



International Conference on Islam, Law, and Society (INCOILS)  
Conference Proceedings 2023

**EDUCATIONAL LEARNING WITHIN THE MUADALAH UNIT CURRICULUM AND  
ITS IMPACT ON STUDENT QUALITY  
AT AL-MUJTAMA' AL-ISLAMI ISLAMIC BOARDING SCHOOL, JATI AGUNG,  
SOUTH LAMPUNG**

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*Abstract*

*The primary goals of this research are twofold. Initially, it aims to shed light on and scrutinize curriculum learning with reference to its planning, implementation, and evaluation at Al-Mujtama' Al-Islami Islamic Boarding School. Subsequently, it seeks to gauge the significance and utility of curriculum learning in enhancing student quality at this same institution. A qualitative methodology is adopted in this study, with data amassed through techniques such as interviews, observations, and documentary analysis. The researcher is instrumental in this process, collecting data that comprises field notes, interview responses, participant actions, documentation, and other relevant sources. These inputs continually evolve as the research unfolds. The findings of this study suggest that the curriculum at Al-Mujtama' Al-Islami Islamic Boarding School incorporates an auxiliary study program directed towards realizing elusive goals, along with notable modifications in the curriculum, specifically within the regions of curriculum planning, execution, and evaluation.*

**Key words:** *Muadalah curriculum, student quality, educational learnings*

## A. INTRODUCTION

Based on the provided content, Muadalah School is a formal educational institution rooted in the teachings of the Salaf (early generations of Muslims) and has gained extensive recognition in Indonesia. It is one of the educational institutions located in Karang Anyar, Jati Agung, South Lampung, Lampung, under the leadership of Dr. KH. Bukhori Abdul Shomad, M.A. Muadalah School's curriculum is part of the Muadalah unit educational program initiated by the Ministry of Religious Affairs (KEMENAG) of the Republic of Indonesia. Its objective is to contribute to the advancement and dignity of Indonesia by shaping the characters of children.

Al-Mujtama' Al-Islami Islamic Boarding School is mentioned as one of the educational institutions in Karang Anyar. The curriculum is a crucial element in educational institutions, as it

ensures effective and systematic learning. It is an educational program provided by schools or madrasas, enabling students to access various teaching and learning activities. A well-structured and systematic learning system is expected when a curriculum is in place, allowing students to readily engage in educational opportunities. The curriculum is a collaborative effort to facilitate learning and achieve teaching goals, aiming to enhance the quality of the teaching and learning interaction. This involves planning, implementation, and evaluation.<sup>1</sup>

As time goes on, educational institutions, including Al-Mujtama' Al-Islami Islamic Boarding School, face various challenges in curriculum planning, implementation, and evaluation. The school had previously set priority values for students to achieve within a specific timeframe. However, obstacles in these areas were identified after one semester of evaluation. These obstacles affected several points that did not meet the set targets. Additionally, the COVID-19 pandemic further impacted teaching and learning activities, resulting in a decline in student quality that deviated from the initial plans. To address these issues and improve student quality, Al-Mujtama' Al-Islami Islamic Boarding School has introduced innovations in curriculum planning, implementation, and evaluation. The school has established specialized units such as the Tahfidz Institution for Quran memorization and the Language Development Institute for Arabic and English language studies. Moreover, they are dedicated to deepening students' understanding of the sciences, aiming for excellence in academic disciplines alongside religious knowledge.

The intriguing nature of this phenomenon has prompted researchers to undertake an in-depth study at Al-Mujtama' Al-Islami Islamic Boarding School. The research will thoroughly examine the processes concerning curriculum planning, implementation, and evaluation. The school's convenient location, coupled with a detailed understanding of its operations and the noted academic accomplishments of its students, reinforces the relevance of selecting this institution for intensive investigation. Furthermore, the investigation will delve into the policies put into place by the school's leadership, particularly those concerning educational practices designed to improve student quality.

