

Curriculum Management of Al Izzah Islamic International Boarding School Batu

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Abstract

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This article aims to: (1) find strategic planning in the curriculum management process for Islamic boarding schools based on the International Islamic Boarding School at Al-Izzah IIBS Batu City (2) find an integrative implementation in the curriculum management process for Islamic boarding schools based on the International Islamic Boarding School at Al-Izzah IIBS City Batu, (3) found a comprehensive evaluation in the management process of Islamic boarding school curriculum based on International Islamic Boarding School at Al-Izzah IIBS Batu City. The method in this study uses a qualitative approach, the type of case study research, data collection techniques, namely interviews, observations, and document studies, analysis techniques using single cases and cross cases. The results of this study are: (1) Islamic boarding school curriculum planning based on the International Islamic Boarding School has strategic curriculum planning that is integrated into the management process through the input, process, and output stages based on the values of the pesantren and the aspirations of the founders as well as considerations of changes in the global external environment. Technically there are two planning schemes, namely: planning from the aspect of human resources for educators and aspects of students or students as input material in the curriculum planning process. (2) implementation of the International Islamic Boarding School-based Islamic boarding school curriculum through the integration of the national and Cambridge curricula combined with the objectives of the Islamic boarding school curriculum. Implementation of an integrated and organized curriculum based on Islamic values, starting with mapping the potential of students. (3) the evaluation of the Islamic Boarding School-based Islamic boarding school curriculum is carried out comprehensively in accordance with the standard curriculum blending the pesantren curriculum, national, and international, the evaluation is carried out holistically starting from the input, process, output, and outcome. Technically evaluations are carried out daily, weekly, monthly, and yearly.

Abstrak

Kata kunci:

Manajemen Kurikulum, Pesantren Internasional, Kurikulum Integratif

Artikel ini bertujuan yaitu: (1) menemukan perencanaan strategis dalam proses manajemen kurikulum pesantren berbasis International Islamic Boarding School di Al-Izzah IIBS Kota Batu (2) menemukan implementasi integratif dalam proses manajemen kurikulum pesantren berbasis International Islamic Boarding School di Al-Izzah IIBS Kota Batu, (3) menemukan evaluasi

komprehensif dalam proses manajemen kurikulum pesantren berbasis International Islamic Boarding School di Al-Izzah IIBS Kota Batu. Metode dalam penelitian ini menggunakan pendekatan kualitatif jenis penelitian studi kasus, teknik pengumpulan data yaitu wawancara, observasi, dan studi dokumen, teknik analisis menggunakan kasus tunggal dan lintas kasus. Hasil penelitian ini adalah: (1) perencanaan kurikulum pesantren berbasis International Islamic Boarding School memiliki perencanaan kurikulum strategis yang terintegrasi dalam proses manajemen melalui tahapan input, proses, dan output yang dilandasi oleh nilai-nilai pesantren dan aspirasi pendiri serta pertimbangan perubahan lingkungan eksternal global. Secara teknis ada dua skema perencanaan, yaitu: perencanaan dari aspek sumber daya manusia pendidik dan aspek peserta didik atau santri sebagai materi input dalam melakukan proses perencanaan kurikulum. (2) implementasi kurikulum pesantren berbasis International Islamic Boarding School melalui integrasi kurikulum nasional dan Cambridge yang dipadukan dengan tujuan kurikulum kepesantrenan. Implementasi kurikulum terintegrasi dan terorganisir berdasarkan nilai-nilai islami, dimulai dengan pemetaan potensi santri. (3) evaluasi kurikulum pesantren berbasis International Islamic Boarding School dilakukan secara komprehensif menyesuaikan dengan standart kurikulum perpaduan antara kurikulum pesantren, nasional, dan internasional, evaluasi dilakukan secara menyeluruh (holistic) mulai dari input, proses, output, dan outcome. Secara teknis evaluasi dilakukan setiap hari, mingguan, bulanan dan tahunan.

INTRODUCTION

The era of globalization and the industrial revolution 4.0 is currently the situation of the educational environment experiencing a very competitive development in the face of global disruption (Sa`dullah & Hidayatullah, 2020). Islamic educational institutions, especially Islamic boarding schools, are required to further build competitive advantages and update the curriculum map (roadmap) in a sustainable and systematic manner, take strategic steps and mobilize the capabilities and commitment of all members of Islamic organizations in realizing the future of Islamic educational institutions (Hermawan et al., 2020).

