CURRICULUM DEVELOPMENT MODEL FOR RENEWAL OF ISLAMIC BOARDING SCHOOLS AND MADRASAH EDUCATION

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Abstract

This article discusses the renewal of pesantren and madrasah education with a focus on a comparison of curriculum development models. There are four models discussed, namely the Rogers model, Ralph Tyler, Robert S. Zais, and the model of Muslim scholars consisting of al Ghazali, al Farabi, Ibn Sina, Ibn Khaldun, and Ibn Rusydi. This article aims to discuss the advantages, disadvantages, and critical discussion of each of these curriculum development models. The research method used is literature study with descriptive and critical analysis techniques. The results of the analysis show that each model has advantages and disadvantages, as well as differences in the basic concepts of curriculum development. However, Ralph Tyler's model is considered the most consistent and flexibly applicable model. It is hoped that this article can provide a better understanding of the renewal of Islamic boarding schools and madrasah education through curriculum development, as well as provide guidance for future Islamic education curriculum development.

Keywords: Education Renewal, Pesantren, Madrasah, Curriculum Development

INTRODUCTION | مقدمة

Education in Islamic boarding schools (pesantren) and Islamic schools (madrasah) is a distinctive form of religious education that differs from general education. However, the challenges posed by globalization and the changing times necessitate the adaptation of education in pesantren and madrasah to remain relevant and capable of producing graduates who can compete in an increasingly complex era. One aspect that needs to be realized is curriculum development (Bahijah et al., 2022).

Comparing curriculum development models proposed by various scholars and Muslim intellectuals can serve as a reference for developing curricula in pesantren and madrasah. However, a critical discussion of these models is necessary to determine the most suitable one applicable in the context of education in pesantren and madrasah.

Therefore, this article aims to introduce and compare curriculum development models from Rogers, Ralph Tyler, Robert S. Zais, and Muslim scholars such as Al Ghazali, Al Farabi, Ibn Sina, Ibn Khaldun, and Ibn Rusyidi. It is hoped that this article will contribute to curriculum development in pesantren and madrasah and provide new insights for readers regarding the development of Islamic education curriculum. Education in pesantren and madrasah is a unique

form of religious education that needs to continuously evolve to remain relevant in an increasingly complex era (Bahijah et al., 2022). One aspect that requires attention is curriculum development. Therefore, this article aims to introduce and compare curriculum development models from various scholars and Muslim intellectuals. The purpose of this research is to contribute to curriculum development in pesantren and madrasah and provide new insights for readers regarding the development of Islamic education curriculum. Hence, this article is important to discuss in order to enhance the quality of education in pesantren and madrasah.

METHOD | منهج

The writing method of this article employs an analytical descriptive approach by comparing four curriculum development models, namely the Rogers model, Ralph Tyler model, Robert S. Zais model, and the Muslim scholar curriculum model. The author conducted a literature review and critical analysis of these four models using criteria for assessing the accuracy of curriculum development models. Additionally, the author integrates learning experiences to provide arguments on the ontology, epistemology, and axiology of Islamic education curriculum development. Throughout the article, the author also utilizes brainstorming techniques or opinion pouring to develop ideas and clarify arguments. Media presentation is employed to facilitate visual information (Hasanah, 2019).

RESULT | نتائج

The four curriculum development models to be compared in this article are the Rogers model, the Ralph Tyler model, the Robert S. Zais model, and the Muslim scholar model which includes the ideas of Al-Ghazali, Al-Farabi, Ibn Sina, Ibn Khaldun, and Ibn Rusyd. Here is a comprehensive comparison of these four curriculum development models:

Table 1. comparison of four curriculum models

Curriculum Development Model	Advantages	Disadvantages
Rogers Model	• Providing students with the freedom to explore subject matter in their own way. • Encouraging students' creativity and innovation in learning. • Avoiding the use of violence and paying attention to students' mental health in education.	• Inadequate structure can confuse students and cause them to lose focus in their learning. • Not considering different levels of students' abilities. • Not providing clear assessments to measure learning success.
Ralph Tayler Model	• Providing clear guidance in developing the curriculum. • Emphasizing the importance of setting learning objectives and measuring their achievement. • Applicable to various types of schools and subjects.	• Lack of flexibility in learning and solely focusing on predetermined objectives. • Insufficient attention to the development of students' social skills. • Failure to consider cultural and environmental differences among students.
Robert, S. Zeis Model	• Emphasizing the development of students' critical and analytical skills. • Helping improve students' decision-making abilities.	• Inadequate attention to the development of students' social and emotional skills.

