

Independent Curriculum Innovation Model with a Semester Credit System Based on the Needs of Integrated Islamic Boarding School Students

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Abstract: *The Curriculum with the Semester Credit System (SKS) model adapts to students' learning speed to complete the competencies required in the Curriculum. This article describes the innovation of an independent curriculum with a formal semester credit system at the integrated Madrasah Aliyah level at the Miftahul Midad Lumajang Islamic boarding school. This research uses qualitative and descriptive methods through a case study approach. Research data analysis from interviews, observations, and documentation with reduction, display, and verification stages. Curriculum innovation model to improve the quality of Education at the Miftahul Midad Islamic Boarding School with five essential stages, namely: a) analysis of student needs, b) analysis of learning outcomes and essential competencies, c) preparation of the structure of curriculum material and, d) competency training for teaching staff, e) development of teacher competency.*

Keywords: *Independent curriculum innovation, semester credit system, student needs, islamic boarding school.*

Abstrak: *Kurikulum dengan model Sistem Kredit Semester (SKS) menyesuaikan dengan kecepatan belajar peserta didik untuk menyelesaikan kompetensi yang dipersyaratkan dalam kurikulum. Artikel ini mendeskripsikan tentang inovasi kurikulum merdeka dengan system kredit semester jenjang formal di tingkat Madrasah Aliyah terintegrasi di pondok pesantren Miftahul Midad Lumajang. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif melalui pendekatan studi kasus. Analisa penelitian data dari hasil wawancara, observasi dan dokumentasi dengan tahapan reduksi, display dan verifikasi. model inovasi kurikulum untuk meningkatkan mutu pendidikan di Pondok Pesantren Miftahul Midad dengan lima tahapan penting yaitu; a) analisis kebutuhan peserta didik, b) analisis capaian pembelajaran dan kompetensi dasar, c) penyusunan struktur materi kurikulum dan, d) pelatihan kompetensi tenaga pendidik, e) pengembangan kompetensi guru*

Kata Kunci: *inovasi kurikulum merdeka, sistem kredit semester, kebutuhan peserta didik, pondok pesantren.*

Introduction

The rapid development of Islamic boarding schools, among other educational institutions, has certainly also given rise to increased competitive value. Increased competitive value can increase and spur the enthusiasm of educational institutions to

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improve themselves so they can compete or, on the contrary, become weak in competition and ultimately close educational institutions that were previously difficult to establish (As'adi, 2021).

Based on data from the Islamic Boarding School Data Base (PDPP), in 2021, 25,938 Islamic boarding schools will be spread across urban and rural areas, with 3,962,700 students (Marzuki, 2021). In 2022, according to data from the Planning and Information Systems Section of the Secretariat of the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, 27,218 Islamic boarding schools with 3,642,738 students, and in 2018, there were 28,194 Islamic boarding schools with 4,290,626 students based on data from the Directorate of Early Education and Islamic Boarding Schools. All of them have private status (Ariatin et al., 2022).

Islamic boarding school curricula are often needed to catch up to the pace of societal development. Regarding the lagging behind the Islamic boarding school curriculum from the pace of development of society (Imam Syafe'i, 2019), some groups believe that the goals of Islamic boarding school education should also be oriented towards the nature of Education in three aspects; first, the goal of human life which is based on a mission of balanced life that appreciates life in this world and the afterlife. Humans should live with clear goals and direction, having specific mandates, duties, and life goals (Samsu et al., 2021).

Second, paying attention to society's demands and social order, both in the form of preserving cultural values and fulfilling life's needs in anticipating developments and demands of changing times, such as creating an ethical society characterized by high social qualities (Purwadhi, 2019).

According to Ariga, Islamic boarding schools must be good at adapting non-religious knowledge in their Curriculum (Ariga, 2022). After all, the demand to develop non-religious knowledge is a real need that Islamic boarding school graduates must face in the future. The reluctance of Islamic boarding schools to include non-religious knowledge in their Curriculum can endanger the survival of Islamic boarding schools in the future because in the future, apart from being spiritually strong, mastery of the development of knowledge and technology is also determined (Sulistyo et al., 2022). The educational institutions that society currently needs are educational institutions that can provide a variety of knowledge, skills in using advanced

technology, and foreign language skills in order to seize the opportunities available in the world of work.

Therefore, curriculum innovation that needs to be carried out by educational institutions, including Islamic boarding schools, in order to gain public interest, in addition to realizing the goals of National Education, is not only to equip students with religious knowledge but also world knowledge, such as deepening foreign languages and using modern technology, or what could be said. The orientation of Islamic boarding school education, in addition to the ukhrawi orientation, namely forming a servant to carry out obligations to Allah, is also worldly-oriented, namely forming humans who can face all forms of life that are more worthy and useful for people (Satiti & Falikhatun, 2022).