In addition to the curriculum aspect, the reality of Islamic education today has experienced periods of intellectual deadlock. Among the indications are the lack of reform efforts and delays in responding to social, political changes and advances in science and technology (Joynes, 2019). Islamic education so far still maintains the old heritage and does not do much creative, innovative, and critical thinking on actual issues. (AACTE, 2010) The Islamic education curriculum model in Indonesia places too much emphasis on an intellectual-verbalizes approach that focuses on the formation of servants of God and is not balanced with the achievement of Muslim human character as *khalifa fil ardh* (Hanief & Hidayatullah, 2021).

The curriculum is a basic component in the world of education. If the education curriculum is developed properly, it will be an advantage in competing in the global education space, especially from the aspect of learning services through an updated curriculum according to the needs of the community (Palupi, 2018). Future educational needs will face competition in providing educational services and will not be avoided, this happens because of the development of globalization of technology and information (Shani, 2003) (Pakpahan & Habibah, 2021).

Islamic boarding schools need to carry out a transformation in the management of the institutional system to develop a curriculum to suit the demands of the times that have entered the expansion of globalization, are modern, and have a global pattern. This condition was responded

by one of the Islamic boarding schools that has the branding of the International Islamic Boarding School (IIBS) Batu City. Al-Izzah Batu City is a boarding school institution that has an International Islamic Boarding School (IIBS) base, which the researchers then wrote with the term Al-Izzah IIBS Islamic Boarding School in Batu City (Imron Interviu, 2021).

This Islamic boarding school is a global-based educational institution that is integrated with the cultural life of local wisdom, which is termed the International Islamic Boarding School (IIBS). This Islamic boarding school has elementary and middle school program levels, namely: Junior High School (SMP) and Senior High School (SMA). Geographically, this Islamic boarding school is located in a beautiful and cool hill and mountain environment equipped with magnificent and modern infrastructure. Administratively, this pesantren education institution is located in Batu City, East Java Province (Observasi, 2021).

The concept of curriculum at Al-Izzah Batu City, like Islamic boarding schools in Indonesia, the educational curriculum at Islamic boarding schools was initially just simple teaching, there was no curriculum as it is today. The implementation of the curriculum in learning given in Islamic boarding schools has used a certain old curriculum, namely the complete book teaching system, in this case the kyai are free to read their books (Observasi, 2021).

The curriculum applied at the Al-Izzah IIBS Islamic Boarding School in Batu City. In this Islamic Education Institute, offering new and innovative ways of curriculum development, the Indonesian Muslimah Education Institute (LPMI) Al-Izzah Junior High School program applies science and technology that is integrated with Islamic values. In this system, we hope that students will know steadily about their identity as a generation of Islam, as well as be able to display their talents and potentials and look optimistically at every recent phenomenon that they will face in the future. Santri must be educated in an institution that integrates the fundamental values of Islam by providing comprehensive insight into the challenges of their time (Dokumentasi, 2021).

The characteristics of the curriculum at the Al Izzah IIBS Islamic Education Institute in Batu City are that curriculum development is carried out based on the vision, mission and institutional goals to give birth to a generation of pious, intelligent and independent Muslim women; integrating the national education curriculum, Cambridge International curriculum, diniyah curriculum and self-development programs; curriculum development and implementation not only emphasizes mastery of curriculum content but also Islamic values with the integration of these values in each subject (Dokumentasi, 2021). The implementation of the national education curriculum and the Cambridge curriculum at Al-Izzah IIBS Batu City begins with the process of mapping and synchronizing curriculum content before planning and learning programs are prepared.

Integrative and holistic curriculum management designed using an effective and responsible modern education management system with an integration model of modern and salaf curriculum planning based on sources of Islamic law: the Qur'an and hadith, national and international curricula. In order to support the curriculum management of the International Islamic Boarding School (IIBS) Islamic boarding school curriculum, the development of the Al-Izzah IIBS curriculum in Batu City then conducted partnerships and collaborations with various international institutions (Dokumentasi, 2021).