Model of the Muslim Scholar	• Having a strong philosophical foundation and accommodating students' spiritual needs. • Considering the holistic development of individuals rather than just academic. • Paying attention to the development of students' morals and ethics.	• Ignoring differences in students' abilities and needs. • Prioritizing the use of technology over lesson content. • Lack of student engagement in the learning process. • Failure to consider students' varying abilities in learning. • Failure to provide clear guidance in curriculum development.
	• Integrating technology into learning.	

DISCUSSION | مناقشة

The Rogers curriculum development model, also known as the Rogers model for short, is a model developed by Carl Rogers. This model places students as active subjects in the learning process and refers to humanistic learning principles (Kristiawan, 2019). The curriculum development model according to Carl Rogers is a student-centered model. In this model, the teacher acts as a facilitator in the learning process. Students are considered active and independent individuals, so teachers need to respect student differences and diversity and provide space for creativity and innovation (Almu'tasim, 2018).

The basic concept of the Rogers curriculum development model includes three main things, namely:

a. Education of students

Rogers' curriculum development model places students as active learning subjects. Therefore, the curriculum must be designed according to the needs, interests and abilities of students. Educators must be facilitators and companions in the learning process, not just providing lesson material.

b. Learning is collaborative

Rogers' curriculum development model emphasizes the importance of collaboration between students and educators in the learning process. Students are expected to be active in discussions and problem solving, while educators help direct and facilitate the learning process.

c. valuation is carried out holistically

Rogers' curriculum development model emphasizes holistic evaluation that covers various aspects of students, not just academic achievement alone. Evaluation is carried out continuously and sustainably, covering cognitive, affective and psychomotor aspects.

In developing a curriculum using the Rogers model, educators need to understand the characteristics of students and their needs. Educators also need to be facilitators and companions in the learning process, and be able to provide constructive input and feedback to students. Evaluation is also carried out holistically, so that students can be developed comprehensively in various aspects (Almu'tasim, 2018). The Rogers curriculum development model has the following advantages and disadvantages (Hendracipta, 2021):

Advantages of the Rogers curriculum development model:

a. Placing students as active learning subjects.

Rogers' model emphasizes the importance of placing students as active learning subjects, not just as objects who passively receive learning material. This can increase students' motivation and involvement in the learning process.

b. Encourage collaborative learning.

The Rogers model encourages collaborative learning between students and educators. This can increase student involvement in the learning process, and can also enrich students' understanding through discussion and exchange of ideas.

c. Holistic evaluation.

Rogers' model uses a holistic evaluation that covers various aspects of students, such as cognitive, affective and psychomotor aspects. Evaluation is carried out continuously and sustainably, so that it can provide a more complete picture of students' abilities and development.

Disadvantages of the Rogers curriculum development model (Kristiawan, 2019):

a. Less structured.

Rogers' model has a less structured and flexible nature. This can cause difficulties in planning clear and directed learning activities, and can confuse students who need clearer guidance.

b. Not all students fit this model.

Not all students are suitable for the Rogers curriculum development model, because this model requires high involvement and motivation from students. Students who are less skilled at working independently or less involved in group discussions may have difficulty following this model.

c. Requires high skills and experience from educators.

Educators who use the Rogers model must have high skills and experience in teaching and facilitating the learning process, because this model places emphasis on the role of educators as facilitators and companions in the learning process. Educators also need to be able to provide constructive feedback to students to improve the learning process.

