Implementation of Islamic Boarding School Socio-Cultural Management-Based Curriculum in Developing of Islamic Educational Institutions Quality

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Abstract. *The design and implementation of the educational curriculum must be adapted to the socio-cultural conditions of an educational institution. Therefore, in implementing the curriculum, it is better to use appropriate socio-cultural management so that quality development goes well even though it is in educational institutions that have a strong religious system or known as pesantren. The purpose of this research is to know the planning, implementation and evaluation of curriculum based on socio-cultural management in the area of pesantren-based social institutions. This research is a qualitative with the type of case study. Sources of data used are primary and secondary. Data collection techniques in the form of observation and interviews. Data analysis used qualitative data analysis according to Miles and Huberman. The result of this research is that curriculum planning carried out by MTs Nurul Iman Garum is carried out with a process towards a better direction in terms of learning and institutions. In addition, the implementation of the curriculum includes checking teacher readiness, the learning process is supervised by the head of the madrasa, there is an instillation of Islamic values in the learning process, implementing the ubudiyah program, the tahfidz program or additional tutoring. For the evaluation carried out by the MTs Nurul Iman Garum institution, namely; there are two evaluations to measure students' abilities, namely summative and formative evaluations.*
Keywords. *Curriculum; Pesantren; Quality Development; Socio-Cultural Management*

Abstrak. Perancangan dan pengimplementasian kurikulum pendidikan pastilah disesuaikan dengan kondisi sosial budaya suatu lembaga pendidikan. Oleh karena itu dalam implementasi kurikulum sebaiknya menggunakan manajemen sosial budaya yang sesuai agar pengembangan mutu berjalan dengan baik meskipun itu pada lembaga pendidikan yang mempunyai sistem keagamaan yang kuat atau *pesantren*. Tujuan dari penelitian ini adalah ingin mengetahui perencanaan, pelaksanaan dan evaluasi kurikulum berbasis manajemen sosial budaya di kawasan lembaga sosial berbasis *pesantren*. Penelitian ini merupakan penelitian kualitatif dengan jenis studi kasus. Sumber data yang digunakan adalah primer dan sekunder. Teknik pengumpulan data berupa observasi dan wawancara. Analisis data menggunakan analisis data kualitatif menurut Miles and Huberman. Hasil penelitian ini yakni perencanaan kurikulum yang dilakukan oleh lembaga MTs Nurul Iman Garum dilaksanakan dengan proses menuju kearah yang lebih baik dari segi pembelajaran maupun kelembagaan. Selain itu pelaksanaan kurikulum yang dilakukan meliputi pengecekan kesiapan guru, proses pembelajaran berlangsung disupervisi oleh kepala madrasah, terdapat penanaman nilai keislaman dalam proses pembelajaran, melaksanakan program *ubudiyah* program *tahfidz* atau tambahan bimbingan belajar. Untuk evaluasi yang dilakukan oleh lembaga MTs Nurul Iman Garum yaitu; terdapat dua evaluasi untuk mengukur kemampuan siswa yakni evaluasi sumatif dan formatif.

Kata Kunci. Kurikulum; Pesantren; Pengembangan Mutu; Manajemen Sosial Budaya

A. INTRODUCTION

Education is a conscious effort to optimize children's talents and potentials to gain excellence in life. Excellence in the intellectual field, having the skills and graceful moral attitude is the hope for realizing intelligent and characterful human beings (Issah, 2018). Education as a process of developing human abilities in the form of talents and abilities obtained. Both things are influenced by habituation and perfected by good habits. Of course, it must be through means that are artistically created and used by anyone for the purpose that has been set, namely good habits.

In the world of education can't be separated from the presence of students. There are three domains that must be mastered by students, namely the cognitive (knowledge), effective (attitude), and psychomotor (skills) domains. The cognitive domain is oriented to the mastery of science and technology, the affective domain is related to attitude, morality, spirit and character, while the psychomotor domain is related to procedural skills and tends to be mechanical (Hoque, 2017). In the reality of learning, efforts to balance the three domains are always attempted. This really requires the role of good communication between various elements. Of course, this situation is also in accordance with the function of education in the communication process between educators and students is to transfer values, knowledge and skills from generation to generation to continue and maintain community identity and national culture (Sadoughi & Hejazi, 2021).

