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## **Educational Concepts Based on Boarding Schools Curriculum To Achieve a Competitive Advantage**

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**Abstract:** The research is motivated by society's view that Islamic boarding school curriculum education is still traditional, so graduates cannot compete adequately. This study aims to analyze and describe: a). educational innovation at SMP Islam Plus Hidayatut Thullab; b). the concept of Islamic boarding school curriculum-based education; c). competitive advantage in education. The research was conducted using a descriptive method with a qualitative approach utilizing in-depth interviews to obtain information. The data obtained is analyzed descriptively and interpretatively through data reduction, presentation, and conclusion. The research results will be drawn conclusions using the triangulation technique by presenting data in the form of research results that have been carried out, namely: a). Educational innovation is carried out in the form of a pesantren education curriculum; b). the application of the pesantren curriculum is carried out without eliminating the concept of national education; c). Academic student graduation is achievements in the form of science, noble character and intelligence in religion evidence competitive advantage.

**Keywords:** Educational concept, Islamic boarding school curriculum, competitive advantage

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### **1. Introduction**

The competition between schools that is happening now is so attractive. Educational institutions which are providers of educational services are trying to think about the right way to increase customer satisfaction and meet the needs of customers, namely students, by improving the quality of education in schools (Arifin, 2018). The quality of education is the overall description and characteristics of educational services, internally or externally, which show their ability to satisfy the expected needs (Sagala, 2010).

Furthermore, Edward Sallis (2007) said that quality management is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of its customers, now and in the future. Therefore, each school needs to continue to improve the quality of education in its schools through appropriate strategies to achieve student satisfaction. Following Rahayu (2008), education units must constantly revitalize their strategies to ensure the suitability of environmental demands and competition with their internal strengths. The inability of an education unit to respond to external opportunities and threats will result in reduced competitiveness or hampered achievement of academic unit performance. If this is allowed, it will threaten the continuity of the education unit concerned.

The community's desire for educational institutions must be a significant concern that the management of existing educational institutions must realize. Institutional decisions taken by leaders to improve the quality of internal and external services significantly contribute to improving the quality and competitiveness of these educational institutions (Budiman, 2016). The school's ability provides provisions for students so that they have skills and carry out activities that are beneficial for their future lives, both economically, socially, and culturally. Schools are capable of transmitting and transforming culture. Whether the community's culture is transformed into schools or vice versa, school culture is transformed into the community culture. Quality educational institutions that are seen as ideal will determine people's choices. The educational institution is considered ideal if the spiritual and moral aspects of students, intellectual aspects, and the social potential and skills of their students can be developed by educational institutions.

There are several educational pathways in the national education system. As stated in Law Number 20 of 2003 concerning the national education system's Chapter VI, Article 13 paragraph (1): "Educational pathways consist of formal, non-formal, and informal education which can mutually complement and enriching." Article 15 it is explained that "Types of education include general, vocational, academic, professional, vocational, religious, and special education." Article 15 is further described in Chapter VI Part Nine concerning religious education, in Article 30 paragraph (4), which states, "Religious education takes the form of diniyah education, Islamic boarding schools, and other similar forms." In this study, what is meant by religious education is in the form of Islamic boarding schools, which have been part of Indonesian society's life system for hundreds of years (Amadin, 2021).

Pondok Pesantren is the oldest Islamic educational institution in Indonesia. Islamic boarding schools play an essential role in efforts to provide education for the Indonesian nation, especially religious education. The presence of Islamic boarding schools in society is not only an educational institution but also a spiritual and social-religious broadcasting institution. Learning As a religious broadcasting institution, better known as a pesantren curriculum, it prioritizes religious knowledge, emphasizing character education, decency, and values of honor.

In this era of globalization, morals and ethics are of particular concern to the world of Indonesian education. The rapid development of the world of technology is very influential for the nation's generation because it increasingly ignores the values of manners and decency. Maybe in worldly knowledge, it is faster and wiser because the IT world greatly helps it, but not with morals. This moral decline is the main problem for society towards their children, so it is hoped that there will be education that can answer the challenges of the presence of an increasingly accelerating new world. For example, education that displays the face of diversity is general education which is integrated with Islamic boarding school education. This kind of education is what society is waiting for (Haromain et al., 2021).