In general, curriculum changes include curriculum components, namely: a). Curriculum objectives; b). Curriculum content and structure; c). Curriculum strategy; d). Curriculum facilities; and e). Curriculum evaluation system. Curriculum changes start from fundamental conceptual changes, continuing to structural changes. This change needs to be made considering the need for the Curriculum to adapt to the pace of societal development (Rizqiyah & Hayudinna, 2022).

The Islamic boarding school, which has successfully implemented independent curriculum innovation with a formal level semester credit system at the Madrasah Aliyah level, is integrated into the Miftahul Midad Lumajang Islamic boarding school. Curriculum innovation at the integrated Madrasah Aliyah Miftahul Midad Lumajang Islamic Boarding School means a shift or change, which can also be called curriculum development. In general, shifts or development of the Curriculum occur due to several factors: first, the development and change of one nation to another. Changes and developments in educational practices in a country, especially in neighboring countries, must receive serious attention so that our country's Education is included.

Second, the development of industry, production, and technology. The curriculum development team must swiftly respond to rapid technological changes so that educational institutions' output is not alienated. Third, political orientation and state practice.

Research Method

This research uses qualitative and descriptive methods through a case study approach. According to Lincoln and Guba, the qualitative approach is called "Naturalistic Inquiry" because the observation and data collection method is done naturally without manipulating the subject under study (Rahi, 2021). The case study approach is preferred in qualitative research because the depth and detail of a qualitative method come from a small number of case studies (Hamilton & Finley, 2023). Researchers are trying to use various sources of information to identify independent curriculum innovations with a formal semester credit system at the integrated Madrasah Aliyah level at the Miftahul Midad Islamic Boarding School and, at the same time, analyze them according to methods and theories (Patel & Patel, 2024).

The data explored in this research are primary (main) and secondary (supporting) data. Primary data is data that provides data directly to data collectors (Eide & Showalter, 2023). Meanwhile, secondary data is data that indirectly provides data to data collectors. Primary data in this research are interviews, observations, documents, and audio-visual material related to Islamic boarding school curriculum innovation at the Miftahul Midad Islamic Boarding School, Lumajang.

Meanwhile, secondary data comprises books, literature, articles, and journals related to the research theme. Several steps were used to analyze the data using the Interactive Model from Miles and Huberman. This model analysis has several components, namely data collection, data condensation, data display, and drawing and verifying conclusions (Calfee, 2022).

Result and Discussion

Independent Curriculum Innovation Model with a Semester Credit System Based on the Needs of Integrated Islamic Boarding School Students

Based on the data and information that has been collected, the independent curriculum model with a semester credit system based on the needs of students is integrated at the Miftahul Midad Islamic Boarding School, Lumajang Regency, with the following stages:

a. Analyze student needs

In the first stage, the school analyzed student needs, as research findings showed that the Miftahul Midad Islamic Boarding School's curriculum innovation was developed using the Semester Credit System (SKS) model, which is an acceleration system in terms of learning through organizing varied learning and managing flexible study time by providing independent learning activity unit (UKBM) by analyzing students' needs according to abilities, talents, interests with the integration of literacy, creative, critical thinking, communicative and collaborative, and higher order thinking skills (HOTS) through planning objectives, content, methods and learning evaluation according to environmental conditions (Interview, Mas'ud, Head of Miftahul Midad Madrasah. May 22, 2024).

Curriculum innovation with a semester credit system aims to provide opportunities for students with above-average learning abilities to graduate from school in a shorter period, cost efficiently, and provide opportunities to obtain a higher level of Education earlier (Observation, May 2024)

Findings show the need to integrate student needs in learning and developing 21st-century skills such as critical thinking and collaboration. The Semester Credit System (SKS) through education management at the primary and secondary education levels is an innovative effort to provide management knowledge in the learning process because curriculum reform cannot be carried out solely using an administrative approach but must carry out culture transformation (Lake, 2023).

An independent curriculum with a credit model allows students to build and manage their reality, and all learning experiences are tailored to individual goals. The research findings are in line with the regulations of the National Education Standards Agency (BSNP) (National, n.d.) in the implementation of the Semester Credit System in Primary and Secondary Education in Article 1, which states that the Semester Credit System, known as SKS, is a form of education implementation where students can choose and determine for yourself the number of subjects and study load that will be taken each semester according to your interests, talents and abilities or learning speed (Juita & Yusmaridi, 2021).

b. Analysis of learning outcomes

The curriculum innovation team analyzed learning outcomes and student competency standards, as research findings showed that learning outcomes at the Miftahul Midad Islamic Boarding School were prepared according to educational units, regional potential, and students. Additional learning outcomes in the SKS program are the Pancasila profile strengthening project, which focuses on achieving Pancasila student profile competencies (Interview, Mas'ud, Head of Miftahul Midad Madrasah. May 22, 2024).

