

The Content Analysis of Learning Curriculum during Covid-19 Period at Islamic Senior High School of Assalaam Modern Islamic Boarding School

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ABSTRACT

One of the aspects of education in a pandemic during the Covid-19 period is about the learning curriculum of the school. In this regard, the researcher analyzed the content of the curriculum for the 2019-2020 period before the pandemic and during the pandemic which began in early March 2020 at Islamic Senior High School Assalaam Islamic Boarding School Sukoharjo-Indonesia. This research uses a qualitative approach with Spradley's data analysis method with a domain analysis, a taxonomic analysis, a component analysis, and carries out a theme. Data collecting techniques is interviews, observation and documentation. The results of the research are referred to the learning curriculum initially focused on the methods such as classroom learning with the group work method. Completeness of learning for this period of the pandemic, it was decided to the completeness for all subjects by completing the entire learning program report for six semesters and obtaining a minimum good attitude or behavior score. Meanwhile, the school has to change the learning process by using digital learning applications such as e-learning and choosing creative and innovative methods from the teachers for learning objectives in these emergency conditions. In this aspect, the schools are dealing with new things by filling in the basis of online examinations and considering learning completeness by adjusting the essence of each subject to be a priority in the learning of all students. This research is needed to test the readiness of education policyholders in curriculum preparation when a pandemic occurs in the world.

Keywords: content analysis; learning curriculum; covid-19 period; Islamic boarding school

INTRODUCTION

The curriculum is an educational tool to achieve predetermined educational goals. The narrow assumption about the curriculum is that several some many subjects need to be taken to get a diploma gives little meaning to the curriculum itself. Basically, the curriculum is not just a rule for taking subjects with a diploma symbol, but the curriculum is all experiences that are deliberately provided by schools for students for educational purposes (Hamalik, 2007). The meaning of the curriculum by prioritizing the academic experience provided by schools cannot be carried out easily when the Covid-19 pandemic hits the entire country as it is today because it has a big impact on all aspects of world life, especially aspects of education in Indonesia. This affects the school education curriculum in Indonesia, especially Islamic boarding school education.

Discussion of the curriculum is still not popular in pesantren, because the term the new curriculum was known at the time of the proclamation of independence. In pesantren, curriculum very foreign to mention even though the substance has been realized. The term 'material lessons' with various yellow books are more echo known and understood among the pesantren (Amirudin & Rohimah, 2020). Islamic boarding schools as a means of Islamic education that does not just transfer knowledge have challenges that are not easy to welcome the New Normal amid the Covid-19 pandemic. Various prerequisites must be met to be able to physically present students at the pesantren to carry out face-to-face learning. The reason for opening face-to-face learning in Islamic boarding schools is because learning is very difficult to do remotely because there are many pesantren curriculum, methods, and educational traditions that require direct interaction for 24 hours and students need guidance in worship, exemplary, and other that cannot be carried out with distance learning model (Haniek, 2020).

The world was shocked by the spread of the Covid-19 Pandemic which spread throughout the world, including Indonesia. Along with world conditions like this, Islamic boarding schools are traditional education because they have their uniqueness in the education system. Must be able to properly organize and manage the institution, as an effort to maintain the pesantren to survive amid this pandemic.

Furthermore, Islamic boarding schools need to make innovations or breakthroughs related to management or management of the pesantren in line with the conditions they are facing (Kahfi & Kasanova, 2020). The adjustment of the learning process during a pandemic has a very unusual impact on schools, especially Islamic boarding schools which always use face-to-face learning and are full of very varied activities. School activities in pesantren are not only related to classroom learning, but also with daily activities, such as the implementation of mahdhah and non-mahdhah worship. Until the pandemic hit countries all over the world, which had a huge impact on all aspects of life's health while carrying out all activities. This affects an effect on the implementation of the school curriculum in Islamic boarding schools which needs to immediately accelerate the implementation of a learning curriculum that balances the interests of education and health because students are entitled to the influence of school education while still paying attention to students' health rights while studying during the pandemic.