### **1. Muadalah Curriculum Learning**

The Muadalah curriculum at Al-Mujtama' Al-Islami Islamic Boarding School has been implemented effectively, aligning with the goals and needs of Islamic scholars and students. The curriculum follows a well-structured and organized approach, with short-term, medium-term, and long-term programs executed according to a predefined schedule. Monthly and annual evaluations cover various aspects of the curriculum and provide valuable insights for decision-making and further improvements. Overall, the curriculum demonstrates a commitment to delivering high-quality education and a meaningful learning experience for students.

Learning within the Muadalah curriculum comprises a systemic series of actions such as

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<sup>1</sup> Victoria State Government. (2017). *Curriculum planning and assessment implementation guide*. Department of Education and Training. 2

planning, organizing, executing, and controlling. These actions underscore the unique features of Islamic boarding schools and aim to achieve specified outcomes via the effective and efficient use of human and other resources. Essentially, it is a scientific methodology designed to manage and optimize resource utilization to realize the desired goals, visions, and missions. Thus, the study encapsulates a series of structured activities accentuating the distinctive aspects of Islamic boarding schools, working towards the accomplishment of desired objectives through optimal utilization of both human and non-human resources. Pertinent to this is a reference in the Quran, specifically Surah As-Sajadah, verse 5, where Allah SWT addresses the concept of management:

يُدَبِّرُ الْأُمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَرْجِعُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِمَّا تَعُدُّونَ

"The interpretation is: *He oversees the affairs of the heavens and the earth, and the progression of these matters ascends to Him in a day, the length of which equates to a thousand years as per your calculation.* (Surah As-Sajadah: Verse 5)"

This verse elucidates that Allah SWT is the Divine Entity who presides over the universe as a 'manager.' The harmony found in nature speaks of the majesty of Allah in governing this domain. In relation to the curriculum.

In the perspective of Nana Syaodih Sukmadinata, a curriculum serves as an exhaustive plan outlining content, objectives, and lessons. Therefore, the curriculum can be understood as a holistic program binding these elements together, acting as a roadmap for the implementation of educational undertakings. The prominence of learning within Muadalah's curriculum is accentuated in all aspects of education within Islamic boarding schools due to its pivotal role in the growth of students. As a result, the construction of the curriculum must be anchored in a robust foundation. The managerial foundation has been identified as one such asset, contributing significantly to the architecture of the curriculum. Therefore, the evolution of the curriculum becomes a central element in the creation of new curricula or the enhancement of existing ones over a given timespan. <sup>2</sup>

From this viewpoint, it can be inferred that within the Muadalah curriculum, learning involves utilizing all educational components to accomplish set learning goals within the educational establishment. This aligns with the fundamental objectives of the Kyai, which is the Islamic scholar or leader, and addresses the future requirements of the students.

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<sup>2</sup> Trianto. (2010). *Mendesain model pembelajaran inovatif-progresif: Konsep, landasan, dan implementasinya pada kurikulum tingkat satuan pendidikan (KTSP)*. Jakarta: Kencana.

## 2. Student Quality

The term 'student's quality' is derived from a student's abilities that reflect a certain standard or quality. Consequently, 'quality' is an aspect that relates to excellence and self-esteem. It is often regarded as the inherent value of a product or service. Consequently, the enhancement of quality becomes a paramount goal and a highly important task for every institution.

Quality may be defined as a condition that complies with established standards or requirements, which could pertain to input, process, or output. However, the concept of quality can be intricate for some, occasionally perceived as perplexing and challenging to gauge. The interpretation of quality can vary from person to person. Thus, it isn't surprising if two experts fail to reach a consensual conclusion on the methodology to establish an excellent institution.<sup>3</sup>

To comprehend the concept of quality, the researcher refers to various definitions of quality as detailed by several experts, as quoted by Sukarna in his book, "Dasar-dasar Manajemen." They are:

- a) Crosby (1978) defines quality as the extent to which a product or service adheres to its requirements, such as the longevity of shoes, the water-resistance of watches, and the proficiency of doctors. Crosby stresses on the significance of everyone's participation in an organizational process, adopting a top-down approach.
- b) Deming (1986), on the other hand, views quality as a process of resolving issues to attain incessant improvement. This is evident in the implementation of the Kaizen concept at Toyota and the employment of quality control circles at Telkom. Deming embraces a bottom-up approach.
- c) For Juran (1992), quality pertains to how efficiently a product or service aligns with its intended use. For instance, sport shoes are devised for sporting activities, whilst leather shoes are for office occasions or parties. Juran advocates an approach that prioritizes satisfying the needs of consumers or customers.

