

DAYAH CURRICULUM MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION IN DAYAH TAHFIZUL QUR'AN ZURRIYATUL QUR'ANI AL-MA'ARIF LHOKSEUMAWE

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ABSTRACT;

This study aims to explain the planning, implementation and supervision of the Dayah Tahfizul Qur'an Curriculum Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe. Data collection techniques by means of in-depth interviews and text analysis. The research results obtained 1) The planning of the dayah curriculum in improving the quality of education in the Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe has been going well as stated in the division of tasks in the Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe, so that the quality of dayah education continues to increase as expected, 2) The implementation of the dayah curriculum in improving the quality of education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe goes well, the implementation uses two curriculum and integrating it, namely the curriculum of the Ministry of Religion of the Republic of Indonesia with the Salafi Dayah Curriculum, and its implementation has been carried out in accordance with the management function, namely with the process of planning, organizing, implementing and supervising and evaluating by the leadership of the Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe, and 3) Oversight of the dayah curriculum management in improving the quality of education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe, there is internal supervision from the founders and leaders of the foundation in planning and implementing the curriculum which has also been going well, and external supervision from related agencies and the community has also been going well.

Keywords: Curriculum Management, Dayah, Quality of Education

A. INTRODUCTION

The implementation of the dayah curriculum is the primary curriculum pattern that aligns with the Islamic religion, with its legal basis derived from the Quran and Hadith encompassing all existing laws. Hence, proper curriculum management is essential to execute education based on Islam. In addition to providing Islamic education, life skills for students (santri) must also be developed. The lack of specific curriculum management, especially non-standard curriculum management, leads to an ad hoc approach, prevalent in almost every dayah, whether it be traditional (Salafi) or integrated (modern) dayah.

[1] states that a distinctive process consisting of planning, organizing, actuating, and controlling actions used to determine and achieve predetermined targets through the utilization of human and other resources. Planning involves the integrated and rational

preparation, determination, and utilization of resources to ensure effective and efficient execution of activities aligned with the intended goals. Organizing entails constructing a well-integrated structure vertically and horizontally, distributing tasks, authority, and responsibilities to ensure effective functioning. Actuating involves motivating and stimulating group members to perform tasks professionally and responsibly in line with organizational goals. Controlling is the action to guide and monitor the implementation of activities to prevent deviations from the planning.

In educational administration, quality human resources are required, meaning placing the right people according to the required competencies for effective and efficient performance. Effective curriculum management significantly influences student learning achievement. When curriculum management is well-implemented, it produces outstanding students who become reliable human resources. The placement of skilled individuals in tasks requires continuous, staged, and periodic efforts through quality education systems, be it formal, informal, or non-formal, from basic education to tertiary levels.

Another perspective from Mulyasa emphasizes the importance of developing a quality education system as a reference for educational ideals. Various indicators suggest that the existing education system has not been able to produce resources in line with societal development and developmental needs.

The curriculum management at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif is effective, even though it's only been 2 years since the academic year 2021/2022. The dayah demonstrates excellence in curriculum planning, implementation, evaluation, and management oversight. It has received a Grade B accreditation from the Aceh Dayah Board. The curriculum management aligns with the government-prescribed dayah curriculum and the Ministry of Religious Affairs curriculum. The Ministry's curriculum is combined with the Salafi dayah curriculum, where Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif also teaches classical Islamic texts, as is common in Aceh.

Annual curriculum planning at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif proceeds smoothly through joint meetings involving all teachers, administrative staff, foundation leaders, school heads at all levels, mentors, and foundation committees. The planning includes initial semester planning and new student admissions. Subsequently, meetings are held for the

initial activity plan (RKA), curriculum planning, and management implementation. Evaluation is also scheduled during the early semester meeting, along with periodic monitoring.

RESEARCH METHOD

This research was conducted at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif, located on Mon Tujuh Bukit Rata Street, Mesjid Peunteut Village, Blang Mangat District, Lhokseumawe City. The selection of this dayah was based on the increasing community interest in its programs, such as Tahfiz, studies of Kitab Kuning, rhetoric, Arabic, and English languages, with a B accreditation status from the Aceh Dayah Board in 2022.

[2] States that The research employed a field research method with a qualitative approach and a descriptive method. The qualitative approach was chosen to understand the context, dynamics, and feelings of the research subjects. The descriptive method was used to provide a systematic, factual, and current overview of facts, characteristics, and relationships among existing phenomena. Data collection techniques involved in-depth interviews and text analysis.

The data analysis steps included:

Data Classification: Grouping or classifying data based on sources, acquisition methods, types, characteristics, and data collection times.

Data Reduction: Selecting, simplifying, focusing, and abstracting raw data to make it meaningful.

Data Interpretation: Combining analysis results with statements, criteria, or specific standards to find meaning in the collected data.

Data Presentation: Displaying important data in a simpler and more meaningful way through narratives, tables, graphs, or charts.

