

Adaptation of the Islamic Boarding School Education Curriculum as a Response to Developments in Learning Technology

R. Nurhayati, Ahmad Dahlan Islamic University, Indonesia
Isnaeni Ahmad Dahlan Islamic University, Indonesia
Muyassarah Ahmad Dahlan Islamic University, Indonesia
Makmur Jaya Nur, Muhammadiyah University of Bulukumba
Sudirman P, Ahmad Dahlan Islamic University, Indonesia
Suriyati, Ahmad Dahlan Islamic University, Indonesia

Abstract : The world of education in facing technological developments is of course expected to be able to transform everything with digital technology, which also applies to Islamic educational institutions, without exception Islamic educational institutions, should have many changes in response to these technological developments. It is not much different from Islamic boarding schools in particular which must also provide the best response to technological developments, especially adjustments to the established educational curriculum. This article is prepared using a method *library research* in related articles that discuss Islamic boarding schools and technological developments, this writing aims to update ideas related to adapting the educational curriculum at Islamic boarding schools as a response to current developments. Based on several studies that have been carried out in several related papers, it shows that there are several steps taken in adapting Islamic boarding school education as a response to technological developments. The research results show that adapting the Islamic boarding school curriculum to respond to technological developments is an important step in improving the quality of learning and competitiveness of students in the digital era. The long history and rich philosophy of Islamic boarding schools provide a strong foundation for developing a curriculum that is relevant to current developments. Although faced with several challenges, such as maintaining traditional values while remaining relevant to current developments, limited resources, and resistance to change, curriculum adaptation can provide a number of significant benefits.

Keywords : Educational curriculum, Islamic boarding schools, technological developments

Introduction :

Islamic boarding school education has received special attention from the community and has become an option for continuing studies today. The widespread decline in the morals of children and teenagers is the reason why people send their children to educational institutions to deepen their knowledge of religion. Apart from that, children's independence is also the biggest preference, why people choose Islamic boarding schools as institutions to produce generations that are physically and mentally strong. Islamic boarding school education, which is the oldest form of Islamic educational

institution in Indonesia, shows significant flexibility in responding to developments over time, especially as the era of the industrial revolution entered.(Manan, 2019).

The dynamic development of time and technology, along with its consequences, continues to take place in line with the modernization process. This requires Islamic boarding schools to be willing to accept change and face developments that occur(Rahmat & Anwar Rudi, 2023). In principle, Islamic boarding schools provide the main focus on Islamic religious education, including strengthening the understanding and application of Islamic values such as aqidah, morals, sincerity, patience and other Islamic values.(Arif & Aziz, 2021). Implicitly, the core aim of education at Islamic boarding schools is to improve morality, strengthen enthusiasm, respect spiritual and human values, teach honest and moral principles of life, and educate students to live their lives independently after completing their education at Islamic boarding schools.(Sugiarto, 2021b).

Minister of Religion Regulation Number 31 of 2021 explains that Islamic boarding schools consist of two types of education, namely formal and non-formal education. Formal education includes formal Mujadi, Diniyah and Ma'had Aly education, while non-formal education includes the study of the yellow book and other forms that are directly integrated with general education(Regulation of the Minister of Religion PMA No 31 of 2020 concerning Islamic Boarding School Education, tt). Islamic boarding schools are institutions that have made a major contribution to efforts to increase society's intelligence. Even though they are faced with various challenges due to technological advances, Islamic boarding schools are expected to continue to exist and thrive by instilling good traditional values and adopting innovations from modernization that are considered better and in line with the needs of the times.(Heriyudanta, 2022).

There are various types of education in Islamic boarding schools which have differences. In general, currently Islamic boarding schools are divided into two types, namely Salaf (traditional) Islamic boarding schools and Khalaf (modern) Islamic boarding schools. Salaf Islamic boarding schools are educational institutions that embed the teaching of classical Islamic books as the focus of their curriculum, while their education system is based on old teaching traditions without emphasizing general knowledge learning.(Sugiarto, 2021a). However, Salaf Islamic boarding schools as

centers for developing Islamic generation education are considered inadequate in terms of facilities and infrastructure.

