



Monitoring and Evaluation of the Educational Unit Curriculum at the Takhfidz Al Husna International Islamic Boarding School

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Abstrak

Untuk menjaga keselarasan tuntutan materi dan perkembangan yang senantiasa berkembang pesat, maka suatu kurikulum harus selalu dievaluasi secara berkala. Penelitian ini mengkaji tentang monitoring dan evaluasi kurikulum satuan pendidikan di Pondok Pesantren Takhfidz Al Husna Internasional Mayong Jepara. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi kurikulum, pentingnya monitoring dan evaluasi kurikulum dan juga apa implikasi dari monitoring dan evaluasi kurikulum dilakukan di Pondok Pesantren Takhfidz Al Husna Internasional Mayong Jepara. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pendekatan yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Pendekatan ini dipilih karena penelitian ini bertujuan untuk menggambarkan secara mendalam dan menyeluruh kurikulum melalui pengumpulan data dari wawancara, observasi, dan analisis dokumen untuk memahami fenomena secara kontekstual yang diterapkan di Pondok Pesantren Al Husna Internasional. Dari hasil penelitian, ditemukan bahwa (a). Pengembangan kurikulum satuan pendidikan yang dikembangkan oleh Pondok Pesantren Takhfidz Al Husna Internasional adalah berbentuk *integrated curriculum* atau kurikulum terintegrasi. Kurikulum ini mengadopsi kurikulum nasional yaitu kurikulum merdeka dan dikembangkan sesuai karakter dan disiplin keilmuan dari satuan pendidikan, yaitu sesuai nama dari *takhfidz* dengan mengedepankan program menghafal al quran. Pengembangan mata pelajaran agama Islam dan lebih-lebih ilmu al qurannya diperbanyak yang dimasukkan ke dalam kegiatan keseharian di pondok. (b). Bahwa setelah menganalisis hasil monitoring dan evaluasi kurikulum di Pondok Pesantren Takhfidz Al Husna Internasional secara administratif dokumen sudah lengkap. Pengembangan karakter satuan pendidikan sudah terlihat jelas sekali yaitu melahirkan generasi qurani yang berilmu, beriman dan santun, sesuai visi, misi dan tujuan dari kurikulum satuan pendidikan. Pengintegrasian kurikulum nasional dengan kurikulum satuan pendidikan sudah bagus. Dibuktikan dengan beberapa prestasi dari para siswa/santri, baik mewakili di tingkat Provinsi sampai pada tingkat nasional. Walaupun ada beberapa yang masih belum ideal, tetapi secara keseluruhan sudah baik. (c). Melihat beberapa point yang baik perlu diteruskan dan dikembangkan yaitu metode *takhfidz* yang berlandas psikologi perkembangan anak membuat para siswa/santri tidak merasa terbebani berat. Hal-hal yang masih perlu ditingkatkan yaitu metode dan pendekatan untuk mata pelajaran umum. Karena secara keseluruhan prestasi yang dicapai masih dalam rumpun mata pelajaran keagamaan.

Kata Kunci: Monitoring dan evaluasi, kurikulum satuan pendidikan, Pondok Pesantren Takhfidz Internasional Al Husna

Abstract

To maintain the alignment of material and developmental demands that are always growing rapidly, a curriculum must always be evaluated regularly. This study reviews the monitoring and evaluation of the education unit curriculum at the Takhfidz Al Husna International Boarding School in Mayong Jepara. This research aims to find out how the implementation of the curriculum, the importance of monitoring and evaluating the curriculum and also what the implications of monitoring and evaluating the curriculum are carried out at the Al Husna International Takhfidz Islamic Boarding School in Mayong Jepara. This study uses a qualitative approach with a case study design. The approach used in this study is descriptive qualitative. This approach was chosen because this study aims to describe the curriculum in depth and comprehensively through data collection from interviews, observations, and document analysis to understand the phenomena contextually applied at the Al Husna International Islamic Boarding School. From the results of the research, it was found that (a). The development of the educational unit curriculum developed by the Takhfidz Al Husna International Islamic Boarding School is in the form of an integrated