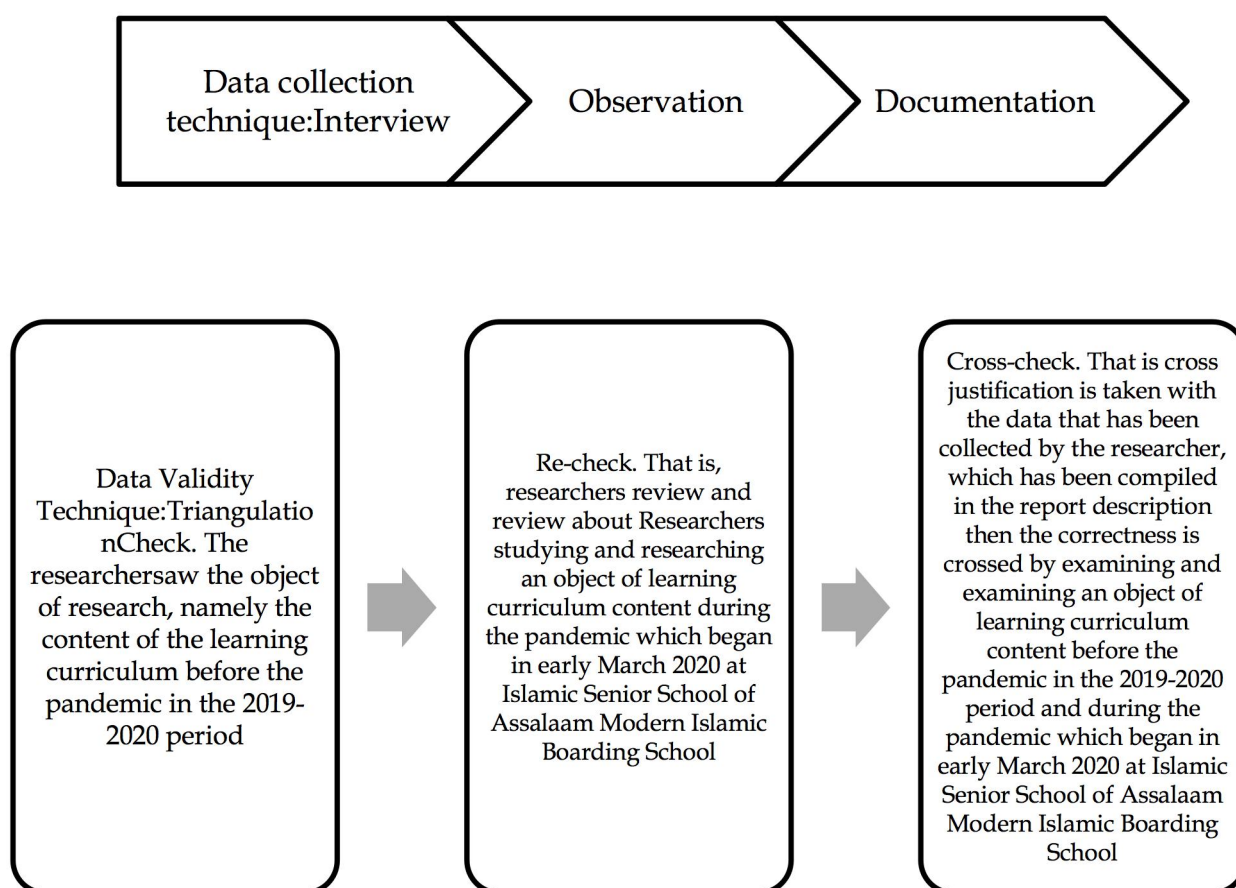
The phenomenon of the covid-19 pandemic that is happening has prompted researchers to find out some things that have happened about the implementation of a curriculum that was previously designed and neatly arranged to be implemented, then changed immediately because of the covid-19 pandemic that occurred. There are three objectives to be achieved in this study (1) to determine the application of e-learning learning for students during the Covid-19 pandemic; 2) to find out the problems of e-learning learning for students during the Covid-19 pandemic; 3) to describe the solution in overcoming the problems of e-learning learning for students during the Covid-19 pandemic (Syafrin & Muslimah, 2021). In this regard, researcher needs to analyze the content of the school learning curriculum at Islamic Senior High School of Assalaam Modern Islamic Boarding School, because there has been a significant change in school learning before the pandemic and during the pandemic.

The research was carried out to determine the content of the learning curriculum before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School, so that it becomes a consideration for observative and

adaptive literature studies on changes in curriculum concepts and the readiness test of educational policyholders in preparing curriculum when a pandemic occurs in the world.

METHOD

This research uses a qualitative approach. Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2010). Researchers studied and examined an object of learning curriculum content before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School without any manipulation in it and without hypothesis testing.



