

Management of Ecopesantren Curriculum Development in Forming The Ecopreneurship of Santri

Rihlah Nur Aulia, Hafid Abbas, Nurhattati
Universitas Negeri Jakarta, Indonesia

Abstract: This study aims to find a model for Ecopesantren curriculum development in shaping students' ecopreneurship. This research uses the management theory of curriculum development. The methodology used in this research is a qualitative case study methodology. This research concludes: **first**, Pesantren SPMAA implements a different management curriculum from other Islamic boarding schools in Indonesia. **Second**, in the management or management of the Pesantren SPMAA curriculum refers to the National curriculum, and the **third**, ecopesantren curriculum, curriculum management includes; curriculum planning: curriculum mapping, syllabus, inquiry program, inquiry unit, unit learning planning. Simultaneously, organizing the curriculum consists of curriculum structure, division of teacher duties, development of transdisciplinary programs, development of transdisciplinary programs, determining units of inquiry for each grade level. Moreover, the implementation of the curriculum consists of learning experiences, assessments, and learning outcomes reports. Meanwhile, curriculum evaluation consists of unit reviews and two subject reviews—review units and review subjects.

Keywords: *Curriculum Development Management, Ecopesantren, Ecopreneurship*

Introduction

The curriculum in educational institutions is continuously developing following the development of the times, science and technology (science and technology), and society's demands (stakeholders). The development of the curriculum always impacts all education components, which is expected to have implications for increasing the quality of output at educational institutions, including the output or graduates of Islamic religious education institutions, namely Islamic boarding schools. As a distinctive Indonesian educational institution, Pesantren has an essential role in engaging pesantren ulama and pesantren figures to become a golden bridge for educating environmentally friendly Muslim cadres. For this reason, activities are significant and cannot be ignored. However, environmental activities are not activities in Islamic boarding schools. Therefore, the facilitation and discussion in Islamic boarding schools about the environment and increasing environmental management capacity must be improved. Building environmental awareness among Indonesian Muslims has proven to be very important and should continue to receive attention. The environmental movement involving the core circles of the Muslim community, namely pesantren scholars who produce environmental fiqh documents, has been proven to have received a strong response in several places. The country with the largest Muslim population has moderate clerics, especially among Islamic boarding schools, who can work with environmental activists.

¹ Email: rihlah-nuraulia@unj.ac.id

Ecopesantren curriculum management is needed to be used as a role model in environmentally friendly Islamic boarding schools. The curriculum needs to be developed according to curriculum theory and is relevant to society's demands and needs. Thus, its existence is expected to continue contributing to the development of Indonesian human resources in increasing concern for environmental preservation and local communities' progress. The curriculum is relevant to community expectations; it is necessary to redesign the pesantren education curriculum, oriented towards local wisdom. Wisdom).

In realizing Eco-Pesantren, several indicators are defined as follows: first, developing an environmentally friendly Islamic boarding school policy.

Second, the development of an Islamic-based environmental curriculum. Third, the development of extra-curricular activities based on natural tadabbur. Fourth, development and or management of supporting infrastructure for Islamic boarding schools. Fifth, Geographical Factors.

Lamongan Regency is one of the districts in East Java that has Islamic-based educational institutions, Lamongan district development in the field of education can be demonstrated from the development of Islamic boarding school-based education.

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Islamic boarding school education is social capital and even fun for the development of national education in Indonesia. Mastuhu in the Dynamics of Islamic Boarding School means that Islamic boarding schools are traditional Islamic educational institutions that aim to learn, understand, explore, appreciate, and practice Islam's teachings by emphasizing the importance of religious morality as everyday behavior.

Islamic boarding schools are expected to play a role in sustainable development. In 2009, the United Nations, through the UNESCO organization, launched Education for Sustainable Development (ESD) which aims to provide long-term solutions to changes in human behavior to live sustainably to find solutions to environmental problems as they are now facing. Deputy Minister of Environment for Environmental Communication and Community Empowerment, Henry Bastaman, said that (following the MoU between the Ministry of Environment and Ministry of Religion Number: B-17 / DEP.VI / LH / XII / 2006 and Number: DJ.II / 511E / E / 2006, concerning the Development of the Role of Islamic Education Institutions in Environmental Management, followed up with the Eco-Pesantren Program,) Islamic Boarding Schools in Indonesia will be a pilot project for other countries to provide understanding to the public regarding environmental issues. The conference held on April 9-10, 2010, was attended by 23 foreign delegates from 14 countries, including Egypt, Libya, the Philippines, the United States, Malaysia, Jordan, England, and 75 participants from various Islamic boarding schools in Indonesia. The conference discussed environmental management issues that would be applied to Islamic boarding schools or called "eco pesantren."

Optimizing environmental preservation needs to involve all aspects, and religion becomes the primary line to create a character (Aulia, Firdaus, Mardhiah, & Narulita, 2017)

and generation attitude (Mardhiah & Aulia, 2017) for guarding nature. As for Islam, it has a clear concept of environmental conservation and is part of being part of a Muslim's faith (Mardhiah, Aulia, & Narulita, 2017). Islamic boarding school-based environmental management offers environmental management that is directly practiced by an Islamic education institution and carries out activities to preserve and protect natural resources and the environment (Sudirman, 2012), which later became known as Eko-pesantren. Also, pesantren-based environmental management is considered as one of the active environmental management. It is said to be effective because Islamic boarding schools play a role as essential institutions and are flexible in being actively involved as institutions near the communities around the pesantren (Mangunjaya, 2014). It was added by the fact that pesantren had become the attention of the world community. It could be considered a knot of cultural and cultural broker encounters for the flow of modernization ideas from the city (Abdurrahman, 2006). The pesantren-based environment management can help the area around the pesantren and as an example of environmental management for the community.

