

Education Conception between the National Curriculum and Modern Islamic Boarding Schools in Adjusting the 21st Century Development in SMA Al-Izzah Batu, East Java

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Abstract--The purpose of this study was to determine: (1) the socio-cultural situation in modern pesantren education. (2) the main substance of the content standard in the learning management instrument of modern Islamic boarding schools, and (3) the application of the standard concept of the education management process and its relation to the standard system of national education management and modern Islamic boarding schools at Al-Izzah Batu High School.

This research method is qualitative with a case study approach. Primary data in the form of in-depth interviews with the head of the pesantren, the principal, the deputy for the curriculum, teaching staff, the head of the pesantren, students or santri Secondary data is in the form of observation and documentation study of all supporting documents related to the sub-focus, including institutional documents, which contain objectives, vision and mission, curriculum documents, and other relevant documents.

Based on the results of data analysis, it can be concluded as follows: (1) culturally the existence of Al-Izzah High School can color the surrounding area by making Islamic areas by providing guidance to the community, (2) the curriculum is integrated into learning tools in the form of a syllabus and lesson plans, and (3) the National Curriculum and the Modern Islamic Boarding School Curriculum are applied in two ways, namely integrated in Teaching and Learning Activities and habituation activities by paying attention to school indicators and predetermined class indicators.

Keywords--Education Conception, National Curriculum and Islamic Boarding School Curriculum, 21st Century Development, Al-Izzah Boarding School

I. BACKGROUND

The mission of national education, among others, is to strive to expand and equalize opportunities for quality education for all Indonesians. In line with that, the steps taken by the state in improving the quality of education by reforming the education system include eliminating discrimination between education managed by the government and education managed by the community, as well as eliminating the distinction between religious education and general education. Education in general is oriented towards the advancement of world technology, so that the era of industrial revolution 4.0 is generally understood as a change in the way of working that focuses on data management, where industrial work systems are run through advances in communication technology and increased work efficiency related to relationships between humans. In this situation, data is the main requirement of an organization in the decision-making process of an institution or company, which of course will be supported by computerized power and unlimited data storage systems. The opportunity for the creation of various technologies in an internet-based digital dimension was born in the era of the industrial revolution 4.0.

In dealing with these developments, new knowledge is needed in the face of the era of the industrial revolution 4.0, including the ability to read, analyze and use the world's very large data information. The ability to understand technology is very important, where individuals need to understand how technology applications, coding, artificial intelligence, engineering work. Human knowledge concerning aspects of humanities, communication and design of information technology, the internet, and big data analysis and computerized systems. Educational institutions, both primary and secondary education that provide learning infrastructure, are expected to be able to produce graduates who are skilled in the aspects of data knowledge, technology knowledge and human understanding. The development of a primary and secondary education curriculum that adapts to the era of the industrial revolution 4.0 demands a redesign of the curriculum with a digital human approach and digital-based skills to increase competitiveness against competitors and attractiveness for prospective students. The era of digitalization demands that every primary and secondary education institution around the world, including Indonesia, be able to prepare itself to anticipate the emergence of various foreign educational institutions with the cyber class model. Digital communication technology that grows and develops with high acceleration, can give rise to forms of primary and secondary education with techniques or learning systems through internet media, known as virtual schools.

Based on the description above, it is necessary to have an Education Conception that integrates the National Curriculum and Modern Islamic Boarding Schools, so that the two curricula are gates to equalize the rights and obligations inherent in both. On this basis, there are several educational institutions in Indonesia that have implemented the two systems together, meaning that the curriculum used has implemented the national curriculum and the religious curriculum at the same time, including SMA Al-Izzah Batu, East Java.

II. LITERATURE REVIEW

A. Definition of Curriculum

Definition of Curriculum in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) is defined as a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for implementing learning activities to achieve educational goals. Hamalik (2013: 16) defines the curriculum as: (1) a number of subjects that must be taken and studied by students to gain knowledge, (2)

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educational programs provided to teach students, and (3) a series of learning experiences experienced by students .

Saifuddin's research (2015) concludes that the curriculum is a tool to achieve educational goals, as well as a guide in the implementation of education. The curriculum reflects the philosophy or outlook of life of the nation. The goals and forms of national life efforts will be determined by the curriculum used by a nation. In general, the types of pesantren can be categorized into salafiyah and khalafiyah. However, the reality on the ground does not show an extreme form. Most of what exists today are Islamic boarding schools which fall between the two meanings above. Some of the Islamic boarding schools that claim to be salafiyah generally organize classical and tiered education, although not under the name madrasah or school. Likewise, khalafiyah Islamic boarding schools in general also provide education by reciting classical books, because the chanting system is recognized as one of the identities of the Islamic boarding school. This causes the curriculum in it to be a combination of the national curriculum with Islamic boarding schools. The issues and agenda of education policy comprise all the issues that are being seriously discussed in the educational policy domain relationship. Pondok pesantren although it is a model of indigenous education, but in its dynamics it is always inseparable from the national education policy.

Joko et al (2018) 's research resulted in the following conclusions: (1) the curriculum used at the Pondok Modern Selamat High School uses the 2013 Curriculum and the Ministry of Religion developed by the Madin field. The teacher has a central role in this stage to produce a unique curriculum design blend of the curriculum 2013, Ministry of Religion, and the peculiarities of the vision of Pondok Modern Selamat as a boarding school, (2) the implementation of the 2013 Curriculum in the boarding school system at SMA Unggulan Pondok Modern Selamat supported by a variety of activities carried out in dormitories and daily activities, resulting in the formation of The character of students is not limited to class, but also in the dormitory which can be referred to as a hidden curriculum, and (3) at the evaluation stage there is an evaluation of the results of learning and a comprehensive evaluation of the curriculum.

Research conducted by Prastowo (2018) produces the following conclusions: First, the 2006 KTSP contains various problems from substantial to technical issues, therefore it is necessary to develop a new curriculum by improving a number of mindsets, namely the 2013 Curriculum. The 2013 curriculum is still a continuation of the competency-based curriculum. The 2013 curriculum was developed with a philosophical foundation of experimentalism and reconstructionism. Third, problems and controversies regarding the implementation of the 2013 Curriculum, are not just technical issues, such as procurement of books, training for teachers, school principals, and supervisors, and so on, but also involve fundamental and substantial issues, both assumptions, arguments, substance, and improper implementation. runs coherently. Fourth, the development of a curriculum that is likely to be successful is more significant if it is based on the results of a rigorous study of the elaboration of concepts, and teacher-friendly empirical evidence. Meanwhile, to improve the 2013 Curriculum, it is necessary to make improvements to the substantial and technical aspects of its implementation with a careful study and based on empirical data that is trusted and friendly to teachers.

