

**THE EFFECTIVENESS OF CURRICULUM OF ISLAMIC
EDUCATION MANAGEMENT PROGRAM FOR ITS USERS
AND STAKE HOLDER
(Critical Review towards the Curriculum of Study Program
of Islamic Education Management of UNISNU Jepara)**

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ABSTRACT

This descriptive research aims at describing the effectiveness of curriculum of Islamic Education Management Postgraduate Program at UNISNU Jepara and contributing the critical review towards the concordance of curriculum structure and subjects' variant offered connected to stake holder and the profession of users. Qualitative method is applied in this research, whereas the technique of selecting the subject of research is purposive sampling. The data of this research are collected through interview, observation, and documentation. The result shows that the variant of courses that are offered by the postgraduate program are categorized to be supporting enough for the concentration Islamic education supervision in the case of education management study program. However, some subjects need to be reviewed in curriculum review to enhance their effectiveness for users and stake holder of institutional and Islamic education management at UNISNU Jepara.

Keywords: effectiveness, curriculum, Islamic education management

ABSTRAK

Penelitian deskriptif ini bertujuan menjelaskan keefektifan kurikulum manajemen pendidikan Islam perogram pascasarjana Unisnu Jepara dan memberikan kontribusi berupa tinjauan kritis terhadap kesesuaian dalam struktur kurikulum dan berbagai pihak yang berhubungan dengan pemangku kepentingan dan profesi para pemakainya. Penelitian ini menerapkan metode kualitatif, sedangkan teknik pemilihan data dengan menggunakan tehnik sampel terpilih. Data penelitian dikumpulkan melalui wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa ragam mata kuliah yang ditawarkan dapat dikategorikan cukup mendukung konsentrasi supervisi pendidikan Islam dalam penjurusan

program studi, namun sebagian mata kuliah perlu ditinjau ulang dalam tinjauan kurikulum untuk meningkatkan keefektifannya khususnya bagi para pemangku kepentingan lembaga dan manajemen pendidikan Islam UNISNU Jepara.

Kata Kunci: efektifitas, kurikulum, pendidikan Islam.

INTRODUCTION

Curriculum is viewed to be a system containing the components which are tightly interconnected and support each other. The curriculum consists of goal, learning material, method, and evaluation. The system form of curriculum will lead to the education objectives by the cooperation among whole subsystem. If one of curriculum variable does not work properly, the curriculum system will not run well and maximally.

As stated in Law of Indonesian Republic Number 20/2003 Article 1 Section 19 about National Education System, curriculum is a set of planning and setting of objective, content, and learning material as well as the method used as a guide of establishing learning activities to achieve the particular education objectives (Law of Indonesian Republic Number 20, 2003: 5).

Sukmadinata (2010: 4) explained that curriculum leads to all types of activities for the sake of achieving the education objectives. Curriculum is also a kind education plan, giving direction and way of type, scope, content series, and education process.

Curriculum can be stated to be not only subject of lesson but also all experiences that done by the students and used as the basic and foundation in conducting the learning activities to achieve the targeted education goals. Therefore, education needs dynamic, flexible, and updated curriculum that meets the people needs.

Education Management Versus Islamic Education Management

Etymologically, management is derived from English word “*to manage*” that means “*to control, to do something with/ without something/ somebody, to make use of, to arrange, to put in order, to carry out, and to treat*” (Echols and Shadily, 2000: 372). Marshal, as quoted by Ike, stated that *management* is knowing where to go, the constraints ought to face, the power to conduct, and how to drive the ship and its passengers well without wasting time in conducting process (Rachmawati, 2004).

Schermerhorn viewed that *management* is process of planning, organising, directing, and making use of other organisation resources to achieve the targeted organisation goals (Rachmawati, 2004).

Siagian also explained that *management* is the entire process of cooperation between two persons or among more than two persons based on particular rationality to achieve the previous targeted goals (Siagian, 1990: 84).