The Islamic boarding school curriculum above is a curriculum and learning development model that has a Project Base Curriculum of international learning curriculum, one of which is project-based which aims to develop holistic learning as well as the curriculum principles that form the basis for curriculum development at Al-Izzah IIBS Batu City, the program This is an

educational process that facilitates students to be able to think interdisciplinary in overcoming problems that develop in society. Project Base Learning (PBL) is a learning process that uses integrated projects with various systematic integrated learning schemes. In the learning process, students are given problems (problem based) and through an academic project, students are able to solve problems logically according to community needs (Observasi, 2021).

Based on the context of the research, the researcher concludes about an important theme for conducting a more in-depth research process on curriculum management based on the International Islamic Boarding School in Al-Izzah, Batu City. Researchers focus on aspects of the management process in developing an integrative curriculum for modern Islamic boarding school education.

RESEARCH METHODS

Researchers used a qualitative approach based on the context of research and preliminary studies, researchers looked at natural phenomena comprehensively at the research locus in the in-depth context of curriculum management based on the International Islamic Boarding School at Al-Izzah IIBS Batu City. This type of research uses case studies, the reason behind is that case studies have several similarities with ethnographic and ethnomethodological studies, while the different context lies in the scope of the natural study. Ethnomethodology and ethnography reveal solutions based on a problem, while case studies focus on an in-depth study of the uniqueness or characteristics of a program or event by collecting information and following procedures without a specified time (Bakri, 2013).

The data collection techniques are: interviews, observations, and document studies, analysis techniques using a single case (Creswell, J.W., Clark, 2017). Researchers interacted with research subjects through in-depth interviews and observations in a setting where the phenomenon of the in-depth process of planning and curriculum management processes based on the International Islamic Boarding School in Al-Izzah Batu City became the focus of research. Therefore, interview and observation techniques in qualitative research are the techniques used. In addition, materials written by or about the subject were used to complete the required data. The last procedure is the documentation technique (Sugiono, 2016).

Data analysis was carried out by examining all the data that had been collected from interview transcripts, field notes, and other collected materials to increase an in-depth understanding of how curriculum management is based on the International Islamic Boarding School in Al-Izzah, Batu City. The data that has been collected is then analyzed using an interactive analysis model (Miles et al., 2014).

The next step is to test the validity or validity of the data so that the data obtained can be accounted for for their validity and verify the data. Verification is an effort to check the validity of the data based on certain criteria to ensure the reliability of the data obtained through research. Test the validity of the data in qualitative research include, among others; internal validity, external validity, reliability, and objectivity (Sugiono, 2016).

RESULTS AND DISCUSSION

The characteristics of curriculum management based on the International Islamic Boarding School in Al-Izzah Batu City is that curriculum development is carried out through an integrated planning process with strategic management based on the vision, mission and institutional goals, through two strategic components, namely human resources for educators and students or students. The curriculum in this study is limited by the concept of an independent international standard school curriculum model that focuses on moral formation and problem solving skills which was developed by combining the Qur'an-based curriculum with the national curriculum and the Cambridge curriculum (Al Izzah, 2022).

Curriculum Management based on the International Islamic Boarding School is an Islamic education curriculum system program that is planned, programmed, and designed in a systematic way that contains objectives, content, methods, and evaluation of teaching materials and learning experiences (Palupi, 2018), so that the International Islamic Boarding School-based program has a direction and goals in accordance with Islamic teachings to be achieved and results that can revise and develop Islamic education curriculum programs to obtain better results than before (Al Izzah, 2021). So that an Islamic education curriculum can be said to always change according to educational needs and developments.

Curriculum Management Profile of Al-Izzah International Islamic Boarding School Batu City

Al-Izzah IIBS Islamic Boarding School in Batu City was established in 2011, under the auspices of the Batu Indonesia Muslimah Foundation. The location is on Jalan Indragiri Gang Pangkur No.78, Sumberejo Village, Batu District, Batu City. Al-Izzah's strategic and conducive location (in the center of Batu City and at the foot of the cool Bukit Banyak) as well as well-organized buildings and facilities are ideal for supporting an effective and fun learning process. With the boarding system, the process of seeding Islamic teachings will be more quickly internalized into the souls of female students, in addition to the dormitory model which will require female students to practice discipline and learning time management (Imron Interviu, 2021).

