

The Implementation 2013 Curriculum And Programs Special High School Based On Pesantren

Hendi Suhendraya Muchtar, Revita Yanuarsari, Galih Saeptian, Hanny Meitavani, Sutarman

Article Info	Abstract
<p>Article History</p> <p>Received: August 30, 2020</p> <p>Accepted: November 03, 2020</p> <hr/> <p>Keywords Implementation of 2013 Curriculum, Special Programs, High Schools</p> <p>DOI: 10.5281/zenodo.4241841</p>	<p><i>High school based pesantren is a public school but its implementation is specifically pesantren lessons. The purpose of this study was to determine the implementation of the 2013 curriculum and special programs in high schools in Banten, to describe and analyze educational concepts based on pesantren lessons. The method used was formulating external environmental analysis and internal environmental analysis, by knowing the strengths, weaknesses, opportunities and threats, and curriculum planning, curriculum implementation, curriculum evaluation. The conclusion of this study is that the general education system is implementing curriculum lessons and specifically boarding school lessons. Learning becomes purposeful and quality because the education system implemented follows a 24-hour education pattern, a full day school that combines formal activities, and pesantren activities under the guidance of teachers, principals and other boarding supervisors.</i></p>

I. INTRODUCTION

Education is held to enhance and develop human potential in forming a better, cultured and humane person. The real thing is done by the government by issuing regulations and laws on the national education system that show that. (Abdul, M., 2012). Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential.

In the Act explained that the purpose of learning to be achieved is that a teacher is able to foster a willingness in students to be able to learn to know or learn more about what is learned, (Abidin, Jonah., 2016). Then students are able and willing to actualize the skills they have, able to coexist with others in their environment and have mature emotional and intellectual personalities.

National education has a function to develop capabilities and shape the character and civilization of a moral and dignified nation in the context of educating the life of the nation, which aims to develop the potential possessed by students to become human beings who believe, and devote to God Almighty, noble, healthy, knowledgeable, competent, creative, independent and be a democratic and responsible citizen. (Anam, Khoirul., 2016). In the development of education in Indonesia which is developing very rapidly, one indicator is the emergence of new schools that offer and promote various advantages in equipping students, both schools run by the government or schools run by other private parties, which are under the auspices of the foundation or educational institution.

Various educational institutions try to improve themselves in order to attract the sympathy of the community students in the hope that the community entrusts their children's education to a school or the institution they lead. (Andronache, Daniel, et al., 2015). Many parents entrust their children's education to schools / educational institutions that offer added value in the religious field. Because it is considered to be able to provide provisions in the effort to provide knowledge and religious knowledge in order to be a solid foundation for their children in facing the influence of the times.

The national education system in Indonesia has 3 education channels namely formal, non-formal and informal education. Education is complementary and enriching both the curriculum and the implementation of the formal education pathway is a structured and tiered education path consisting of basic education, secondary education and higher education. (Anggraeni, Mia., 2016). The majority of Indonesia's population is Muslim, attracting the interest of many Islamic educational institutions to establish various formal education centered on a foundation or cottage, or a formal school based on Islamic boarding schools, both under private and public auspices. With a full day education system that is equipped with boarding and boarding schools, Islamic boarding schools are an alternative choice for parents, because they don't have enough time to give attention and control to their children.

Consideration and trust in educational institutions based on pesantren parents rather than schools in formal education, especially for career parents who have a high commitment to instilling morals in their children. (Anggraeni, N.F., 2016). Islamic boarding schools are considered capable of fortifying students from

the negative influences of the current of globalization which presents western culture amidst normative and cultural regulations. The pesantren as an Islamic religious education institution that grows and develops and is recognized by the community, with a boarding school system, studies religious education through a study system that is completely under the control and leadership of a pesantren head, the Kyai.

Pesantren educational institutions are community-based Islamic religious education institutions that carry out religious education at all levels or levels of education or in an integrated manner with other types of education. (Arsyad, A., 2014). The purpose of education in Islamic boarding schools is to develop the ability of students to understand, live, and practice religious values and to shape students with character, which includes intellectual, emotional and spiritual intelligence. The establishment of the pesantren was the first time in Indonesia, there was no definitive information. (hasbullah., in Sham., 2014: 168).

Islamic boarding schools have developed their institutions by opening madrasa education systems, public schools, and some have even opened vocational education systems such as agriculture, teacher training, animal husbandry, engineering and so on. (Ali, Mohdor., 2012). The development of educational institutions in Islamic boarding schools is carried out because Islamic boarding schools do not provide graduate certificates for students, if indeed they are given certificates but the certificates are not recognized by the government. In addition, the development of *injuga* is intended to attract the interest of the community so they want to enter and learn through the pesantren.

The development of Education now makes education carried out by Pesantren not only study classical books such as Arabic, interpretations, hadith, fiqh, tasawwuf and morals, but pesantren educational institutions also establish public schools such as elementary, junior high, high school and vocational schools. (Aunurrahman., 2014). These schools are public schools that do not have a direct relationship with religious material. This is different from madrasa education which is under the auspices of the Ministry of Religion such as MI, MTs, MA and MAK which are characterized by religious education.

The implementation of general education with religious education is almost equal. Banten Islamic Boarding School High School. Is one of the many formal schools managed by the private sector, in this case is its existence under the auspices of the boarding school. Pesantren High School was inaugurated since 2009. (Dimiyati and Mudjiono., 2015). PondokPesantren High School is located in the Pandeglang area of Banten, which is managed by the Pesantren Foundation, which is a school located in an Islamic boarding school. As a school that has been standardized and its existence is recognized by the government, of course it is obligatory to follow the curriculum set by the government. However, as a school that was born in a boarding school environment, it certainly wants to develop Islamic religious knowledge in its school environment. In addition, the development of Islamic religious scholarship in public schools is intended to overcome the superficiality of religious knowledge in schools within the pesantren, by incorporating religious subjects into the school curriculum in order to confirm the existence of public schools that are characterized by Islam.

