

**STRATEGIES TO IMPROVE THE QUALITY OF GRADUATES OF
PRIVATE ISLAMIC SECONDARY EDUCATION INSTITUTIONS AT
MUHAMMADIYAH *BOARDING SCHOOL* (MBS) KI BAGUS
HADIKUSUMO**

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ABSTRACT

This study aims to examine and reveal the Strategy for Improving the Quality of Graduates of Islamic Secondary Institutions using the measurement standards in the Government Regulation of the Republic of Indonesia No.4 of 2022 concerning National Education Standards. Of course the birth of a private Islamic secondary institution Muhammadiyah Boarding school Ki Bagus Hadikusumo in order to provide reinforcement on Islamic values to students must have a strategy in improving the quality of its graduates. The literature review related to this topic explains the definition of graduate quality, standardization of graduate quality in Indonesia, characteristics of quality education, strategies to improve the quality of education, obstacles to improving the quality of education and solutions to improve the quality of education. A descriptive qualitative design was implemented and conducted at Islamic secondary institutions in Indonesia. Data collection techniques were naturalistic using observation, structured interviews, questionnaires, document review and documentation. The results of his research explain that private secondary institutions carry out strategies to change and reform the implementation of education in Muhammadiyah Boarding schools some of what they do is (1) developing the curriculum including presenting lessons and study systems in general, (2) procuring facilities and infrastructure that are very adequate for the development of learning and honing creativity and soft skills of students, (3) developing human resources for educators and education personnel. Based on the results of this study, it can be concluded that the strategy of improving the quality of graduates of the private Islamic secondary institution Muhammadiyah Boarding school Ki Bagus Hadikusumo runs in accordance with the strategies implemented by every Islamic secondary institution in Indonesia guided by the minimum standards or standards listed in the Government Regulation of the Republic of Indonesia No.4 of 2022 concerning National Education Standards.

Keywords: Graduate Quality Improvement Strategy, Private Islamic Secondary Institution, muhammadiyah boarding school.

A. Background of The Study

The quality or quality of secondary school graduates cannot be separated from the important role of the institution or school where students study as well as the curriculum, facilities and Human Resources (HR) of educators to teachers who have qualified capacity. Why is this the era of globalization and competition in the world of education should pay attention to the quality and quality of education, so that students and alumni are able to compete with other schools or institutions that are equivalent. Not only that, the development of good and quality education is an integral part of the quality of Indonesian human resources in general. (Widodo, 2017). Good quality education will ensure the quality of good graduates as well.

In accordance with the mandate of the 1945 Constitution "To Educate the Nation's Life", it is appropriate for educational institutions to become the main mouthpiece in efforts to educate the nation's life. (Suncaka, 2022). Educational institutions are not only a place to educate in the sense of learning to read, count and socialize but a place where students develop both physically and psychologically or mentally. Education is the spearhead of the nation in achieving a progressive Indonesia and a golden Indonesia in 2045.

Until now, education in Indonesia is still far from perfect and meets the expectations of the community. This is characterized by the quality of graduates who lack quality, solving educational problems that are not complete or arise deep even only for the sake of projects. So that this disappoints the community. Therefore, it is important to adjust to the needs of society ranging from science, economics to religion. (Suncaka, 2022).

Various efforts have been made by the government to make the future of Indonesian education in accordance with the mandate of the 1945 Constitution "Smartening the Life of the Nation" so that in the future Indonesian generations are more educated, broad-minded to have good character. This is stated in Law Number 20 of 2003 concerning the National Education System, article 3;

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

The nature of the above law actually has three main elements, namely, cognitive, affective and psychomotor. We must realize that in an effort to ensure the quality of good education, it is not only based on cognitive or

scientific aspects, but also on the stage of attitude, student spirituality and the development of student interests and talents. (Bunyamin & Alamsyah, 2016).

To realize it all, the government and all stakeholders must work together so that the quality of education is in accordance with the expectations of the Founding Father and the mandate of the law. In addition, the welfare of teachers must also be a priority for the government, starting from salaries. (Setyowati, 2022) to living allowances so that teachers focus on pursuing not thinking about others or the term Indonesian people teach and work on other jobs to fulfill their lives so that they do not focus on teaching and educating children / students in schools.