The Al-Izzah IIBS Islamic Boarding School in Batu City has a very noble vision and mission, namely providing education with an integral system that combines intellectual, mental, spiritual and life skills aspects, so that it can give birth to a generation of Muslim women who are pious, intelligent and independent (Imron Interviu, 2021). Officially the vision that is the aspiration of Al-Izzah IIBS Batu City is to create a superior and competitive Muslim educational institution so that it can give birth to a generation of Muslim women who have the ability to carry the mandate of Allah as His servant and caliph (Putri, 2016).

Meanwhile, the mission stated in the official document is to organize a Muslim educational institution with an integral system that combines intellectual, mental-spiritual and life-skills aspects so that it can give birth to a generation of pious, intelligent and independent Muslim women. The Indonesian Muslimah Education Institute program SMP-SMA Al-Izzah Batu City has the aim of producing Muslim women with noble character who: Understand, believe and practice Islamic teachings, have a competitive spirit and thinking power in the development of science, and have the basic skills as a provision for life. Independently (Dokumentasi, 2021).

To support the achievement of the vision and mission above, as well as the development of the Al-Izzah IIBS curriculum, Batu City has collaborated with international institutions, including (Al Izzah, 2022): Al Junied Secondary School of Singapore, Aminuddin Baki Secondary School

Kuala Lumpur of Malaysia, Phatnawitya Demonstration School of Thailand Cambridge International Examination United Kingdom, Kharotum Islamic University, Sudan, Madrasah Al-Irsyad Al-Islamiah (Singapore), Ma'had Integration Tahfidz Istana Bandar (Malaysia), and ADNI International Islamic School (Malaysia).

Planning Curriculum Strategic of Al-Izzah International Islamic Boarding School Batu

Al-Izzah Islamic Boarding School IIBS Batu City has an integrated curriculum planning in the strategic management process through input, process, and output stages based on the institutional values and aspirations of the founders as well as considerations of changes in the national and global external environment (Chen et al., 2021). Technically, curriculum planning has two planning schemes, namely: planning from the aspect of human resources for educators and aspects of students or students as input material in the curriculum planning process (Al Izzah, 2022).

Al-Izzah IIBS Islamic Boarding School curriculum planning in Batu City is designed to provide opportunities for students to learn based on their interests and talents. The curriculum structure allows students to make choices. Interest groups, cross-interest options, and Interest Deepening options (Putri, 2016).

In general, the stages of curriculum planning at *Pesantren* Al-Izzah IIBS Batu City, namely: reviewing the curriculum that has been implemented, determining process standards and content standards, internal coordination in the form of lesson study activities, preparation of *Prota*, *Promes*, *RPP* (Learning Implementation Plan) and Syllabus. The planning of the *diniyah curriculum* is divided into three stages, namely the preparation of the lesson plans, looking at the needs of the students and asatidz (Imron Interviu, 2021).

Curriculum planning is planning that aims to foster students towards the desired behavior changes and assess the extent to which the changes that have occurred in students (Hidayatullah, 2019). The curriculum planning process needs to pay attention to the basic sources of curriculum goal formulation, namely empirical sources related to direct self-preservation, indirect self-preservation. Next is the philosophical source, which is used as a reference in analyzing, making decisions/various considerations, and formulating results that are in accordance with existing conditions, the last is the source of learning materials, which are the sources used in formulating school goals and direct learning objectives (Rusman, 2009).

Implementation Integrative Curriculum of Al-Izzah International Islamic Boarding School Batu

Al-Izzah Islamic Boarding School in Batu City has a very noble vision and mission, namely providing education with an integral system that combines intellectual, mental, spiritual and life skills aspects, so that it can give birth to a generation of Muslim women who are pious, intelligent and independent (Imron Interviu, 2021).

As in curriculum planning, the implementation process refers to curriculum planning that has been agreed upon by the stakeholders of this institution. The curriculum is agreed upon in planning based on the interests of students. Thus, the implementation of the curriculum is carried out through a specialization selection process based on the competence of students or students who are included in the learning process at the institution (Chen et al., 2021).