Entering the age range of 10 years, the public interest in the existence of Banten Islamic Boarding School. Always increasing every year. (Erlinawati., 2015). This can be seen from the number of registrants reaching 500 new students, the number far exceeds the target in each New Student Registration (PPDB), even though only 380 students are accepted. If seen from the domicile of registrants (prospective new students), then around 75 percent are domiciled outside Pandeglang Regency. This certainly cannot be separated from the uniqueness that is owned by PondokPesantren Senior High School, which is in the boarding school environment. Thus being able to meet expectations as well as boarding his son and obtain some of the benefits of science at once, namely general science and religious knowledge, something that is very much needed in the order of the world today.

Islamic Religious Education implemented in Banten Islamic Boarding School which includes subjects of the Qur'an Hadith, Aqedah Moral, NahahSorof, Fiqh and history of Islamic culture (SKI) and Arabic. (Atqia, Qy. 2016). Islamic Religious Education and Arabic Language courses are local content curriculum developed by schools. However, the implementation of class hours for Islamic religious education and Arabic language is not carried out in public school hours, such as religious schools usually teaching and learning activities in PondokPesantren High School Banten. Implemented in six active work days. The implementation of teaching and learning activities starts from 08:00 to 12:15 with a time allocation of 45 minutes each face to face.

However, because PondokPesantren X Senior High School is in the boarding school environment, so at 12.00 the teaching and learning activities must be completed. This is because all the residents of the lodge must follow the midday prayer in congregation in the mosque in the Pondok. (Fitroini, Rika., 2016). In addition to intra-school activities, PondokPesantren High School also has extra-school activities aimed at developing students' talents and interests and providing skills for future life. SMA PondokPesantren Banten already has around 10 extracurriculars that can be selected by students according to their talents and interests, but students are required to attend scout extracurricular activities or PMR. As a formal school in the boarding school environment, resulting in many activities that must be carried out by students, whether formal school activities or boarding school activities so that extracurricular activities are carried out after madin education (evening) and every Friday.

The existence of Banten Islamic Boarding School which implements Islamic boarding school lessons so that careful planning and strategy is needed so that the learning process can be conveyed well to students. So that it can produce maximum output, in accordance with the planned objectives. (Elisa, D.N., 2012). The plan is called a special curriculum and program, which is a means to achieve the planned educational goals. The contents of the curriculum, implementation and evaluation of the curriculum and special programs at PondokPesantren High School are certainly different from the curriculum implementation in formal schools in general. In implementing curriculum, good planning, implementation and evaluation are needed in order to achieve results in accordance with the objectives. (Robert S, Z., in Sukmadinata., 2011: 4). The curriculum is a collection of subjects that must be delivered by the teacher to be further studied by students.

The curriculum as a plan is used as a guide in the implementation of the teaching and learning process by teachers. (Habibah, Desi., 2015). The curriculum as a setting of goals, contents, and ways of its implementation is used as an effort to achieve national education goals. In Indonesian Education, the curriculum always changes and develops along with the times and demands that develop in society. Curriculum changes and 1994 curriculum changes to the KBK curriculum 2004, then changed again to KTSP (2006) and the latest change is the 2013 curriculum which has been revised in 2016. The curriculum change is basically caused by the development of increasingly advanced times and the world of education that growing. So that the old curriculum which still uses the old context, is feared that it cannot answer the demands of the times in finding solutions to existing problems.

So we need a curriculum that is in accordance with the demands and developments of the times. (Hernawati., 2015). The change in the education curriculum is more directed so that ongoing learning can provide appropriate solutions to various problems that are developing in society. Curriculum change from 2006 to 2013 curriculum, Conceptually it is expected to be able to shape students as the next generation of the nation who are creative, innovative, productive, characterized and have high integrity. With creativity, the nation's next generation will be able to innovate productively to answer all the challenges of an increasingly complex future. This is in line with the objectives of the 2013 curriculum, which is to prepare Indonesian people to have the ability to live as individuals who are faithful, productive, creative, and effective and able to contribute to the life of society, nation, state and world civilization. The implementation of the 2013 curriculum correctly is believed to be able to overcome the problems of education in Indonesia.

However, there are difficulties in applying the 2013 curriculum in schools because of the limited knowledge and insight of teachers related to the concepts of scientific learning and authentic assessment applied. (Hidayat, Sholeh., 2013). Effective strategies in assessing attitudes and behaviors need to be implemented so that teachers do not get caught up in difficulties when conducting assessments for all students. The teacher can use peer assessments (one student evaluates three of his peers) as a triangulation material for processing self-assessment, while attitude observations are made on some students who are problematic or prominent.

Efforts to implement the 2013 curriculum in producing a productive, creative, and innovative generation of the nation and in realizing national education goals to shape the dignified character and civilization of the nation are highly determined by several factors, including relating to the leadership of the school principal, teacher creativity, student activity, learning facilities and resources, a conducive academic environment and school community participation. (Mulyasa, 2014) In order to succeed the implementation of the 2013 curriculum, independent, professional and responsible principals with strong management and leadership capabilities are required to be able to take policies and initiatives to improve school quality.