Ramayulis (2008: 362) stated that the similar definition of the essence of management is derived from Arabic word "*altadbir*" that means "admission of decree". This word is the derivation of word "*dabbara*" (to manage) that is abundantly implied in Al Qur'an, as Allah Subhana Wata'ala (Praise be unto Thee the Almighty):

﴿تَعْدُونَ مِمَّا سَنَ الْفَقْدَارُهُ كَانَ يَوْمٍ فِي إِلَيْهِ يَرْجُ ثُمَّ الْأَرْضِ إِلَى السَّمَاءِ مِنَ الْأَمْرِ يُدِيرُ﴾

Translation:

He directeth the ordinance from the heaven unto the earth; then it ascendeth unto Him in a Day, whereof the measure is a thousand years of that ye reckon" (Surah As Sajdah: 05)

The above Al Qur'an verse (Surah As Sadjah: 05) explains that Allah, Praise be unto Thee the Almighty, is the manager of universe. The orderly universe is the proof of His Greatness in managing this universe. However, as man is created to be *khalifah* in earth, he has to manage and to order the earth as well as possible, just the way Allah does. Meanwhile, the terminology of management means to coordinate the activities of work so as to be completed efficiently and effectively by and through other persons (Robbin and Culter, 2007: 8).

In such a way that management is concluded to be a process of making use of all resources through other persons' assistance and cooperate with them, so as to achieve the objectives efficiently, effectively, and productively.

Education management is the activities of fusing the sources of education to be centralised for the sake of achieving the previous targeted education objectives (Pidarta, 2004: 4), as well as a systematic and comprehensive cooperation process for the sake of National education realization (Mulyasa, 2003: 19). Islamic education, whereas, is internalisation process of Islamic values as provision to achieve the cheeriness and welfare in the world and hereafter.

Therefore, the term of "Management of Islamic Education, as stated by is the process of making use entire resources that are owned by Moslem people, education Institution, or others), both hardware and software. The utilisation of above resources

is performed through cooperation with others effectively, efficiently, and productively to attain the cheeriness and welfare both in the world and hereafter (Ramayulis, 2008: 260).

As a science, Islamic Education Management has particular characteristic, been different from other management science due to its additional term “Islam”. The difference lies on the operational principles, and not on general principles. Understanding Islamic education management needs the understanding or mastering the general principle of management. Moreover, Islamic education management is different from education management because not all activities attaining the objectives of education are education management. If the term “management” is connected to education management, it means the entire management of Islamic education components as efforts to attain the education objectives effectively and efficiently.

Based on the above explanation, the study program of Islamic education management cannot be equalised as education management, but education management plus Islam. Therefore, the purpose of the study program of Islamic education management is to produce the magister graduate having management competence, being able to manage the program to facilitate the development of Islamic Education. Islamic Education Management must have idealism, culture, and characteristic of education management, unrealisable from the life of Indonesian Islamic community. Islamic education management must be able to bear the compatible and talented graduates to work in birocrasy. Thereby, culture and birocrasy ethics must be discussed, trained, and tested for their competence. Besides, Islamic education management must be able to produce the graduate with *entrepreneurship* minded, skilful to manage and to develop the compatible to others.

The Curriculum of Study Program of Islamic Education Management.

Higher education curriculum is a set of plan and setting of content and material as well as lessons and teaching and assessment method which are used as the guidelines of establishing the teaching-learning activities at Higher Education (Decree of Ministerial of National education Number 232/U/2000 Article 1 section 6). For this case the government through the Minister of National Education has regulated it by issuing the Ministerial Decree of National Education Number 232/U/2000 Article 1

Section 6 about The Guideline of Composing Higher Education Curriculum and Assessing the Student's Learning Result.

Along with the rapid advancement of the world, especially information and technology and communication, the adjustment towards the output of Higher Education Institution so as to be able to adapt with the people needs, the advancement of era, and the government policy. This case is also included in the change of *nomenclature of Islamic Education Study Program* to be Management of Islamic Education Study Program based on the Ordinance of Minister of Religion Affair Number 36 year 2009. It demands the compatible curriculum of study program, emphasises on practical science, and enriched the practice (The Ordinance of Ministry of Religion Affairs Number 36 year, Statagic Planning of Department of Religion Affairs in 2005 – 2009).