Islamic Education Management Approach: Focusing on the evaluation aspect to achieve the goals of the analysis.

The two main objectives of qualitative data analysis were:

Analyzing the occurrence of a social phenomenon: Understanding the processes that occur in the management of the dayah curriculum to enhance the quality of education at the institution.

Analyzing the meaning behind information: Interpreting and understanding the meaning behind data, information, and processes in the management of the dayah curriculum related to the improvement of educational quality.

RESEARCH RESULTS

Curriculum Planning in Improving the Quality of Education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe

The curriculum planning at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe has been well-executed, as reflected in the job descriptions and task allocations within the institution. The distribution of tasks among various roles at the Dayah, including the SMP (Junior High School) and SMA (Senior High School) levels, is evident. This organized division of responsibilities contributes to the continual improvement of the educational quality at the dayah, meeting the desired expectations.

The clear task distribution at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif includes explanations of specific roles, planning of tasks, responsibilities, authority, as well as the rights and obligations of dayah staff. The benefits of task distribution include:

- a. For a leader: Optimal optimization of the functions and performance of employees at all levels, providing them the ability to work efficiently without wasting time or energy. Additionally, it serves as a platform for leaders to lead and motivate their subordinates.
- b. For employees: Task distribution serves as a guide in executing their duties and provides an understanding of what needs to be done to contribute to the institution's goals.
- c. For HRD (Human Resources Department): Assists in understanding the qualifications needed for new job positions.
- d. For trainers: Provides clarity on what needs to be trained in new employees to align with their specific fields.

- e. For institution planners and developers (organization development): Serves as a basis for future planning requiring an understanding of each position.

Task distribution or task allocation is a part of the planning process of Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe's management. Its purpose is to create a framework so that every step can be measured or compared with the intended results.

The educational goals of Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif, as outlined in the curriculum document, adhere to regulations and government rules. Considering the potential of the dayah and anticipating the future direction of Indonesian education, the dayah establishes its vision, mission, and educational objectives as follows:

- a. Vision: Creation of morally upright hafidz who master fiqh and can establish Islamic-themed Pesantren;
- b. Mission: Produce hafidz strong in aqidah and morally upright. Ability to read Kitab Kuning and proficiency in the Arabic language. Produce individuals skilled in the arts of recitation, nasheed, rhetoric, and Islamic arts. Enhance the quality of education, worship, and nurture Aqidah Akhlaq.
- c. Objectives: Enhance the faith of students through worship. Develop a sense of social responsibility. Foster environmental awareness. Increase a sense of responsibility. Enhance discipline. Achieve academic and non-academic achievements at the regional level.

In curriculum planning, the researcher observed that specific plans were prepared to support these programs. However, the planning was not optimal, one reason being the lack of human resources involved in managing these programs. Therefore, there is an imbalance between the number of students taking these programs and the available instructors and teachers.

Curriculum planning at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif is done according to the assigned tasks prepared by the institution. Planning is a fundamental function of management, as organizing, staffing, directing, and controlling must first be planned. This planning is dynamic and is geared toward an uncertain future due to changes and evolving situations [3]. It involves planners who process planning into plans. Planning is a dynamic process aimed at the future, and it is crucial for organizations facing uncertainty. Richard L. Daft defines planning as identifying various goals for future organizational performance and deciding on tasks and resource usage required to achieve them. Planning is an action taken to determine the goals of an organization.

In summary, the research found that curriculum management planning at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe is generally well-executed. The dayah has received a B accreditation from the Aceh Dayah Board, attesting to the effectiveness of its planning. However, improvements are needed, especially in planning for the future to further enhance the quality of education.

2. Curriculum Implementation in Improving the Quality of Education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe

Implementation involves carrying out previously planned work through guidance and motivation to ensure that activities run as effectively as possible according to the set goals. The curriculum implementation at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe is a combination of the curriculum from the Ministry of Religious Affairs of the Republic of Indonesia and the curriculum of Salafi pesantren or dayah.

The researcher found that curriculum implementation to enhance the program at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe is in line with the functions of management. The implementation follows the management stages as outlined below:

- a. Planning Phase (Planning): - The curriculum planning for the dayah and tahfiz is still integrated with the general curriculum. It aligns with the agreed-upon task distribution. There are scheduled activities for both regular subjects and additional subjects like Kitab Kuning, regular school, and memorization sessions.
- b. Organizing Phase (Organizing): - Organizing in dayah curriculum management is well-executed. Once the curriculum is planned, the leadership assigns tasks to carry out curriculum management, ensuring that the implementation aligns with expectations.
- c. Actuating Phase (Implementation): - The implementation of the curriculum at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe is well-organized. It follows the agreed-upon task distribution. The implementation is tailored to the level or class of each student.
- d. Controlling Phase (Evaluation): - The evaluation of the dayah curriculum is well-established at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe. The evaluation is conducted weekly, monthly, and semesterly. Weekly evaluations occur after study sessions, monthly evaluations involve compiling results of student studies, and semesterly evaluations take the form of exams with results recorded in reports. The evaluations help track improvements in the study of Kitab Kuning and memorization. If a student fails to meet targets, personalized approaches are taken to understand the obstacles.