curriculum. This curriculum adopts the national curriculum, namely the independent curriculum and is developed according to the character and scientific discipline of the educational unit, namely according to the name of the takhfidz by prioritizing the program of memorizing the Qur'an. The development of Islamic religious subjects and especially the science of the Qur'an is increased which is included in daily activities at the boarding school. (b). That after analyzing the results of monitoring and evaluating the curriculum at the Takhfidz Al Husna International Islamic Boarding School, administratively the documents are complete. The development of the character of the educational unit is very clear, namely producing a generation of Qur'anic who are knowledgeable, faithful and polite, according to the vision, mission and objectives of the educational unit curriculum. The integration of the national curriculum with the educational unit curriculum is good. Proven by several achievements from students/santri, both representing at the provincial level and at the national level. Although there are some that are still not ideal, overall it is good. (c). Seeing some good points that need to be continued and developed, namely the takhfidz method based on child development psychology makes students/santri not feel burdened. Things that still need to be improved are the methods and approaches for general subjects. Because overall the achievements achieved are still in the religious subject group.

Keywords: Curriculum monitoring and evaluation, education unit curriculum, Al Husna International Takhfidz Islamic Boarding School

Introduction

In accordance with the government's appeal through the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Elementary Education Level, and Secondary Education Level, the government has fully inaugurated the implementation of the independent curriculum in early 2024. Which was previously delayed for several years due to the Covid19 pandemic yesterday. But gradually, this independent curriculum has begun to be introduced and implemented in stages since 2019.

Therefore, it should be that until now, it has been running in educational units for 5 (five) years. So it is appropriate to carry out monitoring and evaluation of the implementation of the curriculum. So on this occasion, the author will monitor and evaluate the curriculum of the educational unit carried out at the Takhfidz Al Husna International Islamic Boarding School, Mayong Jepara. The author sees that the education carried out at the Takhfidz Al Husna International Islamic Boarding School, Mayong Jepara, is successful, especially in educating students/santri in the process of memorizing the Al-Quran as its flagship program.

To see further, what has been developed there, or what needs to be fixed, curriculum monitoring and evaluation are needed. This curriculum monitoring and evaluation aims to find out important points of success and aspects that still need improvement.

Many have discussed studies on monitoring and evaluation in previous studies, including those conducted by Yusnaini et al. on the evaluation of the curriculum at the education unit level at public elementary school 67 in Banda Aceh city. This research focuses on the administrative and curriculum practices carried out at SDN 67 in Banda Aceh city. Which in terms of administrative results have been worked on but have not been developed. For the implementation of the curriculum, teachers have carried out learning, use of media, and learning methods, but there are still a few teachers who have not been able to do it well and innovation is still needed in the development of the Learning Implementation Plan (RPP) (Yusnaini: 2022).

Likewise, Asep Hernawan has conveyed 5 curriculum development models that can be used by education units to maximize the potential that exists in the education unit and in the local environment and is globally oriented (Asep Hernawan: 2020).

There is also Dwi Ariani et al., who have discussed the Evaluation of the Implementation of the 2013 curriculum at SMA N 9 Yogyakarta as the object of their research. From this study, information was obtained that the documentation of the 2013 curriculum was good and complete, the implementation of the 2013 curriculum from planning, learning activities to assessments had also gone well, and the obstacles that needed to be fixed were that an understanding of the 2013

curriculum was still needed for teachers, because there were still differences in understanding in several factors. And an understanding was still needed for teachers about the various learning models that could support according to the criteria of the 2013 curriculum (Dwi Ariani: 2018). So the author tries to present monitoring and evaluation of the curriculum of educational units at the Al Husna International Islamic Boarding School, Mayong, Jepara.