Research Methods

This research is qualitative. Data collected from interview texts, personal documents, memo notes, field notes, and other official documents. The Source of data for this research comes from both primary data and secondary data. Primary data constructed from observation, interviews, and also questionnaire to get direct information about the concept of pesantren-based environmental management. The secondary data used to reinforce the findings and complete the data collected through direct interviews for the pesantren comes from reading sources and various other sources consisting of books, journals, and official documents from various agencies. Besides, attachments to official bodies such as ministry data, study results, theses, dissertations, historical studies, etc. Data collection techniques are used in direct observation, interviews, documentation, and data analysis. This observation is used for systematic, planned research on the concept of pesantren-based environmental management. The interview was conducted directly with the residents (Guru, Santri, Kyai, and surrounding communities) of the pesantren. Then the document was written records of the author of the observation, photographs, and records of activities and supporting facilities and infrastructure in Pondok Pesantren. After using the above data collection techniques, data analysis is to process and analyze the data by using descriptive qualitative analysis.

Findings And Discussion

1. Eco-Pesantren

As typical Indonesian educational institutions based on Islamic values, Islamic boarding schools have their way of looking at the environment. The views of pesantren on the environment as a principle for realizing one's religious attitudes following the Koran and Hadith are as follows (Aulia, Mardhiah, Gunawan, & Isnaini, 2018): first, respect for nature. Second, moral responsibility for life. Third, universal solidarity. Fourth, caring for the environment.

In addition to pesantren's views on the environment, several studies have revealed the critical role of Islamic boarding schools in contributing to solving environmental degradation, which became known as the eco pesantren program (Aulia, Firdaus, Gunawan, & Isnaini, 2017). Ecopesantren comes from the word eco for the science of ecology and the word pesantren. Ecopesantren is an effort to give the label "environmentally friendly" or green at the stage where the pesantren can show its contribution or participation in conservation or environmental conservation (Mangunjaya, 2014)

The eco-pesantren indicator is the Geographical Factor, consisting of; geographical location, strategic position, and ecological conditions. Second, the policies of the pesantren are caring and environmentally sound. Third, the policy of developing an environment-based

curriculum. Fourth is the development of participatory-based environmental activities. Fifth, management of supporting facilities for environmentally friendly Islamic boarding schools (Rihlah Nur Aulia, 2018)

The pesantren's view on the environment plus the second eco-pesantren indicator regarding curriculum development policies results in the delivery of environmental material to students (students). Environmental content can be delivered through an integrated and integrated curriculum or individual subjects. Ecological education in pesantren is commonly called Fiqhul Bi'ah (environmental fiqh). Various learning models and learning methods are carried out to understand the students about the environment associated with daily routines. Development of the curriculum can be in the form of; development of integrated learning models, excavation and construction of environmental material that exists in the community, development of Islamic environment-based learning methods, development of curricular activities to increase the knowledge and awareness of santri about the environment, the practice of Islamic teachings about the environment in eco-pesantren activities (Aulia, Firdaus, Gunawan, & Isnaini, 2017).

2. Curriculum Development

The curriculum is one of the essential components in education because it is a means that leads to the achievement of educational goals. Without a curriculum, education will run unsteadily and without a clear direction so that educational goals will not be achieved effectively and efficiently. Educational institutions must not have a religious education curriculum that includes cognitive, affective, psychomotor dimensions, cultural values, and current developments and society.

3. Curriculum Principles and Approaches

Developers have found several curriculum development approaches that are intended to approach how to work by applying the right strategies and methods by following systematic development steps to obtain a better curriculum. The approaches developed by the developers are the academic subject approach, the humanistic approach, the technological approach, and the reconstruction approach. They have suggested several approaches to developing an Islamic religious education curriculum, including a field of study approach (subject or discipline approach), a goal-oriented approach, an approach with temporal organization patterns, a reconstitution approach, a humanistic approach, and an accountability approach.

4. Pesantren SPMAA Lamongan, East Java, applies ecopesantren curriculum management.

To improve the students' ecopreneurship. In curriculum management or management, SPMAA refers to the National curriculum framework. Prior years curriculum management at SPMAA includes 1) curriculum planning, syllabus, inquiry program, inquiry unit, and unit learning planning unit. Meanwhile, organizing the curriculum consists of a curriculum structure, division of teacher duties, developing transdisciplinary programs, determining units of inquiry for each grade level, and implementing the curriculum consisting of learning experiences, assessments, and results reports. Meanwhile, curriculum evaluation consists of a review unit and a subject review. Review units and review subjects

Conclusion and Summary

First, the SPMAA Islamic Boarding School is one of the eco-pesantren models in Indonesia. **Second**, geographically located in drought-prone areas. **Third**, Pesantren SPMAA implements a different management curriculum from other Islamic boarding schools in Indonesia. Second, in the management or management of the Pesantren SPMAA curriculum refers to the National

curriculum, and the third, ecopesantren curriculum, curriculum management includes; curriculum planning: curriculum mapping, syllabus, inquiry program, inquiry unit, unit learning planning. Simultaneously, organizing the curriculum consists of curriculum structure, division of teacher duties, development of transdisciplinary programs, development of transdisciplinary programs, determining units of inquiry for each grade level. Moreover, the implementation of the curriculum consists of learning experiences, assessments, and learning outcomes reports. Meanwhile, curriculum evaluation consists of unit reviews and two subject reviews—review units and review subjects.

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About the Author:

Chief Researcher
Rihlah Nur Aulia <i>Universitas Negeri Jakarta, Indonesia</i>
Researcher Member
Hafid Abbas <i>Universitas Negeri Jakarta, Indonesia</i>
Nurhattati <i>Universitas Negeri Jakarta, Indonesia</i>