

EMERGENCE OF PESANTREN EDUCATION CURRICULUM MANAGEMENT IN RESPONDING TO GLOBAL SOCIAL AND ECONOMIC DYNAMICS

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ABSTRACT

This study aims to provide solutions to the management of pesantren education curriculum in responding to global social and economic dynamics in emergency conditions. The research design used qualitative research with a case study approach. The qualitative approach was chosen because it can provide an in-depth understanding of how curriculum management is adapted and implemented in a specific context. In this study, data were collected from various informant sources including Kyai, santri, pesantren administrators, and pesantren alumni. While data collection techniques in this study include interviews, observation and documentation. Qualitative data analysis techniques used include coding, theme grouping, and in-depth interpretation to identify patterns, trends, and relationships relevant to curriculum management responses to global social and economic changes. This research was conducted at Banyuwangi boarding school which is known as one of the leading Islamic education institutions in the area. The selection of Banyuwangi boarding school as the research location can be considered because of its established reputation in providing quality Islamic religious education, as well as because of the diversity of religious and educational activities that can be observed and analyzed in this boarding school environment. The results of this study include adequate technological infrastructure, partnerships with outside institutions and multicultural education.

Keywords: Curriculum Management Islamic Boarding School, Global Social and Economic Dynamics..

A. Introduction

The curriculum management of pesantren education not only aims to preserve the scientific tradition, but also to adapt to dynamic global social

and economic changes (Isbah, M. F. 2020); (Budiharso, T., Bakri, S., & Sujito, S. 2023). Therefore, pesantren education curriculum management needs to be adapted to face the challenges and changes that occur at the global level (Hadi, M. 2022); (Isbah, M. F. 2020). In the era of globalization, the ability to adapt to global social and economic dynamics becomes very important to ensure the relevance of pesantren education and the readiness of its graduates to face an increasingly complex and connected world (Hadi, M. 2022); (Budiharso, T., & Suharto, T. 2022). This is evidenced by the theory put forward by the UNESCO Study which states that education must include global competencies, including cross-cultural understanding, critical thinking, and digital skills (Yasmin, F., & Islam, M. I. 2021); (Ukpokodu, O. N. (2020). Pesantren that adapt their curriculum to these needs will be better able to prepare their students to participate actively and competitively in the international arena (Sulaiman, S., Soebahar, A. H., & Mundir, M. 2023); (Munadi, M. 2023). Thus, in facing an increasingly complex and connected world, pesantren education curriculum management needs to be adapted to be relevant to global social and economic dynamics, ensuring graduates are ready to face the challenges of a complex and connected world.

Research on pesantren education curriculum management in responding to global social and economic dynamics has been conducted by many previous studies (Isbah, M. F. 2020); (Yusuf, M. A., & Taufiq, A. 2020). This shows that emergence in the curriculum is very important to ensure the relevance of pesantren education in the era of globalization (Budiharso, T., & Suharto, T. 2022); (Maksum, M. N. R., Asy'arie, M., & Aly, A. 2020). This is evidenced by the theory put forward in an article in the Journal of Islamic Education (2020) which states that many pesantren have integrated science and technology subjects into their curriculum as a

response to the demands of globalization and modernization (Sulaiman, S., Soebahar, A. H., & Mundir, M. 2023); (Assa'idi, S. D. 2021). Therefore, emergence in pesantren education curriculum management is essential to ensure relevance in the era of globalization.

This research aims to provide solutions of pesantren education curriculum management in responding to global social and economic dynamics in emergency conditions, including adequate technological infrastructure, partnerships with outside institutions and multicultural education (Kusumaputri, E. S., Muslimah, H. L., & Hayati, E. I. 2023); (Puspitarini, D., Degeng, I., Praherdhiono, H., & Suryati, N. 2023). This is because the rapid changes in society and the global economy require significant adaptations in the pesantren education system to remain relevant and effective (Sulaiman, S., Soebahar, A. H., & Mundir, M. 2023); (Fandir, A. 2024). According to the Indonesian Ministry of Education and Culture Report (2019) emphasizes the importance of rapid curriculum reform and responsiveness to social and economic changes to ensure that pesantren education remains relevant and able to produce competent and adaptive graduates (Jusubaidi, J., Lindgren, T., Mujahidin, A., & Rofiq, A. C. 2024); (Akromusyuhada, A., Fachrudin, A., Andriyani, A., & Bahri, S. 2023). Thus, this study aims to provide solutions for curriculum management of pesantren education under emergency conditions, including technological infrastructure, partnerships with outside institutions, and multicultural education, to ensure the relevance and effectiveness of pesantren education in the face of rapid global social and economic changes.