In this study, researchers used the Spradley model data analysis method (Spradley, 2007) divides data analysis in qualitative research based on the stages in

qualitative research. The stages of this research use the Spradley model data analysis, through:

1. Domain Analysis

Obtain a general and comprehensive description of the object or research or social situation. Found various domains or categories. Obtained by grand and mini tour questions. The Researcher establishes certain domains as a basis for further research. In this case, the researcher will categorize several things contained in the content of the learning curriculum before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School

2. Taxonomic Analysis

The selected domain is then described in more detail, to determine its internal structure. Done with focused observation. This analysis is a continuation of the previous analysis, which in this case delves deeper into the content of the learning curriculum before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School contained in the content of the learning curriculum before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School

3. Componential Analysis

Looking for specific features in each internal structure by contrasting between elements. Done through observation and selected interviews with contrasting questions. Researchers provide specifications for the content of the learning curriculum before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School

4. Themes Analysis

Looking for the relationship between the domains, and how the relationship with the whole, and then expressed in the theme or research title. In this analysis, the researchers linked the domains that have been described in more detail, then specified the content of the learning curriculum before the pandemic in the 2019-2020 period and during the pandemic which began in early March 2020 at Islamic Senior High School of Assalaam Modern Islamic Boarding School

RESULT AND DISCUSSION

Researchers divided the results of the research on the learning curriculum of the Islamic Senior High School of Assalaam Modern Islamic Boarding School into two phases:

1. Curriculum phase before the pandemic for the 2019-2020 period

This phase shows that the learning curriculum for the 2019-2020 period at Islamic Senior High School of Assalaam Modern Islamic Boarding School initially focused on the content of the the Islamic Senior School Curriculum for grades X, XI and XII including Core competencies and several Basic Competencies formulated in subjects whose breadth and depth are the learning loads of students.

There are six components contained in the curriculum content, such as:

- a. The 2018-2019 subject component, which refers to the subjects and time allocation for class XI class and class XII for the 2018-2019 school year

refers to the curriculum structure listed in the Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies For Islamic education and Arabic, it refers to the Regulation of the Minister of Religion of the Republic of Indonesia No. 165 of 2014 concerning the 2013 Madrasah Curriculum for Islamic Religious Education and Arabic Language Subjects.

- b. The 2019-2020 subject component refers to the subjects along with the time allocation for classes X, XI and XII for the 2019-2020 school year referring to the syllabus, according to Permendikbud Number 59 of 2014.
- c. The local content component is a curricular activity to develop competencies tailored to the potential of an educational unit.
- d. The self-development component is the formation of the character of students through habituation and the environment to develop the values of the nation's character which is carried out through routine activities, spontaneous activities, programmed activities, and exemplary activities. (Obligatory Congregational Prayers, Dhuha Prayers, Tahajud Prayers, Tsqofah Islamiyah, Halaqoh Hujroh, Mukhoyamah, Community Service). There is also the development of potential and self-expression. Development of potential and self-expression at the Islamic Senior High School of Assalaam Modern Islamic Boarding School through the fields of arts, sports, skills, subject groups and writing. (MA Edufair, Student Day, Al Qur'an Olympiad and Islamic Science, Masterpieces of Santri Assalaam, Santri Assalaam Sports Week, Assalaam Got Talent, Santri Assalaam Astronomy Club).
- e. The component of learning load regulation, with time allocation for Structured Assignments (PT) and Unstructured Independent Activities (KMTT) is a maximum of 60% of the face-to-face activity time per week of the subject concerned. Allocation of time for face-to-face each lesson 45 minutes. The number of lesson hours per week for class X: 51 lesson hours, class XI: 51 lesson hours, and class XII: 51 lesson hours.

- f. The learning completeness component, by paying attention to the lessons that are reported to the parties concerned. Completeness of learning for grades X, XI and XII at Islamic Senior High School of Assalaam Modern Islamic Boarding School considers the characteristics of Basic Competencies, carrying capacity and characteristics of students by paying attention to the value of report cards, SKHUN, and recommendations from the original school, so for the 2019-2020 school year, it was decided that completeness for all subjects Compulsory A, Compulsory B, Specialization, and Cross Interests lessons.

To realize the curriculum that suits the needs of the community in every educational institution, the manager of the educational institution must analyze various user parties (OECD, 2015), (Team, 2002) (Ritonga et al., 2020). Curriculum learning develops the potential for life skills of students which include the domains of attitudes, knowledge, and skills that are designed through the use of a variety of teaching methods, including:

- a. The group work method can be used to train and improve the ability to socialize and interact among students, appreciate the strengths and weaknesses of each team member, the ability to work in teams, and others.
- b. The case method can be used to analyze and solve problems that occur in the environment of students. The selection of cases can be submitted to students so that students are more sensitive to identify and analyze problems that occur.
- c. The experimental method can be used to train students' abilities in analyzing something, connecting cause and effect, finding a way out of existing problems, thinking based on existing facts and supported by a theoretical foundation that has been planted or given through lectures/questions and answers. Students are given the freedom to do different experiments with one another. Through this activity, it is

expected that the academic skills and thinking of students are trained and developed according to the potential of students.

