

Evaluation of the Development of Multicultural Education Curriculum in Modern Darul Hikmah Tulungagung Islamic Boarding School

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ABSTRACT: *The phenomenon of students studying in Islamic boarding schools comes from various regions of Indonesia and even from foreign countries. The multicultural aspect also appears in the diversity of potentials and talents possessed by students. To minimize the friction between students leading to more significant conflict, presumably, the development of a multicultural education curriculum is a solution that can be developed at Islamic boarding schools. Evaluations are carried out to check or supervise multicultural curriculum programs that have been implemented. This research uses a qualitative approach using a case study design. Data collection techniques are in-depth interviews (in-depth interviews), participant observation, study documentation. Data analysis techniques are data reduction, data display, and conclusion drawing or verification. The results showed that: Evaluation of multicultural education curriculum development at Darul Hikmah Tulungagung Islamic Boarding School was carried out by 1) Boarding school curriculum material, KMI curriculum evaluation (kuliyyatul mualimin al-Islamiyah) was carried out every year, by bringing in teachers, foundations, caregivers and experts to knowing whether the curriculum is still relevant or not, needs to be added or not decided at the meeting. And 2) Madrasa curriculum material, madrasa curriculum evaluation is carried out every year to find out the shortcomings in accommodating input on the curriculum by presenting caregivers, madrasa principals, teachers and education experts who discuss curriculum objectives, curriculum material, curriculum methods and curriculum evaluation. 3) evaluating the achievement of behaviours related to multicultural issues by monitoring and observing internally and externally.*

Fenomena santri-santri yang belajar di pondok pesantren berasal dari berbagai daerah wilayah Indonesia bahkan dari

manca negara. Fenomena multikultural juga nampak pada keragaman potensi dan talenta yang dimiliki santri. Dalam rangka meminimalkan gesekan antara santri yang mengarah pada konflik yang lebih besar kiranya adanya pengembangan kurikulum pendidikan multikultural adalah solusi yang dapat dikembangkan pada pondok pesantren. Evaluasi dilaksanakan untuk mengecek ataupun mengawasi program kurikulum multikultural yang telah dilaksanakan. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan rancangan studi kasus. Teknik pengumpulan datanya adalah wawancara mendalam (*in depth interview*), observasi partisipan, studi dokumentasi. Teknik Analisis datanya adalah reduksi data (*data reduction*), penyajian data (*data displays*), dan penarikan kesimpulan atau verifikasi (*conclusion drawing* atau *veriffication*). Hasil penelitian menunjukkan bahwa: Evaluasi pengembangan kurikulum pendidikan multikultural di Pondok Pesantren Darul Hikmah Tulungagung dilakukan dengan jalan: 1) materi kurikulum pondok, evaluasi kurikulum KMI (*Kuliyatul Muallimin Al Islamiyah*) dilakukan setiap tahun, dengan mendatangkan para guru, yayasan, Pengasuh serta pakar untuk mengetahui masih relevan atau tidak kurikulum, perlu ditambah atau tidak akan diputuskan dalam pertemuan. dan 2) materi kurikulum madrasah Evaluasi kurikulum madrasah dilakukan setiap tahun untuk mengetahui kekurangan-kekurangan dalam menampung masukan mengenai kurikulum dengan menghadirkan pengasuh, kepala madrasah, guru dan pakar pendidikan yang membahas mengenai tujuan kurikulum, materi kurikulum, metode kurikulum dan evaluasi kurikulum. 3) evaluasi pencapaian perilaku terkait isu multikultural melakukan dengan monitoring dan observasi secara internal dan eksternal.

Keywords: *Evaluation of Curriculum Development, Multicultural Education.*

INTRODUCTION

Islamic boarding schools which are the hallmark of Islamic education in Indonesia that provide material on religion. Boarding school is an educational institution organized by the community with a combination of general education and religious education (Fajar Shodiq, S. 2019). Islamic boarding schools have unique characteristics, namely students after returning from Islamic boarding schools and back in the community already have an attitude of independence, simplicity, responsibility, patience, strong

self-discipline, and so on.