In his research, Mahmudi (2013) states that the admission of new PSG students, the pair institution of SMK Negeri 1 Malang has not played an active role in the acceptance of new PSG students. This is due to their busy schedule who do not have much time to help SMK Negeri 1 Malang in admitting new students. Meanwhile, the preparation of the PSG curriculum at SMK Negeri 1 Malang has not fully involved DU / DI. This is due to DU / DI's busy schedule with its main job. The contribution of DU / DI in the preparation of the PSG curriculum is still limited to providing advice. The obstacles that occur in the implementation of the PSG can be divided into two, namely obstacles that occur from the school and obstacles that occur in DU / DI. The obstacles that occur from the school include: 1) the admission of new students, DU / DI has not been involved; 2) the preparation of the PSG, DU / DI

curriculum not yet involved; 3) equipment in schools is limited, and 4) there are still students whose PSG are in DU / DI who are not in accordance with their skill competencies.

Meanwhile, the obstacles that occur in DU / DI: 1) the PSG program has not been included in the quality objectives and ISO work instructions for DU / DI that have been ISO certified; 2) the lack of discipline of the PSG students; 3) communication between PSG students and the supervisor is lacking, and 4) there is often a delay in giving grades. The solution is that the school invites the parents / guardians of the students to be consulted. This negotiation

To explore whether PSG can be carried out outside the city for parents who are willing to finance their children for PSG outside the city as well as to connect with DU / DI, institutions should include the PSG program in their quality objectives and work instructions.

According to research by Syafe'i (2017), the principle of Islamic boarding schools is *al muhafadzah 'ala al qadim al shalih, wa al akhdzu bi al jadid al ashlah*, which is to keep up with positive traditions, and to compensate by taking positive new things. Problems related to civic values can be resolved through the principles adhered to by Islamic boarding schools so far and of course by reforming them that are effective, efficient, and capable of providing equality as human beings (*al musawah bain al nas*). Updates at the pesantren should continue to be carried out, especially in the field of management, building management must also be a serious concern so that it looks beautiful, the curriculum of pesantren education, and various areas of language expertise and life skills. Thus, pesantren can play an educational role in providing human resources with character and quality that are integrated into faith, science, and righteous deeds. The existence of pesantren is an ideal partner for government institutions to jointly improve the quality of existing education as a basis for implementing social transformation through the provision of qualified and moral human resources, where the social transformation process in the era of autonomy requires regions to be more sensitive in exploring local potential and the needs of the community so that the existing capabilities of the community can be optimized. So the pesantren works hard to fix all its shortcomings and add new things that are the needs of today's people. The pesantren education model which is based on conventional or classical systems will not be of much help in providing human resources who have integrative competences in mastery of religious knowledge, general knowledge and technological skills.

Subekti's research (2014) states that the national education system can clearly be used as a guide for the development of education in Islamic boarding schools, where boarding schools with boarding students mean a period of education that can reach almost 24 hours for education. Pesantren will continue to develop, but it must be admitted that they need to continue to try to innovate in order to keep up with the times. Good planning must contain several components, including the vision and mission that provide direction as well as motivation and movement for all levels involved directly in educational development. In addition, the vision and mission are also considered very important to unify the perceptions, views, ideals, hopes and even dreams of all parties involved in it. Therefore, it is necessary to formulate a clear vision and mission which is expected to provide motivation and movement strength to achieve achievements towards future Islamic boarding schools with various advantages. According to research by Umar (2016), regarding the history of the entry of Islam to Indonesia, it shows the functional relationship between da'wah and education. The development of Islamic education in the scope of national education is inseparable from the important role of Islamic education organizations such as school organizations that organize Islamic education in stages and non-school organizations that are oriented towards fostering Islamic education as can be observed in the Nahdhatul Ulama and Muhammadiyah organizations.

Research on the formal juridical aspects shows that the foundation for the development of Indonesian Islamic education emphasizes two sides: First, the basic ideals of the Al-Qur'an,

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hadith, ijihad, and ijma of the ulama as well as the laws set by the government. Second, the basic operational foundation includes a historical foundation, a philosophical foundation, and a psychological foundation. Substantially, the content of the two foundations basically describes the position of Islamic education in the history of national education development.

As in the latest curriculum policy, namely the 2013 Curriculum, changes and development of this curriculum are very important issues, because the curriculum must always be adjusted to the demands of the times. Then, strengthened by several results of international studies on the ability of Indonesian students in the international scope who are always in a low or even very low position, further strengthening the government's ambition to make changes and curriculum development in 2013 (Mulyasa, 2013: 60)

The pesantren curriculum is a thought carried out in an effort to perfect the empowerment of learning that we now know as Islamic boarding schools in a limited paradigm. Tendency to see educational problems only as technical problems in the classroom. Whereas education is not merely learning, but education is also closely related to all aspects of human life in society. Education is not just making students good at memorizing, but what is more important is making it a human being, education is a humanizing process. Islamic boarding school education is a process of learning and socialization of a person as a whole in family life, current and future cultured societies. Therefore, this paradigm shift certainly has an impact on the need for renewal of educators and students in the education and learning process to comply with education management standards. This is intended so that pesantren education can also be aligned and gain recognition for the national education system, which has so far been deemed not meeting standards.

Religious education is education that prepares students to be able to carry out their role as citizens with the basis of mastering specific knowledge of the relevant religious teachings (Law No. 20/2003: Article 11 paragraph (6). Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious article 14 states that Islamic religious education can be in the form of diniyah and pesantren education. Paragraph (3) of this government regulation explains that pesantren can organize one or various educational units and / or programs in formal, non-formal, and informal channels. Islamic boarding schools can organize programs in formal, non-formal, and informal channels. Article 13 paragraph (4) describes the requirements for the establishment of a religious education unit as referred to in paragraph (3), which consists of: education content, number and qualifications of educators and about education, facilities. and possible infrastructure the implementation of learning activities, a source of funding for the continuity of educational programs for at least one next educational / academic year, an evaluation system, and management and educational processes.

Next, Nurhayati (2010: 56) explains that there are 3 (three) types of pesantren, namely (1) salaf pesantren, namely pesantren that still maintain the old pesantren tradition and do not use the learning curriculum implemented by the government, (2) semi-modern pesantren, namely pesantren that continue to use the old tradition but still establish madrasas / public schools, and (3) modern Islamic boarding schools, the form: the applied curriculum is an adaptation of the National Curriculum with the Islamic Education Curriculum by the Ministry of Religion. Pesantren as Islamic religious education institutions that grow and are recognized by the surrounding community within the scope of formal education are known and are known as boarding schools. In Government Regulation no. 55 of 2007 concerning Religious Education and Religious Education, it is explained that Islamic boarding school education is a community-based Islamic religious education institution that provides religious education at all paths or levels of education in an integrated manner with other types of education, with the aim of developing the ability of students to understand, appreciate, and practice religious

values and to form students with character, which includes intellectual, emotional and spiritual intelligence.

