

The Management of The Development of Islamic Religious Education Curriculum Based on The Islamic Boarding School Program: Case Study at SMP As-Siddiqy Bungatan Situbondo

Manajemen Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Program Pesantren (Studi Kasus di SMP As-Siddiqy Bungatan Situbondo)

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Abstract

This research aims to analyze the management of Islamic Religious Education curriculum development based on Islamic boarding school programs. The reason is, the curriculum holds a key position in education, because the curriculum is related to determining direction, content and process. Curriculum development is a necessity that must be carried out consistently. PAI curriculum development is a process that links one component to another to produce a better PAI curriculum. PAI curriculum development is the activity of preparing (designing), implementing, assessing and perfecting the PAI curriculum. The approach used by researchers in the research is a descriptive qualitative research approach with a case study type of research. The location of this research is As-Siddiqy Bungatan Situbondo Junior High School (SMP). And the data collection techniques that researchers use are observation, interviews and documentation. The qualitative data analysis used in this thesis research is in the form of qualitative analysis of Miles and Huberman's interactive model, namely: data collection, data reduction, data display and drawing conclusions. In testing the validity of the data, researchers used triangulation, namely source triangulation, method triangulation, peer discussion and member checking. The results of this research are, first, Islamic boarding school program-based PAI curriculum development management planning at As-Siddiqy Bungatan Situbondo Middle School, including the formulation of curriculum objective development, PAI curriculum material development, PAI curriculum strategy development, and PAI learning methods; secondly, the implementation of Islamic boarding school program-based PAI Curriculum Development Management at As-Siddiqy Bungatan Situbondo Middle School includes formulating the development of curriculum objectives, developing PAI curriculum materials, developing PAI Curriculum Strategies, and PAI Learning Methods. This research

recommends further research on integrative curriculum management for schools and Islamic boarding schools in achieving a synthesis of educational curricula that is relevant to current developments.

Keywords: *Curriculum Development; Islamic education; Islamic Boarding School Program*

Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen pengembangan kurikulum Pendidikan Agama Islam berbasis program pesantren. Pasalnya, kurikulum memegang kedudukan kunci dalam pendidikan, sebab kurikulum berkaitan dengan penentuan arah, isi, dan proses. Pengembangan kurikulum merupakan suatu keharusan untuk secara konsisten dilakukan. Pengembangan kurikulum PAI adalah proses yang mengaitkan satu komponen dengan yang lainnya untuk menghasilkan kurikulum PAI yang lebih baik. pengembangan kurikulum PAI adalah kegiatan penyusunan (desain), pelaksanaan, penilaian, dan penyempurnaan kurikulum PAI. Adapun pendekatan yang digunakan oleh peneliti dalam penelitian adalah pendekatan penelitian kualitatif deskriptif dengan jenis penelitian studi kasus (case study). Lokasi penelitian ini adalah Sekolah Menengah Pertama (SMP) As-Siddiqy Bungatan Situbondo. Dan teknik pengumpulan data yang peneliti gunakan adalah observasi (observation) wawancara (interview) dan dokumentasi (documentation). Analisis data kualitatif yang digunakan dalam penelitian tesis ini berupa analisis kualitatif model interaktif Miles dan Huberman, yaitu : pengumpulan data, reduksi data, display data dan penarikan kesimpulan. Dalam uji keabsahaan data, peneliti menggunakan triangulasi, yaitu triangulasi sumber, triangulasi metode, diskusi sejawat dan member check. Adapun hasil dari penelitian ini adalah yaitu, pertama, Perencanaan Manajemen Pengembangan Kurikulum PAI Berbasis Program Pesantren di SMP As-Siddiqy Bungatan Situbondo meliputi perumusan pengembangan tujuan kurikulum, pengembangan materi kurikulum PAI, pengembangan Strategi Kurikulum PAI, dan Metode Pembelajaran PAI ; kedua, pelaksanaan Manajemen Pengembangan Kurikulum PAI Berbasis Program Pesantren di SMP As-Siddiqy Bungatan Situbondo meliputi perumusan pengembangan tujuan kurikulum, pengembangan materi kurikulum PAI, pengembangan Strategi Kurikulum PAI, dan Metode Pembelajaran PAI. Penelitian ini merekomendasikan penelitian lanjutan tentang manajemen kurikulum integratif sekolah dan pesantren dalam mencapai sintesa yang kurikulum pendidikan yang relevan dengan perkembangan zaman.

