

Curriculum Management Analysis of Pesantren-Based Vocational School in Internalizing Religious Values in the World of Work

Miftahudin¹, Tri Joko Raharjo², Eko Suprptono³, Titi Prihatin⁴

1.Universitas Negeri Semarang, Semarang, Indonesia, miftah.119@gmail.com

2.Universitas Negeri Semarang, Semarang, Indonesia, trijokoraharjo@mail.unnes.ac.id

3.Universitas Negeri Semarang, Semarang, Indonesia, ekosuprptono@mail.unnes.ac.id

4.Universitas Negeri Semarang, Semarang, Indonesia, titiprihatin@mail.unnes.ac.id

ABSTRACT

The aim of this study is to analyze the curriculum of Pesantren-based Vocational Schools (SMK) with the internalization of religious values within the context of the working world. The research methodology employed in this study is qualitative research, which involves analyzing phenomena within society. The research subjects consist of SMK RMB with a curriculum system based on Pesantren principles. Data sources used in this research include observation, interviews, and questionnaires. Data analysis involves triangulation of data obtained from observations, interviews, and questionnaires. To ensure the relevance of the data, a data reduction process is carried out.

Instrument validity is ensured through validation by experts in curriculum and instructional design. The results of the study indicate that the curriculum in SMK RMB is a combination of independent curriculum, Pesantren curriculum, and synchronization with the specific needs of the industry, particularly those that require SMK graduates. The internalization of religious values is embedded in the curriculum framework of the school, and it is also implemented through the learning process in the Pesantren, which emphasizes the integration of cultural values in students' activities and the Pesantren culture..

KEYWORDS: Vocational High School curriculum, Pesantren, world of work, vocational education, integration, holistic approach.

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Introduction

Education in the digital era emphasizes individuals who have job-ready competencies, meaning they possess skills that align with the needs of the industry and business world. In entering this global arena, the younger generation must prepare themselves to compete in the business and work sectors (Sanoto, 2021). Recognizing the increasingly massive competition in the job market, the government encourages the establishment of vocational schools. It is expected that through the establishment of vocational education institutions, the younger generation will have specialized skills that can serve as an asset when entering the workforce (Almıaçık et al., 2019; Ramadhani & Rahayu, 2020). The objectives of secondary vocational education are divided into two categories: general objectives and specific objectives. The general objective of vocational education is to enhance faith in God and produce competent and competitive human resources. One form of educational system designed to prepare skilled and work-ready labor is through vocational education or vocational high schools (SMK) (Prihantoro, 2020).

The curriculum of SMK is essentially developed based on industry needs, aiming to prepare skilled workers who are ready for employment, commonly known as vocational education. In addition to equipping students with competencies and abilities that are suitable for industry needs, it is also necessary to nurture individuals with good personal values, which are manifested through religious education (Agustin Hanivia Cindy, Sugiyono Sugiyono, Husaini Usman, 2022; Astuti et al., 2023). One model of vocational education that applies a vocational curriculum in combination with strong religious values is the Pesantren Vocational

High School (SMK Pesantren) (Ayçiçek, 2020; Muhammad et al., 2021). The curriculum of SMK Pesantren combines elements from the national curriculum and the pesantren curriculum. This is a consequence that must be implemented by SMK Pesantren in order to achieve harmony in the educational process, as pesantren has its own distinct culture that emphasizes spiritual and noble character development. The combination of the national curriculum and the pesantren curriculum is a decision made by the management to maintain the essence of these two different aspects. Pesantren education and vocational education have differences in their backgrounds and existence, and in some aspects, they even confront each other, especially ideologically (Maknun et al., 2020; Tentama & Arridha, 2020).

Considering the fundamental ideologies of Pesantren Education and Vocational Education, what SMK Pesantren does is to blend these two educational ideologies to foster acculturation that ultimately realizes the transformation of pesantren education while keeping up with the development of time and technology (Zulihi et al., 2023). Educational transformation can be understood as a change in the educational system that brings new strength to the world of education in Indonesia. There are three factors that determine the success of an education process: 1. input factors (Raw Input), which include the raw input of students undergoing teaching and learning processes (PBM); 2. environmental factors (Environmental Input), which encompass factors outside the school or beyond PBM, such as ecology, family, and society; 3. instrumental input factors, which consist of goals, curriculum, media, including educators. These three factors undergo the process of educational transformation, which then leads to the output or graduates (Soedijarto, 2008).

Considering the curriculum in SMK Pesantren, it certainly requires maximum effort in its management process to achieve good results, namely students' competencies in their vocational field and their religious competence. This is also the reason why parents choose to enroll their children in SMK Pesantren. The existing curriculum workload undoubtedly requires students who are academically and mentally prepared to undergo the education process in SMK Pesantren (Cahyono et al., 2021; Tentama et al., 2019). The admission process for new students in SMK Pesantren tends to be more flexible, where academic ability is not the main consideration for admission. This has become a tradition in the pesantren world that it is not appropriate to reject someone who seeks knowledge. As a result, the students in SMK Pesantren come from diverse social strata and have varying academic abilities. Robert E. Slavin (2008: 134-136) suggests that students' social class may have a significant impact on their attitudes and behaviors at school. This becomes a unique challenge for SMK Pesantren as an educational institution.

