MA Darul Hikmah Tulungagung Indonesia* is based on the materials of the national curriculum. The deepening and widening objective of the curriculum is related to the students' needs since it is dealing with the program of practice in the institution of education, especially in the field of linguistics. The planning and implementation of the curriculum diversification and the availability of laboratories of Arabic, English language and of information and technology did not mean that this *madrasah* adopted a form of intregated education, but a process of learning to reach a quality of education. Such a curriculum development to is intended to balance between normative, adaptive, and productive learnings. Students did not have any difficulty in applying between knowledge, competence, interest and talent.

From the aspect of results of the curriculum development, the results are as follows: 1) the national curriculum of *MA Darul Hikmah Tulungagung* Indonesia was developed to reach students' completeness and mastery of science in religion and general sciences; 2) the national curriculum of *MA Darul Hikmah Tulungagung* Indonesia adopted a learning model called *qira'ah al Rasyidah*, a directly practice of learning; 3) the developer did not adopt an integrated curriculum, but merely arranged, and detailed elements of the national curriculum of the *madrasah* which are related and adjusted to the planning program of the *madrasah* itself; 4) the curriculum of the *madrasah* was developed and widened with continuous dynamic in order to respond the globalization era and unending social changes.

3.2.2 Organization of the Curriculum Diversification

In organizing and processing of the curriculum development of the *madrasah*, the vice principal in the curriculum affair determined that each unit should apply it in all classes and should make contact one another.

In the aspect of the organization competence, the structure of the curriculum is a pattern and an arrangement of subjects the students ought to take in their learning activities. Each unit of education is cast in the competences the students should master in accordance with the learning load as stated in the structure of the national structure. The structure of curriculum of the *madrasah* covers learning substances done in each level of education. In the *madrasah*, there is a part of linguistics named *qismu lughah* (the field of linguistics), namely the part that deals with the application of Arabic and English in the environment of the *madrasah* intensively and communicatively. In the aspect of character, it can be stated that the organization of education determines of the principle of education as a productive process. Then, a unit of education should arrange and organize its materials. The vice principal of the *madrasah* responsible for the implementation of teaching-learning activities refers to the normative-educative references, while the procedures in the curriculum arrangement, coverage, and widening were made with the cooperation and agreement between the implementers of education and the head of *MA Darul Hikmah*.

In terms of the product, any efforts the *madrasah* made to the widening and deepening of the national curriculum could be seen from the preparation of facilities to the learning development. Reinforcement of the curriculum widening and deepening was formulated in its syllabus as the learning guide. 1) learning materials should be taken educatively, namely through continuous learning process and be intended to reach the quality of education. As a result, the curriculum diversification as an effort systematically and organizedly made is intended to give the widening and comprehension of the materials to the students; 2) the development of the national curriculum into the levels of deepening and widening of the *madrasah* for improving the quality of education in normative and normative in nature; 3) to realize the vision-mission of the *madrasah* and *kismu-lughah*, either Arabic and English was prevailed according to the schedule.

3.2.3 Controlling of Curriculum Diversification

In terms of competence, the control of the national curriculum diversification of *Madrasah* is based on the principle of developing stable and high-quality learning, while in the aspect of character, the education in *MA Darul Hikmah Tulungagung* was made on the basis of principle of educational institution prevailed nationally. Normatively, the deepening and widening of the national curriculum do not omit the elements and value of the curriculum itself. Adaptively, however, the deepening and widening of the curriculum was based on the curriculum in the level of the education unit of the *madrasah* itself.

For the condition of the environment, a quiet and peaceful atmosphere in the *madrasah* reflects Islamic life as the center of science and wisdom. The deepening and widening of the national curriculum was based on a productive learning, namely that dealing with attitudes and behavior. The curriculum diversification of the *madrasah* was on the basis of its knowledge, competence and characteristics. Then *madrasah* is an institution of education which is unique in its learning process where the religion knowledge and general knowledge support one another. The curriculum diversification of *madrasah* was effectively and continuously monitored to reach productive learning activities in accordance with the development of knowledge and technology. Teachers and the team of monitoring played a dominant role and the curriculum diversification was made continuously as scheduled.

4. Implications

Practically, there are some implications of the results of this research for the education. It seems that education in *madrasah* has been managed on a charismatic basis, namely it relies on kyais' charisma. This condition often raises some problems, for example if the figure, the kyai, passes away, the concerned school gradually decreases and sometimes disappears. At present, this institution of education is managed in a modern way by relying upon a good system with work program, instead of figures. By this way, it will survive and develop though the founding fathers pass away.

The curriculum diversification of this *madrasah* practically implies to the quality improvement. A good implementation of this curriculum diversification results in good services, then these good services will improve

the quality of education since the education is wider and deeper. The Religion subject is deepened while the other subjects are widened. Intra- and extra-curricular activities, that support the objectives of education, are more dense. This may improve the quality of education in the school.

The findings of this present research practically also imply for the modernization of school *Pondok* (hall school). In the past, such a hall school was considered as traditional and rural education. But, due to the bravery in doing such a curriculum diversification, this school becomes the center for superior education among the Moslems in Indonesia. It is proved from the high-quality education in terms of the mastery of religion and general sciences on the basis of Islamic characters and also from the high number of the candidates of students who want to join into this school.

5. Closing Statement

The board members of the foundation want to make this school may be able to provide its students with science and technology. It is due to the fact that the basic education of religion should be based on the complete science as the foundation of further development of students. Therefore, the fundamental materials of the national curriculum for education in *madrasah* still need to be dug out, deepened, and widened in order to reach the ideal.

The planning of the curriculum diversification of the school is made by a team and formed by the *madrasah*. The steps in the planning include: 1) a team of curriculum was formed by the *madrasah* according to their expertises; 2) the team held a meeting to make some coordinations and consultation with the *madrasah*; 3) the KMI team invited academicians; 4) the team made comparative studies to some *madrasah* that had done curriculum diversification, then the team widened and deepened the materials of the national curriculum in line with the schools' needs.

Any act of organization and direction for the curriculum diversification of the school is one of keys for succeeding the education of the *madrasah* using the model of deepening and widening the curriculum materials to be adjusted to the students' needs and to be made with an accountable mechanism. Therefore, the success for the *madrasah* curriculum should be formulated by paying attention to the following: 1) decentralization of *madrasah*; 2) reformation of the funding; 3) technology development of information, and communication; 4) deepening and widening of the curriculum materials adjusted to the students' needs to reach their mastery learning.

The curriculum diversification was controlled by either internal or external monitorings, and evaluation. The control of the curriculum diversification in three schools may improve effectiveness and efficiency in the implementation. Therefore, the planners should understand the extent to which the planning of deepening and widening the school curriculum may be reached.

On the basis of the research results, some suggestions are offered: 1) for further researchers, they should apply a curriculum diversification combined with other aspects using proper method so that they will reveal anything that has not been covered by this present research; 2) for the board members of foundation working with schools, they should a) apply the management of widening and deepening of the curriculum materials based on the prevailing regulations; b) do activities of education from the results of widening and deepening of the curriculum materials without causing any dichotomy in education; c) manage the widening and deepening of the curriculum materials based on the past, making some steps at present, and making decisions for the future in line with the development of science and technology; d) create an integrated system, to smooth out the reach of a high-quality education and e) document all activities made by units in the *madrasah* as an evidence that it has diversified its curriculum.

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