

Learning Management Based on an Academic Subject Approach in Pesantren

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved : 13-08-2023 Revised : 10-06-2024 Accepted : 12-06-2024</p> <p>Keyword: Academic Subject Approach; Learning Management; Pesantren.</p>	<p>This research aims to analyze Pesantren-based learning management at the Pesantren Nurul Hakim Kediri, West Lombok. This research uses a qualitative method with a descriptive analytical approach. Data was collected through participant observation, interviews, and document analysis. Data were analyzed by data reduction, data presentation, and drawing conclusions. The results of the research show that the Pesantren Nurul Hakim Kediri, West Lombok has an educational program that is prepared independently where this program contains formal, non-formal and informal educational processes that take place throughout the day in one condition in the dormitory. Thus, Pesantren are institutionally developed to make their impact more effective, Pesantren are not only a place of learning but are a process of life itself, character formation and resource development. With some modifications, a formal teaching system of the classical variety of classroom teaching and an integrated curriculum was implemented. The implications of these findings can be used as a basis for further improvement and development in pesantren-based learning management and increasing the relevance of pesantren education to the demands of the times.</p>

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INTRODUCTION

Islamic education in Indonesia has existed since the arrival of Islam to Indonesia, going hand in hand with the development of Islam itself. This is because every time a Muslim community meets, there is Islamic education. Furthermore, when an Islamic society was formed, the main concern was building a house of worship, namely a mosque, as the Prophet built a mosque in Medina during the Hijrah, because mosques have multi-functions (Madjid, 1997; Usman, 2013), then there was a change in thinking (quality of the people) and an increase in the Muslim population in Indonesia, and Islamic educational institutions also developed, such as schools, madrasas and/or Pesantren and universities. Educational institutions are one of the most important components and play a big role in the

implementation of education. Because educational institutions are an important component and play a strategic role in the implementation of education (Arifin, 2019). In general, there are three educational institutions, namely formal, non-formal and informal (Sudiapermana, 2009; Syakoer, 2022).

This is as stated by Ki Hajar Dewantara with the name “Tri Pusat Pendidikan” (Sukarman, 2017). These three institutions must work together in providing education to create people of quality and noble character as the core goal of Islamic education. Therefore, the development of Islamic education must be carried out in a structured manner so that Islamic education in Indonesia continues to develop, especially in minority areas (Harisah, 2018). An Islamic educational institution is a form of organization that is created to develop in accordance with Islamic institutions, both permanent and changing, and has certain patterns in planning its functions and has its own structure that can bind individuals under its auspices. so that this institution has its own legal power. Even further, Islamic education is interpreted as a place or organization that provides Islamic education, which has a clear structure and is responsible for the implementation of Islamic education itself. In other words, Islamic educational institutions must be able to create an atmosphere that allows the implementation of education well, according to the tasks given to them, such as schools (madrasahs) that carry out the Islamic education process (Liriwati et al., 2021; Zunaih, 2017).

Law no. 20 of 2003 concerning the National Education System, it is stated that the implementation of education is based on religious, social, cultural, aspiration and potential characteristics (Indonesia, 2003). This provision emphasizes that society with its various unique cultures must be involved in the realm of education in order to understand the programs carried out in the world of education, so that they are motivated to be able to contribute to the maximum role of society as the embodiment of education from and by society (Makbuloh, 2017). At least the contribution of society's role in question is, for example, society is motivated to enroll its sons and daughters in educational institutions, one of which is Pesantren or madrasahs. Problems faced by schools, madrasahs, Pesantren and/or universities can be solved together with the community, regardless of the majority or minority group, but together the community utilizes various facilities and infrastructure that exist in the community such as sports fields, meeting buildings, mosques. , work workshops, skills courses, human resources and so on can be accessed and utilized by educational institutions, one of which is Pesantren.

Pesantren are Islamic educational institutions that are used as a place to deepen knowledge of the Islamic religion, however, currently, Pesantren cannot avoid the possibility of adopting a formal education curriculum from elementary school to tertiary level. This happens because the development of the learning curriculum itself is a necessity for Pesantren in responding to community needs. The strategy offered in developing curriculum and learning is to periodically prepare community needs assessments, so that the process of teaching and learning activities carried out can be adapted to current developments, without losing the uniqueness of Pesantren (Nurkholis & Santosa, 2022).

