

ISLAMIC BOARDING SCHOOL CURRICULUM CONTROVERSY AND CHALLENGES IN BUILDING EDUCATIONAL QUALITY STANDARD: FINDING A BALANCE BETWEEN TRADITION AND MODERNIZATION

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ABSTRACT

The Islamic boarding school curriculum is considered not to suit the demands of the modern world. There are also challenges for Islamic boarding schools to improve the quality standards of their education. This research aims to determine curriculum design and improve the quality standards of Islamic boarding school education in achieving a balance of tradition and modernization. The research uses a qualitative approach with the literature study method. Data collection techniques use document studies in the form of journals, books and other sources. Data analysis uses content analysis. Research findings show that there is educational curriculum controversy and challenges to quality standards in Islamic boarding schools. Several solutions were found, namely: Development of an integrated and interdisciplinary curriculum, teacher training and development, use of technology in education, collaboration with other Islamic education institutions, and continuous evaluation. This solution must be implemented with the principle of continuity and change.

Keywords: curriculum controversy, educational quality, pesantren.

A. Introduction

Islamic boarding school education in Indonesia has a long and rich history, originating from the early days of Islam in Indonesia. Many figures define Islamic boarding schools, one of which is KH. Imam Zarkasih in (Usman, 2013) defines Islamic boarding school as an Islamic religious education institution that uses a boarding system, the central figure is a kyai, the center of activities is centered in the mosque, and

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Islamic religious teaching is the main activity which is followed by the students under the care of the kyai. Islamic boarding school education has a major contribution in shaping Indonesia's religious and cultural identity (Supriyanto, 2020). Even Islamic boarding schools also have a contribution in reducing the flow of Islamophobia in the world (Aimah et al., 2024). With a focus on the study of the qur'an and hadith, Arabic grammar, and Islamic studies, Islamic boarding schools provide comprehensive education to students while emphasizing Islamic moral values and community service. Pesantren's unique teaching approach, which combines religious and general knowledge (such as science, technology, social, political, etc.) as well as practical skills training, has helped produce a generation of religious, scientific and socially aware students who are loyal and contribute to on the development of their community (Wahyuddin, 2016). Pesantren is a place where students are taught to live simply, work hard, and be humble (Fahham, 2020). This helps create strong and resilient personalities in students, as well as forming characters who are ready to face the challenges of the modern world. With the approach applied in Islamic boarding schools, students not only become educated religious experts, but also individuals who care and are active in building a better society.

Islamic boarding school curricula have become a frequently debated topic in recent years, with some arguing that Islamic boarding school curricula may not prepare students adequately for the demands of the modern world. However, supporters of the Islamic boarding school system argue that this system plays an important role in shaping the character and values of students. The emphasis on simplicity, hard work, and humility instilled in the students helps them develop strong and long-lasting personalities. In addition, the Islamic boarding school education

approach ensures that students not only excel in religious studies, but also become beneficial members of society. Regardless of the debate surrounding its curriculum, Islamic boarding schools continue to develop as institutions that contribute to community development (Wahyuddin, 2016).

Islamic boarding schools face challenges in selecting and implementing educational systems and content, due to changes in educational policies and opportunities in the modern era (Hasibuan, 2013). Although Islamic boarding schools may be very strong in personality development, because of the culture built in Islamic boarding school education, not all students will benefit equally, because each individual has different needs and talents. In addition, traditional Islamic boarding school approaches are considered not always relevant or effective in facing the ever-changing challenges and opportunities of modern education (Muzakki & Nisa', 2020). On the other hand, if Islamic boarding schools adapt too much to modernization, there is great concern that there will be negative impacts from this, one of which is globalization which has many negative impacts. The negative impact of globalization on education in Indonesia is changes in the education system, including the commercialization of education, which needs to be watched out for and responded to wisely (Setyawati et al., 2021). (Wibowo & Anjar, 2017) Mentions several negative impacts of globalization, including (1) eroding nationalist values, (2) changing youth lifestyles that are not in accordance with tradition, (3) rising intolerance and fading sense of tolerance among among the nation, (4) Increasing individualism, and (5) Dangerous secularism.

This controversy also extends to the need for Islamic boarding schools to improve the quality of their education in line with

developments over time. Many Islamic boarding schools exist as they are without implementing educational quality standards. Implementing education quality standards also requires the application of modern management in the process. Meanwhile, this is something new in Islamic boarding schools, and not all Islamic boarding schools are open to implementing modern management. However, to continue to exist and compete in the digital era, awareness of improving the quality of education with modern management needs to be a priority for Islamic boarding schools (Panut et al., 2021) . This is not to replace existing educational traditions, but to develop and strengthen them to suit the demands of the times. In this way, Islamic boarding schools can maintain their traditional roots while competing with increasingly developing modern education.