- d. Giving assignments in the form of reports accompanied by presentations in front of the class. This method is used to hone the abilities of students in pouring out main thoughts or ideas in writing as well as communicating verbally. From this activity, students practice how to communicate orally and in writing, issue ideas or ideas, listen to and appreciate differences in opinions from others, manage emotions, and other things related to themselves and others.
- e. Group debate, can be used to practice communication skills, express opinions, respect people's opinions, do not impose personal will, are not emotional in discussions, and respect differences in viewpoints.
- f. Implementation of writing for class XII which is expected to be a provision for students to continue their education at Higher Education.

The graduation standards applied to the 2019-2020 school year curriculum, namely:

- a. Completing the entire learning program, namely having the value of the Student Learning Outcomes Report from the first semester of class X to semester 6 of class XII.
- b. Obtain a minimum good attitude/behavior score.
- c. Pass the School Examination with the passing criteria set by the education unit based on the acquisition of school grades.
- d. The school scores as referred to in number 3 are obtained from a combination of school exam scores and the average grades of report cards in semesters 3, 4 and 5 with a weighting of 30% for school exam scores from 70% for the average grades of report cards.
- e. Students are declared to have passed the school exam if they get a school grade for each subject of at least 75.

2. The current phase of the pandemic starting in March 2020

Curriculum innovation is something that cannot be avoided in an educational environment. The COVID-19 pandemic itself has been spreading widely that makes demands changes in various fields including education. combining learning systems by face-to-face (offline) and online must be creative and innovative by education leaders, teachers and educational institutions (Fahmi et al., 2020). The curriculum as the most important element in the world of education continues to change. The curriculum can also change if a disaster occurs in an area such as the Covid-19 pandemic that occurred in Indonesia. The existence of the Covid-19 pandemic requires education managers in each agency to innovate in compiling a curriculum that can be implemented safely, effectively and efficiently, because the safety and comfort of students in learning are also a separate consideration in implementing learning during a pandemic (Hasanah & Sibilana, 2020).

During the pandemic, the Islamic Senior High School of Assalaam Modern Islamic Boarding School teaching and learning activities turned into pesantren activities. The result of interview with the Headmaster of Islamic Senior High School of Assalaam Modern Islamic Boarding School is a learning curriculum underwent several concept changes, such as:

- a. There are three curriculum designs: First, using face-to-face learning. Second, along with the development of the spread of covid-19, learning has become increasingly rampant online using digital learning applications, E-learning. Third, the adjustment of pandemic conditions has subsided somewhat, learning is divided into online and offline. At this third stage, some students carry out pesantren activities at the boarding school, and some carry out boarding activities at their respective homes online. As we know if digital has become more sophisticated, tools and application can increase student motivation in learning (Febriani & Anasruddin, 2020).
- b. The allocation of learning time was reduced for each subject, from 45 minutes to 30 minutes.

- c. Divide study groups into 20 students per class, which previously could reach 30 children.
- d. There is regrouping for certain classes. Such as grades 10 and 11, nahwu and shorof subjects were not integrated, while at the time of 12 merged and semester 2 there were no shorof subjects.
- e. Completeness and learning attainment during a pandemic did not refer to the graduation competency standards designed in the pre-pandemic curriculum.
- f. The barometer of evaluating learning achievement lies in the material that has been taken, not on the target material set by the curriculum before the pandemic.
- g. Teachers are expected to be creative and innovative in utilizing existing learning media in the surrounding environment by choosing methods that allow the achievement of learning objectives in emergency conditions, such as discovery learning, inquiry learning, project-based learning, problem based learning, and others. They arrange the lesson plan as possible as they could for the emergency curriculum covid-19 in order to still conduct the learning process although by online (Jusuf & Maaku, 2020). The classrooms have been moved to home, the students have to aware and sense that they are still in the learning process. Stakeholders on Islamic education are recommended to prepare effective and efficient moves in facing future unprecedented situations endangering the education systems (Habibi et al., 2021).