Consequently, in this context, quality has two aspects. Firstly, quality is evaluated based on predetermined specifications, criteria, or standards. Secondly, it takes into account the needs and wants of customers, as these desires form the basis for defining the product or service standards. Contrary to popular belief, changes in quality standards are influenced more by customer preferences than decisions made by manufacturers alone.

The term "Quality of students" emerges from the amalgamation of "quality" and

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<sup>3</sup> Samani, M. (2020). *Faktor kunci peningkatan mutu pendidikan. Dalam LAM Kependidikan* (Ed.), *Opini* (hlm. 1-4). Jakarta: LAM Kependidikan.

"students", referring to the pupils as well as the quality of the achievements produced by educational institutes or schools. This is measurable through both the academic and non-academic accomplishments of students.<sup>4</sup>

The quality of students is an aspect that leaves an indelible mark on individuals, and is gauged by various interpretive indicators. Expectations and requirements pertaining to others' quality exist in every individual, and reciprocally, people also anticipate certain quality levels from us. This signifies that quality is a fundamental element, deeply rooted in human instinct. It is used to assess or reward a specific product or service following an impartial evaluation of its quality and performance. Quality is a pivotal ingredient in comprehensive and integrated management, with the primary aim of catering to customer needs.

A school or madrasah of high quality can be discerned through certain indicators. One such signifier is a large student body. Additionally, an exceptional school or madrasah exhibits both academic and non-academic accomplishments. Most crucially, a superior school or madrasah is known to produce graduates who align with societal needs and expectations. For this reason, educational institutions should uphold lofty standards for students, refraining from merely competing for positions or assuming they are always correct.

## **B. Methods**

The research methodology employed in this investigation is qualitative research. This approach, grounded in the philosophy of post-positivism, is widely recognized within the social sciences. It employs a paradigm that delves into the circumstances surrounding the subject matter with great depth. In this study, the researcher serves as the fundamental instrument, with data collection techniques being conducted through triangulation. This approach involves the amalgamation of multiple data sources. The nature of data analysis, in this case, is fundamentally inductive.<sup>5</sup>

This study is undertaken at the Muadalah Unit of Education (SPM) situated at Al-Mujtama' Al-Islami Islamic Boarding School in Jati Agung, South Lampung. The data for this research is drawn from primary sources, including interviews with informants and first-hand observations. Alongside this, secondary data is retrieved from documents, print media, visual media, and other records pertinent to the research. The techniques employed for data collection encompass direct interviews, observations, and documentation. The analytical method incorporated in this research transpires through three distinct stages-- data reduction, data presentation, and data verification.

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<sup>4</sup> Alwi, A. (2018). *Kualitas siswa: Konsep, indikator, dan strategi peningkatannya*. Prenada Media.

<sup>5</sup> Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

### **C. Findings and Interpretation**

#### **1. Instructional Curriculum at Al-Mujtama' Al-Islami Islamic Boarding School.**

The research conducted at the Al-Mujtama' Al-Islami Islamic Boarding School's Muadalah Education Unit reveals that multiple strategic steps have been implemented in the planning and optimization of the Muadalah curriculum to elevate student quality. The several facets of curriculum planning that were observed during fieldwork within the Muadalah Education Unit include:

- a) Crafting of Annual Programs.
- b) Formulation of Semester Programs.
- c) Creation of Syllabi.
- d) Prioritization of promotion standards.
- e) Development of basic competencies for key subjects.
- f) Determination of subject matter parameters.
- g) Establishment of various subjects.
- h) Instituting a code of ethics for teachers.
- i) Scheduling of teaching responsibilities for each faculty member.
- j) Development of exceptional Qur'an memorization programs, both routine and specialized.
- k) Advancement of extracurricular, co-curricular, and other pertinent educational initiatives.