Kata Kunci: *Pengembangan Kurikulum; Pendidikan Agama Islam; Program Pesantren*

Introduction

The curriculum holds a key position in education, because the curriculum is related to determining direction, content and process. The success of education is very dependent on the curriculum. If the curriculum is well designed, comprehensive and

integral to learning needs, of course the educational output will be good (Idi, 2011). In the National Education System Law no. 20/2003 explains that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as methods used as guidelines for implementing learning activities to achieve educational goals (Undang-Undang Sekretariat Negara RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional).

Curriculum development is a necessity that must be carried out consistently. PAI curriculum development is an activity that produces a PAI curriculum. PAI curriculum development is a process that links one component to another to produce a better PAI curriculum. PAI curriculum development is the activity of preparing (designing), implementing, assessing and perfecting the PAI curriculum (Muhaimin, 2010). What is meant by Islamic religious education is education whose teaching material consists of Al-Qur'an Hadith, Aqidah/Akhlak, Fiqh, and SKI (Peraturan Pemerintah RI Nomor 55 Tahun 2007 Tentang Pendidikan Agama dan Keagamaan). Islamic Religious Education is a conscious and planned effort to prepare students to know, understand, appreciate and believe in Islamic teachings, accompanied by demands to respect adherents of other religions in relation to inter-religious harmony so that national unity and integrity can be realized.

Curriculum development, including the Islamic Religious Education Curriculum, must be based on management based on multidimensional considerations, including (1) curriculum management as a scientific discipline is closely related to other scientific disciplines, (2) curriculum developers follow synchronous patterns and lines of thought. with patterns and structures of thinking in management, namely that development activities start from the process of planning, organizing, implementation, and control and improvement, (3) curriculum implementation as an integral part of curriculum development requires concepts, principles, procedures and approaches in management, and (4) curriculum development is inseparable and even very closely related to policies in the education sector, which originate from national development policies, regional policies, and various sectoral policies (Hamalik, 2017).

The development of the Islamic Religious Education curriculum in schools, especially schools under the auspices of Islamic boarding schools, needs to be managed in a comprehensive and systematic manner so that in its implementation there is no

overlap or overlap between one educational program in a school and an educational program in a Islamic boarding school. Because there is often a lack of synchronization between school and Islamic boarding school programs, starting from policies, activity programs, timing of implementation of activity programs, forms of activities carried out, values developed, and other activities. so that the management of PAI curriculum development based on Islamic boarding school programs is a very important thing to do as an effort to adapt and integrate the vision, mission, policies, curriculum, Islamic boarding school with schools, equalize perceptions and find common ground regarding activities and programs as well as values that are implemented and developed.

Based on and referring to several levels of context above, management of PAI curriculum development based on Islamic boarding school programs is the right, strategic and very urgent step to be taken, including for educational institutions located and under the auspices of Islamic boarding schools so that the Islamic boarding school program and the curriculum implemented and developed in schools can be adapted and integrated.

Talking about the management of PAI curriculum development based on the Islamic Boarding School program at the As-Siddiqy Junior High School (SMP) Bungatan Situbondo, the As-Siddiqy Junior High School (SMP) educational institution is one of the educational institutions that is under the auspices of the Ministry of Education and is under Islamic boarding school shelters which of course have slightly different policies, educational curricula and activity programs.

Management Development of the Islamic Religious Education curriculum based on the Islamic Boarding School program at As-Siddiqy Middle School is to include several Islamic boarding school programs in the school curriculum. This is as stated by Mohammad Taufik as Principal of the School on January 23 2024 that "In terms of curriculum development here we include many Islamic boarding school programs in schools such as Khithobah training, memorization of short letters, Sirah, routine study of the book Ta'limul Muta'allim, study routine Fiqh Worship (Matan Buku Fath-al-qarib), routine joint istighotsah activities, Jama'ah Prayer Training, programs in the form of activities such as commemorating the birthday of the Prophet Muhammad SAW, commemorating isro' mi'roj, tarowih prayers, tadarrus Qur' an romadhon, romadhon Islamic boarding school, distribution of breaking the fast, receipt and distribution of zakat fitroh".