Pesantren Curriculum Management

Curriculum management is not only about organizing teaching materials and lesson schedules, but also about ensuring that every

student gets a holistic and meaningful learning experience (Prasetyo, T., Rachmadtullah, R., Samsudin, A., & Aliyyah, R. R. 2021); (Karalis, T. 2020). Effective curriculum management is important because it ensures that learning in schools or educational institutions takes place in a structured, directed manner, and in accordance with the desired educational objectives. According to a report from the American Institutes for Research, schools that have a good curriculum management system can allocate their resources more appropriately, thereby improving operational efficiency and student learning outcomes (Asiyai, R. I. 2022); (Bradley, V. M. 2021). Therefore, effective curriculum management not only organizes teaching materials and lesson schedules, but also ensures holistic and meaningful learning experiences for students, improves teaching efficiency, and optimizes resources to productively achieve educational goals.

Curriculum management must also be responsive to the times and the needs of society, so that teaching materials and teaching methods are always relevant and contextualized (Volungeviciene, A., Tereseviciene, M., & Ehlers, U. D. 2020); (Reddy, C. 2021). Therefore, curriculum management not only focuses on administrative aspects, but also acts as a direction guide in the development of educational quality. According to research from UNESCO, schools that implement dynamic curriculum management tend to be more adaptive and innovative in facing global education challenges (Dimmock, C., Tan, C. Y., Nguyen, D., Tran, T. A., & Dinh, T. T. 2021); (Mncube, D. W., Ajani, O. A., Ngema, T., & Mkhasibe, R. G. 2023). Thus, responsive and evaluative curriculum management is essential for creating a resilient and highly competitive education system.

Social Dynamics

Social dynamics are not only influenced by changes in economic and

political structures, but also by interactions between individuals and groups that reflect cultural values and social norms (Vargo, S. L., Akaka, M. A., & Wieland, H. 2020); (Papi, M., & Hiver, P. 2020). Social dynamics are important to study because they affect various aspects of human life, including individual interactions, group formation, and community development. Studies from the World Bank show that societies that understand and manage social dynamics well tend to be more adaptive to economic, political, and environmental changes (Arnott, D., Chadwick, D. R., Wynne-Jones, S., Dandy, N., & Jones, D. L. 2021); (Constantino, S. M., Sparkman, G., Kraft-Todd, G. T., Bicchieri, C., Centola, D., Shell-Duncan, B., ... & Weber, E. U. 2022). For example, communities that have strong solidarity mechanisms are better able to survive and adapt in the face of natural disasters or economic crises. Thus, responsive and evaluative curriculum management is essential to create an education system that is adaptive, innovative, and able to meet the needs of the times and global challenges.

Social dynamics are not only influenced by changes in technology and information, but also by patterns of communication and interaction within communities that reflect a diversity of perspectives and experiences (Vargo, S. L., Akaka, M. A., & Wieland, H. 2020); (Carpenter, J. P., Krutka, D. G., & Trust, T. 2022). Social dynamics are important to understand because they affect various dimensions of human life, including identity formation, behavior patterns, and community structure. Research from Harvard University suggests that societies that understand and manage social dynamics well tend to be more inclusive and harmonious (Lomas, T., Ishikawa, Y., Diego-Rosell, P., Daly, J., English, C., Harter, J., ... & Lai, A. Y. 2022); (Mangaliso, M. P., Mangaliso, N. A., Ndanga, L. Z., & Jean-Denis, H. 2022). For example, communities that

encourage the active participation of their members tend to be more resilient and better able to deal with social challenges. Thus, an in-depth understanding of social dynamics is essential for creating cohesive and competitive communities.