After carrying out the planning process, the curriculum is mapped between the national and international curricula and then integrated and organized. The output of the results of the

organization is used as a reference by educators in formulating learning plans (Sa'dullah & Hidayatullah, 2020).

Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to learn lesson materials and make it easier for students to carry out learning activities so that learning objectives can be achieved actively (Sukmadinata, 2005). The curriculum developed by educational institutions should contain learning materials, learning programs, expected learning outcomes, cultural reproduction, tasks and concepts that have their own characteristics, and provide provisions for life skills (Rusman, 2009).

In addition to the aspects of the curriculum implementation stages, the stages of mapping the potential of students or students are also carried out (Jacobs, 2014). One of the processes that have been carried out is to group interests and talents, including specialization in Mathematics and Natural Sciences (MIPA), Specialization in Social Sciences (IPS). Since class X students have to choose the specialization group to be followed. Selection of specialization based on report cards and/or UN scores and/or the recommendation of the Counseling Guidance teacher and/or the results of the placement test when enrolling in school and/or interest talent test by a psychologist and/or the recommendation of a Counseling Guidance teacher. Students or students have the opportunity to change the chosen specialization a maximum of two months from the beginning of the learning year, based on the recommendations of the Counseling Guidance teachers and the curriculum section as well as the availability of seats (Imron Interviu, 2021).

Students in study groups with tendencies in the fields of first, Mathematics and Natural Sciences must meet the minimum requirements for teaching load and subjects consisting of Mathematics, Biology, Physics, Chemistry, second, Specialization in Social Sciences must meet the minimum requirements for learning load and subjects consisting of Geography, History, Sociology and Economics. While in class XI and XII, students take Cross-Interest Options with the number of hours of elective lessons per week lasting 4 hours of lessons that can be taken with the following choices: One subject outside the chosen Specialization Group but still in another Specialization Group, and/or or his chosen Specialization Group deepening subject (Dokumentasi, 2021).

The characteristics of learning at the Al-Izzah IIBS Islamic Boarding School in Batu City are closely related to the Graduate Competency Standards and Content Standards. Graduate Competency Standards provide a conceptual framework about the objectives in learning that must be achieved. Content Standards provide a conceptual framework for learning and learning activities derived from the level of competence and the scope of the material. In accordance with the Graduate Competency Standards, the learning objectives include the development of the domains of attitudes, knowledge, and skills that are elaborated for each educational unit. The three domains of competence have different acquisition trajectories. Attitudes are obtained through receiving, carrying out, appreciating, living, and practicing activities. Knowledge is obtained through the activities of remembering, understanding, applying, analyzing, evaluating, creating. Skills are acquired through observing, asking, trying, reasoning, presenting, and creating (Al Izzah, 2022).

The study load in high school consists of; (a) Face-to-face activities, (b) structured activities, and (c) independent activities. The learning load of face-to-face activities is expressed in the number of hours of lessons per week, with the duration of each lesson being 45 (forty-five) minutes. The learning load for structured activities and independent activities is a maximum of 60% (sixty percent) of the time for the face-to-face activities concerned (Observasi, 2021).

Implementation of the International Islamic Boarding School curriculum at the Al-Izzah International Islamic Boarding School in Batu City offers new and innovative ways, the Al-Izzah

Batu City International Islamic Boarding School curriculum applies science and technology that is integrated with Islamic values. In this system, we hope that students will know steadily about their identity as a generation of Islam, as well as be able to display their talents and potentials and look optimistically at every recent phenomenon that they will face in the future (Wiyono, 2021). *Santri* must be educated in an institution that integrates the fundamental values of Islam by providing comprehensive insight into the challenges of their time (Putri, 2016).

At the stage of curriculum implementation in the curriculum management process, it is necessary to pay attention to various foundations in the development process, this is as stated that: The curriculum foundation is based on religious spirituality, curriculum development in Islamic educational institutions, especially Islamic boarding schools that implement modern institutions in the future, needs to pay attention to the aspects and foundations of divinity or dimensions spiritual, especially the concept of religiosity which is based on the ideology of the nation state, namely Pancasila, the principle of Unity in the One Godhead. The basic foundation of state life in Indonesia states that belief and devotion to God Almighty is in accordance with the religion and beliefs of each individual (Hamalik, 2001).