Method

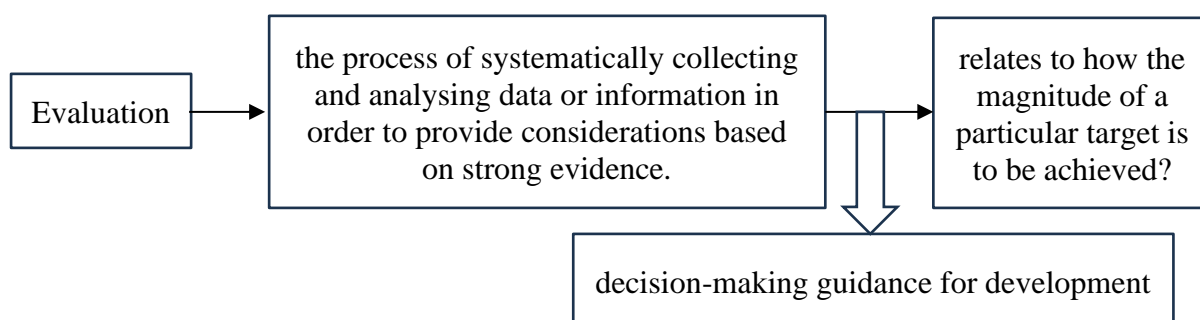
This research aims to explore and analyse the curriculum at Al Husna International Islamic Boarding School in Jepara Indonesia. To achieve these objectives, this research uses a qualitative approach with a case study design. The approach used in this research is descriptive qualitative. This approach was chosen because this research aims to describe in depth and thoroughly the curriculum implemented at Al Husna International Islamic Boarding School. By using a qualitative approach, this research will collect data through interviews, observations, and document analysis to understand the phenomenon contextually at Al Husna International Islamic Boarding School which has integrated the national curriculum and the curriculum of the education unit (institution) which has been integrated into a separate curriculum with a special programme for memorising the Al quran.

Result and Discussion

Understanding Curriculum Monitoring and Evaluation

Monitoring is the process of systematically collecting and presenting information related to the achievement of specific objectives. Evaluation refers to the monitoring process, but at a distant level, the information that has been collected is then analysed, and the results are used as material to convey a consideration (Lutfi Musthofa: 2012). According to Stufflebeam defines evaluation as 'the process of delineating, obtaining, and providing useful information for judging decision alternatives', namely the process of delineating, obtaining and providing information that is useful for assessing alternative decisions (Hilabi: 2019).

While the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organising learning activities to achieve certain educational goals (Law no 21 of 2003). So monitoring and evaluation of the curriculum is a process of collecting and presenting information about a set of plans, content, methodology and also assessing the implementation of learning which is then analysed and the results as material to convey a consideration of follow-up. Briefly, curriculum monitoring and evaluation can be modelled as follows:



Principles and Basis for Monitoring and Evaluation of Curriculum

The curriculum monitoring and evaluation programme is based on the following principles: (a). Based on certain predetermined objectives, (b). Must be objective, (c). Must be comprehensive, (d). Carried out in a co-operative manner, (e). Must be carried out efficiently, and, (f). Carried out on an ongoing basis (Hilabi).

According to Scriven, the curriculum must be accountable, that is, always related to results, providing a justification for funds that have been spent based on the results achieved and the time used. McDavid and Hawthorn argue that accountability is responsibility that can only be carried out by people who have formal authority such as people who develop the curriculum, principals, teachers. So that overall the basis for curriculum evaluation is: (a). Legal Accountability, meaning that the curriculum development activity must be an activity that is legally valid both during the curriculum construction process, curriculum implementation and curriculum evaluation, (b). Academic Accountability, related to the philosophy, theory, principles and procedures used in curriculum development. (c). Financial Accountability, namely accountability that is considered as the forerunner to the birth of the concept of accountability regarding financial accountability. (d). Accountability for Service Delivery, the dimension of accountability for service delivery related to the curriculum questions whether the curriculum in the implementation process has been implemented as well as possible. (e). Impact Accountability, that the learning outcomes obtained by students from a curriculum can be determined in everyday life (Hilabi).