The concept of boarding school or pesantren in Indonesia is motivated by educational conditions which are deemed not fulfilling ideal expectations. Now education in the form of boarding schools does not only study books such as tafsir, Arabic, Sufism and hadith, but also establishes several formal school education institutions from Elementary School (SD) to Senior High School (SMA) levels which are not directly related to Ministry of Religion. In contrast to Madrasah education under the auspices of the Ministry of Religion, such as Madrasah Ibtida'iyah (MI), Madrasah Tsanawiyah (MTs). Madrasahs carry out general education with religious education equivalent to Aliyah (MA), as well as Vocational Madrasah Aliyah (MAK) which are characterized by religious-based education.

Problems and controversies regarding the implementation of the 2013 Curriculum, are not just technical issues, such as procurement of books, training for teachers, school principals, and supervisors, and so on, but also involve fundamental and substantial issues, both assumptions, arguments, substance, and ineffective implementation. However, replacing and changing the newly implemented curriculum is also not an easy problem and always a solution. Therefore, the policy of continuing the 2013 Curriculum limited to schools and reusing the 2006 KTSP in other schools and madrasahs is a wise choice despite the favorable moments.

However, the dual curriculum policy is also not a final solution because it also leaves a variety of new problems. Therefore, to overcome these various problems, the curriculum should be placed according to its function and role in the education system.

III. RESEARCH METHODS

This research uses a qualitative approach with a case study method. A qualitative approach is a type of research in which researchers are highly dependent on information from objects or participants in a broad scope, general questions, data collection which mostly consists of words and conducting research subjectively (Creswell, 2008: 46).

The characteristics of qualitative research that distinguish other types described by Moleong (2003: 8-13) are as follows: 1) Natural background; or in the context of a whole. 2) Humans as tools (instruments); the researcher himself or with the help of others is the main data collection tool. 3) Qualitative methods; namely observation, interview or document review. 4) Inductive data analysis. 5) Compilation of descriptive data; the data collected is in the form of words.

Researchers hope to obtain this data through observation, interview, and documentation study techniques by understanding the meaning of an event in the field, understanding social interactions in the field, and understanding the truth of the data.

IV. RESULTS AND DISCUSSION

A. Data Exposure

a. Socio-Cultural Situation

In socio-cultural terms, as an international standard school, Batu City has 518 students, which is currently building a new building for SMA Putra on an area of 6 (six) hectares. However, this pride is only enjoyed by a handful of the surrounding community. The reason is to register at Al-Izzah High School, only the parents of students have more income. Building fees are expensive, tuition fees, meals, laundry for uniforms, dormitories are

expensive, as a result only children from families who can afford these needs. On the other hand, the development of Al-Izzah High School received responses from community leaders. The contribution of Al-Izzah High School to the surrounding residents is very minimal, besides that the water waste from the Al-Izzah High School bathroom really disturbs the residents' wells. The construction should not have disturbed the surrounding residents. Since the road to SMA Al-Izzah also goes through the road in the village, culturally speaking, the provision of facilities in the form of educational facilities and infrastructure should be enjoyed by the surrounding community as much as possible through mutually beneficial programs.

b. Curriculum Structure

Based on Government Regulation no. 17/2010, as one of the upper secondary level national education institutions in the preparation of its curriculum structure, Al-Izzah High School also adopted this Government Regulation.

c. Specialization and Elective Subjects

The curriculum for SMA Al-Izzah Batu is designed to provide opportunities for students to learn based on their interests. The curriculum structure allows students to make choices. Specialization Groups, Cross-Interest Choices, and / or Interests Deepening options. The specialization group consists of specialization in Mathematics and Natural Sciences (MIPA), specialization in Social Sciences (IPS). Since class X, students have to choose a specialization group to be followed. Selection of specializations based on report card scores at SMP / MTs and / or SMP / MTs National Examination scores and / or BK teacher recommendations at SMP / MTs and / or results of placement tests when registering in SMA / MA and / or interest aptitude tests by psychologist and / or recommendation of counseling teachers in SMA. Students have the opportunity to change the chosen specialization a maximum of two months from the start of the learning year, based on the recommendation of the BK teachers and the curriculum section and the availability of seats. Students in learning groups with a tendency to:

1. Mathematics and Natural Sciences must meet the minimum requirements for teaching loads and subjects consisting of Mathematics, Biology, Physics, Chemistry.
2. Specialization in Social Sciences must meet the minimum requirements for study loads and subjects consisting of Geography, History, Sociology and Economics.

Whereas in classes XI and XII, students take the Cross Interests Option with the number of optional lesson hours per week with a duration of 4 lessons that can be taken with the following options:

1. One subject outside the specialization group that he chooses but is still in the other specialization group, and / or;
2. The Focus Group Deepening Subject he chooses.

d. Learning Load Management

The learning process at Al-Izzah High School is held in an interactive, inspiring, fun, challenging, motivating manner for students to be able to actively participate, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of the participants. students. For this reason, it is necessary to prepare learning plans, implement the learning process and assess the learning process to increase the efficiency and effectiveness of the achievement of graduate competencies. In accordance with the Competency Standards for Graduates and Content Standards, the learning principles used are:

- a. From the students are told, towards the students to find out.
- b. From the teacher as the only source of learning, to learning based on various learning resources.
- c. From a textual approach, towards a process as a strengthening of the use of a scientific approach.
- d. From content-based learning to competency-based learning.
- e. From partial learning, towards integrated learning.
- f. From learning that emphasizes single answers to learning with answers that are multi-dimensional in truth.
- g. From verbalism learning, towards applicative skills.
- h. Improvement and balance between physical skills (hard skills) and mental skills (soft skills).
- i. Learning that prioritizes the culture and empowerment of students as lifelong learners.
- j. Learning that applies values by modeling (ing ngarso sung tulodo), building will (ing madyo mangun karso), and developing the creativity of students in the learning process (tut wuri handayani).
- k. Learning that takes place at home in schools, and in the community.
- l. Learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is the class.
- m. Use of information and communication technology to increase the efficiency and effectiveness of learning.

The characteristics of learning at SMA Al-Izzah Batu are closely related to the Competency Standards of Graduates and Content Standards. Graduate Competency Standards provide a conceptual framework for learning objectives that must be achieved. Content Standards provide a conceptual framework for learning and learning activities derived from the level of competence and scope of material. In accordance with the Graduate Competency Standards, 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. Attitude is obtained through the activity of "accepting, running, appreciating, living, and practicing". Knowledge is obtained through the activity of "remembering, understanding, applying, analyzing, evaluating, creating". Skills are acquired through the activity of "observing, questioning, trying, reasoning, presenting, and creating".