II. METHOD

Research uses qualitative. deskriptif analyzing the focus on activities and implementation of the 2013 curriculum, and special pesantren programs in high schools in Banten based pesantren. (Sugiyono., 2013). Describing natural events that were described by researchers about the implementation of the 2013 curriculum and special programs in high schools in Banten. In describing and describing natural and engineering phenomena from humans. As for obtaining data sourced from:

1. Interview an activity of communication with the respondent, the form of the interview activity of the researcher directly with the respondent, including with the principal, head of the dormitory, teachers and students. (Musfiqon., 2012).
2. Observation of an observation activity on the situation and condition of the school and dormitory environment, based on the observation guidelines on this activity, the researcher makes direct observations of the learning process activities of students, teachers and education personnel in the school environment.
3. Data obtained from interviews and field observations, the researchers collected written documents relating to the implementation of the 2013 curriculum and special programs of the school.

Furthermore, data collection instruments are used as an important reference in conducting further research. (Sugiyono., 2016). So that the focus on the problem and objectives will be examined in Banten High School.

III.RESULTS AND DISCUSSION

1. Special Programs for Islamic Boarding Schools

The pesantren school special program is one of the oldest pesantren education managers believed to be authentic products from the Banten community. (Ibrahim, A., 2014). Pesantren in the narrow sense is defined as a dormitory where students or students learn to study the Koran and so on, which is also called a cottage. In a broader sense pesantren is a place of education and teaching that emphasizes Islamic religious lessons and dormitories as permanent residences for students. .

The curriculum that applies to special boarding school programs has a fixed program that can be summarized into the program as follows: (Iskandar, D., and Narsim., 2015).

- a. The Pesantren curriculum is intended to produce teachers and scholars
- b. The basic structure of the curriculum is the teaching of religion according to its level and education in the form of guidance to students by clerics and teachers.
- c. The curriculum in special programs in pesantren schools is flexible, students can arrange their curriculum according to their abilities.

The special program for pesantren school curriculum is well formulated. Pesantren curriculum which includes: (1). Tawhid (2). Interpretation (3). Hadith (4). Fiqh (5). Tasawwuf (6). Arabic language (7). Akhlaq. (Karwati, E., &Priansa, D.J., 2015). Besides that, the special characteristic of the pesantren curriculum is the study of classical Islamic or yellow books. Characteristics of the curriculum in special boarding school programs. Referring to the national education curriculum with a special high school curriculum program. Special pesantren curriculum is allocated in local content or implemented through the pesantren's own policies.

The implementation of the curriculum in the division of learning time in Islamic boarding schools, namely students learn science according to the curriculum applied in schools. the rest of the time is with solid class hours from morning to night to review special boarding school programs. (Ministry of Education and Culture., 2016). The curriculum for special programs in pesantren schools is a combination of Pesantren and formal education which is expected to be able to produce quality graduates, which are reflected in an aspirational, progressive attitude so that students can quickly adapt to various changes and can be well received by the community. Learning methods in special boarding school programs related to Islamic boarding schools. Learning in Pesantren is grouped into three methods namely:

- a. The method of sorogan or sodoran or offered. Namely an individual learning system where students face to face with the cleric or teacher, students submit a book to the teacher to read in front of the cleric / teacher, so that there is mutual interaction between the two. A cleric / teacher teaches students alternately. Implementation of learning students come together, then they queue to wait their turn.
- b. The bandungan method is often referred to as halaqah, where in learning the book is read by the kyai, while students listen to the same book, then the students listen and pay attention to the kyai's reading.
- c. The weton method is interpreted periodically or timedly. Weton learning is not a daily learning, but in faithful completion of Friday prayers.

Implementation of special boarding school programs such as: musyawarah (bahtsulmasa'il). (Komalasari, K., 2013). This method is a learning method that is similar to the discussion method. Some students form halaqah led directly by the kyai and religious teacher to study a predetermined problem, memorization method (muhafazhah), democracy, the practice of ubudiyah, munawarah, mudzakah and majlis ta'lim. Both the curriculum and methods have been revised, and additional teaching methods include:

- a. School management applies religion and general science teaching, which integrates curriculum sourced from the Ministry of Education, Ministry of Religion and Islamic Boarding Schools.
- b. Learning with an emphasis on skills development. Learning that directs the formation of students who have appropriate skills, so that students will be formed who are independent and master of religious knowledge.
- c. Training a training system developed in a pesantren to foster knowledge and skills such as carpentry, plantation, fisheries, cooperative management and other handicrafts.
- d. Field trip is a learning method implemented where students and teachers outside the school to learn certain things.
- e. The experimental method is a learning model that involves students to conduct experiments in certain subjects.
- f. The sociodrama method is a learning method in which the teacher gives the opportunity for students to carry out certain activities contained in community life.
- g. Simulation is a method of learning that mimics or acts that are mocked in a simulation method where students imitate according to the object played by students.

- h. Group work a method by presenting material by way of division of tasks to study a predetermined learning group situation in order to achieve the goal.

2. Overview of Islamic Boarding School Based Curriculum

Islamic boarding school special programs are formal schools which are under the guidance of the Ministry of Education and Culture which are completed within a period of 3 years, starting from grade 10 to grade 12. (Kunandar., 2014). Students of special boarding school programs must choose existing specializations namely mathematics and science and language. In the third year (class 12), students are required to take a national exam that affects whether or not the student passes. The education system is run in Banten.

Education develops according to the needs of the times. (Kurinasih, I., and Sani, B., 2014). There is an integrated, superior school that aims to further improve the quality of its graduates. The culture and character of the pesantren have been adopted into the national education system. This is because the majority of Indonesian people are Muslim, so the development and progress of education is the ideal ideals of the whole community. The phenomenon in the emergence of leading schools today. Emerging leading schools are implementing pesantren-based systems, which contribute to the improvement of education, especially in Banten in general in Indonesia.