Evaluations include both internal evaluations conducted by the foundation management and external evaluations in the form of semester exams. Monthly and semesterly rewards are

given for improvement. Competitions related to the memorization of Kitab Kuning and the Qur'an, both within and outside the dayah, are also part of the evaluation process.

Despite uneven teacher distribution, the researcher found that curriculum management at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe aligns with the management functions according to Terry: planning, organizing, actuating, and controlling. Based on the management process presented, modern management experts abstract this process into four stages: planning, organizing, actuating, and controlling (POAC). All these stages have been effectively implemented by the dayah management.

The implementation of the curriculum, or curriculum implementation, attempts to transfer curriculum planning into operational actions[4]. This stage is the realization of the formulated curriculum management plan and utilizes the functions of the educational organization to achieve the set curriculum goals. In this stage, human resources are allocated, schedules and activity times are set, and other aspects related to the implementation of activities, such as the mechanism of delegation of authority, task distribution, and responsibilities, are determined.

In conclusion, the researcher found that the implementation of curriculum management to enhance the quality of education has generally been effective at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif. The ongoing improvement in the quality of education is evident from the increasing interest of students in joining Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif, which has been rising from year to year.

Curriculum Oversight in Enhancing the Quality of Education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif

Curriculum Oversight: A Comprehensive Approach

Curriculum oversight or control is more expansive than evaluation. It is conducted to determine whether the results meet the expectations outlined in its objectives, with the intention of making improvements and continuing or replacing it with something new. Comprehensive curriculum oversight requires expertise and diverse research. In the context of improving curriculum management at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif, as per the interviews conducted by the researcher with Abiya Sulaiman Daud, SHI, MH, the leader of Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe, it was stated that: "Every Dayah must have internal and external oversight, and this is the case with Dayah Tahfizul

Qur'an Zurriyatul Qur'ani Al-Ma'arif Lhokseumawe. Whatever activities are carried out, there must be oversight."

Internal and external oversight to enhance the curriculum management of Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif includes:

a. Internal Oversight:

Foundation Supervisor:

The foundation supervisor plays a central role in overseeing Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif. The effectiveness of education is significantly influenced by the foundation supervisor, who is the owner of the dayah. The oversight includes monitoring subjects, school, and tahfidz.

According to observations, oversight in the dayah extends beyond the cognitive aspects within the classroom to include guidance and shaping the behavior of students outside the classroom. Internal oversight in Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif is developed to oversee the educational unit as a whole in dayah, school, and tahfidz. This expanded oversight allows observations and assessments of various aspects of the dayah environment, including educational quality management, contributing significantly to the education quality for students.

Foundation Leader:

In the implementation of the curriculum at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif, internal oversight is crucial for the head of the dayah to develop and implement the curriculum agreed upon at the beginning of the academic year. According to Ustadz M. Walidin, SHI, the head of the dayah, "The leadership wants the implementation of the curriculum that has been planned and discussed at the beginning of the year to be constantly supervised so that the process can run well to improve the quality of education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif."

b. External Oversight:

Local Government (Related Agencies):

The local government, specifically the Sharia and Dayah Education Office in the City of Lhokseumawe, is one of the external overseers at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif. According to Abiya Sulaiman Daud, SHI, MH, "The oversight of the Sharia and Dayah Education Office in the City of Lhokseumawe at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif not only uses conventional supervision techniques but also has a positive impact on teachers." Daily preparations by all teachers are checked and signed by the head. Teacher preparation involves studying the material to be taught, contributing to improved education quality and enhancing knowledge in their field of study. Oversight should not only come from relevant agencies but also involves community oversight, facilitated through committees. According to a committee member, their role is to observe the teaching process in the dayah to ensure the goals of dayah education are achieved. Committee activities include assisting in administrative planning, improving the process of guidance or teaching, helping teachers enhance their abilities in delivering learning outcomes, and improving the use of media and learning resources.

This form of oversight is not only acknowledged by committee members but also by teachers who participated in the oversight process. Teachers mention that oversight regarding curriculum, teaching, and assessment is adequate. Feedback on observed tools and curriculum is effectively communicated to teachers.

Conclusion: The oversight of curriculum management to enhance the quality of education at Dayah Tahfizul Qur'an Zurriyatul Qur'ani Al-Ma'arif involves both internal and external oversight. The internal oversight, conducted by foundation supervisors and leaders, ensures that the entire curriculum development process is monitored, from feasibility studies to curriculum concepts, development, small-scale implementation, and monitoring and evaluation. External oversight from relevant agencies and the community contributes to ongoing improvements. This oversight, aligned with the functions of curriculum as a guide in Islamic education, supports the systematic development of students' knowledge, skills, attitudes, and creativity, aiming for them to become 'ulul albab' - people of understanding.

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