The next important foundation as a reference in the management of Islamic education curriculum development is the philosophical foundation. The development of the curriculum in the world of education is more influenced by two basic things, namely the ideals of society and the needs of students who live in society. The foundation of philosophy is a foundation based on love of wisdom (love of wisdom) (Nira & Fauziyah, 2021). So that a person can act and think wisely, he must be knowledgeable, this knowledge is obtained through a systematic, logical and radical thought process. This thinking situation is in accordance with the application of Islamic Education curriculum development so that it is not only patterned on the dimensions of the text or religious doctrine but is able to contextualize it in the technocratic dimension of the state. The last one is the Socio-cultural Foundation. Socio-cultural values, especially community values, originate from the work of the human mind, so that in receiving, disseminating, developing and preserving them, humans use reason and thoughts (Hamalik, 2001).

As with the curriculum basis above, the Al-Izzah IIBS Islamic Boarding School in Batu City applies a package system, namely face-to-face activities that are emphasized according to the needs of the era of integrated 21st Century life skills, namely: Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation (4C), Character Strengthening Education (PPK), Literacy with a Scientific Model Approach, TPACK (Technological, Pedagogical, Content Knowledge) and STEAM (Science, Technology, Engineering, Arts and Mathematics) models, as well as using discovery inquiry strategies with interactive lecture methods, presentations, class discussion, question and answer, or demonstration.

Implementation of the Al-Izzah IIBS Islamic Boarding School curriculum in Batu City, namely: using the national curriculum and the Cambridge curriculum combined with the Islamic boarding school curriculum, the learning method is by applying it directly, using process standards and content standards from the 2013 curriculum, the learning approach used is a contextual cooperative approach and active, creative, effective and fun learning (PAKEM), learning strategies, namely cooperative learning and problem-based learning, before carrying out KBM educators must make annual programs and semester programs at the beginning of the learning year, learning systems in Al-Islamic boarding schools Izzah IIBS is a full day system, direct method (direct method) and exploration class, complete and ideal facilities as well as training and workshop facilities.

According to Hasan, that curriculum implementation is "*curriculum characteristics, implementation strategies, assessment characteristics, teacher knowledge about the curriculum, attitudes towards the curriculum and skills in directing*". A classroom learning is a place to implement and test the curriculum. It can be seen that in its implementation in the field, all learning activities, all concepts, principles, values, knowledge, methods, tools, and abilities of teachers are tested in the form of actions that will realize the actual curriculum-curriculum in action. In this stage, all devices, including principals, teachers, students and parents, work together to develop students' potential abilities and achieve national education goals (Rusman, 2009).

The training can be in the form of Subject Teacher Consultations (MGMP) and workshops. For the school level, training can be in the form of lesson studies, School-Based Management (SBM) and inservices-training. (3) supervision of the Al-Izzah IIBS Islamic boarding school curriculum, namely: (a) there is a coordination meeting before the supervision activities are carried out, (b) the supervision is carried out by going directly to the field, (c) the reporting of the results of supervision and (d) the existence of a structural meeting and board of directors meeting to determine policies and decisions for curriculum development for the following year (Dokumentasi, 2021).

According to Sukmadinata, there are several models of curriculum development that are important to pay attention to, including: the administrative (line staff) model, the grass roots model, Beauchamp's system, the demonstration model, Taba's inverted model, Roger's interpersonal relations model and the systematic action research model. The curriculum development model was emphasized by Nana Syaodih, who stated that the curriculum development model needed to involve various stakeholders such as committees, teachers, education observers, and students. The curriculum is developed to meet the needs of policy makers and stakeholders in advancing Islamic education which includes parents, the community, and other educational components. Curriculum preparation is carried out by following procedures in the world of research through the action research method (Sukmadinata, 2005).

The implementation of the curriculum mentioned above as confirmed in the study of Islamic Education thought regarding the development of the Islamic Education curriculum, the model for developing the educational curriculum is based on maximum achievement and conformity with the national curriculum and other curricula that form the basis for curriculum development in Islamic educational institutions (Ansori, 2020). From this, the IIBS model curriculum management in the education system must be decentralized. On the other hand, the curriculum which tends to be subjective (centralistic) is different from the curriculum that is humanist, technocratic, social or technological construction (Wiyono, 2017).