The study load in Senior High School consists of; (a) Face-to-face activities, (b) structured activities, and (c) independent activities. The learning load for face-to-face activities is expressed in the number of lesson hours per week, with a duration of 45 (forty five) lessons minute. The learning load for structured activities and independent activities is at most 60% (sixty percent) of the time related face-to-face activities.

SMA Al-Izzah Batu which implements a package system, face-to-face activities are emphasized according to the needs of the 21st Century integrated life skills, namely: Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation (4C), Character Strengthening Education (PPK) , Literacy with a Scientific Approach, TPACK (Technological, Pedagogical, Content Knowledge) and STEAM (Science, Techonology, Engineering, Arts and Mathematics), and using discovery inquiry strategies with interactive lecture methods, presentations, class discussions, question and answer, or demonstrations.

Structured task activities and unstructured independent activities are activities designed and included in the Learning Implementation Plan (RPP) whose time allocation is 60% face-

to-face hours. Structured assignment activities are learning activities that develop the learning independence of students, the role of the teacher as a facilitator, tutor, learning partner. The strategy used is discovery and inquiry. The methods used are group discussions, collaborative and cooperative learning, demonstrations, experiments, school observations, exploration and study of literature or the internet, or simulations.

e. Kepesantrenan Program

Technically, the implementation of Al-Qur'an memorization activities is carried out every day for 4 (four) lesson hours every day, namely: after dawn, formal school hours, after Asr, and after maghrib. Based on the timing, it is hoped that in a day the students will be able to memorize 1 (one) page and memorize 4 (four) pages of memorization. Thus it is expected that within 1 (one) month, the students will be able to memorize 1 Juz and memorize 4 Juz.

B. Research Findings

a. Socio-Cultural Situation.

The establishment of Al-Izzah originated from a heart call with the community's need to choose a good educational institution in its Islamic concept. Then a formula is made in accordance with the conditions of the community whose understanding of Islam is only according to culture and culture. At that time, people still could not distinguish which culture, religious rules, haram, and which were good. In addition, at the same time, there was also a Christianization movement in the local area carried out by the closest Christian institution, which reached nearly 60% of the population where religious conversions occurred. With this situation, sympathizers, community leaders, the mayor at that time as well as granting permission for the establishment of Al-Izzah High School, as well as education experts who collaborated with the nearest university. With the trust of the community and the santri guardians, at the beginning of the opening in 2006, female students were accepted with the concept of schools, places of worship, and dormitories. Proven student learning outcomes, hafidz Al-Qur'an and academic achievements at the National Education Service which are always good and the best graduates have added to the trust of the general public both at home and abroad. With this belief, the active participation of the santri guardian will contribute more assistance to the construction of facilities and infrastructure as a learning support development. The establishment of Al-Izzah High School is the answer to the needs of society with promiscuity and bad habits of children at home by establishing better educational institutions as an option from the many existing educational institutions. Apart from that, from the development of existing social problems, on the awareness that for the needs of educators, a woman or daughter is needed as a gateway to education. Because a good school is a school that provides solutions to existing social problems, the establishment of Al-Izzah High School is not under certain organizations, so it upholds high sportsmanship. Whether he is a businessman later, he will be a good entrepreneur. If he becomes a politician, he will also be a good politician. It is hoped that they will be the best in their respective worlds by giving a big contribution as a solution in society with complex challenges. The main learning system is understanding the Al-Qur'an, to expand the scientific understanding of the students by also prioritizing language programs, in addition to programs from the National Education Service. Due to the boarding school system, there is more time to apply it in practice, for example the active use of Arabic and English in the school environment, applying daily sunnahs that can be immediately practiced. The Tahfidz program also goes hand in hand, with the existence of Al-Izzah High School participating in coloring the

surrounding area by making an Islamic village in the surrounding area, namely, by providing guidance to the community on a regular basis, teaching the Koran for children and the surrounding community, involving the community to participate as employees at Al-Izzah High School, and support activities in the community. Education at Al-Izzah prioritizes establishing an independent learning system. Because in general social society is a lack of independence. The many achievements of the students are evidence of the independence system in learning. (Source: Interview with Public Relations of Al-Izzah, Ustad Nur Faqih. M.Pd.I)

b. The Main Substance of the Content Standards in the Modern Islamic Boarding School Learning Management Instrument.

Developing good student attitude starts from the example of his teacher, good habits, selected, nurtured, and to get started on the teacher as the school or institution that good anyway. The teacher is an example that can be imitated to the level of integrity. Exemplary to students is usually taught in a structured manner starting from the teacher, how the teacher can be emulated, the teacher must be good, can reflect exemplary and uphold good integrity. Efforts are made by providing concrete examples in the form of good habits, for example: leading prayers, saying greetings, reminding of kindness, praying, where these habits can be included in between teaching, and explaining how they relate to the subject matter. A biology teacher, for example, how the boy was close to his God, in the matter of usury economy for example why it should not be, it should not lie, will be communicated to students, as well as its correlation with the Qur'an. In general, usually when the teacher is good then the students will automatically follow suit. As a habit, students are actively instilled to follow the rules that are made as habituation to form Islamic character. In the class there are homeroom teachers, each of whom will monitor their class intensively, usually the homeroom teacher explains the rules of the class. If the teacher has given a good example, the spiritual attitude of the students will automatically be formed. For example, the homeroom teacher explained the rules that must be done by students to comply with prohibited rules, not sleeping in the classroom, what is allowed and what is not written, all started from compulsion with the hope of becoming a habit, and will be directly controlled. Cultivating culture in schools is known as the term school culture, such as Islamic personality, high fighting spirit, this culture must be implemented, students must be able to understand, the evaluation in each semester is carried out on the school culture. Its implementation in pesantren is close to worship activities, school culture is not only embedded normatively but also academically, it is hoped that all school rules must be written, because it becomes a reference, if it is not written or reminded then the planting becomes difficult, to remind more every day it is promised not to directly embedded under their conscious mind. In addition, other supporting activities that support the spiritual aspect are pesantren activities with a system of small groups, students are given material from the Qur'an, hadith and memorization.