Therefore, education should have a vision that ensures the productivity of an institution so that it will produce clear and quality output. There are two things that must be considered related to productivity both internally and externally, internal productivity is a quantitative result or presentation of schools or buildings of facilities and parasana that exist and are built based on the needs of students and educators and teachers. While external productivity is a result that is not measured numerically but has a significant impact on the progress and quality of schools or institutions that exist, usually to see these results requires a long time. (Oktiani, 2019). These two things are a guarantee that the better the quality of the school, starting from the quality of the teacher's human resources and good facilities and facilities, the quality of education in an institution is getting better and better.

The quality of graduates depends on the quality of education and learning in schools. There are many factors that make the quality of graduates quality including, curriculum, human resources for educators who are qualified in their fields, facilities and facilities to the teaching and learning process. The most important thing is that the curriculum must also be adjusted to the students' requests and talents so as to create optimal learning. (Mujiati, 2019). In addition, good administrative services are no less important in building a quality education ecosystem. (Maulana et al., 2020)

In an effort to improve the quality of education, the government has set regulations as stated in Government Regulation number 19 of 2005 concerning National Education Standards including;

1. The learning process in one education unit is organized in an interactive, inspiring, fun, challenging, motivating students to actively achieve and provide sufficient space for initiative, creativity and independence according to the talents, interests and physical and psychological development of students.
2. In the learning process, educators or teachers are required to be able to provide exemplary examples.
3. Each education unit conducts learning process planning, implementation of the learning process, assessment of learning

outcomes, and supervision of the learning process for the implementation of an active and dynamic learning process.

From the above regulations as a government effort to improve the quality of education, in other words, these regulations require all those involved in the education process to be aware that education is the spearhead of the nation's civilization. (Maulana et al., 2020) and provide insight into independence to students for a progressive Indonesia. As well as guidelines on measuring standards in Government Regulation of the Republic of Indonesia No.4 of 2022 concerning National Education Standards.

Achieving good quality graduates is certainly the goal of school institutions, both public and private. For not infrequently schools continue to compete to improve the quality of schools ranging from human resources to infrastructure and facilities without exception Private Islamic schools. many private Islamic high schools continue to brsolek and improve so that graduates or alumni get a place in State and favorite universities.

These schools continue to develop educational models that can support student teaching and learning activities ranging from *full day schools* to *boarding schools*. All of this is done in order to create a superior generation and quality graduates. Many private schools are under the control of foundations or mass organizations, especially NU with its well-known traditional pesentren and Muhammadiyah with modern education that is no less flashy. However, currently Muhammadiyah is starting to build a Muhamadiyah-style pesantran or pesentrenMu which is conceptualized by Muhammadiyah under the Pasentren Development Institute (LP2) PP Muhammadiyah.

As a result of the 47th Makassar Congress that each Muhammadiyah Regional Leader has at least one Pesantren, as a result there are 400 boarding schools under the coordination or guidance of Muhammadiyah. The existence of the Boarding School provides an important role in Islamic education and the development of the quality of education that is useful for students who will graduate and graduate from the boarding school.

Muhammadiyah Boarding School (MBS) Ki Bagus Hadikosomo is one of the Boarding School pesantren under the auspices of the Muhammadiyah which has a fairly varied religious curriculum that combines traditional and modern without eliminating the essence of the existing Kemuhammdiyah curriculum. The traditional religious curriculum here includes the science of tools (*Nahwu* and *Sharraf*), the YellowIslamic classic Book with a sorogan system as in traditional pesantern in general, while the modern one includes languages and science. The combination of the curriculum makes MBS superior and the alumni are accepted at various prestigious campuses and even the students there can already become imams or religious preachers in the surrounding community.

For this reason, the existence of the muhammadiyah boarding school provides a new color in the Indonesian education system. Even with the existence of the muhammadiyah boarding school ki bagus hadikosomo pwm dki jakarta this provides a new color in the Indonesian education system. Not only that, graduates of the muhammadiyah boarding school ki bagus hadikosomo have been able to compete with various top schools in Jakarta, even many alumni or almost 90 percent have been accepted by prestigious universities in Indonesia such as ITS, UNS and UIN even though the institution is relatively new and has only graduated high school students three times. Therefore, it is important for us to study and examine the quality, concept and curriculum applied there so that the quality of graduates is quality and has good competitiveness.

Methods

This research uses a qualitative approach, aims to answer the problems that occur in Muhammadiyah Boarding School and is able to describe descriptively related to the concepts and curriculum used so as to make MBS graduates have good quality and have competitiveness.