Islamic boarding schools have two models, namely the Salaf model and the Khalaf model (modern Islamic boarding school). Salaf Islamic boarding school curriculum is not like formal education institutions in general. Salaf Islamic boarding school curriculum is more in the form of manhaj learning; the Islamic boarding school has a curriculum in the way of classic books chosen by Kiai for students according to their needs (Departemen Agama, 2001). The material provided at Islamic boarding schools is Islamic religious material and is contained in the curriculum. The curriculum is not only limited to subjects, but the curriculum includes everything that can affect the development of students (Mawardi, D. (2018). The curriculum can determine the direction and anticipation of something that will happen. The curriculum is a kind of prediction of what must be learned by Islamic boarding school students. Islamic boarding school curriculum is the material taught in Islamic boarding schools (Nurcholis Madjid, 1997).

some primary and learning objectives in Islamic boarding schools are described in the form of curriculum, some are determined by the policies of Islamic boarding school Kiai who focus on religion (Hasbullah, 1999). In Islamic boarding schools, types of science that are not related to religious sciences are not optimized in learning. The curriculum in Islamic boarding schools is not written in the syllabus, but in the form of stages, the books that will be studied about religious sciences are delivered using the traditional approach of sorogan and wetonan (Yasmadi, 2002).

Meanwhile, the Khalaf Islamic boarding school or what is commonly referred to as the new Islamic boarding school. The curriculum implemented in the boarding school of modern pesantren is a curriculum that covers the syllabus of the Ministry of Religion of the Republic of Indonesia, which combines the school curriculum with the boarding school salaf curriculum (Ikhwan, A. 2017). In its development, new boarding schools are more in demand by the community. This is due to the boarding school is a formal education for students and the needs of religious provisions which are considered sufficient if the boarding school organizes both missions (Sulthon Masyhud, 2005; Donoghue, 2014).

Pondok rapidren has a variety of students. The diversity of the origin of students is a necessity of cultural differences because each culture in each region is not the same as other regional cultures. Both in terms of language, economic and social learning, from the various areas, have different characteristics (Sidiq, U. 2017). Writing as a symbol to bind a sense of ethnicity and primordiality. Although initially did not know each other, the use of local languages is beneficial because words can make students more familiar, even though they do not know each other. The existence of this language can increase sympathy and social solidarity between students with one another (Jujun S Suriasumantri, 1996).

The culture brought by the santri occurs because of the customs that apply and are used by the community. Distinctive features of an area can maintain the rules agreed upon by the region. This has been integrated into the city of an area to maintain its culture with love and responsibility to the community. Thus it can be understood that multicultural phenomena in Islamic boarding schools can be found. The diversity of cultures in boarding schools is a must when looking at the background of the santri area. The existence of multiculturalism also affects the abilities and potential possessed by students in Islamic boarding schools. Although they get the same teaching material from the same Kiai, each santri has a different interest in the material taught by the Kiai. Naturally, if some students are very diligent in studying Jurisprudence, some students are more persistent in learning linguistics (nahwu and Sharaf).

The framework of minimizing friction between students leading to more significant conflict, multicultural education is a solution that can be developed in Islamic boarding schools. All differences in the forms of religion, ethnicity, and race are realities that must be grateful to form a civilization that is tolerant in all aspects of life. This most fundamental thing can be sought systematically and effectively through education, namely pluralismulticultural education (Ngainun & Ahmad, 2008).

Multicultural education is education directed at the development of capabilities and potential possessed by humans by paying attention to plurality and heterogeneity of culture (culture), ethnicity, race, economy, and religion (Ainurrafiq Dawam, 2003). Multicultural education exists in the teaching of Islamic boarding schools. In the multicultural curriculum, there are five components. The five elements are: First, the curriculum has integration with education. Second, arranged comprehensively. Third, there is a reduction in prejudice. Fourth, there is human equality (equity pedagogy). Fifth, fostering habits that exist in schools. (Ainurrafiq Dawam, 2003).