Several controls as well as challenges for curriculum managers are standard components and policies that differ between the national curriculum and the international curriculum (Hidayah, 2021). An international curriculum oriented to the Cambridge reference applies a progression exam at the end of the school year, international exams are conducted directly by the Cambridge International Examination, which is headquartered in England, so the institution only acts as a technical provider. The results of the learning process and assessment are carried out by the organizers of the Cambridge International Examination.

Comprehensive Evaluation Curriculum of Al-Izzah International Islamic Boarding School Batu

Evaluation of the Islamic education curriculum model of the International Islamic Boarding School adapts to the curriculum standards of a blend of Islamic boarding schools, national, and international curricula, the evaluation is carried out holistically starting from the input, process, output, and outcome by involving all stakeholders from the board of directors, management, teachers, staff and guardians of students and alumni as input in curriculum development.

According to Gronlund, curriculum evaluation is a systematic process of collecting, analyzing, and interpreting information/data to determine the extent to which students have achieved learning objectives (Zulaikhah et al., 2020). In essence, curriculum evaluation aims to examine the overall curriculum performance in terms of various criteria. The indicators are the effectiveness, efficiency, relevance, and feasibility of the program (Rusman, 2009).

As mentioned above, the curriculum evaluation process is carried out comprehensively and systematically based on strategic processes from input to output (Hanief & Hidayatullah, 2021). Technically evaluation is done every day, week, month and year. The stages of curriculum evaluation carried out by the management level are: (a) starting from the teacher, (b) proceeding to the field coordinator for each subject, (c) waka curriculum, (d) principal and e) institution or foundation. Two forms of assessment carried out by IIBS management are process assessment and result assessment. (5) Changes in the curriculum of the Al-Izzah IIBS Islamic Boarding School in Batu City so far have only changed and improved facilities, mandatory literature, lesson plans, *syllabus*, and teacher discipline.

Some of the supporting factors in the curriculum management process at the Al-Izzah IIBS Islamic Boarding School in Batu City are the availability of complete and ideal facilities and the concept of boarding children in schools. While in the dormitory (*ma'had*) the school can condition and know the development of students for 24 hours. Meanwhile, some of the inhibiting factors in IIBS curriculum management that are often faced are the problem of coordination between the school and the institution as well as government regulations. The challenge faced by the management is from the development of the quality of education in Batu City and the provincial level. Meanwhile, the innovation made by the management is the existence of a comprehensive exploration class program and coordination meeting activities (lesson studies) between scientific families.

At the evaluation stage of the curriculum planning results, the next educational program assessment is the application of a system designed in stages and systematically to be implemented for the education process based on Indonesian Islamic values as an indicator that the process of institutionalizing the national education curriculum can be integrated into the *pesantren* curriculum (Wiyono, 2021).

CONCLUSION

Based on data exposure, analysis, and research discussion, it is concluded that curriculum planning at Al Izzah IIBS has integrated strategic curriculum planning in the strategic management process through the input, process, and output stages based on institutional values and aspirations of the founders as well as consideration for change. national and global external environment. 2) Implementation of the Al Izzah IIBS curriculum uses an integrative model, namely the integration of the national curriculum and the Cambridge curriculum combined with the objectives of the

Islamic boarding school curriculum, and learning methods can apply directly, in new and innovative ways, the curriculum. Integrated and organized science and technology based on Islamic values. Output, the curriculum implementation stage begins with the stage of mapping the potential of students or students. The evaluation of the Al Izzah IIBS curriculum is carried out comprehensively in accordance with the standard curriculum blend of the pesantren, national, and international curriculum, the evaluation is carried out holistically starting from the input, process, output, and outcome. Technically evaluation is done every day, week, month and year. The stages of curriculum evaluation carried out by the management level are: (a) starting from the teacher, (b) proceeding to the field coordinator for each subject, (c) waka curriculum, (d) principal and (e) institution or foundation. Two forms of assessment carried out by IIBS management are process assessment and result assessment

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