The importance of quality standards in Islamic boarding school education is to ensure that these educational institutions are able to provide quality and relevant education (Umar & Ismail, 2017) . By having clear quality standards, Islamic boarding schools can ensure that the curriculum they prepare not only maintains traditional religious values, but also meets the demands of modern education needed in contemporary society. (Fuad & M, 2024) . These quality standards also help Islamic boarding schools to evaluate the effectiveness of teaching and learning (Fathurrochman, 2017) , as well as increase accountability towards various stakeholders, including the wider community, parents, and the government. Thus, establishing quality standards not only increases the reputation of Islamic boarding schools as competent and trustworthy educational institutions, but also provides guarantees that the education provided is relevant to current developments and community needs.

From previous research that has existed, at least eight studies were found related to the issue of tradition and modernization of Islamic boarding schools, especially the education system and curriculum. As an example presented by (Budiyanto et al., 2022) , this research concludes that there must be an alternative solution to the controversy over tradition and modernization of Islamic boarding schools. However, the focus of the research is more on the human resources in the Islamic boarding school. From previous research there has been nothing specifically discussing the balance of tradition and modernization in special Islamic boarding schools in their curriculum and improving educational quality standards. Most of them describe in general terms the controversy over tradition and modernization of Islamic boarding schools. Therefore, this research will provide a new picture regarding the Islamic boarding school curriculum controversy. Where this research tries to find the right balance between these two things, in the field of curriculum and educational quality standards.

Thus, this research aims to find out how the curriculum and improving the quality standards of Islamic boarding school education achieve a balance of tradition and modernization that cannot be ignored. This can possibly be achieved with several things that must be implemented: integrating religious and general subjects where possible, using an interdisciplinary approach in teaching, providing soft skills and hard skills training for students, and increasing extracurricular activities that are relevant to the needs of society. And most importantly, integrating Islamic boarding school character education in all these activities.

B. Method

The method used in carrying out research is using a qualitative research approach and literature study methods. A qualitative research approach allows researchers to gain an in-depth understanding of the phenomenon under study (Niam et al., 2024) , while the literature study method makes it possible to collect information from various relevant sources (Wekke & Et al., 2019) . The use of this method allows researchers to compile a comprehensive picture of the Islamic boarding school curriculum. Thus, it is hoped that this research will provide a valuable contribution in further understanding of this distinctive Islamic educational institution.

The data collection process uses document study. Starting from journals, books, or other relevant sources. Documentation studies involve collecting data from documents, archives, or other written materials (Ardiansyah et al., 2023) . Zed in (Fadli, 2021) said that there are four stages of library study research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading and recording research material. The data analysis method used is content analysis. This analysis is generally defined as a method that includes all analyzes regarding the content of the text, but on the other hand, content analysis is also used to describe specific analytical approaches (Sitasari, 2022).

C. Results And Discussion

Islamic Boarding School Curriculum Controversy

Controversy in Islamic boarding school curricula arises from the tension between strong religious traditions and demands for broader and more modern learning (AR, 2018) . When nowadays modernization

changes are very strong and affect all aspects of society, Islamic boarding schools cannot ignore the demands of these changes. However, Islamic boarding schools are also in a dilemma because of course they have to be careful in adapting this modernization, because there are fears that it will actually erode the traditions of Islamic education in Islamic boarding schools that have been built over centuries. Several main points that can be explained further regarding the causes of this controversy are:

Dominance of Traditional Material: Islamic boarding schools tend to prioritize teaching the yellow book, Islamic religious studies, and the use of Arabic as the language of instruction (Wahyono, 2019) . This can lead to a lack of emphasis on modern subjects such as science, mathematics, foreign languages and practical skills needed in the modern world.

Limitations in Contemporary Learning: Traditions in Islamic boarding schools which are mostly anti-electronic goods can hinder Islamic boarding school students' access to general science and technology. This can impact their readiness to compete in an increasingly global and technologically connected world of work. For this reason, it would be better if Islamic boarding schools think about the use of technology in their education (Rizaldi et al., 2022) .

Challenges of Curriculum Integration: There are significant challenges in trying to integrate modern subjects with existing curricula in Islamic boarding schools without sacrificing the values and religious identity they uphold. This requires a careful approach and the right balance between strengthening religious identity and meeting modern educational needs.