Khalaf Islamic boarding schools, on the other hand, adapt the general education curriculum into their Islamic boarding school curriculum. Despite this, they still maintain the traditional Islamic boarding school system. In its development, almost all Islamic boarding schools now focus on developing abilities and building the character and civilization of a noble nation, in order to increase people's intelligence. The aim is to develop students' abilities to become individuals who have faith and devotion to Allah SWT, have good morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.(Cemerlang Team, Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, (Yogyakarta: Cemerlang Publisher, 2007), n.d.).

The educational pattern in Islamic boarding schools aims to produce students who have independence. This is achieved through activities regulated by rules with the aim of forming independent students. Indirectly, the core objectives of Islamic boarding school education are to increase morality, enthusiasm, respect for spiritual and human values, teach honest and moral principles of living, and prepare students to live independently after completing education at Islamic boarding school.(Sugiarto, 2021a). So we can understand that Islamic boarding schools are the choice of today's society which is more focused on increasing religious understanding and personality formation, the independence of students who have good morals must also provide a positive response in improving the quality of learning conceptualized in the educational curriculum.

Curriculum development in Islamic boarding schools is very much needed in order to improve the quality of learning outcomes(Sobandi et al., 2022). Windayanti in her research stated that if no changes or reforms are made it will cause delays in the education process(Windayanti et al., 2023). Islamic boarding schools are unique educational institutions and have distinctive characteristics(Chotimah et al., 2023). So, in developing the educational curriculum, of course you have to pay attention to several concepts that are tied to Islamic boarding schools, especially in responding to the challenges of current developments and technology.

The main challenge for the current Islamic boarding school curriculum is to provide effective solutions to various problems faced by society. Apart from that, the curriculum must also be able to fulfill students' growing curiosity about actual issues such as faith, worship, jurisprudence, as well as developments in information technology and knowledge related to the values of Islamic teachings.(Nurlaeli, 2020). The explosion of change in the era of society 5.0 is changing education in Islamic boarding schools today(Nisa' & Lestari, 2023). In this article, the researcher wants to know how the educational curriculum in Islamic boarding schools has been adapted as a response to current developments.

Similar research conducted by Dea Ariani in 2022 discusses the management of Islamic boarding schools in preparation for Learning 5.0. Indirectly, this research shows that Islamic boarding schools need to make improvements, especially in the quality management of the educational curriculum, to welcome the 5.0 era. The research results show that the need for quality education must be adapted to the demands of the 5.0 era, and Islamic boarding schools can provide the best approach to educational development in the 5.0 era. Apart from that, increasing quality human resources in Islamic boarding schools is needed so that these institutions can compete with other educational institutions in the 5.0 era.(Ariani & Syahrani, 2022).

Based on the explanation above, ongoing research is needed regarding the adaptation of the Islamic boarding school education curriculum as a response to technological developments. For this reason, this article was prepared in order to examine several related articles that have discussed the response of Islamic boarding schools today in the development of the times.

Research methods

In this research, qualitative descriptive analysis was used(Suriyati, S., Nurhayati, R., Suwito, A., Burhanuddin, B., & Sartina, S. 2022),.Qualitative descriptive analysis is an approach in research that is used to describe or explain phenomena or events using qualitative data(Yusanto, 2020). This method not only aims to identify patterns or themes in the data, but also to provide an in-depth understanding of the context and meaning behind the observed phenomena(Wijaya, 2018). The qualitative descriptive analysis process involves steps such as coding data, grouping themes or patterns, and compiling

detailed descriptions of the findings.(Dudung Abdurahman, 2011). This analysis is often conducted inductively, meaning the researcher allows findings to emerge from the data without imposing a prior conceptual framework. The results of qualitative descriptive analysis are used to develop rich and in-depth narratives about the phenomena studied, as well as to identify relevant issues for further research. This method is often used in qualitative research in various fields, such as social sciences, psychology, education, and anthropology.

This research aims to describe research objects based on facts and information, as well as connecting and analyzing these events with the reality that occurs in society. The research method applied is the library research method. The library research method is a research approach that focuses on collecting and analyzing information from various library sources(Sari & Asmendri, 2020). The library research method is an approach used to collect, evaluate and synthesize information that has been published in the form of literature or other written sources.(Mahanum, 2021). This method involves analysis of academic works, scientific journals, books and other sources in order to increase insight related to the research topic. This method is often used in research in various scientific disciplines, such as social sciences, humanities and other scientific fields. In this method, researchers collect readings related to the research topic.