Pesantren, as traditional Islamic educational institutions, have a significant role in shaping the character and knowledge of Indonesian society. In the midst of rapid technological developments and social changes, Pesantren are required to continue to adapt in order to remain relevant and effective in spreading Islamic values and education to the younger generation. One important aspect in the development of Pesantren is learning management based on the principles of the Islamic boarding school itself (Jamil et al., 2023).

Several previous studies such as research of Kusnandi (2017), Suparji (2023), Nurhadi (2019), Natalia (2019), Fadilah (2021), Rohim (2023), and Cahyowati (2012). Different from previous research, this research focuses on the Pesantren Nurul Hakim Kediri in West Lombok, which is an example of an Islamic boarding school that is unique in its learning approach. By integrating Islamic values with formal and informal education, Pesantren Nurul Hakim Kediri seeks to create a learning environment that is holistic and oriented towards character development. However, to increase the effectiveness of education, appropriate and efficient learning management needs to be implemented. Therefore, this research aims to analyze Pesantren-based learning management at the Pesantren Nurul Hakim Kediri, West Lombok.

LITERATURE REVIEW

Pesantren Learning Management

Management comes from the word “to manage”, which means to organize. The intended arrangement is through processes and arrangements based on the sequence and functions of management. So it can be understood that management is a process to realize the goals that are expected and aspired to (Sari et al., 2021). Management can essentially consider the positive aspects between output and input in order to achieve organizational effectiveness and organizational productivity by combining all types of investments made by managers and employees in carrying out system activities and field quality effectiveness in the organization in a harmonious and balanced manner to achieve goals. Management is the process of coordinating work activities so that they can be completed efficiently and effectively through other people. Basically management can be defined as working with people to determine, interpret and achieve organizational goals by carrying out the functions of planning, organizing, preparing personnel or staffing, directing and leading, and supervising (Hidayah, 2019).

According to Wahyudin, learning management is a process of joint effort to achieve teaching goals with an emphasis on efforts to improve the quality of teaching and learning interactions (Saifulloh & Darwis, 2020; Wahyudin, 2014). Curriculum management is a preventative process so that teaching and learning activities can take place optimally as a benchmark for achieving teaching goals by teachers (Asmara & Nindianti, 2019).

Therefore, learning management is the process of managing learning as a reference or guideline in the overall learning process activities in schools. So that learning management includes planning, organizing, implementing, monitoring and evaluating activities in the learning process so that the educational goals and objectives stated in the

vision and mission can be carried out effectively and efficiently. The implementation of learning management in educational institutions must involve all stakeholders and components of society in the school environment so that they can participate together in efforts to improve the quality of education.

Learning management is the utilization of existing learning resources, both factors originating from within the individual who is learning and factors originating from outside the individual to achieve educational goals effectively and efficiently. Learning Management includes planning, implementing, monitoring, evaluating and reporting learning outcomes activities (Mahrus, 2021). Pesantren are Islamic educational institutions that have grown in Indonesian society to serve the various needs of society. Pesantren serve educational needs when people are hungry for Islamic knowledge (Akhiruddin, 2015).

For this reason, good learning management is needed which must be developed based on the principles of learning in order to achieve learning goals in Pesantren. Thus, the success of an education will be greatly influenced by the success in implementing learning management. Therefore, learning is an active process, learning is a process of reacting to all situations that exist around the individual (Fuadah & Sanusi, 2017). To become an Islamic boarding school that is ready to compete in the future, good management is needed in the Islamic boarding school learning process which is expected to be able to produce Islamic boarding school education that is based on the Koran and has noble morals.