In addition, educational goals are oriented from educators choosing efforts in guiding their students. Therefore, when the educator has decided his election, he actually has prioritized some values over others. Especially in Islamic religious education, the purpose of education is to guide children or students to become true Islamic believer, with strong faith, do good deeds, and have noble character and are useful for society, religion and the state (Syukur, 2013). This is because education has an important role in economic growth, social and political development in all countries (Bizimana dkk., 2020).

Based on the purpose of education, a person is required to make changes to himself. This can be done on a small scale starting with a learning process. Behavior in learning according to the modern view contains a broad understanding, including physical (structural) and spiritual (functional) aspects. The pattern of behavior itself consists of skills, habits, emotions, aspirations, physical, social relations, character and so on. Education has the power to provide feedback to students in the face of environmental, social and economic challenges on an ongoing basis. So that students are able to develop thinking skills and are more sensitive to their social environment (Fekih Zguir, Dubis, & Koç, 2021)

From the discussion above, it can be concluded that the role of the world of education cannot be separated from the behavior of students. Furthermore, education has the intention of actively changing student behavior which results in changes in individual students. In addition, education is a place for sustainable heritage preservation such as

cultural heritage, social values and others (Barghi, Zakaria, Hamzah, & Hashim, 2017). So various efforts need to be given to advance the world of education in the form of special attention to the components that play a role in education itself (Rosali, 2020). One of the components in education is the curriculum.

The curriculum is a program that is planned and implemented to achieve goals (Hermawan, Juliani, & Widodo, 2020). Curriculum development in Indonesia is an educational policy to improve the curriculum where the formulation always looks at the needs in the field and the various problems that occur in the context of education in order to (Fajri, 2019). The purpose of this curriculum development is to produce quality education (Lukitasari, 2017). So, every obstacle in the curriculum development transformation agenda must be overcome immediately so that students can take optimal benefit from the new changes (Akala, 2021).

In addition to the curriculum, the learning process cannot be separated from the role of a teacher. The teacher plays a role in managing the learning process so that the direction and goals can be achieved. Teachers who know best about various curriculum problems that have been implemented. Therefore, their various suggestions are needed in planning or preparing a new curriculum. The creativity of good teachers for the success of their students is also needed in order to create effective learning in the entire educational process (Cooper, Olsher, & Yerushalmy, 2021). The teacher's creativity can be poured through the curriculum.

The existence of an appropriate curriculum and the maximum role of teachers will have an impact on improving the quality of schools. School quality is one of the central issues in the field of education (Caetano, 2019). Efforts to improve the quality of education include through educational institutions (Cuesta, González, & Larroulet Philippi, 2020). Improving the quality of educational institutions in order to achieve educational goals is not an easy matter. This effort must get full support so that the implementation process can run smoothly and successfully. Various participations are needed such as the role of the government, school residents, parents and all local community leaders in supporting efforts to improve the quality of educational institutions (Nachatar Singh & Jamil, 2021; Ramírez-Rueda, Cózar-Gutiérrez, Roblizo Colmenero, & González-Calero, 2021; Treffgarne, 2019).

Quality problems always have implications for the selling value of an educational institution. The achievement and prestige of the institution is very dependent on the quality of learning, facilities and infrastructure, supporting facilities, teachers and students, and learning outcomes. So, improving the quality of education is not only in one aspect, but includes all aspects related to the educational process starting from input, process and output. One of the benchmarks for this improvement is in improving aspects of good management. If management has been implemented properly, any institution, including educational institutions with a religious education background, will be able to produce quality performance and work (Umar & Ismail, 2018).

In the past, education in Islamic boarding schools was considered by everyone only as an educational institution that was not well organized, and put aside the interests of the existing world. Actually, not all Islamic boarding schools inherit the old tradition that maintains their resistance to the new culture. Some of the cottages that have shifted their orientation are more open and receptive to all forms of new knowledge (Farid & Lamb, 2020).

In life in *pesantren*-based school institutions, there will also be socio-cultural elements. In social theory, we know the social system. A social system is a set of structures that have different functions, are interdependent on each other, and work toward the same goal. While the meaning of culture is a broad concept. Cultural studies usually focus more on some non-material aspects of culture such as values, norms, symbols, and language of a culture. To achieve educational success in schools, we must be prepared for changes in the socio-cultural environment. This is because the socio-cultural environment will always change following the times and school policies (Werdiningtyas, Wei, & Western, 2020).