After researching and collecting several journals related to the Adaptation of the Islamic Boarding School Education Curriculum as a Response to Technological Developments, the data was analyzed using qualitative descriptive methods through literature study. The results of this analysis are expressed in the form of written sentences, and this information comes from previous research conducted by the researcher. The next steps in data analysis include systematically identifying and organizing data from documents and field notes, grouping data, drawing conclusions, and compiling a summary of the findings.

Results

After collecting several sources regarding the research topic, several research results can be drawn, including:

1. The Islamic boarding school curriculum has unique characteristics, where Islamic religious education is the main focus.

2. Adapting the Islamic boarding school curriculum faces several challenges, especially related to the availability of technology and teachers' skills in using technology in learning.
3. Adapting the Islamic boarding school curriculum can increase the effectiveness of learning, expand access to learning resources, and prepare students to face the challenges of the modern world.
4. Several strategies that can be used in adapting the Islamic boarding school curriculum include the use of online learning platforms, training for teachers in using technology, and developing learning materials that are appropriate to the Islamic boarding school context.

Discussion

The Islamic boarding school curriculum has a long history and rich philosophy. Its history can be traced back to the golden age of Islamic civilization in the Middle East, where Islamic education such as madrasas and Islamic boarding schools were centers of religious and scientific learning. Islamic boarding schools are traditional Islamic educational institutions in Indonesia, which have their own characteristics. The Islamic boarding school curriculum philosophy is based on Islamic principles which prioritize a holistic approach to education (Kamil et al., 2023). From the beginning, the Islamic boarding school curriculum was based on a strong tradition of oral learning. Religious and cultural knowledge is passed directly from teacher to student, often in the form of recitations or discussions. Then the Islamic boarding school curriculum is based on classical Islamic books such as the Al-Qur'an, Hadith, Fiqh, and Tafsir. (Fiqh, 2022). The students study these books in depth to understand Islamic teachings comprehensively. The Islamic boarding school curriculum not only emphasizes religious aspects, but also social, cultural and linguistic aspects, which aim to form individuals with noble character and have a positive impact on society. The Islamic boarding school curriculum philosophy places great emphasis on the formation of good character and morals. The students are taught to be individuals who are responsible, honest and respectful of others. The Islamic boarding school curriculum also teaches independence to the students. They are taught to be independent in studying, worshiping and living their daily lives (Asy'arie et al., 2023). Even though it is based on religion, the Islamic boarding school curriculum

also develops academic potential and practical skills for students, in line with the demands of the times.

Teaching in Islamic boarding schools is generally carried out traditionally using oral teaching methods and group discussions, as well as direct learning from teachers to students. Apart from that, Islamic boarding schools also place importance on building the character and morals of students through a strong Islamic approach. In recent years, there have been efforts to adapt Islamic boarding school curricula to technological developments, including the use of digital technology for distance learning, following the development of modern education.(Curriculum Digitization Management at Islamic Scholar Cianjur Middle School | JIIP - Scientific Journal of Educational Sciences, tt). This is done to expand access to Islamic education and improve the quality of learning in Islamic boarding schools. As in previous research written by Nur Kholis Majid, 2017 with the title "Development of the Islamic Education Curriculum in Facing the Challenges of the Digital Era". This study discusses the importance of developing Islamic education curricula, including Islamic boarding schools, in facing the digital era. This research provides views on how the curriculum can be adapted to technological developments in improving the quality of education.