As an institution under the umbrella of pesantren, SMK Pesantren also carries out activities that are present in pesantren, resulting in a tightly packed schedule for the students. This also requires mental readiness from the students to be able to manage their time well and enjoy the process. These challenges require SMK Pesantren to constantly improve every aspect of its activities, aiming to have a positive influence and be conducted joyfully by the students. The pesantren activities provide an added value to SMK Pesantren, as students become accustomed to pesantren traditions such as independence, time management, togetherness, simplicity, manners, worship, and learning traditions. In relation to the learning traditions, students undergo the learning process not only in the classroom but also in other places such as the mosque, hall, or dormitory terrace. Such activities indirectly internalize in the students' souls that learning does not have to take place in a specific location but can occur anywhere.

Based on several studies that have been discussed, it is evident that the education process in SMK Pesantren implements a combination of two curricula, integrating them into one integrated learning curriculum that upholds student competence and religious values as the foundation for each student. Therefore, this research aims to analyze the curriculum management of Pesantren-based SMK and the internalization process of religious values in the context of the working world (High et al., 2018; Sarigoz, 2022).

Method

The research method employed in this study is qualitative research. The purpose of using qualitative research in this study is to analyze the curriculum management of Pesantren-based

Vocational High Schools (SMK) and the implementation of religious values in the context of the working world. The focus of this research is the curriculum management at SMK Roudlotul Muhtadiin Jepara. Data and research sources are obtained from documentation, interviews, and observations conducted on the research subjects. The research data undergoes a process of data triangulation, which involves the reduction of data through documentation, interviews, and observations..

Result

The research results are described in three aspects: school description, the system of vocational high school curriculum, and the system of junior high school curriculum based on pesantren.

Curriculum Learning in Pesantren-based Vocational High School

The curriculum of SMK Roudlotul Muhtadiin Balekambang Jepara aims to collaborate between the National Education curriculum and the pesantren curriculum. The combination of the vocational high school curriculum and the Pesantren Curriculum is intended to achieve the goal of producing graduates who prioritize pesantren values and are ready to compete in the global world, while adhering to the Ahlussunnah waljamaah teachings and being competent in the discipline of their studies. In addition, the curriculum of SMK Roudlotul Muhtadiin implements an independent curriculum integrated with the pesantren curriculum.

As an educational institution under the auspices of the pesantren, the curriculum is developed based on the progress of the times and character development.

The development of the SMK RUM curriculum is currently based on: 1) the regulations of the Ministry of Education and Culture regarding the guidelines for the implementation of independent learning curriculum, starting from the policies of independent learning curriculum, curriculum structure, teaching modules, and strengthening projects for the Pancasila learner profile, 2) Decree of the Director General No. 22/D/O/2021 regarding the establishment of SMK Center of Excellence, which requires the implementation of independent curriculum. This year, SMK RMB was selected by the Director General of Vocational Education to become a Center of Excellence, and 3) Meeting of the pesantren management board, along with the caretakers and the teaching council, to determine the pesantren curriculum. In this meeting, the pesantren management board and the vocational high school sit together to decide on the pesantren curriculum to be followed by SMK RMB students.

SMK RUM has six fields of expertise: Computer and Network Engineering (TKJ), Culinary Arts, Fashion Design, Animation, Electronics Engineering, and Automotive Engineering. These six fields of expertise have different objectives according to their respective competencies. The curriculum development is based on the subjects relevant to the vocational high school graduates' competencies based on their chosen majors. Thus, the curriculum and the standards of graduate competencies are fulfilled legally. Meanwhile, in terms of learning aspects, the learning system in the pesantren is divided into Pesantren Curriculum at the Wustho level and the Content of the Pesantren Curriculum at the Ulya level.

The Systematics of Pesantren-based Vocational High School Curriculum

The management element following the planning is organization. The curriculum organization implemented in SMK RMB is carried out after reviewing/evaluating the previous year's curriculum, followed by analyzing the school's needs through consultations involving multiple parties, including the school principal, vice principals, department heads, school committee, and industry representatives. The design of the Pesantren-based Vocational High School curriculum at SMK Roudlotul Muhtadiin Balekambang Jepara is developed from several previous curricula and through the integration process of business world needs, while not neglecting the implementation of religious values in the underlying learning conducted at the school. Competency mapping in the curriculum represents the competencies required by the world of work. Thus, the curriculum development always involves the industry to provide input regarding the competencies needed in the world of work. The aspect strengthened in the learning curriculum of the Pesantren-based Vocational High School is the competence related to the implementation of technology in the industry and the practical mastery of digital technology in the workplace.