Connected to the Higher Education Curriculum, the efforts of qualification of Higher Education output in Indonesia has been done by the government by issuing the Regulation of President Number 8 year 2012 about Indonesia National Qualification Plan. It is a guideline in arranging the attainment of learning outcomes from each level of education nationally (Presidential Ordinance Number 8 Year 2012 about Indonesian National Qualification Plan (KKNI)).

In article 1, the Indonesia National Qualification Plan (KKNI) is defined as “a framework of grading of competence qualification which can match, equalise, and integrate between the field of education and the field of work training as well as work experience for the sake of giving the acknowledgement work competence based on the structure of work in all sectors”.

The Indonesia National Qualification Plan is expected to change the way to view the one's competence, not based on certificate any more. Thereby, the Indonesian National Qualification Plan is compromised nationally as the basic admission towards someone's accountable and transparent education result (formal, non-formal, or informal). Islamic Education Management Education Program should be based on Indonesian National Qualification Plan.

Besides, the issue of Act of the Republic of Indonesia Number 12 Year 2012 about Higher Education Article 29 sections (1), (2), and (3) has impacted on the curriculum and its management in each study program of university. The curriculum that firstly depends of the achievement of competence changes to be learning

outcomes (Act of the Republic of Indonesia Number 12 Year 2012 about Higher Education).

Based on the the above view, the Islamic Education in Indonesia, including Islamic Higher Education should perform the following things: 1) the need of Islamic Education Management based on market demand; 2) the need of integration of Islamic Education Management between formal and conformal education, research, teaching, and services; 3) the need of sale skill development, that means the ability to produce and offer kind of training and consultation which are required by the concerned institution, *users* or *stakeholders* in general; 4) the need of research commercialisation in term of gathering available resources for the sake of people needs; 5) in order to boost competing power in tight competition century, the institution needs to develop the specific and particular program based on its potentiality (Muhaimin, 2003: 23).

RESEARCH METHOD

This *Field Research* chooses Islamic Education Management Program at University of Nahdlatul Ulama (UNISNU) Jepara Central Java as the place of case study. Case study is an effort approach to investigate the social phenomena by analysing a case thoroughly and comprehensively (Kemendikbud, 2011: 509).

This research uses descriptive approach; that is one aiming at collecting data and facts, and analysing them thoroughly and comprehensively, based on the solved problem. Tanzeh stated that the descriptive data are commonly collected by observation, documentation, and interview in oral and documentation (Tanzeh, 2011). The use of descriptive qualitative method is to collect data (words), facts, information, and action (phenomena) that are related to the Islamic Education Management Study Program. According Moleong, qualitative research only uses *purposive sampling* (objected sample) in deciding the research subject (Moleong, 2011: 224). The subjects in this research are the Director of Postgraduate Degree, The Chief of Study Program, Postgraduate students, and the alumnus.

Technique of collecting data in this research uses three methods such as interview, observation, and documentation. Interview uses structural interview with the subjects of research. Observation was done by going down to the field to investigate the data dealing with Islamic education management. Documentation is used to

acknowledge the data of vision and mission of Postgraduate Program of Islamic Education Management of UNISNU Jepara, list of lectures, staffs, number of students, organisational structure of study program, and so on. Whereas, in analysing the data, the researchers uses descriptive qualitative method which covers data reduction, data categorisation, synthesis, hypothesis or drawing conclusion (Moleong, 2011: 224).

Profile and Curriculum Structure of Islamic Education Management Program of UNISNU Jepara

Postgraduate Program of Education Management Program of UNISNU Jepara was established in April 26th, 2013 based on the Directorate General of Higher Education of Ministry of Education and Culture, along with the foundation of UNISNU Jepara (web page. postgraduate programs Unisnu Jepara). The vision, mission, and the objectives are as follows:

1. Vision

Become an excellent High Postgraduate Program by Islamic direction of *Ahlus Sunnah wa al-Jama'ah* and be able to compete in National level.