In line with the information conveyed by the principal, the following are the results of the researcher's observations regarding the management of Islamic boarding school-based PAI Curriculum Development at As-Siddiqy Junior High School Bungatan Situbondo "As-Siddiqy Middle School is an institution where most of its activity programs adopt and incorporate Islamic boarding school programs into the school curriculum, As the researcher observed, at As-Siddiqy Middle School, the activity program included yellow book study, worship practices such as the Hajj rituals, celebration of Islamic holidays, tahfidzul Qur'an Juz program, then there was also training in handling corpses, training in reading bilal and sermons. Based on the research context above regarding Management of Islamic Religious Education Curriculum Development Based on the Islamic Boarding School Program at As-Siddiqy Middle School.

Theoretical Framework

i. Basic Concepts of Curriculum Development

The basic concepts for developing the Islamic religious education (PAI) curriculum in this study include; understanding PAI curriculum development, components of PAI curriculum development, PAI curriculum development principles, and approaches to PAI curriculum development.

Before discussing further, what is development? So in this study the author will start with a question, what is a curriculum? Quoting Oemar Hamalik's opinion, Abdullah Aly said that the term curriculum actually comes from Latin, "curriculai", which means the distance a runner must cover (Aly, 2011). Furthermore, the term curriculum is used in the world of education and experiences changes in meaning in accordance with developments and dynamics that exist in the world of education (Idi, 2011). In Arabic, the term curriculum is known as "manhaj" which means a clear path/plan (Munawwir, 1997).

Quoting Al-Khauly's opinion, Muhaimin stated that al-manhaj is defined as a set of plans and media to guide educational institutions in realizing the desired educational goals (Muhaimin, 2010). In his book an-Nahlawi defines the curriculum as follows.

وَالْمَنْهَجُ هُوَ خُطَّةٌ لِمَرْحَلَةٍ دَرَّاسِيَّةٍ فِي بَيْتَةِ مَدْرَسِيَّةٍ مُعَيَّنَةٍ أَوْ لِمَجْمُوعَةِ الْمَرَاجِلِ الْمَدْرَسِيَّةِ الَّتِي تُبَلِّغُ النَّاسِيئِينَ الْمُسْتَوِيَ التَّرْبَوِيَّ وَالسُّلُوكِيَّ وَالْفِكْرِيَّ الْمَطْلُوبَ لِيُصْبِحُوا أَعْضَاءً نَافِعِينَ صَالِحِينَ فِي أُمَّتِهِمْ وَمَجْتَمَعِهِمْ، عَامِلِينَ عَلَى النُّهُوضِ وَبِمُسْتَوَى أُمَّتِهِمْ وَتَحْقِيقِ مِثْلِهَا الْعُلْيَا

This means "curriculum is a step (plan) in one level of learning within a particular school or several levels of learning which are designed in order to deliver students to the expected educational, behavioral and intellectual levels, so that they are able to become good and useful members of society for the community. and society and are willing to work for the development of the nation and realize its ideals" (an-Nahlawi, 1983).

In line with the definition above, in Law no. 20/2003 concerning the National Education System, it is explained that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as methods used as guidelines for implementing learning activities to achieve educational goals (Undang-Undang Sekretariat Negara RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional). Curriculum as a program and learning experience as well as expected learning outcomes which are formulated through knowledge and activities that are systematically arranged, are given to students under the responsibility of the school to help the personal growth and development and social competence of students (Sudjana, 2008). Robert S. Zais stated the meaning of curriculum as follows: curriculum as the program of studies, curriculum as course content, curriculum as planned learning experiences, curriculum as experiences "had" under the auspices of the school, curriculum as structured series of intended learning outcomes, and curriculum as a written plan for action (Zais, 1976).

2. Basic Concepts of Islamic Religious Education

Islamic Religious Education is an effort to educate the Islamic religion or Islamic teachings and its values, in order to become a way of life (view and life attitude) of a person (Muhaimin, 2010). Islamic religious education is an effort in the form of guidance and care for students so that after completing their education they can understand and practice the teachings of the Islamic religion and make it a way of life (Daradjat, 1992). Islamic religious education is a conscious and planned effort to prepare students to know, understand, appreciate, accept, believe in, be devout, have noble character, practice the teachings of the Islamic religion from its main sources, namely