Ralph Tyler Curriculum Development Model

Ralph Tyler's curriculum development model is known as the goal model or behavioristic model (Umam, 2021). The basic concept of this model is that every educational program must have specific and clear educational goals in order to make it easier to measure student success. The curriculum development model according to Ralph Tyler is a goal-centered model (Mukodi, 2020). In this model, the curriculum is directed at achieving certain predetermined goals. Tyler put forward four basic questions that need to be answered in curriculum development, namely:

a. What educational goals do you want to achieve?

b. How do you organize lesson content that is relevant to these objectives?

c. How do you teach the content of the lesson?

d. How to evaluate whether the goal has been achieved or not?

Ralph Tyler's model emphasizes the importance of selecting curriculum content that is relevant to the stated educational goals. The content of the curriculum must be protected in

various learning units that are related and support each other. Apart from that, this model also explains the importance of choosing learning methods that are in accordance with the educational goals and curriculum content that have been determined. The learning methods used must be able to help students achieve the educational goals that have been set (Mukodi, 2020).

Measuring student success is also a focus in Ralph Tyler's model. Every educational program must have measurements of student success that are in accordance with the educational goals and curriculum content that have been determined. In Ralph Tyler's model, the curriculum development process begins by determining educational goals, then determining curriculum content, choosing learning methods, and finally measuring student success. Once the process is complete, the curriculum that has been developed can be evaluated and revised to increase its effectiveness (Ramadani, 2020). The following are the advantages and disadvantages of the Ralph Tyler curriculum development model (Bahijah et al., 2022)

Advantages:

a. Focus on specific and clear educational goals so that it can make it easier to measure student success.

b. Emphasizes the importance of selecting curriculum content that is relevant to the educational goals that have been set.

c. Emphasizes the importance of choosing learning methods that are appropriate to educational goals and curriculum content.

d. Emphasizes measuring student success based on established educational goals and curriculum content.

Disadvantages:

a. Does not take into account social, cultural and political factors that can influence the learning process.

b. Does not provide space for student and community participation in the curriculum development process.

c. It tends to be top-down, where curriculum planners at the top of the educational hierarchy have full control over the curriculum development process.

d. Too much emphasis on measuring success can lead to the imposition of students' educational goals that have been set by the curriculum on students.

Robert S. Zais Curriculum Development Model

Robert S. Zais' curriculum development model is a model that emphasizes the importance of paying attention to values and standards in curriculum development (Setiyadi et al., 2021). The basic concept of this model is that every educational program must be based on values that are considered important and standards that have been set.

The curriculum development model according to Robert S. Zais is a content-centered model. In this model, lesson content is the main focus in curriculum development. Zais emphasized that the content of the lesson must be determined first, then the teaching method and assessment methods are determined (Kristiawan, 2019).

Robert S. Zais' curriculum development model also emphasizes the importance of paying attention to social, cultural and political developments in curriculum development. The curriculum must be able to accommodate these various aspects to suit the needs of society. Apart from that, this model also explains that curriculum development must involve various related parties, such as teachers, students, parents and the community. This aims to ensure that the curriculum developed can meet the needs and expectations of society (Riyadi & Badaruddin, 2018).

In Robert S. Zais' curriculum development model, measuring student success is also the main focus. Every educational program must have clear and measurable measurements of student success. Apart from that, these measurements must also include aspects that are relevant to the values and standards that have been set. In the curriculum development process, Robert S. Zais' model emphasizes the importance of paying attention to three main stages, namely support needs, planning, and implementation. Once the process is complete, the curriculum that has been developed can be evaluated and revised to ensure that the curriculum can meet the needs and expectations of society (Nurhalimah, 2017). The following are some of the advantages and disadvantages of the Robert S. Zais curriculum development model (Ramadani, 2020):

Advantages:

a. Emphasizes the importance of paying attention to values and standards in curriculum development.

b. Pay attention to social, cultural and political developments in curriculum development.

c. Involving various related parties in curriculum development.

d. Emphasizes clear and measurable measurements of student success.

e. Focuses on three main stages in curriculum development, namely needs assistance, planning, and implementation.