Typical Pesantren Learning

Fadilah (2021) states that there are four main approaches in the curriculum including academic, humanistic, technological and social reconstruction subject approaches. Academic Subject Curriculum Approach, one of the oldest and most widely used curriculum models is the academic subject curriculum. This curriculum model uses a curriculum approach model that places greater emphasis on certain aspects of subjects or material. Content (lesson material) is prioritized in this model curriculum. A collection of teaching resources or lesson plans is called curriculum content. The main metrics for assessing student learning success are the level of achievement and mastery of the material. Therefore, it is hoped that as much material authority as possible is something that becomes the focus in educational and learning activities by educators who use this academic subject curriculum. Students will be more likely to absorb the information presented to them if the teacher is able to communicate the material effectively. The aim of the Academic Subject Curriculum is to ensure that students are not limited to mastery in one area of knowledge by guiding them to further develop their concepts in the classroom. The lecture learning method is used to teach in this curriculum. The results of students' work on the essay test are used as the basis for assessment criteria (Rohim et al., 2023).

The academic curriculum focuses on classical education which leads to the philosophy of perennialism and essentialism, while the humanistic curriculum focuses more on personal education. Furthermore, the approach and curriculum development are related to one another and can strengthen and complement each other, because the approach is subject-based. Both are forms of curriculum development that complement each other which

culminate in the results that students want to achieve, namely specific knowledge and skills, while the view of the humanistic approach is seen by students as having cognitive, social and emotional aspects (Rohim et al., 2023).

The specificity of learning education in Pesantren in general does not have a common basis in using mandatory books or kitab al-Muqarrarah (books or books that serve as guidelines or references) as references and guidance in the learning process in Islamic boarding school education. This happens because of the inequality in the learning and education systems in each Islamic boarding school, especially Salafiyah Pesantren. Pesantren that organize learning or recitation without a school or madrasa, which are often referred to as salafiyah Pesantren, there are also Pesantren that use a classical or tiered madrasa education system, there are also Pesantren that combine a non-classical madrasa learning system. So there must be unification of the Islamic boarding school curriculum so that there are not too many differences in the educational process in Pesantren. The concept of the curriculum will develop in line with the development of educational theory and practice, also varies according to the school or theory of education adopted, according to the natural view, learning is a lesson that must be conveyed by teachers or studied by students (Asa & Santosa, 2020).

This assumption has existed since ancient Greek times in certain circles or relationships so that this view is still used today, namely the curriculum as “a racecourse of subject matters to be mastered.” So many parents and even teachers, when asked about learning, will give answers around the field of study. More specifically, learning may be defined as the content of lessons (Santosa, 2022).

The specifics of learning in Pesantren have experienced developments, from previously only including the study of the al-qadimah pole, now including the al-'Ashriyah pole, because of the demands of the times, there has been a shift in the times, both in literature, methods and the system as a whole. So Pesantren may adopt and use literature in accordance with developments in modernity, but Islamic boarding school traditions must always be maintained (Dhani, 2020). Learning has a very close relationship with the concept of education. Because in general learning is structured and learning theories are explained in educational theory, therefore learning can be seen as a clear and programmed plan in the educational process, so that learning and education complement each other and are related to each other.

METHOD

This research uses a qualitative methodology that uses a descriptive analytical approach. This method was chosen because it allows a deeper understanding of Islamic boarding school-based learning management at the Pesantren Nurul Hakim Kediri, West Lombok. Apart from that, data collection methods consisted of direct observation with the Islamic boarding school, interviews, and document analysis with Islamic boarding school leaders, teachers and students. The aim of collecting this data is to gain a deeper understanding of how they apply and experience their experiences with Islamic boarding school-based learning at the Pesantren Nurul Hakim Kediri, West Lombok. Researchers will

be involved in daily activities at Pesantren so that they can see firsthand how Islamic boarding school-based learning management practices are implemented. And to support the findings from interviews and observations, analysis of documents relating to educational programs, implementation plans and evaluations will be carried out during this research activity.

FINDINGS

The academic subject approach refers to the way of approaching or viewing the learning and teaching of a subject in an educational environment. This approach includes the methods, strategies, and philosophies used to teach and learn specific academic material. As explained by Ustadz MH:

“The academic subject approach is a very important approach in developing learning. This approach emphasizes a deep understanding of the academic material being taught, as well as relating this material to real-world contexts.”