the holy books of the Qur'an and al-Hadith, through activities guidance, teaching exercises, and the use of experience (Ramayulis, 2008). Islamic religious education is a conscious and planned effort to prepare students to know, understand, appreciate and believe in the teachings of Islam, accompanied by demands to respect adherents of other religions in relation to inter-religious harmony so that national unity and integrity can be realized (Baharuddin, 2010). In Indonesian government regulation no. 55 of 2007 concerning Religion and Religious Education, it is explained that the final formulation of Islamic Religious Education which is used as nomenclature in various statutory regulations, curricula and others at this time, is education whose teaching material consists of the Qur'an Hadith, Aqidah/Akhlak, Fiqh, and SKI (Peraturan Pemerintah RI No. 55 Tahun 2007 Tentang Pendidikan Agama dan Keagamaan). In the 2013 curriculum, Islamic religious education is termed Islamic Religion and Character education. This is as explained in the Minister of Education and Culture Regulation Number. 69 of 2013 that Islamic Religious Education in the 2013 Curriculum has now changed to Islamic Religious Education and Character Education. This subject is a compulsory subject. Different from the previously implemented curriculum, this subject now has a time allocation of 3 hours per week (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah).

Development of the Islamic Religious Education (PAI) curriculum can be interpreted as: (a) activities to produce a PAI curriculum, (b) a process that links one component to another to produce a better PAI curriculum, and (c) preparation (design) activities, implementation, assessment, and improvement of the PAI curriculum (Muhaimin, 2010).

Referring to several definitions of PAI curriculum development above, an understanding can be drawn that PAI curriculum development is a process that links one PAI curriculum component with other PAI curriculum components to produce a PAI curriculum that is more ideal, relevant and perfect in terms of its objectives, the material, the strategy, and the evaluation.

3. Basic Concepts of Islamic Boarding Schools

Basically, Islamic boarding schools appear inseparable from the demands of the people. Therefore, Islamic boarding schools as educational institutions always maintain harmonious relations with the surrounding community so that their existence in the midst of society does not become alienating. (Nizar, 2007). The Islamic boarding school system is native or indigenous to Indonesia (Madjid, 1997; Pradini, dkk., 2016). Since the beginning of its growth, Islamic boarding schools have had various forms so that there is no standardization that applies to all Islamic boarding schools. However, in the process of growth and development of Islamic boarding schools, there appears to be a general pattern, which is taken from the meaning of the term Islamic boarding school itself, which indicates the existence of a certain pattern.

In the opinion of scientists, the term Islamic boarding school is two terms that contain one meaning. Javanese people call it "pondok" or "pesantren". It is often referred to as an Islamic boarding school. The term hut probably comes from the meaning of dormitories for students which are called huts or residences made of bamboo or perhaps comes from the Arabic word "funduq" which means a large dormitory provided for transit (Asrohah, 2004). In line with that, Rosnani Hashim's explanation in a journal: "The traditional system of Arabic Islamic education takes different forms in different settings. It takes the pondok form, in Malaysia, the pesantren form in Indonesia and the kuttub or traditional madrasah form in Nigeria" (Hasyim, dkk., 2011). So the word "pesantren" comes from the word "santri" which has the suffix "pe" and the suffix "an" which is written "pesantrian" and to make it easier to pronounce it it is pronounced "pesantren". Santri comes from the word "sastri" (Hindu language) which means "expert in the holy books of the Hindu religion" with the assimilation of the Indonesian language and to differentiate the meaning it is said that "santri" means "expert in the holy books of the Islamic religion" (Departemen Agama RI, 2004), which terminologically is "a person who focuses on learning about Islamic religious knowledge" (Departemen Agama RI, 2004; Mastuhu, 1994). For people who focus on learning, they must concentrate so that students absolutely have a boarding house, mosque and kiai (clerics) as spiritual teachers. This is the characteristic of Islamic boarding schools and differentiates them from other Islamic educational institutions. Meanwhile, according to Islamic boarding school terms, Islamic boarding schools are traditional Islamic educational institutions for studying, understanding,

deepening, appreciating and practicing Islamic teachings by emphasizing the importance of religious morals as a guide to daily behavior (Malik, 2005).

From the definitions above, it can give us an idea of the meaning of Islamic boarding school and finally it can be concluded that what is meant by Islamic boarding school is a traditional Islamic educational institution for studying Islamic teachings to be put into practice by emphasizing the importance of religious morals as a guide to daily behavior. Islamic boarding schools have a mission to develop Islamic da'wah. In learning, Islamic boarding schools have unique characteristics that are not practiced in educational institutions in general.