SMP Islam Plus Hidayatut Thullab is a school under the auspices of Islamic boarding schools, so indirectly the curriculum that is applied is different from schools in general. The curriculum used refers to the needs of the Hidayatut Thullab Islamic Boarding School, which is adapted to the situation and environmental conditions of the Islamic boarding school. Besides public or formal schools, they are also integrated with the pesantren curriculum to create competitive advantages for students.

## 2. Methodology

The research used in this study is a descriptive research method with a qualitative approach. It is called descriptive research because it aims to describe the state of an object or research subject. While using a qualitative approach because qualitative research is conducted in natural conditions (Gumanti et al., 2016). The strategy used in this study is a case study. The case study focuses on a particular case to be observed and analyzed thoroughly. The researchers conducting this research aimed to explain how the concept of Islamic boarding school curriculum-based education achieves a competitive advantage. This research was conducted at Hidayatut Thullab Islamic Plus Middle School, one with the Hidayatut Thullab Islamic Boarding School environment. The data in this study were collected by interview and observation techniques. Interviews were conducted with the Principal of SMP Islam Plus Hidayatut Thullab, and the Deputy Head of Curriculum. At the same time, observations were made to observe the implementation of the Islamic boarding school curriculum-based education concept to achieve a competitive advantage.

## 3. Research Results

Islamic Middle School Plus Hidayatut Thullab is a private educational institution in Petuk Hamlet, Puhribuh, Kec. Cement, Kediri Regency, East Java. This school is located in the middle of a residential area and close to the main road. According to the Head of SMP Islam Plus Hidayatut Thullab Mr. Muhammad Nur Muhlisin said that this school was founded in 2015, under the Hidayatut Thullab Islamic Education Foundation. Several influential figures who played a role in establishing SMP Islam Plus Hidayatut Thullab, including Almagfurlah KH. Ahmad yasin Asymuni is the founder of the Hidayatut Thullab Islamic boarding school, Mr. Ali Mansyur, M.Pd is the Foundation's Administrator. Before having its building, the teaching and learning process occupied the Hidayatut Thullab Islamic Elementary School Building.

Based on the results of a research interview with the Principal (Mr. Muhammad Nur Muhlisin) regarding educational innovation at Hidayatut Thullab Plus Islamic Middle School, the following opinions were conveyed :

*"... innovations that were applied first to educators, educators who teach are professional educators in their fields. The lessons that lead to the science of religion are mostly from Islamic boarding school teachers who teach directly. The second is innovation during study time. Study time is divided into two sessions. Namely, the first session, from morning to the afternoon, is applied to the Education curriculum that studies formal education. The second session, from noon to evening, is used for the Islamic boarding school curriculum that studies religion."*

In addition, the Head of The school (Mr. Muhammad Nur Muhlisin) added :

*"...There are innovations that are so interesting according to the community, including the school pick-up program for needy students. On the other hand, this innovation has greatly assisted parents because it is certain that their children will arrive at school and follow the lesson until it's finished. There are many cases out there students go to school but don't make it to school," he concluded.*

Furthermore, interviews with the deputy head of curriculum (Mr. Khoirun Ni'am S.Pd) regarding the concept of Islamic boarding school curriculum-based education. The following opinions were expressed :

*"...Implementing the Islamic boarding school curriculum at Hidayatut Thullab Islamic Middle School is a differentiating concept. it was created to lead to schools that have a competitive advantage, including carrying out many Islamic activities, such as the obligation to pray dhuha in a congregation, praying dhuhur in a congregation, and must attend madrasah diniah as an implementation of the pesantren curriculum. It is hoped that students are not good at worldly matters but understand and are good at religious knowledge."*

Then what are the indicators of achieving competitive advantage at Islamic Plus Hidayatut Thullab Middle School, Deputy Head of Curriculum, gave his opinion :

*" ...evidenced by the graduates of Islamic Middle School students plus Hidayatut Thullab, who is not only smart in formal school subjects but smart in religious knowledge as evidenced by good morals and character."*

Furthermore, an interview with the student council supervisor (M. Fuad Hasan, A.Md., S.Kom) gave opinions on school innovation. The following opinions were conveyed:

*"...innovation in teaching and learning activities (KBM) is based on a scientific approach, namely implementing it in learning activities. 5 M scientific activities (observing, asking, exploring, associating and communicating) thus students and teachers will establish active communication so that learning does not feel boring".*

#### **4. Discussion**

The school curriculum is a plan of learning activities carried out by students at school. The curriculum implemented at SMP Islam Plus Hidayatut Thullab refers to the official curriculum made by the government. Besides referring to the official curriculum, Islamic Middle School plus Hidayatut Thullab also applies the pesantren curriculum. Because the SMP is an educational institution under the auspices of Islamic boarding schools, the curriculum integrates the school curriculum with the Islamic boarding school curriculum. Islamic boarding schools and the yellow book are two inseparable sides of Islamic education in Indonesia. It can be said that without the existence and teaching of the yellow book, an illegitimate institution is called a pesantren. Abdurrahman Wahid, in this context, confirmed by stating the yellow book has become one of the value systems in pesantren life (Abdurrahman, 2017). The curriculum system was implemented so that schools can meet the community's needs to provide a variety of education, namely general and religious education. With such instruction, it is hoped that it will equip children to face the challenges of the swift currents of globalization.

As we know, the curriculum is an essential element in an educational institution, including schools with Islamic boarding schools' characteristics. The curriculum becomes the benchmark for implementing learning programs so that indirectly the curriculum becomes a picture of what kind of output the school produces after students have studied in it. Therefore, the educational curriculum should be managed optimally. Likewise, the school curriculum based on the pesantren curriculum must also be appropriately managed to achieve the goal effectively and efficiently.

From the interviews and observations, research on the concept of Islamic boarding school curriculum-based education for the sake of achieving competitive advantage, the following results were obtained :

##### **a. Implementing innovations**

The school environment supports the creation of competitive advantages, and innovations provided by schools start from professional educators in their fields. Schools are implemented throughout day school, divided into two study time sessions, school pick-up programs, and an intuitive approach. Many people have accepted, evidenced by the fact that from year to year students who register is continuously increasing. From these innovations, it is hoped that schools will produce the generations needed among the community, innovative in world science and tested with commendable morals. The following are innovations that support the creation of competitive advantages :

First, Islamic Middle School Plus Hidayatut Thulab conducts a teaching and learning system with professional educators in their fields. Thereby helping create the expected competitive advantage, especially in studying the Islamic boarding school curriculum. Teachers or The teaching staff are graduates of Islamic boarding schools who have mastered religious knowledge in the style of Islamic boarding schools. Combining the official curriculum with the Islamic boarding school curriculum is very effective in this digital era. This pesantren curriculum proves that students will learn more about religious knowledge, manners, and manners, and instilling the values of discipline, independence, simplicity and morals that are applied in everyday life based on the Al-Quran and As-Sunnah guided. directly by ustadz and ustazah, who will be innovative in world knowledge and brilliant in the knowledge of the hereafter.

Second, Hidayatut Thulab Plus Islamic Middle School is an innovative full-day school divided into two sessions. Namely, the first session will be used to study the official curriculum or world science. The second session will be used to study the pesantren curriculum or religious knowledge. The combination of these two curricula is beneficial in creating competent graduates in world science and religious knowledge because both are studied equally and are very relevant to apply. Evidenced by qualified graduates who have good character and morals. The following is the lesson schedule for the school curriculum and the Islamic boarding school curriculum in daily school activities:

No	Time	Activity	Curriculum
1.	07-15 to 13.00	Learn formal school	Curriculum National Education
2.	13.30 to 16.00	Study Religion in the Islamic boarding school style	School Curriculum Islamic Boarding

Third, SMP Islam Plus Hidayatut Thulab implemented an innovative school pick-up program for students. This program innovation was conducive for both the school and parents because it was very effective for implementing school order, without any cases of skipping or students not getting to school. Through this program, it is beneficial to create competent graduates because students have no gaps to skip classes, and in the end, they will follow the activities carried out by the school in an orderly manner.

The next innovation, Islamic Middle School Plus Hidayatut Thulab innovates teaching and learning activities (KBM) based on a scientific approach, namely implementing 5M scientific activities in learning activities, namely by (observing, asking, exploring, associating and communicating). All teaching staff does it, both formal



educators and early madrasah educators. Thus, students and teachers will establish active communication so that learning does not feel boring (Purnomo et al., 2019).