Special boarding school programs that foster students. That the pesantren-based school environment is safer than the general school environment. (Lesmana, K.d., Dedi., Et al., 2015). Students in Islamic boarding schools have never been involved in brawls between students as is common in public schools. The application of the pre-eminent high school education system in boarding schools, which continues to experience growth using the terms boarding school, boarding school, boarding school, a characteristic of the Islamic education system, known as mondok students. In Islamic boarding school education is taught intensively in the religious sciences to a certain degree whose product graduates can become clerics or clerics who master the field of religious knowledge in society.

3. Curriculum 2013 and special boarding school programs

Table 1. High School Curriculum Class XII Language:

No	Day	Subject	Information
1.	Saturday	Ushul Tafsir dan Balagoh	
2.	Sunday	Fiqh dan Nahwu	
3.	Monday	Faroidan Manhaj	
4.	Tuesday	Mustolah Hadist dan Bahasa Arab	
5.	Wednesday	Adab dan Quwaid Fiqiyah	
6.	Thursday	Qiroah dan tauhid	

Table 2. High School Curriculum Class XI Language:

No	Day	Subjects	Information
1.	Saturday	Hadist dan Fiqih	
2.	Sunday	Tauhid dan TIK dan Qiroah	
3.	Monday	Usul Fiqih dan Bahasa Inggris dan Bahasa Arab.	
4.	Tuesday	Tafsir dan Matematikadan Adab	
5.	Wednesday	Manhaj dan Bahasa Indonesia	
6.	Thursday	Nahwu dan shorof	

Table 3. High School Curriculum Class X Language:

No	Day	Subjects	Information
1.	Saturday	Imladan Bahasa Inggris	
2.	Sunday	Tafsir dan tauhid dan Fiqih	
3.	Monday	Sastra Indonesia dan Bahasa Indonesia	
4.	Tuesday	Manhaj dan qiroah	
5.	Wednesday	Matematikadan nahwu	
6.	Thursday	Bahasa arab dan hadist	

Table 4. High School Curriculum XII Science

No	Day	Subjects	Information
1.	Saturday	Qowaid Fiqiyah	
2.	Sunday	Faroidan adab.	
3.	Monday	Balgoh dan Fikih	
4.	Tuesday	Usul Tafsir dan Nahwu	

5.	Wednesday	Manhajdan Bahasa arab	
6.	Thursday	MustolahHadistdantauhid	

Table 5. High School Curriculum XI Science

No	Day	Subjects	Information
1.	Saturday	Shorofdan Bahasa Indonesia	
2.	Sunday	Bahasa arabdan tafsir danbiuologie	
3.	Monday	Kimia danFiqih	
4.	Tuesday	TauhiddanFisika	
5.	Wednesday	UsulFiqihdanmanhaj	
6.	Thursday	MatematikadanNahwu	

Table 6. High School Curriculum X Science

No	Day	Subjects	Information
1.	Saturday	Fiqihdanmanhaj.	
2.	Sunday	Bahasa IngridanSorofdannahwu	
3.	Monday	TauhiddanhadistdanImla.	
4.	Tuesday	Biologiedan Bahasa Indonesia	
5.	Wednesday	Tafsir danMatematikadan Kimia	
6.	Thursday	Fisikadan Bahasa Arab	

Table 7. High School Curriculum Class XII Social

No	Day	Subjects	Information
1.	Saturday	Geografi	
2.	Sunday	Shorofdan Bahasa arabdانسosiologie	
3.	Monday	Manhajdanmatematikadanhadist	
4.	Tuesday	Tafsir danekonomidannahwu	
5.	Wednesday	Imladantauhiddan Bahasa Indonesi	
6.	Thursday	Bahasa Ingridanfiqih	

Table 8 High School Curriculum Class XI Social

No	Day	Subjects	Information
1.	Saturday	Shorof	
2.	Sunday	Geografidan Bahasa arabdانسosiologie.	
3.	Monday	Tafsir danmatematikadanhadist	
4.	Tuesday	manhajdanekonomidannahwu	
5.	Wednesday	Fiqihdantauhiddan Bahasa Indonesi	
6.	Thursday	Bahasa IngridanImla.	

Table 9. High School Curriculum Class X Social

No	Day	Subjects	Information
1.	Saturday	Bahasa Arab.	
2.	Sunday	Shorofdandانسosiologie	
3.	Monday	Nahwudanmatematikadanhadist	
4.	Tuesday	Tafsir danekonomidanManhaj	
5.	Wednesday	Imladantauhiddan Bahasa Ingris	
6.	Thursday	Bahasa Indonesia danfiqih	

Table 10. Special Class Curriculum

No	Day	Subjects	Information
1.	Saturday	Bahasa Arab dansiroh	
2.	Sunday	Fiqihdantauhid	
3.	Monday	Imladan Bahasa Arab.	
4.	Tuesday	AkhlakdanKhot	
5.	Wednesday	Tahsin danshorof	
6.	Thursday	Kamis Bahasa Arab.	

4.Strategic planning

Strategic curriculum planning and special programs for pesantren schools is a process of formulating curriculum and special program planning, implementing curriculum and special programs, and evaluating curriculum and special programs. (Majid, Abdul., 2013). Curriculum planning is composed of curriculum elements consisting of objectives, content, implementation in learning, and evaluation. Demonstrate that a specific curriculum and program must design curriculum and must be carried out with responsibility because it must ensure that education must facilitate teaching and learning of learners in various education channels and the development of competencies possessed by students, therefore curriculum design does not only regulate formal education, but also regulates human development and personal growth of students.