Adapting the Islamic boarding school curriculum to meet the demands of the times also often faces many challenges. The main challenge is how to maintain and maintain the traditional Islamic values that are characteristic of Islamic boarding schools, while remaining relevant to the changing times.(Kurniawati & Anshory, 2024). Then the Islamic boarding school curriculum often faces limited resources, both in terms of facilities, teaching staff and learning materials. This can limit the ability to adapt the curriculum to respond to developments in technology and science. Teachers at Islamic boarding schools may not be able to integrate technology in the teaching and learning process. This can be a barrier to adapting the curriculum to utilize technology effectively(Suryati & Adisel, 2020). Then, the evaluation methods used in Islamic boarding school curricula may not always be in accordance with the demands of the times. The use of more traditional evaluations such as written exams may not be able to holistically measure student abilities and potential. The curriculum development process involving various stakeholders in Islamic boarding schools can be complex and requires

good communication and coordination. This can be a challenge, especially in adapting the curriculum to meet diverse needs. Several cultural aspects in Islamic boarding schools, such as the division of classes based on scientific level (tahfizh, muhaddits, fahmil Qur'an), the use of Arabic in teaching, and traditional ways of learning, can be obstacles in adapting the curriculum to create a more inclusive learning experience and diverse. In adapting the curriculum, Islamic boarding schools also need to open themselves to educational developments and innovations that exist outside the Islamic boarding school. This can be a challenge because it can cause resistance from parties who want to maintain the status quo. As in previous research regarding "Challenges of Islamic Education in the Digital Era" written by Asep Saeful Muhtadi, 2018, it highlighted the challenges faced by Islamic education, including Islamic boarding schools, in facing the digital era. This study provides insight into how curriculum adaptation can be a solution to increasing the relevance of education with technological developments.

However, adapting the Islamic boarding school curriculum can provide a number of significant benefits, especially in terms of improving the quality of the teaching and learning process and the competitiveness of students in the digital era. By adapting the curriculum, Islamic boarding schools can introduce learning methods that are more interactive, inclusive and in line with technological advances (Heryati et al., 2023). This can improve the quality of learning and can be a reference for students in understanding the material better. Curriculum adaptation allows Islamic boarding schools to utilize technology in the teaching and learning process. The use of e-learning platforms, learning applications and online learning resources can help increase the accessibility and flexibility of learning for students. Through curriculum adaptation, Islamic boarding schools can help students develop digital skills which are very important in the digital era. Students can learn to use technology more effectively, broaden their digital horizons, and prepare themselves for the demands of an increasingly digital world of work. By adapting the curriculum to include learning that is relevant to technological developments, Islamic boarding schools can help increase the competitiveness of students in the digital era. Students who have good digital knowledge and skills will be better prepared to adapt to a world of work that is increasingly connected digitally. Then, curriculum adaptation can help Islamic boarding schools develop curricula that refer to

competencies emphasizing skill development and deeper understanding of concepts(Nurlaeli, 2020). This can help students to achieve clearer and measurable learning goals. The adapted curriculum can help empower students in the teaching and learning process. By facilitating a teaching and learning process that is more independent and based on individual needs, students can develop more effective and independent learning abilities.

There are several strategies that can be implemented in adapting Islamic boarding school curricula to respond to technological developments(Kholifah, 2022), including: Conducting regular training in order to improve teacher skills in the use of learning technology. The scope of training includes software, applications and online learning platforms. Development of teaching materials that are relevant to technology. includes e-books, instructional videos, and interactive applications that can increase student engagement and understanding. Integrating technology in everyday learning. Teachers can use projectors, computers, or mobile devices to reinforce learning material and increase interaction in the classroom. Encourage project-based learning that utilizes technology. For example, students may create multimedia or video presentations as part of their assignments. Utilize online learning resources such as video tutorials, online learning platforms, and discussion forums to support classroom learning. Collaborating with other educational institutions that have successfully integrated technology in their curriculum to exchange experiences and learn from best practices. Using technology to assess and evaluate learning, such as online exams or formative assessments via digital platforms. Carry out regular monitoring and evaluation of the implementation of technology in learning to ensure its effectiveness and make improvements if necessary.

Conclusion

Adapting the Islamic boarding school curriculum to respond to technological developments is an important step in improving the quality of learning and competitiveness of students in the digital era. The long history and rich philosophy of Islamic boarding schools provide a strong foundation for developing a curriculum that is relevant to current developments. Although faced with several challenges, such as maintaining traditional values while remaining relevant to current developments, limited resources, and resistance to change, curriculum adaptation can provide a number of

significant benefits. By adapting the curriculum, Islamic boarding schools can introduce learning methods that are more interactive, inclusive, and relevant to technological developments, increase learning effectiveness, help students develop digital skills, and increase students' competitiveness in the digital era.

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