Activities that have been structured and become the curriculum are a control system with points that give penalties for violations, achievement points if students have properly implemented what has been taught, so that directly social attitudes such as honesty, friendliness, respect, work together, and other social attitudes that can be done directly. In the pesantren program after Asr time under the head of the pesantren, where the boarding school curriculum framework is not as detailed as in academics, semi-class randomly, semi-formal, consisting of halaqoh or small groups, binding students to attend, attendance is enforced, where classes are rotated periodically, the program focus on memorizing Al-

Qur'an, while aqidah, morals, and fiqh are taught in schools. The main program at pesantren hours is to practice worship, memorizing per juz, from 5 juz, 10 juz, and 15 juz.

The planting of honest social aspects, among others, is done by giving points if you make mistakes, heavy points, there are written sanctions, pretending to be sick in the dormitory, for example, there are summons and checks. The disciplinary aspect of being late is given sanctions, its application is in the morning observations. In schools that have a disciplinary division, usually checking for who and what violates, attributes, solving social problems is more on the part of the teacher and the caregivers in the pesantren. Cultivating polite attitudes through habituation, meeting with teachers, peers using good ethics. For women, they are gentler in lowering their gaze, while for men, they kiss the hand of the teacher or caregiver. Cultivating social attitudes where students have savings to finance underprivileged children and help orphans. Activities carried out directly such as alms on Friday where students give alms to local residents directly.

The development of technology has no direction in that direction, this is due to time constraints, with the physical boarding school of the children being very heavy. In the knowledge attitude competency is facilitating such as scientific work competitions, and other things according to the talents of students' interests. In the arts, there are skills subjects, skills areas are taught cooking, knitting, decoration, all scheduled during morning study hours.

The use of laptop devices has restrictions in the classroom, and in the dormitories, these restrictions are also carried out more in anticipation of negative influences, so their development is limited, but basically students are able to use them. The use of cellphone communication tools is absolutely not allowed, communication with parents is controlled, each batch is given 1 (one) device and will be used alternately. Each homeroom teacher or caregiver has its own student guardian group to communicate indirectly through people to convey to students. This is to train independence, but every 1 (one) month is given time for parent visits. For students who do not reach the target, they are given repetitions or remedials, the implementation is before the implementation of semester exams, remedial teaching programs or repeating learning, where there is another process, the material is repeated with a separate class, usually students really take advantage of the break time if there is still something to be improved for then obtained the results of the repair value.

In curriculum development through the guidance of the supervisor of the National Education Office for a certain period of time as needed, usually from the supervisor who determines the problems that must be done, then follows the direction. The evening program usually uses a pesantren curriculum with Al-Qur'an material. Where students have been actively given the responsibility to play an active role in learning. With the selection, students will be able to group according to their ability to be able to make groups and program scheduled curriculum activities and program evaluation. (Source: Interview with Al-Izzah High School Curriculum Representative, Ustad Adnan Ya'kub, MM)

c. Application of the Standard Concept of the Education Management Process and its Relationship with the National Education Management Standard System and Modern Islamic Boarding Schools.

c.1. Process of Learning Activities in Schools

Technically the implementation of learning uses a syllabus from the National Education Office, then applied to the Learning Implementation Plan, the learning scenario must be contained in the Learning Implementation Plan, technically how the Learning Implementation Plan refers or the guidance from the National Education Office, as instructed by supervisors or institutional leaders . The Learning Implementation Plan which is

implemented in the classroom becomes a reference if the syllabus components are good and contains Core Competencies and Basic Competencies then indicators. Where the guideline is not which syllabus, but the rules of the Regulation of the Minister of National Education which are the guidelines, so which compulsory components become the learning guidelines. The implementation of the lesson plan with different student characters in the class is indeed a natural thing and must exist because this is what helps in the Teaching and Learning Activities. How is the collaborative nature conducive when they have different levels by using the basis for determining heterogeneity, the basis used is cognitive, affective values, seen from the previous documentation for class XI and class XII referring to the assessment, class X uses a test base, the first is cognitive with questions in junior high school, IQ is also the basis so that the basis for class determination is more based on test results, interview results or face-to-face design of student characteristics. At first the students were grouped, after knowing the children's rankings, they could form an ideal class, namely a heterogeneous class, there were high, medium, and low levels, so that in one class it became balanced with the hope that the collaboration of Teaching and Learning Activities in the classroom it's really interesting or varied discipline, tributes, solving problems that are social in nature, more on the part of the teacher and the caregivers in the pesantren. Cultivating polite attitudes through habituation, meeting with teachers, peers using good ethics. For women, they are gentler in lowering their gaze, while for men, they kiss the hand of the teacher or caregiver. Cultivating social attitudes where students have savings to finance underprivileged children and help orphans. Activities carried out directly such as alms on Friday where students give alms to local residents directly so that learning is not just lectures, but rather collaboration in groups in the classroom.

In this case the teacher is positioned as the main facilitator, meaning that the teacher must prepare what targets the child should achieve in Teaching and Learning Activities, which the teacher must understand as a facilitator or direction to the targets in the class. The learning orientation is student oriented, how are indicators -indicators given to the class starting or giving which target, meaning that for example in biology there are 10 (ten) indicators, whether all of them are given at one time, two or three which refer to the conditions in the class. For Student-oriented, the indicators are given according to the characters. Basic Competencies must be the main reference in starting learning scenarios, so teachers must learn what competencies must be possessed in Teaching and Learning Activities, teachers must understand very well in detail, when juxtaposed with teaching materials as a companion, what is more important is that teachers know more about Basic Competencies it can be applied into clear indicators as a tool for classroom learning. Teachers use Basic Competencies as guidelines to be conveyed to students. Facing the development of the 21st century, one of the rapidly developing sciences is technology, where students are people who are directly dealing with technology because as users, teachers must have innovations in how the developing globalization flow also colors students or gets inspiration from it in learning how to present a material or subject that can absorb or appreciate the current globalization. How global issues can be updated or elevated into classes, for example viruses, are meta-organisms that rapidly evolve, mutate, even initially from animals, now they have evolved to humans, now what factors, that's what is brought to the class how global issues are brought to the appropriate class Basic Competency targets with these indicators.