Learning outcomes are broken down into operational and concrete learning objectives. The formulation of learning objectives includes competency and scope of material by reducing the scope of material and changing the procedures for preparing achievements that emphasize flexibility in learning. These learning outcomes are sorted into learning objectives so teachers and all school members can adjust learning based on students' conditions and characteristics. (Interview, Hoiron, Deputy Head of Miftahul Midad Madrasah. May 22, 2024).

The preparation of Learning Outcomes for the Semester Credit System (SKS) program at the two schools is relevant to Fauzi's opinion that in curriculum planning, there are several activities, including the formulation of learning outcomes related to the goals or results to be achieved (Purwadhi, 2019). Restructuring is classified as a type of educational change, according to R.G. Havelock in Satiti, for example, reorganizing the curriculum and lesson schedule (Nugraha, 2023). Fuadi also stated that one form of curriculum innovation implemented was curriculum restructuring with proportional time allocation.

c. Develop curriculum structure and materials.

In the third stage, the innovation team prepared the curriculum structure and materials, as research findings showed that the Miftahul Midad Islamic Boarding School innovation was carried out with the principle of diversifying the curriculum structure with a series of subjects which became a reference for designing a learning map (road map) which was provided as an option for students according to learning speed and learning strategies. Students can choose a study period of 4, 5, or 6 semesters according to their learning speed. (Interview, Mas'ud, Head of Miftahul Midad Madrasah. May 22, 2024).

The curriculum structure determined is in line with Government Regulation number 19 of 2005 concerning national education standards for Semester Credit System (SKS) administrators, namely that the study load is expressed in lesson hours (JP) with an overall load at the junior high school level of at least 288 JP excluding local content. Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery Article 5 states that the 1 JP learning load generally consists of 40 minutes of face-to-face activities and around 60% (24 minutes) for structured assignment activities and unstructured independent assignments (Indarta et al., 2022).

The curriculum structure with the serial credit model at the Miftahul Midad Islamic Boarding School is a reference for designing a learning map (road map), provided as an option for students according to their learning speed and learning strategies. Students can choose a study period of 4, 5, or 6 semesters according to their learning speed. The curriculum structure was created by focusing lessons on problems requiring solutions with materials from various disciplines or subjects (Arviansyah & Shagena, 2022).

d. Development of teacher competence

The fourth stage is developing teacher competency with various types of training tailored to teacher needs, as research findings show that Tunas Luhur High School provides training and forms MGMP (Subject Teachers' Conference) teams to the demands of the Curriculum being developed.

Strengthening the implementation of the Independent Curriculum with a semester credit system carried out by the Miftahul Midad Islamic Boarding School includes training on learning planning techniques, preparing learning e-modules, and how to conduct effective learning. Miftahul Midad Islamic Boarding School teachers intensely participate in independent curriculum-strengthening activities outside of school and become peer tutors for five other fellow teachers (Interview, Mas'ud, Head of Miftahul Midad Madrasah. May 22, 2024).

Mc Clelland, quoted by Nana Syaodih, stated six competency indicators in developing competency-based human resources: 1). Skills: expertise/ability to do something well; 2). Knowledge: information a person has/has mastered in a particular

field 3). Social Role: the image a person projects to others (the outer self); 4). Self-image: an individual's perception of himself (the inner self), 5). Trait: a relatively constant characteristic of a person's behavior. 6). Motive: a constant primary thought or intention in a person's behavior (Budiman, 2022).

Training activities are included in the internal part of school management to develop teachers' knowledge and skills and provide the best and most productive services. Teacher competency development is a process to improve teachers' abilities, skills, and expertise in helping them carry out their current and future work to achieve educational institutions' goals (Trainee et al., 2021).

e. Establishing cooperation with education stakeholders

The fifth stage is increasing communication and collaboration with education stakeholders, as research findings show that the Miftahul Midad Islamic Boarding School involves the participation of parents in providing information regarding the development of their children's learning achievements at school. Miftahul Midad Islamic Boarding School also collaborates with stakeholders internally and externally. Internal relationship management fosters family relationships with the school community (teachers and students). Meanwhile, external collaboration management has a broader reach because it is more oriented towards student parents. (Interview, Mas'ud, Head of Miftahul Midad Madrasah. May 22, 2024).