The development of the curriculum at SMK Roudlotul Muhtadi in Balekambang Jepara is not only about organizing the learning curriculum implemented within the school but also accommodating students' activities outside of school hours, which are integrated into the activities within the pesantren. Thus, the curriculum is designed holistically, encompassing learning activities and activities that enhance students' understanding of religious values manifested in their activities at the pesantren. The interview results show that the learning process in the classroom is allocated for 8 hours per day, with 6 working days for the SMK curriculum, while the pesantren curriculum is allocated for 4 hours of learning with 6 working days, including a day off on Fridays. For the SMK curriculum, the designated curriculum decided by the Ministry of Education is used, while the pesantren curriculum uses a curriculum determined by the pesantren management based on the "kitab kuning" (Islamic classical texts). The classroom learning time for the SMK curriculum starts at 07:00 AM until 12:40 PM, while the pesantren learning starts at 01:15 PM until 03:15 PM. Based on the results of the initial analysis, it shows that the learning process in pesantren-based vocational schools has a different curriculum structure from the curriculum in general vocational schools because the learning flow shows that the learning process is a combination of learning that is the government's reference through an independent curriculum and is added to the learning system in Islamic boarding schools which based on yellow book learning.

Discussion

The curriculum at SMK RMB employs a curriculum that implements the independent curriculum model, prioritizing the achievement of student competencies. The independent curriculum implemented at SMK RMB is the result of comparative studies and improvements, ensuring that the curriculum implementation aligns with the students' conditions and the environment of the pesantren. The goal of the independent curriculum at SMK RMB is to produce students with comprehensive competencies that align with industry needs. Therefore, the learning process incorporates project-based learning models to foster students' creativity, activeness, and adaptability to future work-related challenges. The involvement of the industry in curriculum design is essential to ensure that the learning aligns with industry needs. Integrating vocational education and industry requirements is crucial because vocational school graduates are expected to be work-ready (Maryanti et al., 2021). Thus, the learning process should not only enhance graduates' competencies but also design a learning ecosystem that resembles the working environment (Erten, 2022).

Education at SMK RMB has a distinctive characteristic, integrating vocational education with the implementation of religious values within the pesantren education process. Therefore, the curriculum at SMK RMB not only strengthens cognitive, psychomotor, and technical competencies but also reinforces religious values that serve as guidelines for students' behavior. Education at SMK RMB is a form of holistic learning, meaning that the learning process extends beyond the school and encompasses students' activities within the pesantren. Through the pesantren education process, students learn not only academic knowledge but also develop lifestyle patterns and behavior regulated within the pesantren (Humaisi et al., 2022; Widayati et al., 2021). The aim of the pesantren-based vocational education is not only to equip students with sufficient abilities but also to instill religious values in their lives. Research indicates that a holistic learning approach, as implemented in the pesantren, offers advantages by fostering comprehensive learning experiences that encompass not only academic aspects but also individual behavior and personal development. Furthermore, vocational schools like SMK prepare individuals who are work-ready and skilled, necessitating the development of affective aspects, particularly attitudes reflected through education within the pesantren. As a result, religious values deeply embed in each student's character.

Based on the above discussion, it is evident that the learning process at SMK RMB, with a pesantren-based approach, implements the independent curriculum combined with the pesantren curriculum. Furthermore, the curriculum design at SMK RMB synchronizes with industry needs, involving the industry in adjusting the content and competencies required. Thus, graduates of SMK RMB possess competencies that meet industry standards. Besides emphasizing competency as the primary aspect of curriculum design, the affective aspect,

specifically attitudes, is of utmost importance. Considering that SMK RMB is a pesantren-based vocational school, the education within the pesantren aims to develop individuals who have faith, adhere to religious principles, and implement religious values in their lives. The educational curriculum at SMK RMB provides formal school-based learning, while also incorporating education throughout students' lives within the pesantren environment. Pesantren education emphasizes the learning of Islamic values and religious principles that will be applied in students' lives. The integration of religious values is evident through the significant portion of religious education within the school curriculum. Additionally, the internalization of religious values is also implemented through post-school learning processes within the pesantren. Students are provided with structured learning time, encompassing formal education related to vocational subjects as well as religious values through the routine activities in the pesantren.

Conclusion and Implications

"The pesantren-based vocational school curriculum is the result of a collaboration between the national curriculum and the curriculum of pesantren. Thus, the learning process in SMK pesantren not only aims to develop graduates with competence and expertise in their field but also emphasizes the crucial aspect of shaping individuals who are able to apply religious values in their daily routines. Pesantren-based education emphasizes a holistic learning approach to mold students who can internalize religious values as guiding principles in their actions. The process of internalizing religious values is realized through an integrated series of learning activities within the pesantren. As a result, students develop a strong culture of learning and religious norms that are deeply embedded in each individual.

The implications of the pesantren-based curriculum are to produce competent students who have a better understanding of religious values. However, in the development of the curriculum, a thorough comparison is needed to create an appropriate and effective curriculum design. Furthermore, the implementation of the pesantren-based curriculum requires time management and an integrated learning setting to ensure a balanced proportion between cognitive and affective aspects."

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