B. Theoretical Framework

1. Improving Education Quality

According to Zazin (2016) quality has many definitions, from conventional to modern. In the conventional approach, quality refers to the direct character of a product. Whereas in the modern approach, quality is everything that is able to fulfill the wants and needs of customers. The same thing was conveyed by Rohiat (2010) which states that quality is a comprehensive description and characteristics of goods or services that demonstrate the ability to satisfy expected needs. So that it can be said, quality is something that can distinguish between good and bad for a product.

In the context of education, quality is relative. This is because everyone has a measure that is not exactly the same. However, education can be categorized as having quality if all components and conditions desired by customers are satisfied. (Noprika et al., 2020). Rohiat (2010) and Zahro (2016) Rohiat (2010) and Zahro (2016) explain that quality in education includes *inputs*, processes, and educational *outputs*. Educational *input* is everything that is needed for a process to take place, including resources and other devices needed. In the aspect of the educational process, it is related to the event of changing something into something else and is closely related to institutional management, program management, teaching and learning processes and monitoring and evaluation. While the *output of* education is the

performance of the school, such as the achievements produced by the school in academic and non-academic aspects.

According to Aedi (2015), there are several indicators of the quality of education in schools, including 1) the quality of graduates; 2) the quality of teachers; 3) principals, school staff including administrative staff, laboratories and technicians, and library staff; 4) the learning process; 5) facilities and infrastructure; 6) school management; 7) curriculum implementation; 8) assessment system; 9) other components. The same thing was conveyed by Nurhayati (in Angkotasan & Watianan, 2021) which states that in a macro perspective, there are many factors that affect the quality of education, including curriculum factors, educational policies, educational facilities, application of information and communication technology in education, application of the latest and modern educational strategies and approaches, appropriate educational evaluation methods, adequate education costs, professionally implemented education management, trained, knowledgeable, experienced, and professional educational human resources.

The implementation of the quality of education is contained in several regulations, such as in Government Regulation No. 19 of 2005 concerning National Education Standards (SNP), which contains provisions regarding education quality standards. The quality standards include: 1) content standards: is the scope of material and level of competence as outlined in the criteria regarding graduate competencies, study materials, subjects, and syllabi that must be met; 2) process standards are national education standards relating to the implementation of learning in educational units to achieve graduate standards. The scope of this process standard is contained in Permendiknas RI No. 41 of 2007 which includes planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process; 3) graduate competency standards. The content of graduate competency standards is contained in Government Regulation No. 19 of 2005 which states that graduate competency standards are the abilities of graduates which include attitudes, knowledge and skills; 4) education and education personnel standards; 5) facilities and infrastructure standards are national education standards relating to the criteria that must be owned by schools, such as learning spaces, places to exercise, places to worship, libraries, laboratories, workshops, places to play, places for creativity and recreation, and other learning resources. This standard is prepared and developed by BSNP and stipulated by the Minister of National Education as stipulated in Permendiknas No. 24 of 2007; 6) management standards. Government Regulation No. 19 of 2005 states that each education unit must have guidelines governing a) the

education unit level curriculum and syllabus; b) the education and academic calendar; c) the organizational structure of the education unit; d) the division of tasks among educators; e) the division of tasks among education personnel; f) academic regulations; g) the order of the education unit; h) the code of ethics for relations between fellow citizens within the education unit; i) the operational costs of the education unit; 7) financing standards; and 8) educational assessment standards. (Shobri, 2017).

With the quality of education established, Zahro (2016) mentioned that it is expected to a) develop the ability of school principals and teachers to continuously improve school quality; b) develop active and fun learning, both in the school environment and the local community; c) develop more active community participation in general schooling issues.

2. Strategies to Improve Graduate Quality

According to Minarti (2011) in improving quality, there are several principles that must be owned, such as a) quality improvement must be implemented in schools; b) quality improvement can only be implemented with good leaders; c) quality improvement must be based on data and facts, both qualitatively and quantitatively; d) quality improvement must empower and involve all elements in the school; e) quality improvement has the goal that schools can provide satisfaction to students, parents, and the community. This is reinforced by research conducted by Shobri (2017). The study aims to analyze the strategies carried out by Madrasah Aliyah Hasan Jufri in improving the quality of education. Based on the data found, it can be concluded that the strategy of Madrasah Aliyah Hasan Jufri in improving the quality of education by improving the quality of teachers, academic and non-academic achievements, achievement of UN scores and achievement of Madrasah Exam scores (UM), and improving madrasah infrastructure. As a step to improve the quality, Madrasah Aliyah includes teachers in various seminars, workshops, and training activities on education, carrying out learning balancing activities, remedial and organizing extracurricular activities in the form of coaching scouts, sports, martial arts, theater, art, and religious activities. To improve the scores of the UN and Madrasah Exams, the school organized Try Out and provided additional study hours to students.