2. Mission

- a. Developing the science, technology, and/or art through research, so as to create innovative and tested work;
- b. Solving the problem of science, technology, and/or art through inter or multidiscipline approach;
- c. Managing the research and development that are beneficial for society and knowledge, as well as being able to get national and international admission.
- d. Establishing the education that emphasize on scientific research and tradition of Islamic culture in postmodernism cultural context.
- e. Improving the Islamic science study especially in Islamic study field based on the complexity of current demands interactively, trans formatively, and multiculturally;
- f. Increasing the scientific study and research of Islam, having the impetus towards the advancement of civilisation;
- g. Broadening the cooperation network to increase the academic service affairs, social, scientific research, and social service.

3. Objectives

- a. Developing the methodological competence of the program members in absorbing, reproducing, and developing the Islamic education tradition along with the global demands;
- b. Developing the methodological competence of the program members in absorbing, reproducing, and developing the Islamic education tradition along with the people progress demands;
- c. Developing the inclusive transcendental and free Islamic insight and education
- d. Being able to acknowledge, observe, do approach, and solve the scientific problem, as well as being perceptive towards the change and advancement of Islamic education in Indonesia;
- e. Being able to perform the research and developing the science of Islamic education;
- f. Bearing the postgraduate students who have methodology in developing the Islamic education study as well as being able to understand and analyse social phenomenon, and increasing the education, a social phenomenon, in turn it is able to give the alternative solution for Islamic problem in society;
- g. Bearing the output of postgraduate in Islamic integration, mastering of science of Islamic education and mainstay methodology interactively in social transformation framework who are transcendental human;
- h. Producing the output of postgraduate students who are able to perform the study and research of Islamic affairs and education for the sake of civilisation development.

This study Program consists of 47 credit system which can be performing in 4 semester of normal study. The curriculum structure is as follows (from the Document of Postgraduate program of UNISNU Jepara 2016):

Table 1. The Structure of Postgraduate program of UNISNU

Number	Code	Name of Course	Credit
Matriculation			
1	MTR 001	Basics of Pedagogy Management	0
2	MTR 002	Understanding Arabic Texts	0
3	MTR 003	Understanding English Texts	0
SEMESTER I			
1	MKD 001	Science of Islam Education	3
2	MKD 002	Ushul Fiqh	2
3	MKD 003	Islamic Civilisation History	2
4	MKM 001	Philosophy	3
5	MKM 002	Education Research Methodology	3
		Subtotal	13
SEMESTER II			
1	MKD 004	Philosophy of Islamic Education	3
2	MKD 005	Study of Quran Hadist	2
3	MKD 006	Study of Aqidah Tasawuf	2
4	MKM 003	Psychology of Islamic Education	3
5	MKU 006	Classroom and Schooling Management	3
6	MKU 003	Total Quality Management of Islamic Education	3
		Subtotal	16
SEMESTER III			
1	MKU 001	Analysis of Islamic Education Policy	3
2	MKU 002	Islamic Education Leadership	3
3	MKU 004	Curriculum Development and Education Evaluation	3
4	MKU 005	Islamic Education Supervision	3
5	TAS 001	Comprehensive	0
6	TAS 002	Seminar of Thesis Proposal	0
		Subtotal	12
SEMESTER IV			
1	TAS 003	Thesis	6
		Subtotal	6