Based on the explanation above, this is the reason for conducting research at Islamic Junior High School/ *Madrasah Tsanawiyah (MTs)* Nurul Iman Garum. The MTs are schools with national standards that do not yet use the international standard school pilot/ *Rintisan Sekolah Bertaraf Internasional (RSBI)* standards. The school is focused on the *pesantren* side. Educational institutions with the nuances of *pesantren* certainly have a good curriculum implementation and are different from other school levels. So, it is necessary to know about the planning, implementation and evaluation of the curriculum based on the socio-cultural management of *pesantren* which is applied in Islamic educational institutions. This is something important because it will greatly affect the development of the quality of education in the school.

B. METHOD

The research approach that will be used by researchers is a qualitative approach. The type of this research is a case study because it tries to observe the background, circumstances and interactions that occur. In this study, the researcher as the main instrument in question is the researcher acting as an observer, interviewer and data collector as well as a report maker.

The research location is at MTs Nurul Iman, Garum District, Blitar Regency, Indonesia. The source of the data used is primary which comes from interviews with the director of the foundation, principals, vice principals, teachers and students. Secondary data from archival documents.

While the data analysis uses qualitative data analysis according to Miles and Huberman which includes data collection, data reduction, data display and drawing conclusions (Miles & Huberman, 1994). In checking the validity of the findings using the Credibility Test (Internal Validity), Transferability (External Validity), Dependability (Reliability) and Confirmability (Objectivity).

C. RESULT AND DISCUSSION
1. Socio-Cultural-Based School Curriculum Planning

Based on the exposure to field data related to the focus of the first research, it can be found that curriculum planning in improving the quality of education based on the socio-cultural basis of Islamic boarding schools at MTs Nurul Iman Garum turns out to have the following tendencies: (1) curriculum planning is carried out by holding madrasa self-evaluation/ *Evaluasi Diri Madrasah (EDM)* and madrasa activity plan/ *Rencana Kegiatan Madrasah (RKM)* workshops involving all madrasa families and school committees, a team of experts from practitioners and academics. (2) The existence of internal and external planning. Internal planning is carried out through coordination

meetings. While external planning by presenting resource persons and supervisors through EDM and RKM workshops. (3) Preparation of annual program (PROTA), semester program (PROMES), Syllabus, lesson plan (RPP) based on an academic calendar that is adapted or developed with the needs of the madrasa. (4) Subject teachers also plan curriculum together with MGMP regarding learning modules. (5) The basis for planning the curriculum is adjusted to the school's vision and mission, student characteristics, facilities and the madrasa environment. (6) Using a humanistic curriculum.

Based on the research findings, curriculum planning begins with holding EDM and RKM workshops by involving all education and education staff, committees, and inviting supervisors and resource persons to socialize. Then followed by a curriculum planning coordination meeting by all educators and education staff. For the preparation of PROTA, PROMES, Syllabus, RPP based on the academic calendar, following the center and adjusted or developed according to the needs of the madrasa. As well as conducting curriculum planning with subject teacher conference/*Musyawarah Guru Mata Pelajaran (MGMP)* related to the manufacture of modules and practice questions. For additional programs, there are regular *ubudiyah* and *tahfidz* activities. Then the foundation in planning the curriculum is adjusted to the school's vision and mission, student characteristics, facilities and the madrasa environment.

So, the results of research at MTs Nurul Iman Garum show that there is a curriculum planning carried out by the institution in the process of moving towards a better direction in terms of learning and institutions. Planning the curriculum in general by holding EDM and RKM workshops by involving various parties. Meanwhile, if it is more specified, there is planning internally and externally. First, internal planning, namely by holding coordination meetings to discuss curriculum planning related to learning tools, preparation of academic calendars, distribution of teaching teachers and other matters related to the curriculum. Second, external planning by inviting a team of experts from practitioners and academics. Then by holding district MGMP activities in planning learning related to learning modules for each subject teacher. Based on the above findings, it is supported by the theory put forward by Oemar Hamalik in the book Management of Curriculum Development that curriculum planning is a complex social process that demands various types and levels of decision making (Hamalik, 2008).

This is supported by the theory put forward by Rusman that planning is learning opportunities that are intended to foster students towards the desired behavioral changes and assess the extent to which changes have occurred in students. Planning learning is a very important part of curriculum planning because learning has an influence on students than the curriculum itself (Rusman, 2012).