Scope of Curriculum Monitoring and Evaluation

Curriculum evaluation is an integral part of the curriculum development process, where it is necessary to determine the scope of the evaluation itself, namely: (a). Curriculum Evaluation at the National Level. At the national level, curriculum development includes Graduate Competency Standards (SKL) and Content Standards (SI) or national education standards, meaning that each educational unit in carrying out development must pay attention to the contents of the national curriculum as stated in the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 12 of 2024 concerning the curriculum in Early Childhood Education Units, Elementary Education levels, and Secondary Education levels. Which are evaluated for a period of 1 (one) year and 5 (five) years which are then recommended for improvement or replacement. (b). Curriculum Evaluation at the Education Unit Level. The curriculum at the education unit contains at least: (a). the character of the education unit, (b). the vision, mission and objectives of the education unit, (c). organization of learning and (d). learning planning. Which then must also be evaluated periodically for suitability with the development of science and technology (Minister of Education, Culture, Research and Technology Regulation No. 12 of 2024).

Development of Educational Unit Curriculum at Takhfidz Al Husna Mayong Jepara Islamic Boarding School

Al Husna International Islamic Boarding School of Takhfidz Al Quran is an educational unit that organizes education from the Early Childhood Education (PAUD), Elementary School (SD), Middle School (SMP), High School (SMA) and also Islamic Boarding Schools for Elementary School (male and female separately), Junior High School (male and female separately) and High School (male and female 1 location). Al Husna International Islamic Boarding School has 5 (five) campuses with its head office at Jl. Raya Jepara 22, Pelemkerep, Mayong District, Jepara Regency, Central Java. Al Husna International Islamic Boarding School of Takhfidz Mayong has the following vision, mission and motto: Vision "To create graduates who are pious, superior in knowledge, faith and good deeds, and have commitment and responsibility towards practicing and enforcing the Islamic religion". Mission "Instilling the values of faith and piety as early as possible. Realizing competent, resilient and highly committed education and education personnel". Motto "Faithful, pious, noble character, Islamic boarding school spirit".

The Takhfidz Al Husna International Islamic Boarding School consists of formal schools and Islamic boarding school-based schools. Formal schools with a national curriculum that is given additional religious knowledge and a special Quran memorization program. This school has implemented a school with school hours until the afternoon (full day school). and another school

with an integrated curriculum between the national curriculum and the Islamic boarding school curriculum by collaborating on the suitability of the Islamic boarding school activity schedule for the takhfidz program and the national curriculum with the addition of religious material by learning the yellow book and the Arabic language structure of the Alfiyah book.

The purpose of the curriculum developed by the educational unit at the Takhfidz Al Husna International Islamic Boarding School is in the form of an outcome for a generation of memorizers of the Quran. So that the material taught is more about the ins and outs of the Quran. 5:00 – 8:00 after the congregation prays the dawn prayer, which is the schedule for adding memorization followed by the dhuha prayer. 9:00 – 11:00 learn about muroja'ah (repeating memorization) that was just learned in the morning and Yanbu'a material. Friday/Thursday night at 21:00 – 22:00 learn tajwid, Sunday/Saturday night at 18:00 – 19:30 the art of *Qiroah*.

For religious subjects, they are no longer taught specifically at school, because they have been integrated with activities at the boarding school, such as fiqh, Arabic, Islamic history, which have been applied by studying the yellow book in Arabic, namely Saturday night at 21:00 – 22:00, and especially aqidah and morals, which are not only limited to material but are directly practiced at every moment of socializing with boarding school friends under the supervision of the ustadz-ustadzah. The ustadz/ustadzah in each room accompany 10 students/santri.

Other subjects are Pancasila Education, Indonesian, Mathematics, Natural and Social Sciences and English which are taught specifically at 13.30 to 15.00 and continued at 16.00 - 17.00 every day. For the Sports subject, it is done together on Sunday mornings from after Subuh with sports followed by cleaning the rooms, classroom halls, mosques and the environment together. The Arts and Culture subject is held when there is an event to commemorate Islamic holidays, by holding a drama performance. Teachers who teach these general subjects are special class teachers except for English.