The curriculum design can be seen from the horizontal and vertical dimensions. The horizontal dimension deals with the preparation of the scope of curriculum content, the arrangement of the scope which is often integrated with the teaching and learning process. (Mulyasa E., Supyan, R.S., Wiwik, D.A., Lubban, A.A., 2020). The vertical dimension involves the preparation of material sequences based on the order of the level of difficulty, and on the scope of the focus of teaching. Some curriculum design patterns are:

- a. Subject centered design pattern, a curriculum design that is centered on the content or material to be taught. Subject centered design develops from the concept of classical education that emphasizes knowledge, values and cultural heritage of the past, and seeks to pass it on to the next generation. (Putu, Ayu., RiskaCandrayani., et al., 2015). Because it prioritizes the content or teaching material, the curriculum design is also called the academic curriculum subject.
- b. Learner-centered design pattern, a curriculum design that prioritizes the role of students. In teaching the learning and development of students. Educators play a role in creating teaching and learning situations, encouraging and providing guidance in accordance with the needs of students. Learner centered is curriculum not organized beforehand but is developed jointly by the teacher and students in completing their learning tasks.
- c. Problem centered design, curriculum design that is centered on the problems faced in society. This design is based on philosophy that prioritizes the role of humans, the concept of education, curriculum developers, curriculum models, that humans as social beings always live together and face common problems that must be solved together.

5. Strategic Implementation

Implementation is a process of applying ideas, concepts and policies, innovation in the form of practical actions so as to be able to change insight, knowledge, skills and policies. (Paizaluddin., and Ermalinda., 2016). Curriculum implementation is an implementation of the curriculum and evaluates the curriculum. So thus the implementation of the curriculum and special programs as well as the application of curriculum programs that have been developed in the previous stages, are then tested for their validity by adjusting the field situation in high school. The implementation is also a field research for the validation of the curriculum system in accordance with the stages, namely:

- a. Stages of planning in implementing curriculum. This stage aims to describe the vision and mission or develop operational objectives to be achieved. To realize implementation, methods, facilities and infrastructure, time, budget, personnel involved and evaluation system are needed, taking into account the objectives to be achieved along with the situation, conditions, as well as internal and external factors.
- b. Stages of implementation in the curriculum that aims to implement the curriculum that has been prepared in the planning phase, using existing methods and resources that have been determined in the planning stage. Activities that vary according to situations and conditions. Implementation phase of the implementation to achieve the goals of activities that have been determined.
- c. The evaluation phase in the curriculum aims to see the ongoing implementation process as a function of control, in carrying out the evaluation in accordance with the plan and implementation, according to the process and stages. The achievement of the final results is based on the criteria for the results achieved.

Curriculum factors that affect and determine the successful implementation of curricula and special programs in high schools in Banten: (Qomariyah, Richul., 2016).

- a. Suitability of educators and education personnel competencies with curriculum and textbooks
- b. The availability of books as a learning resource that integrates the formation standards
- c. Strengthening Education and the role of the government in school guidance and supervision
- d. Strengthening school management and cultural character.

The implementation of the 2013 curriculum and special programs are influenced by several factors as follows: (Ramdani, Dede., 2014).

- a. Curriculum characteristics, including the scope of specific program teaching materials, objectives, functions, properties, and so forth
- b. Implementation strategy, which is a method in special programs and methods used in implementation, namely professional discussions, seminars, upgrading, workshops for the provision of textbooks, and various other activities that encourage the use of curriculum in schools.

- c. Characteristics of curriculum use, which includes knowledge, skills, values and attitudes of teachers towards the curriculum in teaching and learning.

Factors affecting the implementation of curricula and special programs of schools. (Restia, Fauziah., Citra., 2016). Namely the support of the school principal, the support of fellow teachers, and the support of the head of the dormitory as well as the support of the Kyai and the teacher which are the determining factors for the successful implementation of the curriculum that is carried out at the Banten pesantren high school. Educational facilities and infrastructure, teacher competence, must master teaching materials and carry out their duties properly, then curriculum implementation will be successful.

6. Strategic evaluation of the curriculum

Strategic evaluation of curriculum and special programs in pesantren schools is very important in determining policies and decision making in the curriculum. (Sanjaya, Vienna., 2014). Evaluation by the curriculum development policy holder used. Curriculum evaluation is also used by teachers, principals and developing students' potential, selecting learning material. As a systematic effort on the curriculum to be used as a consideration of the value and meaning of a particular context. As an effort to understand what is happening in the implementation and impact of the pesantren high school curriculum. Matters that must be evaluated in specific curricula and programs cover all components and educational activities. (Sardiman., 2016). The curriculum evaluation program not only evaluates the learning outcomes of pesantren high school students and the learning process carried out by the teacher, but also involves the design and implementation of the curriculum, the work ability of the teacher, the ability and progress of students, facilities and infrastructure, learning resources.

The curriculum is divided into several groups, namely (1). Curriculum assessment at the high school program development stage (2). The magnitude and scope that must be evaluated in the school program (3). School program criteria used for evaluation (4). types of high school school program data (5) The method used in collecting and processing high school school data (6). School provisions which form the basis of schools. (Shoimin, A., 2014). Curriculum evaluations and special programs for pesantren high schools are grouped as follows:

- a. Provide curriculum information and special programs for high schools, regarding the implementation of the development and implementation of a curriculum as input for decision making
- b. Determine the level of success and failure of a specific school curriculum and program as well as the factors that contribute to a particular environment
- c. Develop various alternative solutions to curriculum problems and special pesantren high school programs that can be used in curriculum improvement
- d. Understand and explain the characteristics and implementation of a specific curriculum and program. The role of curriculum evaluation as a process in specific curricula and programs. (Soare, Emanuel., 2014). The role of the curriculum in education policy is as follows:
 - a. Curriculum evaluation and special programs for high schools as the main concept in assessment. The first evaluation results contain the value that will be used for evaluating actions that contain a scale of moral values, based on an object can be assessed. Both evaluations contain a set of practical criteria based on these criteria, an outcome can be assessed.
 - b. Evaluation in decision making in the implementation of education, namely: teachers, students, parents, principals, and curriculum developers. Decision makers in the evaluation process have different values, according to their position. One of the difficulties encountered in using evaluation results for decision making is the results of evaluations received by various parties. Problems arising from an evaluation result can be beneficial for all parties.
 - c. Evaluation and consensus values, implementation of curriculum evaluations and special high school programs on a number of grades of participating students. Participants in curriculum evaluation and special programs consisting of: teachers, students, parents, education personnel and curriculum developers. (Triwinyanto, Teguh., 2015). Values in curriculum evaluation from the tradition of mental tests as well as experiments. It is a research framework, which is focused on specific objectives, measuring learning achievement, using statistical analysis. This model can be found in researchers.