The development of the fast-changing flow of technology means that students must be knowledgeable in taking existing sources on the internet or other sources. The teacher as a facilitator is likened to a bridge from the outside world of the pesantren to those inside the

pesantren, all material will be easy to learn if learning to know details entering into the world is the problem, not all material is real. When the material can be studied directly, for example material about mushrooms, it can be brought in in order to form learning scenarios as if they are in a world that matches the material, but not all such materials depend on the situation. Learning aids that are detailed, such as a laboratory in practice, some concepts can be directly directed to direct learning, find it directly and even get involved a lot with these materials, but it's just that adjustments must be extra strict and the scenario must be really directed, so that the Learning Activities Teaching is clear and learning techniques are clear. Teachers with a study group composition of 1 (one) class with a maximum of 28 or 29 students certainly demand professionalism in Teaching and Learning Activities. Performing classroom management for the Teaching and Learning Activities process with specific standards must be followed by all teachers, from what kind of opening, what kind of core material, what kind of cover, so that clearly these steps help teachers to evaluate how the process in the classroom is, have the children learned. The teacher has an evaluation of whether the children have learned or not, the technical problems of learning in the classroom are left to the teacher, willing to use which one, provided that the children still have facilities for learning and the material has been delivered and the Basic Competency indicators have been caught up on time. How to control the number of Basic Competencies and indicators that have been designed according to delivery, because time seems like very fast and not all classes are the same level, 1 (one) class can be possible for 2 (two) indicators can be completed, but usually also There is something different, so how can the teacher be creative in pursuing a match between the time available and the indicators that have been planned. Improving the quality of learning is monitored more closely so that it is increasing day by day, how is the quality of Teaching and Learning Activities, the most important activity in schools is the Teaching and Learning Activities, it is hoped that teachers can be professional with targets at the National Education Office with targets in institutions. Class supervision is carried out periodically, to be able to continue both by the supervisor in general, or from the leadership, namely the Principal of the implementation of the curriculum for each teacher. Each learning has different characteristics, how they convey can be different, it is hoped that language, literacy, and exact teachers who use their scientific method must be able to apply good scientific methods in the classroom, so that these characters become the initial basis, where Each subject must be colored in the Teaching and Learning Activities, what about the concept they continue to do exercises with questions. Learning media is very helpful so that teachers are also innovative in using existing methods, teachers must be challenged creatively. How can the minimum target in the pesantren be conveyed, among others:

1. Peer tutoring, namely students who have better grades in the sense that they have mastered several indicators of stimulating friends who are less, at least getting additional lessons.
2. The teacher directly interacts by calling and guidance, first exploring whether there are special problems or personal problems, if the main problem is understanding, of course the teacher must provide guidance, for example, such as private with a pattern of 1 teacher 2 students, with their target meeting the minimum standards so that it can be said Graduated.

Assessments are authentically and objectively applied correctly, how are classroom behavior, activeness, literacy, doing assignments, when there are tests on blocks per material or in the middle of the semester. Even if there are students who really fall under the criteria, they will be given special treatment. Not in terms of values but in the spirit of learning, being guided, facilitated, additional lesson hours are held, still from the teacher, usually the teacher already knows the character of the students about problems that want to be better understood. The closing activity after the Teaching and Learning Activities, there is a clear conclusion, today's material was studied, the material presented or explained in literacy, namely written

in a notebook, Teaching and Learning Activities must be clear, there are assignments, further introduction to the next material or reinforcement other.

The use of textbooks has a special standard, in the library there are book supplements to increase and increase children's literacy, not only 1 (one) book, facilitated browsing in journals or the internet. Repetition for students who are under minimal completeness or commonly known as remedial teaching, students who do not reach the minimum completeness will be summoned, then given additional material for reinforcement of less material, after remedial teaching, retest with questions adjusted to the hope that the value can be completed, Usually students, if they are not used to one subject, then the other cannot, likened to 1 (one) subject there are 5 (five) children whose remedial children are the same, there is one subject that cannot be infected with the child so it is like the burden is only the children so that it can be mapped. The anticipation is not just waiting for remedials, but providing treatment, when the next material will be entered, children who are lacking must be anticipated more deeply, in advance they have been given a summary or their own assignment, so that the children who are under the Minimum Completeness Criteria are decreasing in number. . (Source: Interview with Biology Teacher at Al-Izzah High School, Ustad Latif, S.Pd)

Class X is applied to the pointing, there is already a choice, which is to the second is related to the results of the psychological test, parental consent, meaning that it is truly selective in majors because it relates to which university goals, what career, so it becomes important. Indeed, the rules of the National Education Service are fully implemented, only because the basis for boarding or Islamic boarding schools has been added, so what is not removed from the National Education Office curriculum means everything is implemented, only in the placement of time there are added, trying to integrate the curriculum of the National Education Service with the pesantren curriculum. The contents of the message are usually included in the subject of diniyah, among others: fiqih, aqidah, morals, Al-Qur'an which are included in the morning, of course, the portion is not as much as the curriculum of the National Education Service. The curriculum in its implementation is not separate, the assessment evaluation tool is taken from the Diniyah subject which is collected in the Islamic Religious Education (PAI) subject. Only because SMA Al-Izzah is a boarding school, PAI is divided into, there are subjects of akidah, Al-quran and others that in public schools become one, namely PAI subjects. For example, if the general portion is 2 (two) portions, it is further developed so that children can get more Islamic faith. In the morning the guidelines for the curriculum of the National Education Service did not reduce, but were added by increasing the content of the diniyah. Everything is in unity, the duration is sufficient, added in the additional time duration, meaning that it does not violate the signs of the National Education Service, instead it adds content related to the vision and mission of the institution. In terms of language, there is reinforcement through the regular language program, the evaluation tool for TOEFL results, because in the long term it is very useful, it can be in the form of certificates, collaborating with externals, besides that there is also strengthening of TOEFL for class XI only. There is an emphasis on the added focus of the curriculum, so if for men, the cultivation is through leadership, it is included in the schedule or curriculum, there are special hours for children to cultivate themselves, children are a reference about how a leader is, so they enter leadership subjects, it is additional, but it is an important content, the language is for boys' schools. For girls, the focus is on education, because female students are prospective mothers who become early madrasas, how can early madrasas be the start for the next generation. That is the emphasis in the institution, then also structurally the curriculum is more than in general schools. The lessons start at 7 (seven) until Asr time,

so that the hours are quite tight and also good enough so that logically it is added, then on Saturdays are also active in adding hours of subjects that are deemed insufficient, even though they are incidental, the pesantren curriculum is in the national curriculum. logical, because broadly the two of them are combined in the curriculum that has been implemented at Al-Izzah High School. So far the options are simultaneously processing in that direction. Pesantren Gontor has been a long time ago, culturally it has been formed, the age of the institution is still very young so it is still in the process of improving the system, it is getting more mature. (Source: Interview with Al-Izzah High School Curriculum Representative, Ustad Adnan, MM)

The program of the pesantren, after Asr, there are muroddat activities or additional Arabic vocabulary until 4:15, after that memorize or tahfidz Monday until Friday, the next maghrib prayer preparation. The learning method is given several memorization methods, it is recommended that recitations be memorized at night, 1 (one) page is memorized for tomorrow morning, then one page is divided into 3 (three) parts, the first part is memorized first repeated and fluently entered into part two memorized then combined parts first and second, after fluent part three, after smoothly repeating from part two and part three, after fluent from part one, two, and three.