Global Economy

The global economy shows that economic development in different countries is interrelated and affects each other (Ergashev, I., & Farxodjonova, N. (2020); (Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. 2021). Globalization has increased economic integration around the world. Countries are becoming more interconnected through trade, investment, and technology. This allows the free flow of goods, services, and capital across national borders, creating a more integrated global market. According to studies conducted by the Center for Global Development, an understanding of the global economy allows individuals to predict and adjust to changes in international trade and global market dynamics (Clapp, J., & Moseley, W. G. 2020); (Hernandez-de-Menendez, M., Morales-Menendez, R., Escobar, C. A., & McGovern, M. 2020). Therefore, the global economy shows that the linkages between economic development in different countries are due to international trade, investment, and economic policies that are interconnected.

The global economy shows that the linkages between economic development in different countries are due to international trade, investment, and interconnected economic policies (Greenwood-Nimmo, M., Nguyen, V. H., & Shin, Y. 2021); (Muminov, N., Hoshimov, P., Muxitdinova, N., & Umarov, O. 2020). Economic policies, such as market regulation and monetary policy, also play a key role in regulating capital flows and global economic growth. Studies conducted by the Center for Global Development show that a deep understanding of global economic

dynamics enables individuals and organizations to respond more effectively to changes in international trade and global market dynamics (Pananond, P., Gereffi, G., & Pedersen, T. 2020); (Ahlstrom, D., Arregle, J. L., Hitt, M. A., Qian, G., Ma, X., & Faems, D. 2020). Thus, the interconnectedness of global economic development is influenced by international trade, investment, economic policy.

B. Method

This research was conducted at Banyuwangi boarding school. This research was conducted at Banyuwangi boarding school, which is known as one of the leading Islamic education institutions in the area. The selection of Banyuwangi boarding school as a research location can be considered because of its established reputation in providing quality Islamic religious education, as well as because of the diversity of religious and educational activities that can be observed and analyzed in this boarding school environment.

This research design on curriculum management in response to global social and economic dynamics uses qualitative research with a case study approach. The qualitative approach was chosen because it can provide an in-depth understanding of how curriculum management is adapted and implemented in a specific context, while the case study allows researchers to explore in detail the interaction between global factors such as social and economic changes and curriculum management in the educational institution under study.

In this study, data were collected from various informant sources that have different roles and perspectives in the life and operations of the pesantren. The informant sources include Kyai, santri, pesantren administrators, and pesantren alumni. This approach aims to obtain a

comprehensive and in-depth picture of various aspects of life and education in Islamic boarding schools.

The data collection techniques in this study included interviews, observation and documentation. Interviews were used to explore the direct perspectives of stakeholders, such as school administrators, teachers and students, regarding curriculum adaptation to global change. Observation allows researchers to directly observe the implementation of curriculum strategies in a practical context, while documentation is used to analyze official policies and related administrative documents governing curriculum management in the educational institutions studied. This combination of techniques is expected to provide a comprehensive picture of how curriculum management adapts and responds to changing global dynamics.

Researchers will use qualitative data analysis techniques to process and analyze the data collected. Qualitative data analysis techniques that will be used include, Qualitative data analysis that allows researchers to understand and interpret the meaning behind the data obtained from interviews, observations, and documentation. The data collected will be analyzed through a process of coding, theme grouping, and in-depth interpretation to identify patterns, trends, and relationships relevant to curriculum management's response to global social and economic change. This technique also allows the researcher to delve deeper into the experiences, views and practices in the field, thus providing richer and more comprehensive insights into how the curriculum is adapted in the context of global dynamics.