7. Supporting Factors

Factors supporting factors that can assess high school curriculum and special programs. Requires careful and systematic planning in taking clear steps. (Shoimin, A., 2014). At this stage basically determine a clear plan regarding the assessment activities. The steps that must be done in this stage are:

- a. Arranging appraisal, as a reference for the implementation of appraisal which is compiled so that the evaluation is clearer in carrying out the appraisal.
- b. Clarification and evaluation of evaluation tools which describe the form of operational activities in which the assessment must be carried out.

- c. Trial assessment is to carry out methods and procedures for assessment outside the assessment sample. The aim is to see the assessment and train the appraisal staff on tools and logistics so that the quality of the data obtained is valid. The implementation phase of the trial in carrying out an assessment of curriculum activities and special programs for high schools carried out in the implementation phase as follows: (Susanto, Ahmad., 2016).
 - a. Data collection in the field has carried out an assessment through instruments that have been prepared against the data source in accordance with the planned school program.
 - b. Compile and process data from the results of the assessment of the data generated based on the perception of the implementation of curriculum and special programs for high school and data based on the results of monitoring assessors. Appraiser's perception is data and information on the results of curriculum implementation that has been carried out.
 - c. Develop a curriculum description and special programs for high schools, based on data and information obtained from research results. Descriptions that describe the curriculum that should be implemented and compare it with the results of the assessment so that it can know the difference.
 - d. Determine the assessment of high school curriculum and special program descriptions based on predetermined criteria. Assessment can use two kinds of logic namely vertical and horizontal logic. Vertical logic prioritizes logical consistency from the upper pole to the lower pole or vice versa. Whereas horizontal logic prioritizes conformity that has been implemented and should be implemented.
 - e. Prepare reports on assessment results including recommendations, implications of solutions and corrective actions for decision makers in improving curriculum and special programs for high schools

IV.CONCLUSIONS AND IMPLICATIONS

1. Conclusions

Based on the results and discussion relating to the planning, implementation, evaluation and supporting factors of curriculum and special programs of pesantren-based high schools can be concluded as follows:

- a. Curriculum planning and special programs for pesantren-based high schools are the education system and special pesantren programs. Learning will be directed and quality. 24-hour education system, full day school that combines formal activities, and pesantren activities under the guidance of Kyai, teachers, principals and boarding supervisors.
- b. Implementation of the learning process carried out at the beginning of the year. Learning preparation by the vice-principal who handles curriculum and special programs for high schools, which are adjusted to the annual program, semester program, which is characterized by pesantren-based schools. The implementation of the curriculum is coordinated by the Principal who is assisted by the deputy headmaster in coordinating all components of the resources to carry out the programs that have been prepared in the curriculum.
- c. Curriculum evaluation is carried out at the end of the school year, to find out the results and effectiveness of the implementation of high school curriculum and special programs, as well as the planned objectives. Evaluation activities are carried out every day, week through the activities of teacher and education staff meetings, and evaluation every semester in the form of supervision of the implementation of learning by each subject teacher. The results of curriculum evaluation are used as a reflection and improvement.
- d. Factors supporting curriculum and special programs for high school schools. Development of religious subjects, local content subjects such as jurisprudence, moral creed, al-qur'an hadith, nahwusorof, and the history of Islamic culture and Arabic language developed in cross-interest subject groups.

2.Implications

- a. The learning planning undertaken by the teacher impacts the quality of the core and additional activities. Learning with a scientific approach and applying religious content, and learning media tailored to the curriculum and special programs of high school schools. assessment using the aspects of knowledge, skills of students.
- b. Implementation of curricula and special programs for high schools, which have an impact on (1). The planning process prepared by the teacher at the beginning of the year, all the designs in the lesson plan lesson activities. The learning media that will be used are in the laboratory room, while for teaching materials use textbooks from publishers because of the lack of ministry books (2). The teacher learning process involves students, so activities that must be carried out by students are very dense, teachers do not use much of the learning model (3). The assessment process, teachers have difficulty conducting an assessment of students' affective aspects, due to changes in student attitudes and the number of students in the class.
- c. Curriculum evaluation and special programs for high schools, teachers and students as well as facilities and infrastructure. Impacts on overcoming obstacles in overcoming obstacles, namely (1). Improving the quality of human resources through training and workshops on the 2013 curriculum which includes aspects of planning, implementation and assessment in learning; (2). The learning process, the teacher engages

- students to be more active, through interesting teaching methods so as to create an enjoyable learning process (3). Complementing facilities and infrastructures and arranging usage schedules.
- d. Factors supporting curriculum and special programs for high school schools. Impact on school principals who coordinate with the fields of religious education and the community in developing the 2013 curriculum and special curriculum for religious education. Paying attention to the achievement of student competencies through improving the quality of teaching aids in supporting learning so that the application of curriculum and special programs for pesantren-based high schools.