**b. Imposing the concept of Islamic boarding school curriculum-based education**

In the learning process in the Islamic Middle School Plus Hidayatut Thullab school environment Imposing the concept of Islamic boarding school curriculum-based education, in addition to the national school curriculum, also implementing the Islamic boarding school curriculum, including carrying out akhlakul Karima habits in the school environment, carrying out activities Islamic, such as obligatory dhuha prayers in congregation, midday prayers in congregation, praying before and after studying, doing infaq every Friday and having to attend madrasah early as an implementation of the pesantren curriculum.

The pesantren or madrasah early curriculum is implemented after formal schooling is finished. The formal school is held from 07.15 to 13.00. After that it is continued with early madrasah starting from 13.30 to 16.00. the pesantren or madrasah diniyah curriculum is a pesantren-style deepening of religious knowledge such as writing Arabic, memorizing, slogan and reading the yellow book (Paminto et al., 2018). Some of the religious knowledge studied at Hidayatut Thullab Madrasah Dinah, includes Nahwu Science, Fiqh Science, Al-Qur'an Interpretation Science, Hadith Science, Ahlaq and Sufism Science, Tajweed Science, Monotheism Science, and others. On the other hand, from the religious sciences studied in the pesantren style, Madrasah Dinah Hidayatut Thullab teaches some self-development, such as learning to become an MC (*master of ceremonies*) or event guide, religious preacher (Da'i), Qiro'atul Qor'an reader. (MTQ), the reading of Tiba'iyah and Sholawat, and many more self-developments or extracurricular madrasahs taught.

With the implementation of the Islamic boarding school or madrasah early curriculum concept, Islamic Middle School Plus Hidayatut Thullab is complete with what is expected by the surrounding community. Formal schools not only teach world sciences but are also accompanied by learning religious knowledge, the most important of which is implementing this pesantren curriculum. The morals and personality of a student to become a good person and have noble character.

**c. Competitive advantage in education has been successfully realized through competitive graduates.**

Competitive Advantage at Islamic Middle School Plus Hidayatut thullab, seen from the indicators of successful implementation of the Islamic boarding school curriculum related to the goals of educational innovation and the concept of Islamic boarding school education. It can be proven by research findings in the field that graduates from SMP Islam Plus Hidayatut Thullab have good personalities and morals, mainly courtesy to parents and the teacher board, and have a disciplined spirit and achievements in the of religion and academics field. In addition, other competitive advantages can be seen from graduates who are not accepted at their Favorite schools, showing that implementing the Islamic boarding school curriculum gives positive advantages to students (Kurniadi & Biyanto, 2021).

With these competitive advantages, Hidayatut Thullab Plus Islamic Middle School is increasingly loved by the local community, as evidenced by the fact that every year the number of graduation participants always increases (Setyawan, 2015). It happens because the combination of the national education curriculum with the pesantren curriculum has

become a necessity today. In this highly globalized era, students need not only to study national education but must be balanced with in-depth religious lessons.

## 5. Conclusion

From research on the concept of pesantren curriculum-based education to achieve a competitive advantage, the following conclusions are obtained:

- a. They provided innovations in the Hidayatut Thullab Plus Islamic Middle School environment to support the creation of graduates with competitive advantages. The innovations provided by the school range from professional educators in their fields the entire day school implemented, divided into two study time sessions, school pick-up programs, and an intuitive learning approach.
- b. Implementing the concept of Islamic boarding school or madrasah curriculum-based education is carried out after formal schooling is completed. Traditional schools with a national education curriculum are held from 07.15 to 13.00, which is continued with an early madrasah with a boarding school curriculum starting from 13.30 to 16.00. The lessons of the pesantren or madrasah early curriculum deepen the religious knowledge of the pesantren style.
- c. The research findings in the field can prove a competitive Advantage at Hidayatut Thullab Islam Plus Middle School. Those graduates from Hidayatut Thullab Plus Islamic Middle School have good personalities and morals, especially in terms of courtesy to parents and the teacher council, and have the spirit of scientific discipline and achievements in the religious and academic fields.

## 6. Authors' Contributions

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