Based on some of the theories above, it is explained that curriculum planning is to improve the quality of education at MTs Nurul Iman Garum. involving all school staff, committees, expert teams from practitioners and academics such as supervisors to participate in planning the curriculum or simply providing socialization so that planning can run as expected. Then the existence of EDM as a reference for making curriculum planning and developing so that the next curriculum gets satisfactory results. In addition, the importance of coordination meetings so that teachers as curriculum implementers have programs or learning tools that are used as guidelines in carrying out the learning process so that goals are achieved as expected. According to the theory put forward by Suryosubroro (2004).

This is in accordance with the situation at MTs Nurul Iman Garum that the planning process carried out by the teacher is by looking at the academic calendar, then compiling PROTA, PROMES, syllabus to lesson plans to serve as guidelines in the learning process as the researchers described earlier. Then the foundations in curriculum planning at MTs Nurul Iman is supported by the theory proposed by Rusman (2012) and Triwiyanto (2015) in the following book: (1) social power refers to the adjustment of curriculum planning to changes and social dynamics that occur in society such as political, economic, social and cultural systems. (2) Knowledge treatment refers to the growth and development of knowledge, as well as individual behavior in active learning to collect and process information, find facts and data, try to learn about attitudes, emotions, feelings towards learning, process information, manipulate, store and retrieve that information to be developed and used in designing curriculum activities that are adapted to the development of science. (3) Human growth and development, patterns of growth and development are important to understand because teachers are required to plan curriculum or learning programs that address the needs and development of students.

In accordance with the above theory, firstly, social forces, curriculum planning at MTs Nurul Iman Garum is adjusted to the madrasa's vision and mission of "Creating a generation that excels in achievement, science and technology based on faith and piety and morality." intended to answer the challenges of the times and according to the expectations of society. Second, the treatment of knowledge, curriculum planning at MTs Nurul Iman Garum adapted to the development of science and technology, Third, the growth and development of students.

The MTs Nurul Iman Garum Institute plans a curriculum including planning learning devices tailored to student needs, by looking at new student acceptance/*Penerimaan Peserta Didik Baru (PPDB)* data and based on observations made by teachers, so that each learning plan is automatically adjusted to the characteristics of students or the growth and development of students so that the learning process runs effectively and educational goals are achieved.

The results of the research above are also supported by the theory put forward by John D. McNeil in his book Rusman "Curriculum Management" that curriculum planning is adapted to humanistic characteristics. This humanistic characteristic is the function of the curriculum to provide scientific programs that can contribute to freedom and the development of personal totality. The teacher's role in the humanistic curriculum is to provide and provide warm services in the process of developing student potential and positive emotions (Rusman, 2012). This is also in line with the results of research which states to teachers to improve their professionalism. five aspects, namely personal, professional, intellectual, teaching and social strategies (Husain, Hasan, Wahab, & Jantan, 2015).

The position of the teacher as a facilitator and mediator. They build positive relationships and learning is done not out of the teacher's interest, but a commitment to the belief that every child can learn. They have the assumption that in a leadership role and effective learning, learning should touch their emotions as students who have their own uniqueness (de Ruiter, Poorthuis, & Koomen, 2021). So, the application of this humanistic curriculum is very good because it is a form of an integrated curriculum which has the essence of integrating the cognitive domain, namely intellectual and other

abilities.

2. Implementation of the Socio-Cultural-Based School Curriculum

Based on the data obtained in the field related to the focus of the research on implementing the curriculum in improving the quality of education based on the socio-cultural basis of Islamic boarding schools at MTs Nurul Iman Garum, it turned out to have the following tendencies: (1) there are superior and regular classes; (2) the existence of the *Tahfidz* Program and national exam/*Ujian Nasional (UN)* study guidance: (1) there is an ubudiyah habituation that is carried out every day; (2) checking teacher readiness before carrying out the learning process such as lesson plans and teacher absenteeism; (3) the emotional closeness of teachers with students so that teachers can adjust learning strategies; (4) learning is not only done in theory but also in practice; (5) utilization of science laboratories and computers, LCD and projectors, as well as use of teaching materials from the library; (6) the principal's strategy is in the form of workshops, MGMP, training, etc.; (7) supervision from the head of the madrasa during the learning process; and (8) using the Leithwood model curriculum implementation.