Educational Background of Islamic Boarding School Leaders: Islamic boarding school leaders (caregivers) play a crucial role in the direction and development of Islamic boarding schools (Dinana & Subiyantoro,

2021) . So the educational background of Islamic boarding school leaders will greatly influence their leadership. With the background of caregivers who are not only in Islamic education institutions but also general education institutions, it will make it easier for Islamic boarding schools to adopt changes to the Islamic boarding school curriculum.

Challenges of Islamic Boarding School Education Quality Standards

The challenge in setting educational quality standards in Islamic boarding schools, which try to achieve a balance between tradition and modernization, involves several complex and significant aspects. The following are the main points of the challenges in Islamic boarding schools:

Educational Diversity : Islamic boarding schools often have diversity in terms of educational philosophy, teaching methods, and educational goals. Some Islamic boarding schools may focus more on religious education, while others may try to integrate general education with religious values. The main challenge here is to reach agreement on what should be the educational quality standards applied in all Islamic boarding schools.

Suitability to the Modern World: The quality standards of education in Islamic boarding schools must also be able to answer the challenges of the modern era such as information technology, science and technology, globalization, and the need for skills to enter an increasingly complex and connected world of work.

Measurement and Evaluation: Setting educational quality standards that are objective and measurable is a big challenge (Ristanti et al., 2023) . A proper evaluation system needs to be developed to ensure that Islamic boarding schools meet the set standards without compromising their

religious values and traditions.

Limited Resources: Many Islamic boarding schools face limitations in terms of physical, financial and human resources (Muzakky et al., 2023) (Hasriadi et al., 2023) . This may affect their ability to provide quality education in accordance with established standards.

Resistance to Change: Another challenge is resistance to change from parties who may tend to maintain the status quo or traditional characteristics of Islamic boarding schools. Introducing the changes needed to improve the quality of education can encounter these obstacles. There is resistance from some parties in Islamic boarding schools to changes that are considered to threaten traditional and religious values (Putri et al., 2024) . This can be a serious obstacle in efforts to update and modernize education in Islamic boarding schools.

Balance of Tradition and Modernization

Overcoming the challenges of controversy in Islamic boarding school curricula and educational quality standards requires a comprehensive and balanced approach between maintaining traditional values and meeting the demands of modern education. Here are some solutions to consider

Integrated and Interdisciplinary Curriculum Development

Create a curriculum that properly integrates traditional religious subjects with modern subjects such as science, mathematics, foreign languages and technology. The Islamic boarding school curriculum that is implemented must have the aim of ensuring that students receive quality education. By combining traditional religious subjects and modern subjects, Islamic boarding schools provide the opportunity for students to have knowledge that is comprehensive and relevant to current

developments. Because in reality all knowledge comes from Allah and this proves that the dichotomy between religious and general knowledge has ended (Yaqin et al., 2023) . This allows Islamic boarding schools to remain relevant and become leading Islamic educational institutions in Indonesia.

Apart from that, it is also necessary to develop a curriculum with an interdisciplinary approach that allows students to understand and apply religious values in a broader context. In this way, Islamic boarding schools are not only a place to study religion theoretically, but also a place to develop practical skills that can be applied in everyday life. Not only that, students must also be equipped with soft skills , such as leadership, team work, critical thinking, and so on. Soft skills are also important to encourage students to become successful individuals in the future (Khaudli & Nadir, 2024) . Because with the increasingly complex challenges of the times, it is felt that an interdisciplinary approach could be a solution (Naim & Huda, 2021) . The interdisciplinary curriculum also helps students to understand how religious values can be integrated into various aspects of life, from education, economics, to social.

Teacher Training and Development :

Providing regular training for Islamic boarding school teachers to be able to teach with more varied methods and integrate modern educational approaches in their teaching. With this periodic training, it is hoped that Islamic boarding school teachers can more easily follow the latest developments in the world of education and be able to improve the quality of their teaching. Apart from that, the integration of modern educational approaches can also help Islamic boarding schools to remain relevant and competitive in the current era of globalization (Elazhari, 2023) .

Use of Technology in Education:

Integrate information and communication technology (ICT) in the learning process to increase student access to information and digital skills needed in this digital era. This can also help increase the competitiveness of Islamic boarding schools in producing graduates who are ready to compete in an increasingly competitive world of work. By utilizing ICT, Islamic boarding schools can provide more interactive and interesting learning for students (Astuti et al., 2023) , thereby increasing their interest and motivation to learn. The integration of ICT in learning also provides opportunities for Islamic boarding schools to produce graduates who have good adaptability to changes and challenges in information and communication technology faced in the future.