Disadvantages:

a. Lack of freedom in curriculum development for teachers and schools.

b. Tend to view them as objects in curriculum development, not as active subjects.

c. Requires considerable time and resources in the process of assistance needs, planning and curriculum implementation.

d. Lack of emphasis on the importance of developing curriculum that is relevant to the local context.

e. Less accommodating of changes occurring in society and the world of education.

Curriculum Development Model for Muslim Scholars (al Ghazali, al Farabi, Ibnu Sina, Ibn Khaldun, and Ibu Rusyidi)

The curriculum development model for Muslim scholars is based on the views and contributions of leading Muslim scholars such as Al-Ghazali, Al-Farabi, Ibnu Sina, Ibnu Khaldun, and Ibnu Rushdi (Prayitno & Qodat, 2019). The basic concept of this curriculum development model is as follows:

a. Integration between science and religion: This curriculum development model emphasizes the importance of integration between science and religion, so that students can understand science from a religious perspective and understand religion from a scientific perspective.

b. Holistic education: This curriculum development model pays attention to the holistic development of all aspects of students, namely intellectual, social, emotional and spiritual.

c. Character education: This curriculum development model emphasizes the importance of character education to form students who have good personalities, noble character and ethics.

d. Life skills development: This curriculum development model also emphasizes the lack of development of students' life skills such as critical thinking skills, communication skills, and social skills.

e. Contextual education: This curriculum development model accommodates the local context and local culture, so that the curriculum developed can be relevant to the needs of the local community and world of work.

f. Participatory curriculum development: This curriculum development model involves the active participation of all stakeholders, including teachers, students, parents and local communities in curriculum development.

Muslim scholars such as al Ghazali, al Farabi, Ibnu Sina, Ibnu Khaldun, and Ibn Rushdi also contributed to curriculum development. They emphasize the importance of education in developing human potential holistic and thorough. They also emphasize the importance of integrating religious education with science and technology (Fauzi & Chudzaifah, 2019).

The curriculum development model for Muslim scholars, consisting of Al-Ghazali, Al-Farabi, Ibnu Sina, Ibnu Khaldun, and Mrs. Rusyidi, has several advantages and disadvantages (Kristiawan, 2019).

The advantages of this model are:

a. Has a strong theoretical foundation and is based on the thoughts of world-famous Muslim scholars.

b. Integrate religious education and science in a balanced manner in the curriculum, so that students can understand the relationship between the two.

c. Focus on developing students' morals and morals, apart from just academic skills.

d. Providing positive values to students that can form a good personality and can be applied in everyday life.

However, there are also some disadvantages to this model, such as:

a. Tends to overcome and less accommodate current developments occurring in society.

b. Too much emphasis on religious education and not enough attention to developing students' academic skills and abilities.

c. Focuses on the thoughts of certain Muslim scholars and does not accommodate thoughts from outside Muslim scholars.

d. In the end, the use of the Muslim scholar's curriculum development model will greatly depend on the goals and needs of the educational institution that uses it.

A critical discussion of the four curriculum development models

The four curriculum development models discussed in this article each have their own strengths and weaknesses. Rogers' Experiential Learning model emphasizes students' learning experiences and their participation in the learning process. The advantage of this model is its ability to enhance student motivation and the relevance of learning to their lives. However, its weakness lies in the lack of emphasis on specific learning objectives and the evaluation of learning outcomes.

On the other hand, Ralph Tyler's model focuses on systematic planning and clear learning objectives. The advantage of this model is that it provides a clear structure for learning and facilitates the evaluation of learning outcomes. However, its weakness lies in the lack of attention to individual student needs and their participation in the curriculum development process.

Robert S. Zais' model emphasizes cognitive-based learning and takes into account individual differences in learning. The advantage of this model is its ability to address individual differences among students and allow for a more focused understanding of the material. However, its weakness lies in the lack of emphasis on social learning and moral aspects.