The legal basis for multicultural curriculum is the Law on National Education System 2003, Chapter III Article 4, paragraph 1 which states that education is carried out and implemented in a democratic and fair and non-discriminatory manner (no difference) by upholding human rights, religious values, values cultural (cultural), and national diversity (U No.20, 2003). The boarding school curriculum is part of the national education system (sidings). The multicultural curriculum can be used as a basis for evaluating the development of a multicultural education curriculum. In managing the field of education, especially multicultural education, caregivers of new Islamic boarding schools conduct activities based on programs arranged and planned by the *Kiai* and religious teacher.

METHODS

The research approach used is qualitative. A qualitative approach is an approach that seeks to describe events, people's behaviour or a situation at a particular place in detail and depth in the form of narration (Djam' a Satori, Aan Komariah, 2010). Researchers in this case study will describe the development of multicultural education in the Islamic Boarding School of Da-rul, Tikmagung. By using this case study design, it is expected that the information and data obtained will be responsible for discussing the topic of discussion as set out in the focus of the research. The data collection techniques are in-depth interviews, participant observation, documentation studies. Data analysis techniques are data reduction, data display, and conclusion drawing/verification (conclusion drawing/verification). Activities in data analysis, namely data reduction, data display, and conclusion drawing or verification.

LITERATURE REVIEW

Research Results and Discussion of Curriculum Development Evaluation Model

Evaluation is an activity carried out in a planned manner. This evaluation is carried out to find out how the state of an object is the task. For example, a teacher evaluates the learning process of students and how much students understand the teacher's explanation of learning material. The existence of this evaluation aims to obtain conclusions (Nuraini, 2016).

According to Peter F. Oliva, in curriculum evaluation, there is a model used to evaluate the curriculum, the Saylor model. Alexander and Lewis developed this model. According to Alexander and Lewis, this model emphasizes curriculum evaluation which pays attention to five aspects. Five aspects are found in the review of curriculum development, which is as follows.

1. Curriculum Objectives

The objectives of the curriculum are the objectives of the learning process. In its implementation or implementation, the curriculum has several goals, namely institutional, curricular and learning purposes.

2. Overall Education Program

The school has an education program. In the total education program is a program to be achieved in all subjects. In this program, the curriculum is carried out thoroughly in all aspects of topics without exception.

3. Specific Segments of Educational Programs

Education is the most crucial aspect of life. In life, culture also plays a role in educating the next generation or the young generation so that the curriculum leads to segments in all educational programs.

4. Learning

Learning activities aim to teach students towards the perfection of

science. Learning must mould the younger generation into smart, honest and responsible production.

5. Program Evaluation

Evaluation is the last activity of curriculum development. In curriculum evaluation, teachers assess the effectiveness of the curriculum used in the learning process. In this evaluation, anything can be obtained about the advantages and disadvantages of the curriculum applied by the teacher.

The second model in developing a multicultural curriculum evaluation is an aspect of its evaluation or assessment activities. In this aspect of assessment, we can obtain information as follows:

1. Context: Context is a state of real things. Setting can also be interpreted as content that causes the curriculum does not develop.
2. Input: Input is input. As for the information in the evaluation of curriculum development are learning materials and conditions of students. Whether or not students learn, it depends on the explanation from the teacher. How much input is received by students?
3. Process: The process is the process used to develop the curriculum. Curriculum development here is a process that must always be produced by the teacher. This is reminiscent of the nature of the curriculum is an integral part of learning.
4. Products: The product referred to here is the result obtained from the curriculum development process. After going through the process steps, a product will be purchased. (Peter F. Oliva) In curriculum development, there is a curriculum evaluation process.

The model that is often used in evaluations that lead to curriculum development is the CIPP model. This model is a model of the CIPP curriculum evaluation. This evaluation was introduced by Daniel L. Stufflebeam, quoted by Peter F. Olivia, namely curriculum evaluation as a process that explains in detail, obtains, and provides essential information for making a decision.