In research conducted Mukhsin (2019) shows that there are several strategies that can be done to improve quality in the era of educational autonomy. There are 3 approaches that can be taken, namely 1) developing institutional capacity and all programs in the field of education can be implemented; 2) developing the quality of education through input, process,

and output based on regional autonomy; 3) the benefits and impact of basic education development results on regional autonomy. In addition, as an effort to improve the quality of graduates, the Government through the Minister of Education established an independent learning program. In research conducted by Baro'ah (2020) mentioned that the program aims to create a happy and pleasant learning atmosphere without being burdened with certain grades and achievement targets. So that the Merdeka Belajar program is a new breakthrough issued by the government as an effort to improve the quality of education in Indonesia. In its implementation, the policy abolishes the National Standardized School Examination (USBN) and the National Examination (UN), simplifies the Learning Implementation Plan (RPP), and expands the zoning system in new student admissions. With these changes, it is expected to contribute more to the development of human resources in Indonesia.

In research conducted by Rahmawati & Hoerudin (2022) one of the strategies that can be done to improve the quality of graduates of private Islamic educational institutions is through work programs established by schools. As a private Islamic school, the school which is the main object of the study is SMK IT Al Junaediyah implements the civilization school program as a form of effort to improve school quality. The program strategy includes aspects of 1) parental participation; 2) class and school management; 3) professionalism of principals and teachers; 4) incentives and disincentives; 5) Islamicity; 6) knowledge and skills; and 7) discipline. Based on the results of the analysis, it was suggested that the program was well implemented and had a huge impact on the graduates. In fact, according to the study, the school has been able to start implementing school management based on international standards.

Related to programs that can affect the quality of graduates, Iswahyudi (2020) examined this at MAN 1 Gunungkidul which implemented a *boarding school* program. The *boarding school* program was first implemented in the 2009/2020 academic year with 3 males and 5 female participants. Until the 2019/2020 academic year, the number of participants in the program was 74 people with details of 17 men and 57 women. The results of the implementation of the program show that there are 4 students out of 14 *boarding school* participants who have not been able to achieve 5th place in class. However, as a percentage, 71.4% of students who attended the *boarding school* were able to achieve rank 5. Meanwhile, those who were able to continue to higher education were 57%. Meanwhile, for achievements in the religious field, the program targets students to be able to memorize at least juz

30. In fact, the majority of students in the program are able to reach 6 juz with an average student memorizing 2 juz.

In addition to using program strategies as described, there are also strategies to improve the quality of graduates through the concept of expertise *clusters* and student certification. The research was conducted by Hidayat (2020) on students graduating from Vocational High School. The research shows that there are several obstacles faced to improve the quality of graduates, one of which is the constraints on the quality standards possessed by graduates. By using the *cluster* concept, graduates have clear and measurable competencies. However, it requires integration between institutions authorized to issue certification and government agencies.

In research conducted by Suhadi et al., (2014), one of the efforts that can be made to improve the quality of learning that is able to produce competent graduates by developing teacher motivation and competence owned by the school. Teacher motivation is an internal force that exists in him so that he has a strong desire or enthusiasm to try his best to achieve success in carrying out his role as an educator. So as to produce good quality education. Based on the results of the field findings that have been analyzed, it can be concluded that teacher motivation has an influence of 20.5%, with the value of this figure can be categorized at a moderate level. Then regarding the influence of pedagogical competence on learning quality by 21.2% so that it can be categorized at a moderate level. To increase teacher motivation can be done by giving awards given. In addition, principals can also improve through distribution and responsibility. Meanwhile, to improve pedagogical competence, principals can strive by sending teachers to training, upgrading, *workshops*, and seminars.

