

INTISARI

Strategi Pengembangan Kurikulum Pendidikan Tinggi Berbasis Pesantren (Studi Kasus Institut Agama Islam Al-Khairat Pamekasan)

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Penelitian ini bertujuan untuk mendeskripsikan strategi pengembangan kurikulum di IAI Al-Khairat Pamekasan. Menggunakan metode kualitatif-studi kasus, fokus penelitian meliputi 3 aspek, yakni: landasan yang digunakan dalam pengembangan kurikulum, strategi pengembangan kurikulum yang diterapkan di IAI Al-Khairat Pamekasan, dan faktor yang berpengaruh terhadap pengembangan kurikulum yang diterapkan di IAI Al-Khairat Pamekasan. Instrumen yang digunakan dalam penelitian ini yaitu wawancara, dokumentasi dan observasi. Analisis data yang digunakan meliputi: pengambilan data, reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan: pertama, landasan yang digunakan dalam pengembangan kurikulum diantaranya: landasan filosofis, pedagogis, yuridis dan sosial masyarakat. Penerapan KKNi di perguruan tinggi berbasis pesantren/ PTKI disesuaikan dengan *core values* yang dimiliki oleh perguruan tinggi itu sendiri. Sejalan dengan pengembangan kurikulum yang dilakukan, pendekatan integrasi-interkoneksi diterapkan di IAI Al-Khairat. Hal tersebut terlihat dari perpaduan antara pengetahuan umum dan pengetahuan agama yang berjalan beriringan dalam kurikulum yang diterapkan.

Kedua, pengembangan kurikulum dilakukan dengan beberapa langkah, diantaranya: *pertama*, penentuan standart mutu, visi dan misi, dilanjutkan dengan membuat tim/panitia. *Kedua*, mendatangkan ahli kurikulum yang kemudian dilakukan workshop. Tim tersebut berasal dari Kopertais wilayah IV. *Ketiga*, merumuskan desain kurikulum yang sudah didapatkan dari workshop tersebut. *Keempat*, penetapan kurikulum. *Kelima*, mengimplementasikan kurikulum dalam bentuk perkuliahan baik di dalam kelas ataupun luar kelas. *Keenam*, evaluasi kurikulum sebagai *feedback* dan masukan atas kurikulum yang sudah diterapkan.

Dalam penerapan kurikulum. IAI Al-Khairat menerapkan CCE (*Character, Competence, Entrepreneursip*). CCE tersebut sejalan dengan parameter KKNi, diantaranya: pengetahuan (*knowledge*), pengetahuan praktis (*know-how*), keterampilan (*skill*), afeksi (*affection*) dan kompetensi (*competence*). Berdasarkan parameter tersebut, relevan dengan jenjang kualifikasi KKNi, bahwa untuk strata 1, ditekankan kepada penguasaan *skill*.

Ketiga, ada beberapa faktor yang menjadi pendukung pengembangan kurikulum, diantaranya: Adanya perhatian dan dukungan penuh dari pihak pimpinan, khususnya pesantren. Keterlibatan *stakeholder* termasuk dosen, mahasiswa dan masyarakat serta kehadiran para ahli kurikulum. Sedangkan faktor penghambat diantaranya: kualitas SDM, biaya, nilai-nilai pesantren dan orang yang *expert* dari pihak pesantren.

Kata kunci: Kurikulum, KKNi, Pendidikan Tinggi



**Islamic Boarding School-Based Higher Education Curriculum Development Strategy
(Case Study of Al-Khairat Pamekasan Islamic Institute)**

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ABSTRACT

This study aims to describe the curriculum development strategy at IAI Al-Khairat Pamekasan. Using the qualitative case-study method, the research focus covers 3 aspects, namely: the foundation used in curriculum development, the curriculum development strategy applied at IAI Al-Khairat Pamekasan, and factors that influence the curriculum development applied at IAI Al-Khairat Pamekasan. The instruments used in this research are interviews, documentation and observation. The data analysis used includes: data collection, data reduction, data presentation and conclusion drawing.

The results of the study show: first, the foundations used in curriculum development include: philosophical, pedagogical, juridical and social foundations. The implementation of KKNi in Islamic boarding schools/PTKI-based universities is adjusted to the core values of the university itself. In line with the curriculum development carried out, an integration-interconnection approach was applied at IAI Al-Khairat. This can be seen from the combination of general knowledge and religious knowledge that go hand in hand in the applied curriculum.

Second, curriculum development is carried out in several steps, including: first, determining quality standards, vision and mission, followed by creating a team/committee. Second, bring in curriculum experts who then conduct workshops. The team came from Kopertais region IV. Third, formulate the curriculum design that has been obtained from the workshop. Fourth, the determination of the curriculum. Fifth, implementing the curriculum in the form of lectures both inside and outside the classroom. Sixth, evaluation of the curriculum as feedback and input on the curriculum that has been implemented.

In implementing the curriculum. IAI Al-Khaira applies CCE (Character, Competence, Entrepreneurship). The CCE is in line with the KKNi parameters, including: knowledge, practical knowledge (know-how), skills, affection and competence. Based on these parameters, relevant to the IQF qualification level, that for strata 1, the emphasis is on mastery of skills.

Third, there are several factors that support curriculum development, including: There is full attention and support from the leadership, especially Islamic boarding schools. Stakeholder involvement including lecturers, students and the community as well as the presence of curriculum experts. While the inhibiting factors include: the quality of human resources, costs, values of the pesantren and the expert from the pesantren.

Keyword: curriculum, KNNi, Higher Education