The data presentation above explains that the implementation of the curriculum at MTs Nurul Iman Garum is the same as that of equivalent schools in general but has its own uniqueness. The uniqueness is that the implementation of the school prioritizes the *pesantren* system and puts forward Islamic values. In the learning process it has been effective and there are *ubudiyah* habituation and *tahfidz* programs. Then the existence of tutoring for superior class national exams and regular class IX to support students' academic intelligence in order to achieve optimal results. Meanwhile, to support the teaching and learning process, there is a teacher readiness check by the head of the madrasa regarding learning tools. Checks were also carried out by the picket teacher regarding the teacher's attendance list. When the learning process takes place, the teacher is given the freedom to develop strategies or methods by adjusting the characteristics of students. In order for the implementation of the curriculum to run as expected, workshops, MGMP, training, and others are held.

So, the results of research at MTs Nurul Iman Garum show that the implementation of the curriculum carried out by the institution is in the process of moving towards a better direction in terms of learning or institutions. This is evidenced by the checking of learning devices and interactions that take place in the learning process. To check the learning device, the head of the madrasa is done. besides checking teacher attendance through picket teachers and attendance lists. The interaction of teachers and students during the learning process is adjusted to the madrasa's vision and mission, student needs and the times. Then when the learning process takes place, supervision will be held alternately which is carried out suddenly or programmed alternately from class to class by the principal. Supervision activities will be followed by reflection. In the implementation of this curriculum, there are instilling Islamic values in the learning process. In addition, there are *ubudiyah* habituation, *tahfidz* programs, and additional tutoring.

Based on the findings above, it is supported by research results which state that in education a responsible management is needed. This is a must for schools. As an authority, educational institutions need to develop their own framework for implementing and assessing a responsible management of educational curriculum.

Responsible management is very important to build school quality (Mousa, Massoud, Ayoubi, & Abdelgaffar, 2020).

This statement is supported by the theory that curriculum implementation is influenced by three factors, namely: first, the characteristics of the curriculum, which includes the scope of new ideas for a curriculum and its clarity for users in the field. Second, the implementation strategy, namely the strategy used in implementation, such as professional discussions, seminars, upgrading, workshops, provision of curriculum books and activities that can encourage the use of the curriculum in the field. Third, the characteristics of curriculum users, which include the knowledge, skills, values and attitudes of teachers towards the curriculum, as well as their ability to realize the curriculum in learning (Hamalik, 2008).

Based on the theory above, according to the situation at MTs Nurul Iman Garum, namely: first, the characteristics of the curriculum, every teacher at MTs Nurul Iman Garum in implementing the curriculum has prepared learning tools such as PROTA, promissory notes, syllabus, lesson plans that are adapted to the madrasa's vision and mission, and student characteristics. Second, the implementation strategy, the strategy for implementing or implementing the curriculum carried out by the head of the madrasa so that teachers can realize the curriculum, namely by upgrading in the form of workshops, training every year at least once, sending each subject teacher to represent out-of-school education, and involving teachers in MGMP activities. Supervision by the head of the madrasa. The findings are also supported by the theory which states that the things that educators must master in implementing (implementing) the curriculum are as follows: (1) understanding the essence of the goals achieved in the curriculum. (2) The ability to describe the goals of the curriculum into specific goals. (3) Ability to translate specific objectives in learning activities.

Miller and Seller's theory states that at the core of implementing the Leithwood model, it allows teachers and curriculum developers to develop a profile of the barriers to change and how teachers can overcome these barriers. This model not only describes the obstacles in implementation, but also offers ways and strategies for teachers to overcome the obstacles they face (Rusman, 2012).

Then regarding the provision of curriculum books and activities that can encourage the use of the curriculum, MTs institutions in the use of learning facilities and infrastructure including learning media have been utilized optimally by each teacher, such as LCD and projectors, computer laboratories. The use of media is very important and in accordance with the theory which states that the use of technology can be a solution so that materials and skills are channeled properly to students (Habibah, Salsabila, Lestari, Andaresta, & Yulianingsih, 2020). Then for teaching materials such as textbooks provided by the school through the library because the school received school operational assistance/*Bantuan Operasional Sekolah (BOS)* funds for books. The use of these learning facilities is important to provide quality learning services in the network (online) that are massive and open to reach more and wider enthusiasts (Al-Mawee, Kwayu, & Gharaibeh, 2021).