Research Methods

The approach used by researchers in the research is a descriptive qualitative research approach. The data collected in this descriptive study is in the form of words, images, and not numbers. The type of research used by researchers in this research is a case study. The location of this research is the As-Siddiqy Bungatan Situbondo Junior High School (SMP), which is one of the formal institutions located at the As-Siddiqy Bungatan Situbondo Islamic boarding school. This location was chosen because it has the advantage of being one of the educational institutions under the auspices of the Ministry of Education as well as being under the auspices of Islamic boarding schools which is able to adapt and integrate Islamic boarding school program-based Islamic boarding school curriculum development by incorporating most Islamic boarding school programs into the Islamic boarding school curriculum in schools. starting from the planning process, implementation, to evaluation.

The research subjects in this study are; (a) head of the school principal's foundation, (b) deputy head of curriculum, (c) Islamic religious education teacher, (d) curriculum development team, (e) several students. The techniques used in selecting subjects for this research were purposive sampling and snowball sampling. And the data collection techniques that researchers use are observation, interviews and documentation. The qualitative data analysis used in this thesis research is in the form of qualitative analysis of Miles and Huberman's interactive model, namely: data collection, data reduction, data display and drawing conclusions. In testing the validity

of the data, researchers used triangulation, namely source triangulation, method triangulation, peer discussion and member checking.

Result and Discussion

i. Management Planning for the Development of Islamic Education Curriculum Based on the Islamic Boarding School Program at As-Siddiqy Bungatan Situbondo Middle School for the 2023/2024 Academic Year

Research findings regarding Management Planning for Islamic Boarding School-Based Islamic Education Curriculum Development at As-Siddiqy Bungatan Situbondo Middle School include the formulation of development of curriculum objectives, development of PAI curriculum materials, development of PAI Curriculum Strategy, and PAI Learning Methods.

a. Formulation of Curriculum Objective Development

The formulation of the development of curriculum objectives as part of the Islamic boarding school program-based PAI curriculum development planning at As-Siddiqy Bungatan Situbondo Middle School refers to and is based on national education objectives, vision, mission, goals, policies and Islamic boarding school programs. This is intended to ensure that there is no overlap between schools and Islamic boarding schools as well as adapting, equalizing perceptions, and integrating the national/school curriculum with the Islamic boarding school curriculum starting from the aspects of vision, mission, goals, policies, programs, and implementation time. The formulation process is through a deliberation forum involving foundations, policy stakeholders and interested parties.

Meanwhile, the results of the formulation of the school's objectives/curriculum are to produce graduates who are faithful and pious, to produce graduates who are intelligent and responsive in Science and Technology, to produce graduates who are independent, capable, creative and innovative, to produce graduates who have good morals and noble character, and produce graduates who have insight, depth and breadth of theoretical (ilmiah) and practical (amaliyah) religious knowledge based on Islamic boarding school culture.

b. Development of PAI Curriculum Materials

The planning for the development of PAI curriculum material based on the Islamic boarding school program at As-Siddiqy Bungatan Situbodo Middle School is no different from PAI material in general, including Fiqh, aqidah, morals, history, Al-Qur'an hadith, but there are several additions and developments to PAI material that have been adopted into the PAI curriculum. namely Fiqh Material: Basic Fiqh materials taken from the book Mabaadiul Fiqh, SKI Material: Basic historical materials taken from the book 'Aqidatul lay, Aqidah Material: Basic Aqidah materials taken from the book 'Aqidatul lay, Moral Material : Basic moral education materials taken from the book Ta'limul Muta'allim, Al-Qur'an Hadith material: Material about educational hadiths, recitation material, and Tahfidz short letters.

c. Development of PAI Curriculum Strategy

The planning for developing a PAI curriculum strategy based on the Islamic boarding school program which will be implemented at As-Siddiqy Bungatan Situbondo Middle School is to include several Islamic boarding school activity programs as an integrated part of the PAI curriculum and learning. The activity program as strategy development takes the form of a routine program of study of basic books starting from basic fiqh books, history, moral creeds, al-Qur'an hadith, studies of rules for reading the Al-Qur'an. Meanwhile, other Islamic boarding school programs included in the PAI curriculum and learning at As-Siddiqy Bungatan Situbondo Middle School include training, namely congregational prayer training, reading bilal and sermons, caring for corpses, Hajj rituals, tahfidzul Qur'an, tahsinul qiraah, Islamic boarding school Ramadan, and celebration of Islamic holidays.

d. PAI Learning Method

The learning method as one of the management plans for Islamic boarding school program-based PAI curriculum development at As-Siddiqy Bungatan Situbondo Middle School is a method designed referring to and based on learning materials, programs and activities as part of Islamic Religious Education implemented at As-Siddiqy Bungatan Situbondo Middle School. The design methods are varied, namely lectures, discussions, interactive questions and answers, training, mentoring, memorization, practice and demonstrations.