Apart from that, Islamic boarding schools need to start trying to encourage the use of e-learning platforms or online learning resources that are in accordance with religious values to support learning in Islamic boarding schools. The use of e-learning has many benefits that can support learning activities in Islamic boarding schools. Among these are learning flexibility, extensive sources of teaching materials, and better involvement of students in learning (Supandi et al., 2024) . It remains to be seen how Islamic boarding schools implement their strategies to support e-learning, one of which is by providing training to Islamic boarding school teachers regarding e-learning.

Collaboration with Other Islamic Education Institutions:

Collaboration with other educational institutions in the Islamic boarding school context is an important strategy towards modernization while still maintaining the traditional values of Islamic boarding schools. Through this collaboration, Islamic boarding schools can gain access to the latest technological innovations and learning approaches from formal

educational institutions such as universities or research institutions. This collaboration is one of the important strategies for Islamic boarding schools to welcome the era of society 5.0 (Rahman & Husin, 2022) . However, it is important to ensure that the collaboration is based on a strong understanding of the Islamic boarding school's religious and cultural values. By maintaining a commitment to tradition, Islamic boarding schools can integrate religious values into a curriculum that is adapted to current developments. This collaboration also enables the exchange of knowledge and experience between institutions that can enrich Islamic boarding school education without sacrificing its unique identity and character. Thus, collaboration with other educational institutions can be the main driver in modernizing Islamic boarding schools which remain rooted in highly upheld traditional values.

Continuous Evaluation:

The implementation of evaluation is important in the context of monitoring this change process. Evaluation is a systematic process carried out, which will later become material for consideration to determine or create further policies regarding the extent to which a goal or program has been achieved (Amri & Bundu, 2021) . Continuous evaluation in the context of Islamic boarding schools which are moving towards modernization while still maintaining traditions is a critical process to ensure that the changes made do not sacrifice the values that have become the Islamic boarding school's identity. This evaluation includes continuous monitoring of the implementation of new innovations, both in technology and curriculum, to ensure that all changes are still in line with the educational mission and religious values adhered to by the Islamic boarding school.

These evaluation steps can also include regular feedback from

various stakeholders, including students, educators and the Islamic boarding school community. This is important to ensure that the changes made do not deviate from the main aim of the Islamic boarding school in forming the character and spirituality of the students.

In addition, ongoing evaluation also involves reflection on students' learning outcomes and the impact of modernization initiatives on personality development and the overall quality of education. With this approach, Islamic boarding schools can continue to integrate innovations that support modernization without sacrificing the essence of the traditions and values that characterize them.

By implementing several of the solutions mentioned, Islamic boarding schools will be able to adapt to the era of modernization. Implementing changes that can make Islamic boarding schools continue to exist and be relevant to current developments. By continuing to maintain the traditions or local wisdom of the Islamic boarding school. But there are important notes in implementing these solutions or changes. Namely, Islamic boarding schools must have the principles of the rules of ushul fiqh which read (Mukarrom, 2023) :

المحافظة على القديم الصالح والأخذ بالجديد الأصح

maintaining good traditions and implementing new and better innovations or can be called the principle of continuity and change . This means that the first thing that Islamic boarding schools must do is maintain the Islamic boarding school's traditions strongly. Don't be weak about changes or new innovations. Once the Islamic boarding school tradition is strong, it will be very easy and safe to implement new innovations according to current developments in various fields. So we can achieve an Islamic boarding school that is strong in tradition and

great in innovation.

D. Conclusion

In the era of modernization, Islamic boarding schools inevitably have to adapt to current developments. But on the other hand, Islamic boarding schools also have educational traditions that have been built for centuries, which would be a shame if they were lost due to modernization. For this reason, Islamic boarding schools must be able to find a balance point between tradition and modernization.

In the curriculum, Islamic boarding schools have controversies or contradictions in implementing modernization due to: the dominance of traditional materials, limitations in contemporary learning, challenges in curriculum integration, and the educational background of Islamic boarding school leaders. In terms of developing the quality of educational standards, Islamic boarding schools also have their own challenges, including: educational diversity, suitability to the modern world, measurement and evaluation, limited resources, and resistance to change.

To overcome these controversies and challenges, there are several solutions that Islamic boarding schools can implement to modernize education without abandoning their educational traditions. Some of them are: integrated and interdisciplinary curriculum development, teacher training and development, use of technology in education, collaboration with other Islamic education institutions, and ongoing evaluation. But in implementing this solution, Islamic boarding schools must apply the principle: *المحافظة على القديم الصالح والأخذ بالجدید الأصح* (maintaining good traditions and implementing new and better innovations).

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