Source: Documentation of Postgraduate Program of UNISNU Jepara 2016

Composition of Students and Alumnus

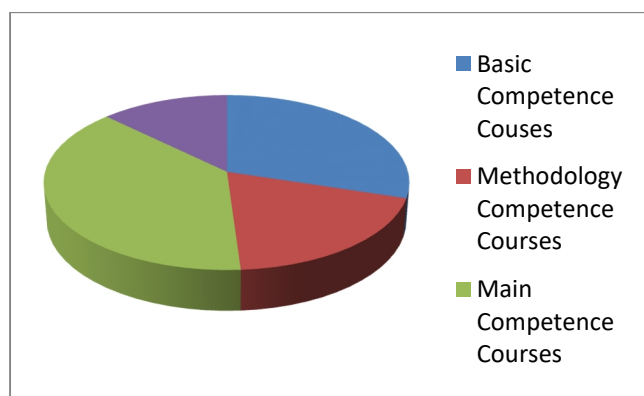
According to the documentation of Postgraduate Program of UNISNU Jepara 2016, the number of students by 2016 is about 235 students, comprising of 75% private Islamic School teacher (Elementary, Junior, Senior High School), spreading in the region of Jepara, Kudus, and Pati Regency; 15% of them get additional task as School principle; 10% of them as civil servant.

The Analysis of Curriculum Structure of Islamic Education Management Program of UNISNU Jepara

Viewing at the above Indonesian National Qualification on learning outcomes and level of capacity of Islamic Education Management Study Program of UNISNU Jepara, we righteously compose the Islamic Education Curriculum by integrating the theoretical sciences, 70% practice which support the managerial talent and administration which supports main profession to produce the output having managerial and administration talent in Islamic education management as well as being able to apply it as administrator in education institution and government institution.

As shown at table 1, the curriculum structure of Islamic Education Management program consists of 21 courses by the composition: Matriculation Courses (0 zero credit), Basic Competence Courses (14 credits), Methodology Competence Courses (9 credits), and Main Competence Courses (18 credits), Final Paper (6 credits). Among the 47 total credits of all courses, Main Competence Courses occupies the first position by 18 credits (about 38, 29% of all). The second place is occupied by Basic Competence Course's (about 29,78 %). The third one is occupied by Methodology Competence Courses (about 19,14 %) while the rest is for Final paper (12,76 %). The detail composition can be shown on the chart below.

Picture 1. Credits Composition of Courses



As shown by picture 1, it should be one thing to pay attention from the composition of curriculum; that is the direction of concentration of Islamic Education Management study program on supervision of Islamic Education. It focuses on the managerial and administration competence. The output of postgraduate program of UNISNU is expected to be the candidate of *supervisor*, school principle, vice principle, chief of program at each region/school. The basic competence is as mandated in the Ordinance of National Education Minister of Republic of Indonesia Number 12 Year 2007 about School Supervisor Competence and the Ordinance of National Education Minister of Republic of Indonesia Number 13 Year 2007 about School Principle Competence 2007. Those two competencies termed for the candidates of School Principle and Supervisor are managerial and supervision competence. Both competencies are closely related to the concentration study of postgraduate program of UNISNU Jepara; that is the concentration of the supervision of Islamic Education: managerial competence and supervision competencies. Hence, the curriculum structure and list of courses are expected to be more supporting and in line with the development of students' competence as the candidates of school manager and supervisor. The managerial competence deals more with the implementation of management function, while supervision competence deals more with the procedure and technique of supervision; being able to do monitoring, evaluation, and report of education program.

Viewing at the composition of courses, the researcher found that the variants of courses offered by the program are less supporting towards the concentration competence so that the program should give the additional courses related to the Institutional Management and Islamic Education Management. The variant of Basic

Education are generally gained by the graduate students. The data shows that 75% of postgraduate students are the graduate of Islamic study. Particularly, the course of Basic Education Management should be inserted as regular course tin one semester or continued by the further Education Management course in next semester.

RECOMMENDATION

The existence of postgraduate program of Islamic Education Management based on the curriculum of Indonesian National Qualification Design is an effort to self-improvement to handle the development of education, particularly higher education. The study program of Islamic Education Management has vision, mission, target, and objectives that are expected to not only be able to produce the *output* which meets the academic standard but also be able to compete the demand of work share that will use the *output*, both internally and externally. Therefore, the study program of Islamic Education Management is projected to produce the output of professional having competence to observe, analyse, solve the problem of Islamic education.

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