C. Results And Discussion

Adequate Technology Infrastructure

368

Emergence Of Pesantren Education Curriculum Management In Responding To Global Social And Economic Dynamics

Indah Puspitasari, Muh. Imam Khaudli, Fina Zaidatul Istiqomah

Adequate technological infrastructure in the Darussalam blokagung Banyuwangi Islamic boarding school shows that technological development can increase efficiency and productivity, but challenges in terms of cost and accessibility can hinder its application in some areas (Ekaningsih, L. A. F., Salim, U., Djumahir, D., Indrawati, N. K., & Djakfar, M. 2022); (Ogunjobi, J. O., Eseyin, O., & Popoola, O. 2021). Therefore, adequate technological infrastructure is essential to drive economic growth, improve operational efficiency, and encourage innovation in various industrial sectors (Bawono, S. 2021); (Cuevas-Vargas, H., Fernandez-Escobedo, R., Cortes Palacios, H. A., & Ramirez-Lemus, L. 2021). Good technological infrastructure ensures that individuals and businesses have access to high-speed internet and other digital services (Ydyrys, S., Ibrayeva, N., Abugaliyeva, F., Zhaskairat, M., & Uvaliyeva, A. 2023); (Ehimuan, B., Anyanwu, A., Olorunsogo, T., Akindote, O. J., Abrahams, T. O., & Reis, O. 2024). According to the International Telecommunication Union, increased internet access in developing countries has led to increased access to education and new business opportunities (Dar, S. A., & Lone, N. A. 2022); (Akpan, I. J., Udoh, E. A. P., & Adebisi, B. 2022).

From the interviews above, it can be concluded that technological infrastructure in pesantren provides many benefits, such as increasing efficiency and productivity and facilitating the teaching and learning process. Support for this technology comes from various parties, including kyai, santri, administrators, and pesantren alumni. Kyai emphasized the need to use technology wisely because there are still challenges related to cost and accessibility. Pesantren administrators realize that the cost of devices and infrastructure is still expensive, but they continue to seek solutions so that all students can enjoy the benefits

of technology. One example of the application of technology is the SMD (Sekolah Media Darussalam) school provided by the field of communication and publication with a choice of several majors including Photographer, Journalism, Ilmiah Writing (KTI), Literature, Graphic Design, and Web Developer. Pesantren alumni also see the importance of technology in assisting further studies and the world of work, and emphasize the need to increase access to technology to be more equitable in all circles. Thus, it can be concluded that Pesantren Darussalam Blokagung Banyuwangi has successfully implemented an adequate technology infrastructure, which is proven to be able to increase learning efficiency and productivity.

Partnerships with External Institutions

The partnership of Pesantren Darussalam Blokagung Banyuwangi with outside institutions shows that interorganizational collaboration can increase capabilities and resources, but challenges in coordination and differences in organizational culture can be obstacles that need to be overcome to achieve common goals (Akromusyuhada, A., Fachrudin, A., Andriyani, A., & Bahri, S. 2023); (Yunindyawati, Y., Lidya, E., Erina, L., & Susanto, T. A. 2022). Partnerships with outside institutions are therefore essential to expand networks, enhance capabilities, and access resources that may not be available internally (Nsanzumuhire, S. U., & Groot, W. 2020); (Muthoka, R., Kilika, J., & Muathe, S. 2022). A study from the MIT Sloan Management Review shows that companies that partner with outside institutions have a higher level of innovation compared to companies that only rely on internal resources (Findikoglu, N. M., Ranganathan, C., & Watson-Manheim, M. B. 2021)

Source: Messenger Teacher from Pesantren Darussalam Blokagung

It can be concluded from this data that the partnership between

Pesantren Darussalam Blokagung Banyuwangi and outside institutions can result in increased capabilities and access to wider resources. The partnership between Pesantren Darussalam Blokagung Banyuwangi and Pondok Pesantren Darussalam Manokwari has been realized through a concrete form of collaboration. Namely, by sending teachers from Blokagung to Manokwari to provide direct teaching at the boarding school. Good collaboration between educational institutions can result in a significant increase in the number of learners and the quality of education. The diagram presented confirms that this kind of initiative can help new educational institutions such as Pondok Pesantren Darussalam Manokwari to grow and develop in a short period of time. The results of this partnership can be seen from the increase in learners each year, showing that this collaboration has succeeded in providing significant benefits in terms of education and pesantren development.