Another effort that can be made to improve the quality of graduates is to improve aspects of school management. This is reinforced by research conducted by Tien (2015). The study focused on analyzing the management of improving the quality of graduates in primary school level educational institutions. Based on the findings that have been analyzed, it can be concluded that 1) in the aspect of quality improvement planning includes a) the school collaborates with parents of students and the school committee for the planning process, b) learning in additional hours has been determined by the school, c) administration for student activities is borne by the school, d) facilities and infrastructure to support learning; 2) organizing the management of improving the quality of graduates is seen in the division of teacher duties in learning; 3) the implementation of improving the quality of graduates also

includes facilities and infrastructure, facilities that support the learning process.

Research conducted by Suryana & Ismi (2019) also states that aspects of curriculum management have an influence on improving the quality of graduates. In this study, the main focus of research was the influence of curriculum management aspects on the quality of graduates. Based on the findings and analysis that has been carried out, it can be concluded that curriculum management consists of 4 (four) stages, namely planning, organizing, implementing, and evaluating. Curriculum planning includes determining objectives, determining methods, determining material or content, and determining evaluation. Curriculum organization includes preparing an academic calendar, preparing lesson schedules, arranging the duties and obligations of teaching staff, and school activity programs. Curriculum implementation includes learning materials or materials, learning strategies and methods, learning facilities and infrastructure, and learning assessment systems. Curriculum evaluation includes evaluation of educational objectives, evaluation of content or material, evaluation of learning strategies, and evaluation of assessment programs.

Another strategy that can be done to improve the quality of graduate education is the role and commitment of the school principal. This can be seen in research conducted by Robiyono et al., (2021) who found that there was a role and strategy for school principals in improving the quality of graduates. Based on the findings in the field, the principal uses 2 types of strategies, namely formal and non-formal strategies. Regarding formal strategies, it is carried out by involving teachers in Teacher Working Group (KKG) activities, teacher training, and training. Meanwhile, informal strategies are used to improve daily habits, such as teacher discipline, motivating teachers, and rewarding outstanding teachers.

Another effort that can be made to improve the quality of graduates is the existence of a quality assurance system within the school. This is reinforced by research conducted by Darmaji et al., (2019) which aims to describe the school's internal quality assurance system to provide certainty and maintain the quality of graduate quality. Based on the results of the analysis, it shows that the impact resulting from the implementation of school quality assurance is that schools are able to excel both in the academic and non-academic fields and are able to compete with other school graduates.

C. Discussion

1. Concept and curriculum of Muhammadiyah *Pesantren PesantrenMu*

Muhammadiyah is the largest mass organization in Indonesia after NU, the existence of Muhammadiyah and its role in the world of education is extraordinary, even in the last few decades Muhammadiyah has made pesanteren scattered throughout Indonesia, even the results of the 47th Makassar Congress require each pvm to have at least one pesanteren in order to promote Islam and Muhammadiyah for the sake of a progressive Indonesia.

The curriculum is developed by taking into account the following principles;

1. Improving Faith, Piety, and Noble Character

Faith, piety, and noble character become the basis for the formation of the learners' personality as a whole. KTSP is arranged so that all subjects can support the improvement of faith, piety, and noble character.

2. Future Competency Needs

The required abilities of learners include the ability to communicate, think critically and creatively by considering the values and morals of Pancasila in order to become democratic and responsible citizens, tolerant in diversity, able to live in a global society, have broad interests in life and readiness to work, intelligence according to their talents and interests, and care for the environment. The curriculum must be able to answer this challenge so it is necessary to develop these abilities in the learning process.

3. Improvement of Potential, Intelligence, and Minor in accordance with the Level of Development and Ability

Participants Didix Education is a systematic process to improve human dignity in a holistic manner that allows self-potential (affective, cognitive, psychomotor) to develop optimally In line with that, the curriculum is prepared by taking into account the potential, level of development, intellectual, emotional, social, spiritual, and kinesthetic intelligence of learners.

4. Diversity of Regional and Environmental Potential and Characteristics

Regions have diverse potentials, needs, challenges and environmental characteristics. Each region requires education that is in accordance with regional characteristics and daily life experiences. Therefore, the curriculum needs to contain this diversity to produce graduates who are relevant to regional development needs.

5. Regional and National Development Demands

In the era of autonomy and decentralization, the curriculum is one of the media for binding and developing the integrity of the nation that can

encourage community participation while still promoting national insight. For this reason, the curriculum needs to pay attention to the balance between regional and national interests.