Stufflebeam conveyed the same thing that the curriculum development evaluation activities included eight things, namely: (1) the process, (2) delineating the evaluation; (3) obtaining (obtaining) the data used for evaluation purposes in the learning process; (4) providing (providing). Providing must exist in curriculum development; (5) useful. The evaluation in developing this curriculum aims to be used sustainably; (6) information (information), information regarding curriculum development is carried out by taking into account all aspects; (7) decision (judging) about the value achieved during the learning process by students and (8) alternative decisions (decision alternatives) or an alternative decision is a

decision that is used as another way to overcome problems in developing a curriculum (Peter F. Oliva).

Picture 1
CIPP Model Curriculum Evaluation



Source: Adopted in Curtis R. Finch and John R. Crunkilton, 1993: 268.

The explanations for each evaluation are:

1. Context Evaluation

In the context of evaluating data in the form of documents is data that is used for evaluation materials. Determination of the criteria for assessing the framework is based on setting goals rather than the curriculum, student characteristics, subject matter and community demands (James A. Banks, 1989). Determination of good or bad educational institutions can be determined through context evaluation. The results obtained in the review of this context if well maintained. However, if poor results are obtained, it is necessary to have innovation and change (Peter F. Oliva).

2. Input Evaluation

Input evaluation is a curriculum evaluation based on resources and strategies. These resources and procedures are the two things used to achieve the curriculum objectives of the assessment of inputs (Curtin R. Finch & John R. Crunkilton). In evaluating the input data used in the form of resources and strategies. Resources consist of the use of instructional media, selection of learning materials, use of modules or learning books. While the approach used is a strategy during the learning process.

Context evaluation has its criteria for conducting an assessment. These criteria consist of conformity with the learning media used, the suitability of the selection of learning materials, and the use of learning modules (Curtin R. Finch & John R. Crunkilton).

Input evaluation is said to be good if the resources can be received by students and have a positive influence on the learning process. While the evaluation results are reported to be wrong if the resources and strategies used in the learning process are not by the curriculum objectives. Evaluation results are less accepted by students and have less influence on the learning process, so there needs to be an improvement.

3. Input Evaluation

It is a curriculum evaluation by prioritizing the curriculum implementation process which starts from the beginning to the end (Curtin R. Finch & John R. Crunkilton).

Accuracy in the use of textbooks, the selection of learning places is the data used in the evaluation of the process. The criteria used in the process evaluation are the activeness of students, the quality of the implementation of learning, the satisfaction obtained by students during the learning process and the assessment standards used in the evaluation (Curtin R. Finch & John R. Crunkilton).

The results of the process evaluation are said to be right when making students active in the learning process, there is an increase in the quality of the learning process, students are satisfied with the learning process applied by the teacher, and the assessment used is fair and standardized. While the evaluation results are said to be wrong when making students active in the learning process, but the quality of the learning process is reduced, students are less satisfied with the learning process applied by the teacher, and the assessment used is unfair and lacks standards, so there must be improvements in the implementation of the curriculum.

4. Product Evaluation

Product evaluation is an assessment or evaluation of the curriculum used in connection with community acceptance in the daily life of the results of graduates or alumni. Graduates are accepted by society in their daily lives. The number of graduates and community acceptance of graduates is the data used in product evaluation (Peter F. Oliva).

While the behaviour and performance of graduates in the community and the world of work is the impact of the curriculum on product evaluation results. Educational institutions are said to be of quality if the graduates are certified, the graduates have excellent performance in the community, the positions obtained by graduates in the city are suitable, and public satisfaction with the performance of graduates, so there is no need to improve curriculum planning and curriculum implementation in the future (Curtin R. Finch & John R. Crunkilton).

While educational institutions are said to be of poor quality if the graduates are not all certified, the graduates have poor performance in the community, the positions obtained by graduates in the city are inappropriate, and public dissatisfaction with the graduate performance, so there need to be improvements. Improvements made in the form of enhancements to curriculum planning and curriculum implementation in the future.