The challenge of closing schools does not appear to be so in most developed countries as they quickly switched to an alternative teaching and learning method - the DL (Distance Learning). Distance Learning becomes a priority requiring teachers to move to online delivery of lessons (Hassan, Sa'id, & Mohammed, 2021).

Everything that has been written by researchers from the results of the analysis of the content of the MA PPMI Assalaam school curriculum from before the 2019-2020 pandemic to the pandemic period, there are things that have experienced significant changes in the process of implementing the curriculum, such as:

1. Changes in the number of study groups in the classroom and shorter learning time allocation considering the effectiveness of students' immunity during a pandemic.
2. Determine the location of the activity by paying attention to physical distancing.
3. Achievement of completeness and attainment of learning materials was not driven by the curriculum competency standards set by educational institutions before the pandemic. Completeness is boosted in terms of adjusting the essence of the subject and the ability to achieve the material that students have taken. Online learning certainly requires media; What is meant by learning media can convey everything that can be used as a message channel from the sender to the recipient of the message to generate a sense of attention(Mufidah, 2020).
4. Technology conscious and sensitive demands for teachers in implementing creativity and innovation to balance online and offline learning.
5. The main thing to pay attention to in the activities of pesantren is that the process is running well for online and offline learning while still applying health protocols.

The curriculum before and during the pandemic showed very significant process differences. So several evaluations need to be used for the good of the curriculum process. Broadly speaking, the evaluation of learning is divided into three types (Kusuma, 2016), are:

1. Academic achievement

The academic achievement is defined as student achievement in all subject areas. Evaluation of academic achievement includes all evaluation instruments that are systematically planned to determine the degree to which a student can achieve the educational goals determined by the teacher.

The completeness and achievement affect student learning because the competency standards for graduation are not based on the same

reference as the competency standards for graduates before the pandemic. So that the barometer of graduation competency standards does not have a target designed by the teacher, but only limited to the achievement of the material that students can take.

2. Evaluation or intelligence

Search for information that is closely related to the ability or learning capacity of students who are definitively valid to measure student evaluations. The evaluation instruments obtained by students can be used by teachers to predict the process of student success in the future if students study intensively with good learning facilities.

The use of official e-learning from school educational institutions requires teachers to always be creative and innovative in utilizing learning media in the surrounding environment, either by choosing methods and skills assessment instruments that allow the achievement of learning objectives in emergency conditions. So that the results of the skill evaluation can be obtained even in a pandemic condition with a virtual learning process.

3. Evaluation of personal social adjustment

The scope of the evaluation of personal social adjustment includes the abilities, emotions, attitudes and interests of students which are owned as past experiences of students. Personal social adjustment is not maximally done with the virtual evaluation because it cannot deal directly with students. So evaluating students' abilities, emotions, attitudes and interests are difficult.

CONCLUSION

This research shows that the learning curriculum for the 2019-2020 period at Islamic Senior High School of Assalaam Modern Islamic Boarding School initially focused on some class learning with group work methods, case methods, experimental methods, assignments in the form of reports accompanied by presentations in front of the class, and group debates. Completeness of learning for students Islamic Senior High School of Assalaam Modern Islamic Boarding School

takes into account the characteristics of basic competencies, carrying capacity and characteristics of students by paying attention to the value of report cards, national exam results certificates, and recommendations from the school of origin. For the 2019-2020 period it was decided that completeness for all subjects by completing the entire learning program, namely having a Student Learning Outcomes Report from semester 1 to semester 6 and obtaining a minimum good attitude or behaviour score. Meanwhile, during the pandemic, the Islamic Senior High School of Assalaam Modern Islamic Boarding School changed the learning process using digital learning applications, E-learning. Some of the advantages of e-learning are flexible, and it is easier to access, it motivates students to interact with others, cost-effective because it is no need for students to travel (Nikmah & Azimah, 2020). Teachers are expected to be creative and innovative in utilizing existing learning media in the surrounding environment by choosing methods that allow the achievement of learning objectives in emergency conditions, such as discovery learning, inquiry learning, project-based learning, problem-based learning, and others. In this aspect, schools are dealing with new things by filling in the basis of online examinations and considering learning completeness by adjusting the essence of each subject to be a priority in the learning of Islamic Senior High School of Assalaam Modern Islamic Boarding School students. Although online learning for students is not as effective as learning in class.

Changes in aspects of the school curriculum during a pandemic are usually a priority in the learning of all Islamic Senior High School of Assalaam Modern Islamic Boarding School students for consideration of learning completeness by adjusting. This needs to be done to achieve learning objectives even though a pandemic is occurring.

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