REFERENCES

- Abdul, M., (2012). *Learning Planning*. Bandung: RosdaKarya.
- Abidin, Jonah. (2016). *Learning System Design in the Context of Curriculum 2013*. Bandung: PT RefikaAditama.
- Ali, Mohdor. 2012. *Integration of Madrasah Curriculum and Madrasah Aliyah Islamic Boarding School Curriculum at Tanwirul Islam Islamic Boarding School, Tanggumong, Sampang District, Sampang Regency*. Thesis: SunanAmpel State Islamic Institute of Surabaya.
- Anam, Khoiril. (2016). *Inquiry-based learning (methods and applications)*. Yogyakarta: Student Library.
- Andronache, Daniel, et al., 2015. A Systemic-interactionist Model to Design a Competency-based Curriculum. *Procedia - Social and Behavioral Sciences* 180. Pg. 715-721.
- Anggraeni, Mia. (2016). *Use of the Discovery Learning Model to Increase Learning Activities and Outcomes in Science Learning. Material for the Function of Human and Animal Organs (Classroom Action Research on Class V Students of SDN Nambo Jl. Raya Haurgeulis-Gantar KM 06, Gantar District, Indramayu Regency, 2016-2017 Academic Year)*. Bandung: Pasundan University, not published.
- Anggraeni, Nurul Fitri. (2016). *The Use of Cooperative Learning Model Type Numbered Head Together (NHT) to Increase Learning Activities and Learning Outcomes in Science Learning Material (Classroom Action Research in Class IV Students of Semester I SDN Cihambulu 1. Pabuaran District Subang Regency 2016-2017 Academic Year)*. Bandung: Pasundan University, not published.
- Arsyad, Azhar. (2014). *Learning Media*. Jakarta: Rajawali.
- Atqia, Qy. 2016. *Curriculum Management in Madrasah Tsanawiyah (MTs) Pesantren (Case Study in Al Hikmah MTs 2 Benda Village Sirampog District Brebes Regency)*. Thesis: Semarang State University.
- Aunurrahman. (2014). *Study and Learning*. Bandung: Alfabeta.
- Dimiyati and Mudjiono., (2015). *Study and Learning*. Jakarta: PT RinekaKarya.
- Elisa, D.N., (2012) *Implementation of the Boarding-Based High School Curriculum (Islamic Boarding School Program) at Al Multazam High School, Mojokerto*. Thesis: SunanAmpel State Islamic Institute of Surabaya.
- Erlinawati., 2015. *Implementation of 2013 Curriculum Subjects for Social Sciences Class VII in SMP N 6 Magelang*. Thesis: Semarang State University.
- Fitroini, Rika. (2016). Thesis with the title *Use of Guided Inquiry Learning Model to Improve Independent Attitudes and Student Learning Outcomes of Class IV SDN Leuwipanjang Bandung (Classroom Action Research Theme 5 of my hero Subtema 1 Struggle of Heroes in Class IV SD)*. Bandung: UniversitasPasundan, unpublished.
- Habibah, Desi., (2015). *Application of Discovery Learning Model to Improve Student Learning Activities and Achievement in Natural Sciences Subjects on Material Functions of Human and Animal Organs*. Bandung: Pasundan University.
- Hernawati., (2015). Thesis with the title *Application of the Cooperative Learning Model Type Numbered Heads Together to Enhance Student Cooperation and Learning Outcomes in Social Studies Learning (Classroom Action Research of Natural Appearance and Socio-Cultural Diversity in Class IV Students of BatuhPanca Elementary School in Bandung Regency)*. Bandung: Pasundan University, not published.
- Hidayat, Sholeh., 2013. *New Curriculum Development*. Bandung: PT Youth Rosdakarya Offset.
- Ibrahim, A., 2014. *Educational Objectives in Aspects of Indonesian Curriculum*. *Islamic Studies Journal* 2 (1): 175 - 188.
- Iskandar, Dadang., and Narsim., 2015. *Classroom Action Research and its Publication for Promotion and Teacher Level & PTK Writing Guidelines for Students*. Cilacap: Ihya Media.
- Karwati, E.,&Priansa, D.J., 2015. *Class Management*. Bandung: Alfabeta.
- Ministry of Education and Culture. (2016). *2013 Integrated Thematic Curriculum Book Elementary / Primary School Teacher's Book Class IV Theme 1 The Beauty of Togetherness (2016 Revised Edition)*. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- Ministry of Education and Culture. (2016). *2013 Thematic Integrated Curriculum Book Elementary / Elementary School Student Book Class IV Theme 1 The Beauty of Togetherness (2016 Revised Edition)*. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.