The curriculum innovation model at Miftahul Midad Islamic Boarding School can elaborate on the Beauchamp Model and Roger Model in curriculum innovation models. Beauchamp explained the five stages of innovation: (1) Determining the scope of curriculum development, (2) Determining a team or personnel who are curriculum experts. (3) The team prepares curriculum teaching objectives and the learning implementation process. (4) Implementing the Curriculum. (5) Carry out competency-based human resource development (Wall & Leckie, 2017)

Meanwhile, Carl Rogers established four steps in curriculum development, namely: (1) Forming a group that can establish community relations to select targets for the education system. (2) Holding intensive group experiences for teachers, where participants can share experiences under the guidance of teaching staff over a certain period. (3) Hold broader meetings with the school community to improve interpersonal relationships, including between teachers and students and between

teachers and students. (4) Holding meetings with the broader community, as in step three, with the aim that each individual can understand each other better and become more familiar with each other, thus making it easier to resolve school problems more quickly (Sa'dullah, 2021).

The research findings align with government regulations in PP No.19 of 2005 concerning National Education Standards Chapter VIII Article 52: "Every educational unit must have guidelines that regulate the code of ethics for relations between fellow citizens within the educational unit and relations between citizens. Education unit with the community."

Community participation in the implementation of Education is considered very important. Likewise, schools can be successful when they have the community's trust. Education is a joint responsibility between the school and the community, especially the students' parents. The results of this research provide reinforcement that one indicator of success in implementing school programs and activities is the establishment of good cooperation between the school and the community. (Interview, Hoiron, Deputy Head of Miftahul Midad Madrasah. May 22, 2024).

Previous research discussing curriculum innovation planning shows that innovation success depends on the readiness and involvement of all stakeholders. For example, research by Ahmad Syauki Ahmad Syauki, Tiara Permata Bening, Siti Nur Aisyah, and Sukiman titled "Curriculum Innovation in Aspects of PAUD Curriculum Objectives and Materials. *Al-Idarah: Journal of Islamic Education* Volume 11, No. 1 of 2022. found that curriculum innovations successfully implemented in schools in England are always supported by in-depth needs analysis and clear implementation strategies (Pratikno et al., 2022). These findings align with the research results at Tunas Luhur High School and Bhakti Pertiwi Middle School, where comprehensive needs analysis and precise goal formulation are the keys to successful curriculum innovation planning.

Sigit Tri Utomo, Luluk Ifadah, conducted another research study titled "Curriculum Innovation in the Stages of Islamic Education Curriculum Development Stages. *Mandala Education Scientific Journal*, Vol. 6, Number 1, 2020, emphasizes the importance of transformational leadership in planning and implementing curriculum innovation. They found that principals who could inspire and motivate staff and direct

a clear vision for innovation tended to be successful in achieving improvements in the quality of Education. This is also seen at the Miftahul Midad Islamic Boarding School, where the principal actively directs the innovation vision and provides the necessary support for teachers.

Conclusion

Based on the description of the research results, the curriculum innovation model for improving the quality of Education at the Miftahul Midad Islamic Boarding School consists of five critical stages, namely: a) analysis of student needs, b) analysis of learning outcomes and essential competencies, c) preparation of the structure of curriculum material and, d) competency training for teaching staff, e) development of teacher competency. These five stages are relevant to several theories about educational institutions' Semester Credit System (SKS) programs. The Semester Credit System, or SKS, is a form of educational provision where students can choose and determine the subjects and study load to be taken each semester according to their interests, talents, abilities, or learning speed.

The findings of the curriculum innovation model at Miftahul Midad Islamic Boarding School have implications for the two theories of the Beauchamp Model and Roger Model in curriculum innovation models. Beauchamp explained the five stages of innovation: (1) Determining the scope of curriculum development, (2) Determining a team or personnel who are curriculum experts. (3) The team prepares curriculum teaching objectives and the learning implementation process. (4) Implementing the Curriculum. (5) Carry out competency-based human resource development. Meanwhile, Carl Rogers established four steps in curriculum development, namely: (1) Forming a group that can establish community relations to select targets for the education system. (2) Holding intensive group experiences for teachers, where participants can share experiences under the guidance of teaching staff over a certain period. (3) Hold broader meetings with the school community to improve interpersonal relationships, including between teachers and students and between teachers and students. (4) Hold meetings with the broader community as in step three, aiming that each individual can understand each other better and be more familiar with each other, thus making it easier to resolve school problems more quickly.

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