The ratio is 1 (one) ustad fostering 15-20 students, the method takes turns, this requires the students to really manage their time properly, maximize time, so that with such limited time they can get a lot of activities, more problems of time and discipline are forged. The advantage is that modern pesantren has a lot of memorization, language, while being taught morals and manners every Sunday night there is an evaluation while adding, for example, there is an error being told what it should be like, lack of how, in the future it should be better, really required to maximize time. The digital challenge has a clear purpose in some Islamic boarding schools that it is still permissible, at Al-Izzah High School it is limited so that it does not use technology wrongly, the material in the book has not been discussed, there is no need to go far worldwide. (Source: Interviews with Muhammad Adam Aqilla Haikal, and Naufal Azmi Althaf / MIA Al-Izzah High School students)

c.2. Process of Learning Activities in Pesantren

Academic school units and Islamic boarding schools, the pesantren program is for Asr until morning. Pesantren as a substitute for homes for children. The Tahfidz learning model does not use standard methods, for example the ummi method, the tilawati method, the method for children of Ziyadah, Muraja'ah if it is scheduled to write it in the morning after dawn it is Ziyadah or add memorization, the afternoons are rejuvenated or repeated. In practice, it's just flexible, for example, in the morning they don't have a new memorization, maybe in the afternoon, the opportunity to learn that night, the children can recite themselves, or later they can send them to them or submit them to Musrif. The structure is divided into 2 (two) groups, when the initial test has more or better abilities, memorizing abilities are above average, then they are grouped in a special group called the takhosus group, if the group is average or general or regular the target is also different, the average is at least 7 juz, if the Takhosus or slightly more is at least 10 juz. The lessons of faith in particular are not taught in pesantren, everything has been divided in school, it is in the form of high school, only not the same in the sense that PAI is only 2 or 3 hours if in Al-Izzah it has been divided a lot like that, if in the pesantren it is just a reinforcement- just reinforcement, once a week there are studies, but in terms of learning to emphasize it there is no longer due to limited time in pesantren. If the evening ends, it is evening 'to study independently if there is an assignment at school. For example, want to add memorization is also welcome. The Tahfidz 1 halaqoh

group on average is the son of 1 teacher or Musrif takes care of 15 to 16 children, a rote deposit model.

The development of the 4C competency model, Creativity, there is a special group of children who want to add to the jami'atul quro or a group of children that are prepared for priests, muazid, reciters, there is a special group trained by a teacher, for the specific schedule, isya 'to lead children. In the form of criticism, there is a community student leader community that really helps caregivers in managing or educating their underclassmen, sometimes the children are assisted, for example to wake the children in the body, then the seniors in class XI can be delegated assessments to their juniors from there it is concluded. On Sunday night there is a weekly evaluation delivered by ustad-ustad, which will be explained by class XI when they evaluate their juniors. After every maghrib there is a disciplinary court, a language court which daily violates language discipline, in general, a kind of criticism. Approximately what is evaluated by the ustad, maybe there are still deficiencies or limitations in guiding younger siblings, there are many parts, there is discipline, there is also a feed back in everyday language saying, the lack of clerics is like this, discipline like this, that there are mentors respectively. Strived to use Arabic, but in fact not all of them are like in the Gontor Islamic Boarding School, if someone uses open language there is a penalty after sunset. Evaluation model, the target when graduated is compiled into daily monthly, yearly targets. SMA in the regular 3 juz, class XI 4 juz is the minimum, the maximum target is not limited, if the old ones are really strong, it will be facilitated up to 30 juz. Supervision, Tahfidz there is an evaluation of khatam 1 juz there is a juziyyah test, 1 juz is tested directly, the minimum score is 75, if it is below 75 means that the child has not passed, how to calculate the error if 100 one error is less than 1, wrong again, the maximum is one point 75 if under 75 do not pass. There are 2 (two) components of the assessment: the small error in tajwid means that one point is still being deducted, for example memorizing forgot or stuck or stopped being deducted by two points.

The form of self-reporting, meaning that the reporting of the pesantren itself, the school itself but later in the final results will be combined as an example, not achieving the memorization target is possible to become a requirement, it may not be graduating, the latest is planned for example children who do not reach the three-month target deposit. not included in school exams. Boys are happy with physical activity, the sanction if it is not achieved is iqob or the penalty is usually the lightest, for example not allowed to do sports, their friends do exercise to memorize in front of the mosque, what they want to implement is weekly, the target is 4 pages if takhosus is 5 pages That is, if the target is not achieved, then in the following week those who can be refreshed to be able to study independently, they must have additional Tahfidz halaqoh. Written reports, to the institution who has achieved the target, who has not, the obstacles, the guidelines are like in school not yet available, ideally what kind of technical and implementation instructions, ideally what activities are measurable. The targets are sometimes in the form of sheets, after Asr who are always instructed and have their own management, there is a Tahfidz coordinator himself, always records the children's achievements every week, what every month, there is a blank juziyyah exam, there are 20 pages, there are 20 columns page 1 is wrong, page 2 is wrong, how many there are. At 03.00 in the morning the murotal has been turned on, at 04.00 all of them have to go to the mosque, at dawn Tahfidz until half past six, after returning to the dormitory, preparing to clean and tidy up the bath and others, at 06.00 the children leave, then eat, at 07.00 it is practical already handover. The constraints outside the pesantren are out of control, but what can be prepared is strengthening Tahfidz, as before memorizing it has also been stated that, how to memorize it, how to keep memorization like what, invited speakers from outside about motivation.

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When they leave, female alumni, there is an alumni meeting to be strengthened, monitored, a representative for the city is made, if there is any bad association, be reminded and advised. For 1 (one) year collected, please be advised. The curriculum does not intersect and does not stand alone, it is supportive, or there are other parts, mutually supporting mutually reinforcing, school toeri-theory of prayer procedures, ablution fasting, practical daily life is only in pesantren and dormitories, the role of Murobi or caretakers in dormitories for daily practice -day, when they see that ablution is not yet perfect, that's when the theory in the morning is strengthened and applied daily, the prayers, for example during masbuk, how to follow the priest, are immediately applied to strengthen the pesantren and academics.