- Ministry of Education and Culture. (2016). *Assessment Guide for Primary Schools (SD)*. Jakarta: Ministry of Education and Culture.
- Komalasari, K., 2013. *Conceptual Application and Conceptual Learning*. (Cet. III) Bandung: PT RefikaAditama.
- Kunandar., 2014. *Authentic Assessment: Assessment of Student Learning Outcomes Based on the 2013 Curriculum*. Jakarta: PT RajaGrafindoPersada.
- Kurinasih, I., and Sani, B., 2014. *Implementation of 2013 Curriculum: Concepts and applications*. Surabaya: Pena words
- Lesmana, K.d.,Dedi., Et al., 2015. Effect of Scientific Approach Against Learning Outcomes of Science Knowledge The Theme of My Living Place Judging from the Ways of Asking Teachers to Class IV Students in the DewiSartika Elementary School. *E-Journal PGSD Ganesha University of Education, Department of PGSD Vol: 3 No: 1 Year: 2015, pages 1-12*. <https://drive.google.com/file/d/0Bk3scSUKM3lyYUttWWx5TmdQUzA/view>. (Accessed April 19, 2017)
- Majid, Abdul., 2013. *Learning Planning*. Bandung: Teen Rosdakarya.
- Majid, Abdul. (2014). *Integrated Thematic Learning*. Bandung: Teen Rosdakarya Offset.
- Majid, Abdul. (2015). *Learning strategies*. Bandung: Teen Rosdakarya Offset.
- Mufidah, et al. (2013). Application of the Tps Type Cooperative Learning Model to Increase Student Learning Activities in Matrix Subjects. *Journal of Mathematics Education STKIP PGRI Sidoarjo Vol.1, No.1, April 2013, pages 117-125*. <http://lppm.stkipgrisidoarjo.ac.id/files/Application-Model-Learning-Cooperative-Type-TPS-to-improve-Activity-Learning-Students-in-Main-Discussion-Matriks.pdf>. (Accessed May 13, 2017)
- Mulyasa, E., R. Supyan, Wiwik, D.A., Lubban, A.A., 2020. Continuous Quality Instructional Improvement Trought Implementation of an Internal Quality Assurance System, *Sys Rev Pharm 2020; 11 (3): 674-678* A multifaceted review of journals in the field of pharmacy. E-ISSN 0976-2779 P-ISSN 0975-8453. University of Islam Nusantara, University of Indraprasta PGRI Jakarta
- Mulyasa., E. (2016). *Curriculum Development and Implementation 2013*. Bandung: PT RemajaRosdakarya.
- Musfiqon., (2012). *Educational Research Methodology*. Jakarta: PT. Workshop Achievement.
- Noor, J. 2012. *Research Methodology*. Jakarta: KencanaPrenada Media Group
- Paizaluddin., and Ermalinda., (2016). *Classroom Action Research Theoretical and Practical Guide*. (2016). Bandung: Alfabeta.
- Minister of Education and Culture Regulation Number 22 Year 2016 regarding Basic and Secondary Education Process Standards. Germany. Jaka (2014). *Lecture Material Material and Social Media Learning Elementary School (Hand Out)* Pasundan University Bandung: Not published.
- Prastowo, Andi. (2013). *Development of Thematic Teaching Materials A Complete Applicative Guide*. Jogjakarta: DIVA Press. Leuwipanjang District of BojongloaKidul, Bandung City, 2015/2016). Bandung: Pasundan University, not published
- Purwanto, Ngalim. (2014). *Educational Psychology*. Bandung: Teen Rosdakarya.
- Putu,Ayu.,RiskaCandrayani., et al. (2015). Application of Guided Inquiry Learning Model to Improve Student Science Learning Activities and Outcomes. *e-Journal PGSD Ganesha Educational University Department of PGSD Vol: 4 No: 1 Year: 2016, pages 1-10*. <http://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/7097>. (Accessed May 12, 2017)
- Qomariyah, Richul., 2016. Curriculum Study of Integrated Islamic Boarding School Bilingual in Modern Al-Amanah Boarding School, JunwangiKrianSidoarjo. *Journal of Student Technology Education Unesa. Vol 10. No. 1*
- Ramdani, Dede., (2014). *Application of Guided Inquiry Based Learning Model to Improve Student Learning Activities in Science Learning in Primary Schools*. Bandung: Indonesian Education University, unpublished.
- Restia,Fauziah., Citra., (2016). Thesis with the title Use of Guided Inquiry Model to Improve Student Learning Outcomes (Class Action Research on the theme of My Healthy and Nutritious Food Subtheme
- Sanjaya, Vienna., (2014). *Standardized Process Education Learning Process*. Jakarta: KencanaPrenadamedia Group.
- Sardiman., (2016). *Interaction and Teaching and Learning Motivation*. Jakarta. Rajawali Press. Shoimin, A., (2014). *68 Innovative Learning Methods in Curriculum 2013*. Yogyakarta: Ar-rujj Media. Solichin, Riyadi., Et al., (2015). Implementation of Guided Inquiry Learning Model in Improving Natural Science Learning About Water Cycle. For Grade V Students of SDN 1 Pejagoan Academic Year 2014/2015. *CENDEKIA CAMP, Volume 3 Number 5.1, pages 534-538*. <https://drive.google.com/file/d/0B-k3cSUKM3Iya0lYzjCOWE0dGc/view>. (Accessed April 18, 2017)
- Soare, Emanuel., 2014. Perspectives on Designing the Competence Based Curriculum. *Procedia - Social and Behavioral Sciences 180. Pg. 972-977*.
- Sugiyono., 2016. *Qualitative Quantitative Research Methods and R & D*. Bandung: Alfabeta

- Sugiyono., 2013. Educational Research Methods (Quantitative, Qualitative, and R&D Approaches). Bandung: Alfabeta
- Surya, Muhamad. (2013). Teacher Psychology. Bandung: Alfabeta.
- Susanto, Ahmad., (2016). Learning Theory and Learning in Primary Schools. Jakarta: Kencana.
- Taufik, Agus, et al. (2014). Child Education in elementary school. Jakarta: Open University
- Trianto. (2014). Designing Innovative, Progressive, and Contextual Learning Models. Jakarta: Prenadamedia.
- Triwinyanto, Teguh., (2015). Curriculum Management and Learning. Jakarta: Earth Literacy.
- Trianto. (2014). Designing Innovative, Progressive, and Contextual Learning Models. Jakarta: Prenadamedia.

Author Information

Hendi Suhendraya Muchtar

Universitas Islam Nusantara (UNINUS)

Galih Saeptian

Universitas Islam Nusantara (UNINUS)

Revita Yanuarsari

Universitas Islam Nusantara (UNINUS)

Hanny Meitavani

Universitas Islam Nusantara (UNINUS)

Sutarman

Universitas Islam Nusantara (UNINUS)