Multicultural Education

Multicultural education of Darussalam blokagung Banyuwangi pesantren shows that understanding and appreciation of cultural diversity is very important in building a harmonious society (Rahman, B. A. 2022); (Afriyanto, D., & Anandari, A. A. 2023). Therefore, multicultural education is essential for building a harmonious society because it helps individuals understand, appreciate, and accept cultural differences. It can reduce conflict and enhance cooperation among different cultural groups. However, challenges such as implementing an inclusive curriculum and eliminating stereotypes still hinder the success of multicultural education. Research by the American Psychological Association found that students involved in multicultural education showed better understanding and higher appreciation of other cultures (Doucette, B., Sanabria, A., Sheplak, A., & Aydin, H. 2021); (Aslan, S., & Aybek, B. 2020).

The data is presented in the form of documentation as follows:

Figure 1. Dauroh Lughotul 'Arobiyyah activity



Source: Documentation by Arabic Dormitory Management

Figure 2. PPL Advance Class Activities



Source: Documentation by English Dormitory Management

Figure 3. Mandarin Vocab Drill Activity



Source: Documentation by Chinese Language Dormitory Management

From the picture above, it can be concluded that multicultural education at Pesantren Darussalam Blokagung Banyuwangi shows the importance of understanding and appreciating cultural diversity in building a harmonious society. Pesantren Darussalam Blokagung has implemented the multicultural education by teaching foreign languages used in countries with different cultural backgrounds. For example, Arabic, English and Mandarin. This aims to broaden understanding and tolerance of diverse cultures. Teaching these languages not only helps in cross-cultural communication, but also enriches the educational experience by understanding values and traditions from different parts of the world. This education helps individuals to understand, appreciate and accept cultural differences, which can reduce conflict and enhance cooperation between cultural groups. Nonetheless, challenges such as implementing an inclusive curriculum and eliminating stereotypes still need to be overcome. Research shows that students who engage in multicultural education have a better understanding and appreciation of other cultures and a more positive view of diversity.

D. Conclusion

The curriculum management of pesantren education needs to be continuously adapted to face challenges and changes in a dynamic global context. This is important to ensure that pesantren education remains relevant and effective in preparing students to face an increasingly complex and connected world. Some important points in responding to

373

Emergence Of Pesantren Education Curriculum Management In Responding To Global Social And Economic Dynamics

[Indah Puspitasari](#), [Muh. Imam Khaulli](#), [Fina Zaidatul Istiqomah](#)

global social and economic dynamics at Pesantren Darussalam Blokagung Banyuwangi include adequate technological infrastructure, partnerships with outside institutions, and multicultural education. Adequate technological infrastructure is evident through the establishment of the Darussalam Media School (SMD) by the field of communication and publication. SMD offers several majors such as Photographer, Journalism, Scientific Writing (KTI), Literature, Graphic Design, and Web Developer which aims to improve learning efficiency and productivity. Partnerships with outside institutions can enhance the capabilities and resources of the pesantren, as well as support educational innovation. Positive experiences from partnerships such as sending teacher delegates between pesantren show significant benefits in improving the quality of education. Multicultural education in pesantren is important to build understanding, appreciation and acceptance of cultural diversity by teaching foreign languages spoken in countries with different cultural backgrounds. For example, Arabic, English and Mandarin. This aims to broaden understanding and tolerance of diverse cultures. Teaching these languages not only helps in cross-cultural communication, but also enriches the educational experience by understanding values and traditions from different parts of the world. Thus, research and implementation of solutions such as adequate technological infrastructure, partnerships with outside institutions, and multicultural education can assist pesantren in maintaining the relevance and effectiveness of their education in the fast-changing era of globalization.

As for the implications of this research theoretically, research can identify areas where processes or practices can be improved. For example, research on the use of technology in education can provide recommendations for improving the use of digital tools in the teaching

and learning process. Practically, the results of this study can be used by other pesantren to develop a curriculum that is more relevant to the needs of the global market, increase the use of technology in learning, and establish partnerships with outside institutions to broaden the horizons and opportunities for santri. The methodology used in this study may have limitations in terms of data collection, analysis, and interpretation, so future research could be more comprehensive and provide deeper insights into how to improve technological infrastructure, build effective partnerships, and implement multicultural education in various educational institutions..

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