“The academic subject approach helps us achieve the goal of Islamic boarding school education to develop students who not only have strong academic knowledge, but also have noble morals in accordance with Islamic values. By understanding these two aspects holistically, we believe that students can become leaders who contribute positively to society.”

In line with Ustaz SH, he said:

“At Pesantren Nurul Hakim, we believe that an academic subject approach is important to provide students with a deep understanding of the various disciplines taught at Pesantren. We integrate the religious curriculum with the general curriculum which includes mathematics, science, languages, and others.”

Ustaz SH further said:

“We ensure that each subject is taught in a relevant context and can be related to the daily lives of students. For example, in teaching mathematics, we use examples related to financial management or zakat calculations. This helps students see the practical value of what they are learning.”

Furthermore, Ustaz HN said:

“Educators play a key role in implementing an academic subject approach. They must ensure that the curriculum they teach is relevant to students' needs and inspires their interest in certain subjects. This can be done by presenting material contextually, for example by linking mathematical theory with its application in everyday life.”

Ustazah RH said:

“One of the main challenges is ensuring that this approach not only teaches facts, but also builds deep conceptual understanding. This requires extra time and effort from educators to plan learning that is interesting and relevant for students. The main challenge we face is ensuring that students not only memorize information, but truly understand the concepts being taught. We strive to provide an interactive learning

approach and build critical and analytical thinking skills.”

With this approach, Pesantren Nurul Hakim Kediri creates a learning environment that supports holistic personal development for students, which in the end is expected to produce a generation of students who are creative, responsible, and ready to face various challenges in life.

Based on the results of observations regarding the development of learning through an academic subject approach at the Pesantren Nurul Hakim Kediri, namely first, the Pesantren Nurul Hakim Kediri consistently integrates Islamic values in every aspect of their curriculum. Every subject, including mathematics, science, language, and others, is taught in the context of Islamic moral and ethical values. For example, in mathematics learning, concepts such as justice, responsibility and role modeling are considered in every discussion. Second, teachers at the Pesantren Nurul Hakim Kediri use various interactive and participatory learning methods. They encourage students to discuss, conduct independent exploration, and collaborate in solving problems. A constructivist, problem-based, and collaborative approach is applied to stimulate students' critical thinking and problem solving. Third, one visible approach is developing student skills through projects integrated into the curriculum. Students are given the opportunity to investigate specific topics, design solutions to problems at hand, and present the results of their work in a variety of formats, such as presentations or exhibitions.

Fourth, despite limited resources, the Pesantren Nurul Hakim Kediri is starting to integrate technology in their learning. They use educational software to support interactive learning and access to a wider range of educational resources. However, infrastructure challenges and availability of technology access still need to be overcome. Fifth, apart from focusing on academic aspects, this Islamic boarding school also pays great attention to developing students' character and morals. Learning does not only focus on academic achievement, but also on character formation in accordance with Islamic values, such as honesty, patience and concern for others. Sixth, the Pesantren Nurul Hakim Kediri actively involves the local community and students' parents in the educational process. They organize community events, such as educational seminars or social activities, to strengthen ties between the Islamic boarding school, students, and the surrounding community. And seventh, the Pesantren Nurul Hakim Kediri has a structured evaluation system to monitor and improve the quality of their education on an ongoing basis. Evaluations are carried out periodically to identify strengths and areas for improvement in the implementation of their academic subject approach.

Thus, the Pesantren Nurul Hakim Kediri is seen to be developing holistic education by combining Islamic values in their academic curriculum. Despite facing several challenges, this Islamic boarding school shows a strong commitment to providing meaningful and relevant education to their students in accordance with Islamic principles.

DISCUSSION

Curriculum theory has at least 4 approaches to curriculum development including: academic subject approach; humanistic approach; technological approach; and social reconstruction approaches. In compiling educational programs or curricula, the academic subject approach is based on the systematization of each scientific discipline. The systematics used in one field of science is not the same as the systematization used in other fields of science. The development of an academic subject curriculum begins with determining the subjects and courses required for the development of scientific disciplines. The aim of the academic subject curriculum is to teach students to use research concepts and processes and gain the best knowledge (Muhaimin, 2011).