2. Implementation of Management of PAI Curriculum Development Based on the Islamic Boarding School Program at As-Siddiqy Bungatan Situbondo Middle School for the 2023/2024 Academic Year

Research findings regarding the implementation of Islamic boarding school-based PAI Curriculum Development Management Program at As-Siddiqy Bungatan Situbondo Middle School include the formulation of curriculum objective development, development of PAI curriculum materials, development of PAI Curriculum Strategy, and PAI Learning Methods

a. Curriculum objectives

Implementation of curriculum objectives as part of the implementation of Islamic boarding school program-based PAI curriculum development management at As-Siddiqy Bungatan Situbondo Middle School is carried out and realized by comparing national educational objectives and Islamic boarding school objectives into school objectives and the PAI curriculum, namely by incorporating several Islamic boarding school programs into the PAI curriculum, including is the Basic Fiqh Book Study program, Ta'limul Muta'allim Book Study, 'Aqidatul lay book study, memorization of short letters and educational hadiths, religious training, worship practices, celebration of Islamic holidays, Ramadhan Islamic Boarding School program.

b. Development of PAI Curriculum Materials

Implementation of pesantren-based curriculum materials at SMP As-Siddiqy Bungatan Situbondo, namely by adding some PAI materials that are part of the pesantren program including Fiqh Ibadah material in the form of studying the material of the book of matan Fath al-Qarib (Taharah, prayer, fasting, zakat, and hajj) is implemented once a month twice, moral material in the form of studying the material of the book ta'limul Muta'allim (Understanding of Knowledge and Fiqh and its importance, Intention when studying, Choosing knowledge, teachers, friends, and knowledge perseverance, Exalting knowledge and scholars, Seriousness, perseverance, and ideals, Tawakkal, Time to seek knowledge, Character of love and sincerity, and Taking and learning manners) carried out once a week, historical material and Aqidah in the form of a study of the book Aqidah al-Awam (Brief Profile of the Prophet Muhammad, Meaning of Faith, Pillars) Faith, the 50 Aqeed, and Things that must be known for the mukallaf) are carried out twice a month, and the material of the Qur'an, hadiths, the study material consists of the rules of reading the Qur'an, memorizing juz

30, and hadiths - Hadith education is implemented every day. As for the implementation of additional PAI material based on the pesantren program, the target is students at SMP As-Siddiqy Bungatan Situbondo.

c. Development of PAI Curriculum Strategy

The implementation of the Islamic boarding school program-based curriculum strategy at As-Siddiqy Bungatan Situbondo Middle School, in general, is carried out through several activity programs in the form of yellow book studies, training, and celebration of Islamic holidays. The activity program in the form of yellow book studies includes the study of Fiqh, history, moral beliefs, al-Qur'an hadith. Meanwhile, training includes Taharah training, congregational prayers, tajhizul mayit, tahsinul qiroah, Hajj rituals, khitobah, and Ramadhan huts. Celebrations for Islamic holidays include the Islamic New Year, the Prophet's birthday, Isra' and Mi'raj, National Santri Day. The implementation time for each activity program is different, including daily, weekly, semi-monthly, monthly, 6-monthly and annually.

d. PAI Learning Method

The implementation of learning methods as part of the Islamic boarding school program-based PAI curriculum development management at As-Siddiqy Bungatan Situbondo Middle School refers to the material to be discussed and the condition of the students. The methods applied and implemented include lecture, question and answer, discussion, demonstration, practice, training and memorization methods. These methods are carried out and applied according to the material, activity program and students' conditions.

Conclusion

Based on and referring to several descriptions, analyses, findings, results and discussion of the research above, regarding management of PAI curriculum development based on Islamic boarding school programs at As-Siddiqy Bungatan Situbondo Middle School, the researcher can conclude several things, namely, first, PAI Curriculum Development Management Planning Based on the Islamic Boarding School Program at As-Siddiqy Bungatan Situbondo Middle School, including formulating the development of curriculum objectives, developing PAI curriculum materials, developing PAI Curriculum Strategies, and PAI Learning Methods; secondly,

the implementation of Islamic boarding school program-based PAI Curriculum Development Management at As-Siddiqy Bungatan Situbondo Middle School includes formulating the development of curriculum objectives, developing PAI curriculum materials, developing PAI Curriculum Strategies, and PAI Learning Methods.

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