There should be a vision of its own goals, the Gontor Bahasa pesantren is good. The National Examination did not participate, if you talk, ideally you have a clear goal and a clear vision and mission. The curriculum at Al-Izzah High School still adapts to the needs of the santri guardian here, because there is a concern if the child is to enter higher education, the santri guardian is looking for safety, then through Al-Izzah High School it can be a bridge even though it is not the same as a school outside. All reports as a whole have their own reports, there are their own academics, there are Tahfidz reports, the personalities of the students themselves, still separate, to the institution it is competency. (Source: Interview with the Head of the Al-Izzah Islamic Boarding School, Ustad Ridho, M.Pd)

c.3. Supervision of Learning Activities

Genuine supervision activities from the institution, are asse. Gradually they began to try to apply them to everyday life for children's assessments, for example biology subjects had been brought directly to the spring at Sumber Brantas, in collaboration with regional disaster management. The TOEFL program for class XI is in the context of developing children's language which will continue to where it can provide basic language, restrictions on communication tools, for example, cellphones, laptops needed for reasons to focus, apart from academics in achievement of the Olympics, National Exams, Islamic boarding schools focus in Tahfidz, so academics and high Tahfidz are also a priority. Still a principle of the institution, children memorize when juxtaposed with a cellphone or gadget that cannot be controlled, it becomes difficult to achieve the target, but to bridge it, several things related to child development are still facilitated by laptops, the internet, for the preparation of the Olympics, given access on time. certain and still under teacher supervision. Class XII students want to study abroad, or to state universities, intranet facilities are also provided, in the future children who are sons of leaders will bridge the digital library which is still in process. Supervision of the Learning Implementation Plan is carried out by supervisors from the National Education Office who come every 2 (two) months, there is a joint moment to synchronize the latest Learning Implementation Plan, teachers who still do not understand are called, given examples intensively then inseeded to teachers other. (Source: Interview with the Principal of Al-Izzah High School, Ustad Prio Raharjo, M.Pd).ssed every 3 (three) months or tri semesters. Every three months it is taken from how the monthly assessment, which later will have a Human Resources Department division equivalent to the Principal, is tasked with taking teacher assessments every three months. The impact is of course on the overall teacher performance appraisal. As the principal who is assigned a pedagogic problem, his teaching, therefore, in turns in 3 (three) months, not all teachers, but teachers who are less than 5 (five) years old. The materials include classroom supervision, curriculum planning, syllabus, lesson plan, for evaluation assisted by the assessment section, student achievement measured as seen from students' daily tests, and children's achievement. Meanwhile, new teachers for the next 3 (three) months, in 1 (one) semester have been completed in each class. Different teacher characteristics certainly require how to use the

time for evaluation, usually Saturday there is a teacher evaluation, from assessing daily tests 1 and 2 the results can be seen, it can also be seen from what subjects are low to be evaluated together specifically, usually Once a month a meeting is held with the class leader, to identify all the problems of Teaching and Learning Activities with the children, in what subjects, why, are aligned with the daily test scores, if it turns out to be low it means there is a problem with the Teaching and Learning Activities. If the problem is still common, it can be conveyed to the teacher on Saturday. Because that day there was no learning, if the problem was felt to be important, each subject would be given special attention. The teacher concerned is specifically called by the Principal or at least with a Representative in the field of Curriculum. For example, with what subjects, if the teacher teaches them differently, then the teaching problem needs to be synchronized. If it turns out that the teacher concerned still lacks many questions, then we connect it with the curriculum field for the provision of questions.

Assessment of teacher performance is usually given a questionnaire, in the form of questions every semester, which includes, among others, teaching methods, clarity of material, the media used, teacher behavior and teacher discipline. Furthermore, the assessment of teachers, carried out by the Human Resources Department, assesses attitude and professionalism. Meanwhile, the pedagogic competence was assessed by the Principal. Attitude and professionalism by the Human Resources Department can be seen from finger print attendance, discipline, adherence to the institution, in full in the Human Resources Department there is a comprehensive teacher report, specifically a ranking, there are also kinds of categories from A, B, C, and D. those who excel have rewards and are entitled to full compensation or even additional bonuses. Facing the development of the 21st century, 4C competence is still in the process of being developed, for cognitive HOTS questions are still being compiled, so that children are familiar with any types of national exam questions with these questions

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research on the implementation of the Modern Islamic Boarding School Curriculum with a focus on: (1) the socio-cultural situation in modern Islamic boarding school education, (2) the main substance of the content standard or curriculum on learning management instruments with a standard system for managing national education and modern Islamic boarding schools, and (3) standard concepts The process in relation to the standard system of national education management and modern Islamic boarding schools at SMA Al-Izzah Batu Malang resulted in the following conclusions:

1. Al-Izzah High School has also colored the surrounding area by making an Islamic village in the surrounding area, namely, by providing guidance to the community on a regular basis, teaching the Koran for children and the surrounding community, involving the community to participate as employees at Al-Izzah High School, and support activities in the community.
2. The substance of the content standard in the curriculum fully follows the rules of the National Education Office, because the basic boarding schools or Islamic boarding schools have some material added, the implementation of the National Education Office Curriculum is not eliminated, meaning that everything is implemented, only in the time placement is added by combining the The curriculum of the National Education Service with the Pesantren Curriculum, where the contents of the pesantren are incorporated into the Diniyah subject. The learning time at school is guided by the Education Office Curriculum, all in one unit is added in the additional time duration, meaning that it does not violate the signs that the

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National Education Office actually adds content related to the institution's vision and mission.

3. The implementation of learning uses the syllabus from the National Education Service, then it is applied to the Learning Implementation Plan, the learning scenario is contained in the Learning Implementation Plan, technically how The lesson plan is guided by the National Education Office as instructed by the supervisor or head of the institution. Learning Implementation Plan which is implemented in the classroom contains Core Competencies and Basic Competencies then indicators. Facing the development of the 21st Century, competence in Communication, Collaborative, Critical Thinking, Creativity (4C) is still in the process of being developed. For cognitive matters, they are still preparing Higher Order Thinking Skills (HOTS) questions, so that students are familiar with any type of national exam questions with Higher Order Thinking Skills (HOTS) questions. At this time the competence of the teaching staff is still low, this requires training in learning skills that support the needs of the 21st Century learning process, the ratio of the teaching staff is also still insufficient to adapt to further educational developments.

B. Suggestions (Recommendations)

1. Al-Izzah High School is expected to play a more role in environmental management, the development of the area is expected to provide benefits to the surrounding environment and the absorption of location culture is expected to color the learning process.
2. Schools with a boarding school system must seek renewal of the understanding of its teachings so that it continues to develop, effective and efficient learning models, school culture, good habitualization while in the school environment so that it is maintained and developed into student habits.
3. The forms of learning that have been applied need to be equipped with a better formulation of a learning system so that their implementation is easy to understand. The need and competence of teaching staff must be improved with the support of adequate facilities and infrastructure.
4. Further researchers are advised to carry out further research in developing the focus of the 21st Century Curriculum, in order to support the concept of education theory, especially in future development. Ideally, the two curricula are integrated into one curriculum by adjusting the current learning system and model so that it has different characteristics.

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