In the academic subject approach, the systematization of certain sciences is different from the systematization of other sciences (Kusnandi, 2017). There is another opinion that says that the approach to an academic subject depends on how the disciplines differ from each other (Syarif, 2018). To start the process of developing scientific disciplines, the first thing to do is determine what subjects should be studied first. This course is designed to be used throughout the discipline development process. The aim of this curriculum is to ensure that students obtain the best knowledge and train them to share ideas learned from research activities (Kusnandi, 2017).

Education experts continue to create different curricula that allow students to enter the world of education with various educational ideas and approaches by considering relationships between peers, analysis, and ultimately drawing conclusions. By using this academic subject approach to develop a curriculum, development begins by determining the subjects that students must study. This is expected to help students develop their knowledge (Nurhalimah, 2017).

This method makes a distinction between micro-organizers, organizers, and macro-organizers. This method prioritizes the design of programs and learning materials in certain disciplines. This perspective curriculum approach not only focuses on the learning material to be studied, but also looks at how students learn. To show some examples, the science of monotheism is used systematically in the field of aqidah or faith, the field of Al-Qur'an is used systematically in the field of interpretation of the Qur'an, the field of morals is used systematically in the field of morals, the field of worship or muamalah is used systematically in the field of jurisprudence, and the field of attraction or history is used systematically in the field of Islamic cultural history (Fadilah & Hamami, 2021). However, by using expository and inquiry methods, coaching must consider the relationships between different elements or topics.

This academic subject approach also has another approach, namely: a) This approach is an evolution of the knowledge structure approach. In this approach, students are not only asked to remember information, but are also asked to understand each learning topic; b) More integrative studies refer to various community responses that require a broader knowledge model because learning that combines various learning units can eliminate existing knowledge boundaries; and c) Fundamentalist schools often use an approach that

involves learning activities that focus more on reading, writing and mathematical problem solving. Fields such as social sciences, natural sciences, and so on are taught without connecting them to learning by solving everyday cases (Awwaliyah, 2019).

Furthermore, the academic subject approach also has characteristics, including: a) Objectives. The aim of academic subjects based on the curriculum is to provide strong knowledge and provide training for students to use concepts in the research process. Students must carry out learning by using their thinking and controlling it, so that they have an understanding that can be applied in more complex environments; b) Method, In the academic subject approach, expository and inquiry methods are often used. In the scientific discipline material obtained, various important problems are searched for, formulated, and solutions are sought to solve these problems; c) Organization. The most important content of the organizational pattern is how the material or concepts taught in a lesson unit are arranged and integrated with other lessons. The organizational pattern of teaching materials consists of predetermined learning themes, includes material from various scientific disciplines, and integrates teaching materials into problems that cover various kinds of social problems, whether faced by one person or another. Then selected using knowledge and skills obtained from previously studied fields of science; and d) Evaluation, the subject curriculum uses various assessment methods that are in accordance with the objectives and characteristics of the subject (Huda, 2019).

The academic subject approach in developing the Islamic religious education curriculum is a set of learning materials and research materials that are arranged systematically in certain subjects studied by students. In other words, each subject in the curriculum will be arranged systematically according to its scientific discipline, such as science or faith. The academic subject approach in developing the Islamic religious education curriculum is a set of learning materials and research materials that are arranged systematically in certain subjects studied by students. In other words, each subject in the curriculum will be arranged systematically according to its scientific discipline, such as science or faith.

CONCLUSION

The results of the research show that the Pesantren Nurul Hakim Kediri, West Lombok has an educational program that is prepared independently where this program contains formal, non-formal and informal educational processes that take place throughout the day in one condition in the dormitory. Thus, Pesantren are institutionally developed to make their impact more effective, Pesantren are not only a place of learning but are a process of life itself, character formation and resource development. With some modifications, a formal teaching system of the classical variety of classroom teaching and an integrated curriculum was implemented. The implications of these findings can be used as a basis for further improvement and development in pesantren-based learning management and increasing the relevance of pesantren education to the demands of the times.

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