In terms of the characteristics of curriculum users at MTs Nurul Iman Garum, teachers when realizing the curriculum in the learning process must master the learning materials, master several models and learning methods. This situation is an alternative form if the student's condition does not allow for a thing or event. In addition to being

competent in the professional side in the field of their subjects, teachers must also have good morals. Teachers must also have a sincere nature as a work commitment. Of course, this is also in accordance with the theory which says that teachers must be able to improve their professionalism in five aspects, namely personal, professional, intellectual, teaching strategies and social (Husain et al., 2015).

3. Evaluation of Socio-Cultural Based School Curriculum

Based on field data exposure related to the research focus, curriculum evaluation in improving the quality of education based on socio-cultural *pesantren* at MTs Nurul Iman Garum has the following tendencies: (1) overall evaluation through EDM which is conducted annually. (2) Internal and external evaluation. The internal evaluation is carried out by the head of the madrasa. External evaluation is carried out by the surrounding community and supervisors. (3) Formative and summative evaluation. Formative evaluation is carried out with daily tests, summative evaluation is carried out with Mid-Semester Assessment/*Penilaian Tengah Semester (PTS)*, Final-Semester Assessment/*Penilaian Akhir Semester (PAS)*, Final-Year Assessment/*Penilaian Akhir Tahun (PAT)*. (4) The tahfidz program uses a qualitative assessment. (5) There are implications of the *ubudiyah* and *tahfidz* programs on the religious attitudes of students.

From the conclusion of the data above, MTs Nurul Iman Garum evaluates internally and externally. Internal evaluation is carried out by the head of the madrasa with supervision of the classes and followed by reflection, as well as through employee performance targets which are carried out every year, and teacher performance assessments which are assessed by employees, students, and guardians of students. External evaluation is carried out by the surrounding community which is implemented when new students are admitted. The more students who register, the more trusted the madrasa is. In addition, external evaluation of the existence of supervisors is programmed and evaluation of national accreditation bodies every 4 years.

In addition, in evaluating students, formative and summative evaluations were carried out to measure students' abilities. This is to measure the mastery of the material that has been taught and to measure the success of the teacher teaching. Formative evaluation is carried out with daily tests, summative evaluation is carried out with mid-semester assessments, final-semester assessments and final-year assessments. As for the *tahfidz* program, a qualitative assessment was carried out. Then at the end of each year, the madrasah conducts an overall evaluation through the EDM which is used as a reference for planning back to the curriculum. While the evaluation in improving the quality of education can be seen from the results of school achievements and the implications of *ubudiyah* habituation and *tahfidz* programs to students.

According to one opinion the evaluation of the Islamic education curriculum is an effort made to determine the ability of students to the results of the education and learning process carried out in schools or madrasas. This is to find out which students have and have not mastered the competence (Muttaqin, 2020). Based on this theory, according to the findings at MTs Nurul Iman Garum, to determine student learning outcomes, summative and formative evaluations were carried out to measure students' ability to master the material that had been taught and the extent to which teachers taught the curriculum according to the standard or not. Formative evaluation is carried out by holding daily exams for each basic competency or each chapter to determine students'

abilities in each material. Then the summative evaluation is carried out by conducting the PTS, PAS, PAT exams. Then the results are written in the report card. Meanwhile, the *tahfidz* program uses a qualitative assessment.

The above findings are also supported by the theory put forward by Oemar Hamlik, if evaluation is categorized by nature, there are two kinds of evaluation, namely formative and summative evaluation. Formative evaluation is the process by which curriculum developers obtain data and revise the curriculum to make it more effective. Evaluation is required to be carried out from the beginning and throughout the curriculum development process. The summative evaluation aims to check the curriculum, and is held after the implementation of the curriculum to check overall efficiency. Summative evaluation uses numerical techniques, and produces conclusions in the form of data needed by teachers and education administration (Hamalik, 2008).