The Muslim scholar curriculum development model considers Islamic values and religious views in curriculum development. The advantage of this model is its ability to strengthen religious values in education and provide a strong moral foundation for students. However, its weakness lies in the lack of emphasis on scientific learning and understanding of the modern world.

In a critical discussion, it can be seen that all four curriculum development models have strengths and weaknesses that need to be considered. Therefore, in the development of Islamic Education curriculum, it is necessary to consider students' needs, clear learning objectives, student participation, individual student differences, religious and moral values, as well as scientific learning and understanding of the modern world.

Discussion of the renovation of pesantren and madrasah education based on the analysis results

Based on the analysis conducted on the four curriculum development models described earlier, it can be concluded that each of these models has its own strengths and weaknesses. Therefore, in renovating pesantren and madrasah education, a systematic and holistic approach that considers various important aspects is needed.

In this regard, the Muslim scholar curriculum development model can be a relevant reference because it involves basic religious concepts and philosophy as the basis for curriculum development. However, this model also needs to be further studied to see the extent of its influence on the progress of pesantren and madrasah education.

Furthermore, in developing Islamic Education curriculum, attention should also be paid to the ontological, epistemological, and axiological aspects that serve as the theoretical basis for curriculum development. These aspects need to be integrated harmoniously to produce quality and relevant Islamic Education curriculum.

Overall, the renovation of pesantren and madrasah education needs to be carried out systematically and holistically, involving various stakeholders in the education sector. In this regard, continuous critical discussions and evaluations need to be conducted to ensure that the approach used can yield optimal results.

After reading articles on curriculum development models from various experts, especially from Rogers, Ralph Tyler, Robert S. Zais, and Muslim scholars such as al-Ghazali, al-Farabi, Ibn Sina, Ibn Khaldun, and Ibn Rusyd, I feel that each expert has unique and varied views on curriculum development (Riyadi & Badaruddin, 2018).

Rogers' emphasis on principles of learning through experience and active student involvement in learning is indeed crucial in curriculum development in pesantren and madrasah. Ralph Tyler's thoughts on curriculum design based on four fundamental questions—what are the educational objectives, what content should be taught, how should the content be taught, and how to evaluate learning outcomes—also provide very useful insights into designing relevant and effective curriculum (Kristiawan, 2019).

Furthermore, the thoughts of Muslim scholars like al-Ghazali, al-Farabi, Ibn Sina, Ibn Khaldun, and Ibn Rusyd, who place religious knowledge at the core of the curriculum and integrate it with general knowledge and practical skills, are also very important in the context of education in pesantren and madrasah.

However, I feel that in selecting the most suitable curriculum development model to be applied in pesantren and madrasah, in-depth and critical studies of each existing model need to be conducted, considering contextual factors and the needs of pesantren and madrasah. Moreover, the selection of the right model should also be supported by teachers' skills and abilities in implementing the designed curriculum.

CONCLUSSION | خاتمة

Based on the discussion above, it can be concluded that the renewal of Islamic boarding schools and madrasas education needs to be carried out by considering existing curriculum development models. The four models that have been discussed have their own advantages and disadvantages. Rogers' model emphasizes the development of students' personal growth, while Tyler's model focuses on educational goals and systematic assessment. Zais' model emphasizes a curriculum that fosters patriotism and practical skills, while the Muslim scholar model emphasizes high religious and moral values.

In renewing Islamic boarding schools and madrasas education, it is also important to consider the basic concepts of curriculum development, such as ontology, epistemology, and axiology. This is crucial to ensure that the developed curriculum aligns with the educational institution's vision, mission, and cherished values.

Throughout this discussion, a critical analysis has been conducted on the four curriculum development models, each having its own strengths and weaknesses. Therefore, a thorough analysis is needed to select a model that suits the characteristics of the educational institution and the needs of the students.

The expected outcome of this analysis is to provide insights for curriculum development in Islamic boarding schools and madrasas, aiming to enhance the quality of education, produce high-quality generations, and instill high moral values.

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