6. World of Work Demands

Learning activities must be able to support the personal growth of students who are entrepreneurial and have life skills. Therefore, the curriculum needs to contain life skills to equip learners to enter the world of work. This is especially important for vocational education units and learners who do not continue to a higher level.

7. The development of science, technology, and art

Education needs to anticipate the global impact that brings a knowledge-based society where science and technology plays a major role as the main driver of change. Education must continuously adapt and adjust to the development of science and technology so that it remains relevant and contextual to changes. Therefore, the curriculum must be developed periodically and continuously in line with the development of science, technology and art.

8. Religion

The curriculum is developed to support the improvement of faith, piety, and noble character and to maintain religious tolerance and harmony. Therefore, the curriculum of all subjects must support the improvement of faith, piety, and noble character.

9. The Dynamics of Global Development

The curriculum creates self-reliance, both in individuals and nations, which is very important when the world is driven by a free market. Closer interactions between nations require indigenous people who are capable of competing and have the ability to coexist with other ethnic groups and nations.

10. National Unity and National Values

The curriculum is directed at building the character and national insight of students, which is an important foundation for maintaining national unity within the framework of the Unitary State of the Republic of Indonesia (NKRI). Therefore, the curriculum must foster national insights and attitudes as well as national unity to strengthen the integrity of the nation within the territory of the Republic of Indonesia.

11. Socio-cultural Conditions of the Local Community

The curriculum is developed by taking into account the socio-cultural characteristics of the local community and supporting the preservation of cultural diversity. Appreciation and appreciation of local culture is fostered first before learning about cultures from other regions and nations.

12. Gender Equality

The curriculum is directed towards the development of equitable attitudes and behaviors with due regard to gender equality.

13. Characteristics of Education Units.

The curriculum is developed in accordance with the conditions and characteristics of the education unit.

Principles of Curriculum Management

The PesantrenMu curriculum was developed by the pesantren together with the Pesantren Development Institute of the Muhammadiyah Central Leadership and/or the Pesantren/Madrasah committee by referring to the Content Standards and Graduate Competency Standards as well as curriculum preparation guidelines made by BSNP and KMA No. 165 as well as the Muhammadiyah Central Leadership Primary and Secondary Education Assembly Guidelines. This curriculum development takes into account the principles of curriculum development according to the subjects as follows.

1. Centered on the potential, development, needs, and interests of learners and their environment

The curriculum is developed based on the principle that learners have a central position to develop their competencies in order to become human beings who are faithful and devoted to Allah SWT, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To support the achievement of these goals, the development of learner competencies is adjusted to the potential, development, needs, and interests of learners and environmental demands. Having a central position means that learning activities must be learner-centered.

2. Diverse and integrated

The curriculum is developed by taking into account national needs according to educational objectives, the diversity of learner characteristics, regional conditions, levels and types of education, as well as respecting and not discriminating against differences in religion, ethnicity, culture, customs, socio-economic status, and gender. The curriculum includes the substance of compulsory content components and local content.

3. Responsive to the development of science, technology and art

The curriculum is developed on the basis of the awareness that science, technology, and art develop dynamically. Therefore, the spirit and content of the curriculum provide learning experiences for students to follow and utilize the development of science, technology, and art.

4. Relevant to life needs

The development of the education unit curriculum is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world and the world of work. Therefore, curriculum development needs to pay attention to the balance between hard skills and soft skills in each class between subjects, and pay attention to the continuity of hard skills and soft skills between classes.

5. Comprehensive and continuous

The substance of the curriculum covers all dimensions of competence (attitudes, knowledge and skills), scientific fields of study and subjects that are planned and presented in a sustainable manner between levels of education.

6. Lifelong learning

The curriculum is directed at the process of developing, civilizing, and empowering the ability of students to learn throughout life. The curriculum reflects the interrelationship between elements of formal, non-formal and informal education with due regard to the conditions and demands of an ever-evolving environment and the direction of whole human development.

7. Balanced between national and regional interests

The curriculum is developed by taking into account national and regional interests to build the life of society, nation and state. National and regional interests complement and empower each other in line with the principle of Unity in Diversity within the framework of the Republic of Indonesia.