Application Of Evaluation Of Multicultural Curriculum Development

Evaluation of the development of multicultural education curriculum at Darul Hikmah Tulungagung Islamic Boarding School was carried out as follows:

1. Boarding School Curriculum Material

The curriculum evaluation of the KMI (*Kuliyah Muallimin Al Islamiyah*) is

carried out every year, with the coming of teachers, foundations, scholars and all-time knowing, still being relevant or not curricular, increasing or not being broken in the curriculum discussed in curriculum, curriculum, curriculum, curriculum, curriculum, objectives and curriculum. Evaluation-achievement of multicultural education is carried out with internal and external monitoring.

2. Madrasah Curriculum Material

- a. Pondok curriculum material: KMI curriculum evaluation (*Kuliyatul Muallimin Al Islamiyah*) is carried out every year, by bringing in teachers, foundations, caregivers and experts to find out whether the curriculum is still relevant or not, needs to be added or not decided in the meeting by discussing starting from curriculum objectives, curriculum materials, methods curriculum and curriculum evaluation (CIPP). Assessment of the attainment of multicultural behaviour is carried out by monitoring and observation - internally and externally.
- b. *Madrasah Tsanaiyah* curriculum evaluation is carried out every year to find out the shortcomings, still relevant or not decided in the meeting by presenting Caregivers, Madrasah Principals, teachers and education experts by discussing starting from curriculum objectives, curriculum materials, curriculum methods and curriculum evaluation. Evaluation of attainment of multicultural behavioural links is carried out by internal and external monitoring and observation.
- c. The *Madrasa Aliyah* curriculum is conducted annually to find out the shortcomings, still relevant or not decided in the meeting by presenting Caregivers, Madrasah heads, teachers and education experts by discussing starting from curriculum objectives, curriculum material, curriculum methods and curriculum evaluation. Evaluation of multicultural issues relating to behaviour is carried out by internal and external monitoring and observation.
- d. Madrasah curriculum evaluation This is done every year to find out the shortcomings, still relevant or not decided in the meeting, by presenting Caregivers, Madrasah Principals, teachers and experts discussed starting from curriculum objectives, curriculum materials, curriculum methods and curriculum evaluation. The attainment of behavioural achievements related to multicultural issues is carried out by internal and external monitoring and observation. Internal control and inspection are carried out by the students and the care staff of the students, by observing the behaviour of the students that is carried out in the learning process and boarding while external monitoring and observation were carried out in collaboration with the guardians of students.

CONCLUSION

Evaluation of multicultural education curriculum development in Darul Hikmah Tulungagung Islamic Boarding School is done by Pondok curriculum material, KMI curriculum evaluation (*Kuliyatul Muallimin Al Islamiyah*) is conducted every year, by bringing in teachers, foundations, caregivers and experts to find out whether they are still relevant or not curriculum, needs to be added or will not be decided in the meeting by discussing starting from curriculum objectives, curriculum material, curriculum methods and curriculum evaluation (CIPP). Assessment of attainment of behaviours related to multicultural issues is carried out by internal and external monitoring and observation.

Madrasah Tsanaiyah curriculum evaluation is carried out every year to find out the shortcomings, still relevant or not decided in the meeting by presenting Caregivers, Madrasah Principals, teachers and education experts by discussing starting from curriculum objectives, curriculum materials, curriculum methods and curriculum evaluation. Evaluation of attainment of multicultural behavioural links is carried out by internal and external monitoring and observation.

Madrasah Aliyah curriculum evaluation is carried out every year to find out the shortcomings, still relevant or not decided in the meeting by presenting Caregivers, Madrasah heads, teachers and education experts by discussing starting from curriculum objectives, curriculum materials, curriculum methods and curriculum evaluation. Evaluation of attainment of behaviours related to multicultural issues is done by monitoring and observing internally and externally. Madrasah Diniyah curriculum evaluation is carried out every year to find out the shortcomings, still relevant or not decided at the meeting, by presenting Caregivers, Madrasah Principals, teachers and experts discussed starting from curriculum objectives, curriculum materials, curriculum methods and curriculum evaluation.

Attainment of behaviour related to multi-cultural issues is done by monitoring and observation internally and externally. Internal control and inspection are carried out by the students and the care staff of the students by observing the behaviour of the students that is carried out in the learning process and boarding. While external monitoring and observation were carried out in collaboration with the guardians of students.

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