These initiatives aim to enhance the student quality at the Muadalah Education Unit of the Al-Mujtama' Al-Islami Islamic Boarding School and establish a comprehensive learning system. The first stage in the institution's curriculum planning involves holding a council meeting attended by all division heads, supervised by Dr. KH. Bukhori Abdul Shomad, M.A., the leader of Al-Mujtama' Al-Islami Islamic Boarding School. The outcomes of this meeting are then synchronized within each division.

During the internal meetings within the Muadalah Education Unit, various dimensions including curriculum development and design are discussed. The planning involves the school head, all vice-heads, and all staff members of the unit. In planning the Muadalah curriculum, the institution operates autonomously while complying with the standards set by the Republic of Indonesia's Ministry of Religious Affairs (KEMENAG), as observed by the researcher and confirmed through interviews with the institutional management.

These findings corroborate the theory proposed by James Beane, which suggests that various stakeholders must participate in curriculum planning in an educational institution, to

formulate decisions about teaching and learning objectives, teaching methodologies, and the assessment of these methods' effectiveness and significance.<sup>6</sup>

Another theory proposes that curriculum planning is the foundational step in devising or formulating concepts that will comprise the educational program in a school or institution. This involves not only the creation of lesson plans, but also the strategic planning of curriculum concepts to be implemented within the institution.<sup>7</sup>

## 2. Implementation of Curriculum at Al-Mujtama' Al-Islami Islamic Boarding School

Based on the research results, curriculum planning at the Muadalah Unit of Education Al-Mujtama' Al-Islami Islamic Boarding School has been smoothly executed and aligns with the theories of experts. Therefore, it can be concluded that the educational institution of the Muadalah Unit of Education Al-Mujtama' Al-Islami Islamic Boarding School has succeeded in curriculum management planning.

Regarding curriculum implementation at Al-Mujtama' Al-Islami Islamic Boarding School, the research findings indicate that the institution has implemented various steps to enhance the quality of learning and institutional development. Curriculum implementation is divided into three parts: short-term or daily programs, medium-term or monthly programs, and long-term or annual programs. These programs are executed according to predetermined schedules, including activities such as training, semester exams, competitions, and other events. All these programs have run successfully at the Muadalah Unit of Al-Mujtama' Al-Islami Islamic Boarding School.

As a result, the institution has effectively implemented the curriculum according to the established plan and schedule, thereby contributing to the improvement of education quality within the institution. In the curriculum implementation found in the Muadalah Unit of Education at Al-Mujtama' Al-Islami Islamic Boarding School, it is constantly monitored by the madrasah head. This ensures that educators and staff can carry out their tasks more effectively.

Within the Muadalah Unit of Education (SPM) Al-Mujtama' Al-Islami Islamic Boarding School, any ineffective and inefficient aspects are addressed promptly by the madrasah head. These findings are in line with a theory proposed by Syafaruddin and Amiruddin, which supports the idea that curriculum implementation and learning are the realization of a written curriculum document into actual teaching and learning activities.

According to the theory, the implementation of the curriculum is a process of applying curriculum ideas, concepts, programs, or arrangements into practical teaching and everyday

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<sup>6</sup> Hamalik, O. (2010). *Manajemen pengembangan kurikulum*. Bandung: Remaja Rosdakarya.

<sup>7</sup> Syafaruddin, & Amiruddin. (2017). *Manajemen kurikulum*. Medan: Perdana Publishing.

activities.<sup>8</sup>

Hence, the Muadalah Unit of Education at Al-Mujtama' Al-Islami Islamic Boarding School has effectively and seamlessly executed the curriculum.