Furthermore, the theory also suggests that internal evaluation is carried out by curriculum developers. Its task is mainly to confirm whether the initial goal has been achieved or not. The external evaluation is carried out by parties other than curriculum developers, by means of tests and observations (Hamalik, 2008). Based on this theory, in accordance with the findings at MTs Nurul Iman Garum, internal evaluations were carried out by the head of the madrasa through supervision, such as how the teacher entered the classroom, how the learning process plans were applied in the learning process and then continued with reflection activities. In addition, teachers are also assessed through employee performance targets by the head of the madrasa. While the external evaluation is assessed by the community through committees, community organizations, community leaders. The form of the assessment will be implemented with data at the time of admission of new students. In addition, there are evaluations from outside supervisors on an unscheduled basis as well as an evaluation by the National Accreditation Board every 4 years to assess eight educational standards included in the curriculum standards.

Based on the findings, MTs Nurul Iman Garum uses evaluation theory with assessments that include (1) context evaluation, (2) input evaluation, (3) process evaluation, and (4) product evaluation, or more popularly with the abbreviation CIPP Model Evaluation (Hakan & Seval, 2011). The description using the CIPP model in the research area is as follows: (1) context evaluation is an assessment carried out on everything that precedes or antecedents (predecessors) of a program and has implications for success or failure in running the program; (2) input evaluation is an assessment carried out on everything that supports the implementation of a program; (3) process evaluation is an assessment carried out on aspects of the implementation of a program; and (4) product evaluation is an assessment carried out on the results or outcomes or achievements of a program.

The above theory is also supported by a theory according to the Ministry of Education and Culture which reveals that in the context of education the notion of quality includes the following three things. First, educational input is everything that must be available because it is needed for the process to take place. Second, the educational process is the changing of something into something else. Third, the output of education is school performance, the purpose of school performance is school achievement resulting from the process of school behavior. Specifically, with regard to school output, it can be explained that school output is said to be of high quality or high quality if school

achievement, especially student achievement, shows high achievement in academic achievements such as general test scores, academic competitions. Non-academic achievements, such as extracurricular activities (Depdiknas, 2001).

This is also supported by the theory that improving the quality of education can be influenced by educational input factors and educational management process factors. Educational input is everything that must be available because it is needed for the process to take place. Education input consists of all existing school resources. Supporting factors for curriculum management in improving the quality of education both internally and externally include good leadership and school management; social, economic conditions, and public appreciation of education; government support, professionalism (Usman, 2014).

Based on the above theory, at MTs Nurul Iman Garum, it can be said that the quality of education has been achieved, as evidenced by the existence of careful planning, the learning process that is adapted to the characteristics of students, and getting achievements. MTs Nurul Iman Garum continues to strive for better quality improvement.

The obstacle experienced by the school in terms of curriculum management is the overall management of the curriculum in the sense of a hidden curriculum. In the hidden curriculum, there are things related to the recapitulation of student achievements that have not been perfectly organized. So that these obstacles make the supporting data not well documented. In this school, the facilities and infrastructure are still incomplete, where their utilization and maintenance is not optimal. Meanwhile, the management of the national curriculum has been managed in an organized and systematic manner. All of the evaluation findings above are also supported by the theory that the implementation of curriculum evaluation is intended for program improvement purposes, accountability to various parties for determining, following up on developer results (Fajri, 2019).

D. CONCLUSION

Based on the results of the research above, conclusions can be drawn regarding the Implementation of School Curriculum Based on Socio-Cultural Management of Islamic Boarding Schools in Developing Quality in Islamic Educational Institutions at Mts Nurul Iman Garum, as follows: first, curriculum planning carried out by the MTs Nurul Iman Garum institution is carried out with a process towards a better direction in terms of learning and institutional, planning is specified into two, namely internally and externally besides that the MTs Nurul Iman institution also holds district MGMP activities in planning related modules learning for each subject teacher, in general curriculum planning also involves the head of the madrasa, deputy head, teaching staff, committees and a team of experts from practitioners and academics during the EDM and RKM workshops. Second, the implementation of the curriculum carried out by the MTs Nurul Iman Garum institution was carried out including; a) checking teacher readiness b) the learning process takes place supervised by the madrasa head either suddenly or on a scheduled c) instilling Islamic values in the learning process d) implementing the *ubudiyah* program, the *tahfidz* program or additional tutoring. Third, the evaluations carried out by the MTs Nurul Iman Garum institutions are; there are two evaluations to measure students' abilities, namely summative and formative evaluations, summative

evaluations aim to examine the curriculum using numerical techniques and produce conclusions in the form of data, for example conducting PTS exams and PAT exams while formative evaluation is the process when curriculum development obtains data and revises the curriculum more effectively, for example by holding daily exams for each chapter.

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