In addition to intracurricular and co-curricular activities, the Al Husna Takhfidz Islamic Boarding School has extracurricular activities to improve skills, talents and interests held on Saturday nights at 18.00-19.30, Thursday nights at 18.00-19.30 which are taught by individual ustadz/ustadzah, including the following: (a). Speech, (b). Tahsin and takhfidz al quran, (c). Bilingual (d). Scouting, (e). Al Banjari tambourine art and Diba'an/simtudduror, (f). The art of reading the al quran, (g). Self-defense, (h). Computer, and others.

The development of the curriculum at the Al Husna International Takhfidz Islamic Boarding School is also based on psychological aspects, because the students are still in elementary school age. So that there is time for their psychological development who are still in the world of play by being given time to watch TV on Sunday mornings at 9:00 - 11:00. and there are study tours and religious tours every year once a year. In addition, what is unique about the curriculum here is that graduation is held per 5 juz and multiples thereof once a year. So to maintain student/santri motivation, every time they get 5 juz of the Quran, a feasibility test will be held. When they graduate, they will attend the graduation ceremony for 5 juz, 10 juz, 15 juz and so on. When 30 juz have been completed, a feasibility test will be held in full accompanied by parents called simaan kubro. And every first week of the month, there is a scheduled visit activity by parents to the pondok to check and listen to the memorization of students/santri together in the hall.

Monitoring and Evaluation of the Educational Unit Curriculum at the Takhfidz Al Husna Mayong Jepara Islamic Boarding School

According to the Minister of Education, Culture, Research, and Higher Education Regulation No. 12 of 2024 concerning the curriculum for Early Childhood Education Units, Elementary Education levels, and Secondary Education levels, the minimum content of the curriculum for education units already has the characteristics of education units, where in the Takhfidz Al Husna International Islamic Boarding School, it carries the character of producing a generation of the Quran and this can be seen from the name of the school/boarding school, namely the Integrated Islamic Elementary School formal school with the characteristics of Takhfidz, Quran Science Middle School, and Quran Science High School.

Then the curriculum of the educational unit also has a vision, mission and goals. Which vision, mission and goals in the curriculum of the Takhfidz Al Husna International Islamic

Boarding School are aligned, namely presenting the outcome of a generation of memorizers of the Qur'an.

In the development of the curriculum, it is clear that the first foundation is the philosophical foundation, this is realized that fundamentally basic education and the first is studying the Qur'an. In addition to being based on philosophy, here it is based on a sociological foundation. Because it will never stop, Islamic education must always be regenerated, so that the Qur'anic generation must always be formed better and of higher quality. In addition, it is also based on psychology, namely because students/students are still young, activities and time adjust to the development of the child. And some moral materials, innovate to make songs. So that children memorize it quickly and enjoy it.

The integrated curriculum implemented at the Takhfidz Al Husna International Islamic Boarding School is very efficient. Because the lesson materials are directly implemented in everyday life. For example, ablution, prayer, fasting, are directly carried out by the students. Likewise, moral material is also directly practiced both among students and towards the ustadz/ustadzah. Then, in terms of continuity, it is very positive, because it is not interrupted by other uncontrolled activities. So that the results can be maximized. This has been proven by several delegates from the Takhfidz Al Husna International Islamic Boarding School who have passed the regional selection of the Indonesian takhfidz program and even reached the top 10 nationally every year. And also several times won the MAPSI Provincial Level in the takhfidzul quran and calligraphy categories. And through this integrated curriculum, many have completed 30 juz in grade 6 or at the age of approximately 12 years.