### 3. Evaluation of Curriculum at Al-Mujtama' Al-Islami Islamic Boarding School

The evaluation of curriculum learning serves a vital role in shaping education policies and guiding decision-making across all activities related to curriculum management.<sup>9</sup>

Assessment activities in curriculum learning are a vital necessity in enhancing educational programs and improving student quality. Consequently, the importance of curriculum evaluation in an education institution cannot be overstated as it helps identify and address emerging issues, aiming for continuous improvement.<sup>10</sup>

Research conducted at the Muadalah Educational Unit of Al-Mujtama' Al-Islami Islamic Boarding School has highlighted key aspects of the institution's commitment to enhancing educational quality through regular curriculum evaluations. These evaluations, held monthly, cover various facets of the educational system including teacher and student discipline, engagement, learning outcomes, among other things. These review meetings include the participation of the school principal, the teacher's council, and the entire staff of the boarding school.

Aside from the regular monthly assessments, the institution conducts additional evaluations focused on their flagship programs. These reviews, which also occur on a monthly basis under the leadership of respective division heads, extends beyond the learning aspects to include an assessment of facilities, uniforms, infrastructure, classrooms, and so forth.

The boarding school also conducts an annual evaluation following the completion of teaching and learning activities (KBM) and testing. The insights gathered from this annual review contribute to the development of educational programs and the planning of the next academic year's calendar, thereby propelling the institution towards the enhancement of educational quality and achievement of its educational objectives.

Conclusively, Al-Mujtama' Al-Islami Islamic Boarding School's evaluation processes are comprehensive and in line with expert theories. For example, according to Rusman, curriculum

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<sup>8</sup> Fitri, A. Z. (2013). *Manajemen kurikulum pendidikan Islam: Teori dan praktik*. Bandung: Alfabeta.

<sup>9</sup> Trianto. (2010). *Mendesain model pembelajaran inovatif-progresif: Konsep, landasan, dan implementasinya pada kurikulum tingkat satuan pendidikan (KTSP)*. Jakarta: Kencana.

<sup>10</sup> Airasian, P. W., & Russell, M. K. (2012). *Classroom assessment: Concepts and applications* (7th ed.). McGraw-Hill.



evaluations provide the essential data to inform decisions on curriculum innovation and development. Similarly, evaluations can measure the success of a program and provide insight for further enhancement, as argued by Syafaruddin and Amiruddin.

#### **D. Conclusion**

1. The Muadalah curriculum at Al-Mujtama' Al-Islami Islamic Boarding School plays a vital role in shaping educational quality and outcomes.
2. The institution has successfully implemented effective curriculum planning, setting clear standards and priorities for each academic year.
3. The implementation of the curriculum follows a well-structured and organized approach, with short-term, medium-term, and long-term programs executed according to predefined schedules.

The Muadalah curriculum at Al-Mujtama' Al-Islami Islamic Boarding School is a crucial factor in shaping the quality of education and student outcomes. The institution has implemented effective curriculum planning, ensuring that the curriculum aligns with the goals and needs of both the Islamic scholars and the students. Thorough planning is done to set clear standards and priorities for each academic year, taking into account various aspects such as subject matter, competencies, and teaching schedules.

The implementation of the Muadalah curriculum is well-structured and organized, with short-term, medium-term, and long-term programs executed according to predefined schedules. This approach allows for the effective delivery of teaching and learning activities. The institution regularly monitors and evaluates the progress and effectiveness of these programs, fostering a culture of continuous improvement.

Comprehensive evaluations are conducted on a monthly and annual basis to assess various elements of the curriculum, including the learning process, student and teacher performance, and facilities and infrastructure. These evaluations provide valuable insights and data for decision-making, enabling further innovations and enhancements to the curriculum and overall educational quality.

Overall, the Muadalah curriculum at Al-Mujtama' Al-Islami Islamic Boarding School demonstrates a commitment to delivering high-quality education. The institution's dedication to continuous improvement and its holistic approach to curriculum management contribute to its success in providing a meaningful and effective educational experience for its students.

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