PesantrenMu Unggulan Model

In its development, PesantrenMu is expected to be developed into a superior pesantren or takhassus pesantren model, a pesantren that specializes in preparing its students to have special advantages and competencies. Established PesantrenMu are encouraged to have one of the following advantages:

1. Tahfizh Advantages
2. Arabic Language Advantages
3. Excellence in Fiqh wa ushuluhu
4. Science Excellence

2. Muhammadiyah Muhammadiyah *Boording School* Ki Bagus Hadikusumo

a. Overview of Muhammadiyah *Boording School* Ki Bagus Hadikusumo

It began with a meeting of three cadres who sat in the Tarjih and Tajdid Council of the Muhammadiyah Ja- karta Regional Leadership: KH Endang Mintarja, MA, KH Ahsin Abdul Wahab, MA, and Kiai Nur Achmad, MA, who wanted to realize the mandate of the 47th Muhammadiyah Congress in Makassar in 2015 for each PWM to establish and develop modern, superior, and progressive pesantren.

After consulting and getting full support from the chairman and vice chairman of PWM DKI Jakarta, namely Ayahanda Drs. H. Husni Thoyar, MA. (Allah yarhamuh), it was agreed to appoint Ayahanda DR. II. Edi Sukardi as the head of development to establish a boarding school with the name Muhammadiyah Boarding School (MBS) Ki Bagus Hadikusumo PWM DKI in Jampang-Bogor as well as developing the Labschool Junior High School of the Faculty of Islamic Religion, Muhammadiyah University Jakarta, which had been established several years earlier.

Muhammadiyah Boarding School (MBS) Ki Bagus Hadikusumo PWM DKI was finally launched on May 5, 2016. Alhamdulillah, a year later, to be precise July 2017, the first batch of 45 junior and senior high school students was accepted, then the second batch in 2018 was 130 students and the third batch in 2019 was 160 students. And it continues to increase until now (FY 2022/2023) after 5 years of existence, the number is around 500 students from all over the country.

Vision of MBS Jampang PWM DKI

to be the foremost secondary level Muhammadiyah Education institution in preparing cadres of scholars, educators, leaders, preachers for the people and nation.

MBS Mission

1. Organizing and developing boarding Islamic education, holistic-integralistic in order to foster and develop the potential and excellence of students in the fields of Islamic sciences, science, technology, arts, and culture.
2. Organizing and conducting education in Arabic, English, and other languages as a communication tool to explore religion, science, and culture.
3. Organizing and developing leadership education and moral intelligence in order to build noble character and leadership spirit.
4. Organizing and developing teacher education in order to develop student competence and excellence in the field of teacher education.

5. Organizing and developing skills education to build students' independence and excellence in entrepreneurship.
6. Organizing and developing Muhammadiyah cadre education in order to build and develop the ethos of Muhammadiyah organizational spirit and struggle.

b. Specialized curriculum creates quality graduates

As Muhammadiyah pesantren in general, Muhammadiyah *Boarding School* (MBS) Ki Bagus Hadikusumo uses a curriculum that has been prepared by the Pesantren Development Institute (LPP) of the Muhammadiyah Central Board. So that all curricula used and applied in mbs must refer to these guidelines, however pp muhammadiyah authorizes all *boarding schools* or pesantren under the auspices of muhammadiyah to develop a curriculum according to existing needs or in accordance with geographical, socio-cultural conditions and the needs of the local community.

In addition to using the curriculum of the Pesantren Development Institute (LPP) of the Muhammadiyah Central Board, MBS also uses the existing curriculum created by MBS coaches. The curriculum is a combination of traditional salafiyah yellow book teaching (bulughul maram, riyadus shalihin with a sorogan system) as well as Ashiriyah (Modern) (Tahfiz, Language, and Science) and *takhsus* programs, this is what distinguishes it from Muhammadiyah pesantren or *boarding schools in general*.