Al Husna International Student Achievement Data

No.	Nama	Prestasi	Tingkat
1.	Ulfa Zahroul Masruroh	Juara 1 Lomba Pidato	Kabupaten Jepara
2.	Faridatul Daiyah Nanda Permata Hafrida Fariha Suffa Yuliarti	Juara 1 Cerdas Cermat Islam	Kabupaten Jepara
3.	Eka Nur Musthofia	Juara 1 tartil Al Quran	Kabupaten Jepara
4.	Rizki Tri Ramadani	Juara 2 lomba Kaligrafi Arab	Kabupaten Jepara
5.	Fadli naja Mawali	Juara 3 Pencak Silat	Kabupaten Jepara
6.	M. Azka Ramadhan	Juara 2 Takhfidzul Quran	Kabupaten Jepara
7.	Faza Faudzan A	Juara 1 Tartilul Quran	Kabupaten Jepara
8.	Eugibran Farisha Q	Juara 2 Tilawatil Quran	Kabupaten Jepara
9.	Anindya	Juara 2 Kaligrafi	Kabupaten Jepara
10.	Fefry Nur Najwah Kamilah	Juara 3 Tilawatil Quran	Kabupaten Jepara
11.	Abida Ulayya Rochsa	Juara 1 hifdzil Quran	Kabupaten Jepara
12.	Nadia Fatimatuzzahra	Juara 3 Tahfidzul Quran	Prov. Jawa Tengah

In addition to these many proud achievements, there are several things that according to researchers need to be improved for even more optimal results, namely: (a). Limited facilities, no special room for formal school lessons. So that the implementation of schools in large halls for several classes that are not given partitions, so that children lack concentration. (b). There has been no achievement in general subjects, meaning this is evidence of the lack of balance between

achievements in religious knowledge and general knowledge. (c). The bilingual program has not been running optimally, because there are no special teachers on standby to supervise it.

Conclusion

From the discussion above, we can conclude that: (a). The development of the educational unit curriculum developed by the Takhfidz Al Husna International Islamic Boarding School is in the form of an integrated curriculum. This curriculum adopts the national curriculum, namely the independent curriculum and is developed according to the character and scientific discipline of the educational unit, namely according to the name of the takhfidz by prioritizing the program of memorizing the Qur'an. The development of Islamic religious subjects and especially the science of the Qur'an is increased which is included in daily activities at the boarding school. (b). That after analyzing the results of monitoring and evaluating the curriculum at the Takhfidz Al Husna International Islamic Boarding School, administratively the documents are complete. The development of the character of the educational unit is very clear, namely producing a generation of Qur'anic who are knowledgeable, faithful and polite, according to the vision, mission and objectives of the educational unit curriculum. The integration of the national curriculum with the educational unit curriculum is good. Proven by several achievements from students/santri, both representing at the provincial level and at the national level. Although there are some that are still not ideal, overall it is good. (c). Seeing some good points that need to be continued and developed, namely the takhfidz method based on child development psychology makes students/santri not feel burdened. Things that still need to be improved are the methods and approaches for general subjects. Because overall the achievements achieved are still in the religious subject group.

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Curriculum Vitae

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2000, berlanjut ke jenjang menengah atas di MAN Temanggung lulus tahun 2003. Setelah lulus di sekolah menengah, berlanjut di IAIN Walisongo (sekarang UIN Walisongo) dengan mengambil program studi D2 Pendidikan Agama Islam (PAI) lulus tahun 2005. Setelah lulus mencari pengalaman kerja sebagai Guru Honorer di SDN Mangkang kulon 03 tahun 2005-2011, kemudian diminta menangani kelas percontohan kerja sama antara UPTD Pendidikan Kecamatan Tugu kota Semarang bersama NASMOCO tahun 2011-2014. Disela-sela waktu tersebut bisa sambil melanjutkan pendidikan di tingkat S1 PAI di UIN Walisongo lulus tahun 2011 dan S1 PGSD UNNES lulus tahun 2012. Tengah tahun 2014 mencari pengalaman kembali di Universitas Diponegoro sampai saat ini 2025. Di tengah-tengah kesibukan bekerja masih tetap melanjutkan pendidikan S2 PAI di UIN Gus Dus lulus tahun 2021 dan saat ini sedang menempuh pendidikan doktoral S3 PAI di UIN Waliisongo. Kegiatan sehari-hari saat ini yaitu sebagai staf pengajar Pendidikan Agama Islam di Sekolah Vokasi Undip dan mendapat amanah menangani *center for islamic studies* (forum diskusi keilmuan-kajian pemikiran dan peradaban Islam) di Masjid Kampus Undip.