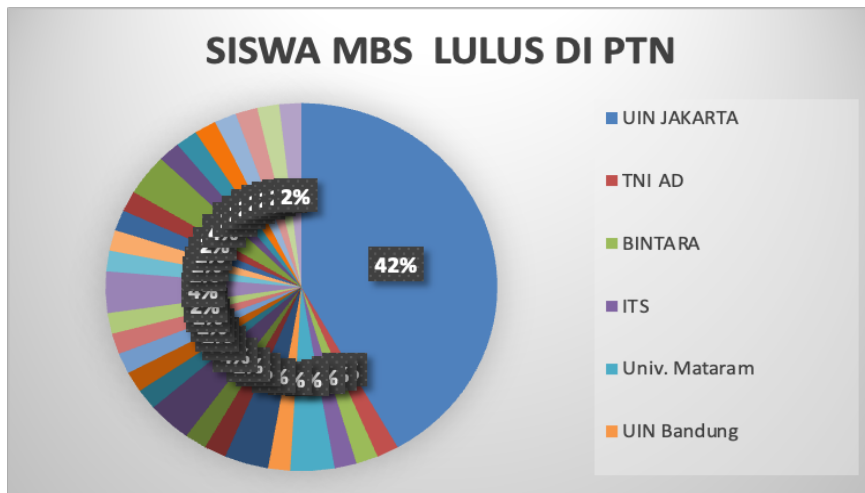
TAKHSUS

KLASIKAL	SOROGAN	TAHFIZH
<ul style="list-style-type: none">• Jami' Durus• Al-Asybah Wa Nazhair (Qawaid Fiqh)• Ilmu Falak• Filsafat/Tasawwuf• Ulumul Qur'an (al-Itqan)• Ulumul Hadis (<ul style="list-style-type: none">• Sulamul Munaoroq (Mantiq)• Tafsir Ahkam 2• Al-Hikam ibn 'Athoilah (Akhlaq Tashawuf)• Bidayatul Muftahid• Hadis (Tadarus Shahihain)• Al-Milal wan Nihal (Aqidah/kalam)	<ul style="list-style-type: none">• Muroja'ah Juz 1-5, 26-30• Muroja'ah 250 Hadits Pilihan• Muroja'ah Alfiah

The existence of takhsus is a breakthrough for pesantren in general, especially Muhammadiyah. If the pesantren requires its students to serve one semester after graduation, it is different from MBS which presents its students to return to study in depth and comprehensively so that after graduating, they become graduates who are able to

compete with alumni of any pasantren, it can even be said that MBS alumni can be superior in quality and knowledge.

Therefore, the existence of *takhsus* for one year for students who have graduated from high school, makes MBS superior in various fields, especially in the field of religion. So that MBS products or graduates have superior quality, this is indicated by more than 90% of students graduating from various state universities in Indonesia, UIN Jakarta, ITS Surabaya, Diponegoro University and many others, from religious majors such as tafsir to exact sciences such as Physics, even some of the students graduate to become TNI and BINTARA, as in the diagram table below;



To continue to maintain quality (Quality of graduates) MBS continues to improve and develop human resources starting from students, alumni to educators, there are at least nine efforts made for the best quality of MBS as follows;

1. Funding some of the best graduates to attend a short course program (daurah) in the field of Arabic language and Qur'anic sciences in Cairo Egypt for 2-3 months. The opportunity to participate in this program is given to male and female students every year. Similar programs are being sought by MBS in collaboration with other institutions in improving English language skills.

2. Provide recommendations to each alumni to get scholarships at state and private universities with various disciplines that will be needed for the development of MBS in particular and the association in general.
3. Involving the teachers in various trainings according to their scientific backgrounds.
4. Recommend and seek scholarships from relevant institutions specifically for teachers who will continue their studies to a higher level.
5. Include all employees in training that can improve their performance in providing services at MBS Jampang.
6. To foster militancy as members of the organization and to grow and strengthen togetherness, all teachers and employees are required to follow the internal Muhamma-diyah cadre level periodically.
7. Providing ample opportunities for alumni to serve as teachers and employees of MBS Jampang with the hope that one day all the driving elements at MBS have and understand the soul of the pesantren and its ins and outs.
8. For alumni who serve at MBS, free coaching is provided (unpaid) to explore boarding school knowledge with the Mudir Board as well as to prepare qualified ulama cadres in the future.
9. Provide ample opportunities for MBS community members to participate in reviving the entrepreneurial spirit in MBS Jampang.

Conclusion

Muhammadiyah *Boarding school* Ki Bagus Hadikusumo is a pesanteren-based educational institution under the guidance of PW Muhammadiyah DKI Jakarta. The existence of mbs provides a new color in private secondary Islamic education in Indonesia. The quality of graduates can be said to be superior because all MBS graduates have their own place in society and state universities in Indonesia. The quality of MBS graduates becomes quality graduates because the curriculum education system that MBS makes has advantages that combine salafiah (traditional) which focuses on the study of classical books (yellow books) and *ashiriyah* (modern) which focuses on language and science. So that it makes the quality of graduates good and superior, this can be proven by approximately 90% of MBS graduates getting a place at PTN such as UIN, ITS, UNDIP and many others.

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