

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Functionally, education is aimed at preparing people for getting the prosperous lives in the future, both as individuals and collectively as a community, nation or community of nations. For believers, the future includes life in the world and a view of a happy life in days later. But this time, our education cannot fully meet the expectations of society. This phenomenon is characterized by low quality of graduates, the incomplete education problem solving or likely patchy, even project oriented. Consequently, the results of education are often disappointing public. They continue to question the relevance of education to the needs of the community in the dynamics of economic, political, social, and cultural rights (Rosyada, 2008: 6).

The cause of the low quality of education in Indonesia, among others, is a matter of effectiveness, efficiency, and standardization of teaching. It is still a problem of education in Indonesia in general. While the specific problems in education, it includes the low infrastructure, poor quality of teachers, low teacher welfare, low student achievement, low educational equity opportunities, the low relevance of education to the needs, and the high cost of education (Fuady, 2011: 2).

The quality of education is reflected by the competence of graduates affected by the quality of the process and content of education. Achieving the graduate competence that is met the standards must be supported by the content and process of education that also meet the standards. Embodiment of qualified education process is influenced by the performance of educators and education personnel, the quality and quantity of infrastructure, quality of management, availability of funds, and a valid, objective, and decisive assessment system. (Rosdiana, 2008: 15).

Under Chapter I, General Provisions, Article 1 of Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the Management and Delivery of Education stated that: Management of education is setting authority in the implementation of the national education system by the Government, the provincial, district / city governments, educational organizers established by communities, and education units in order to make the education process in accordance with the national education goals. Furthermore, Article 39, stated that: educational organizers established by the community has a responsibility for managing the national education system and formulating and establishing education policy at the organizer unit (Setiawan, 2010: 8).

Boarding school Tahfidzul Qur'an (PPTQ) Ibnu Abbas Klaten is one institution that is managed by the education unit established by the community. Since the beginning of its establishment, Boarding school

Tahfidzul Qur'an (PPTQ) Ibn Abbas Klaten is intended as Islamic Institution that is formatted with the aims of (1) producing the Quranic generation with personality and excel in science and charity, (2) Educating Moslem generations who have a high commitment to Islam with the characteristics of good attitude (*salimul aqidah*), true worship (*shohihul aqidah*), and noble (*akhlakul karimah*), (3) producing tough preachers who are able to realize *'Izzul Islam wal Muslimin* and become the future leaders of the nation. To realize the above objectives, PPTQ Ibn Abbas applies the concept of integrated Islamic education by integrating national education curriculum with SBC and Islam Sharia-based Diniyah materials. (Muinnudinillah, 2010: 6).

Integrated-Islamic Junior High School Ibnu Abbas is one secondary school under the Boarding school Tahfidzul Qur'an (PPTQ) Ibnu Abbas Klaten, which applies boarding school system with the integrated curriculum, the integration between the national education department curriculum (SBC) with Diniyah curriculum compiled independently by PPTQ Ibn Abbas. Boarding school is a new formula in educational management, this is a consequence of the paradigm shift in the management of a centralized toward decentralized government. It is also influential in structuring the decentralization of education, management of boarding school program.

This means that schools have the autonomy to formulate their Islamic school models and can be accepted by society (Hanifah, 2011: 4).

Learning activities in Integrated-Islamic Junior High School Ibnu Abbas Klaten, certainly cannot be released to the curriculum that has been established, for it this study described the characteristics of the curriculum in Integrated-Islamic Junior High School Ibnu Abbas Klaten entitled "Characteristics of the Boarding School Curriculum in Integrated-Islamic Junior High School Ibnu Abbas Klaten In the Academic Year of 2011/2012.

## **B. Research Focus**

Based on the previous background, this study has a focus on how the characteristics of the boarding school curriculum in Integrated-Islamic Junior High School Ibnu Abbas Klaten In the Academic Year of 2011/2012. This focus was elaborated into two subfocuses.

1. How are the characteristics of the boarding school curriculum program in Integrated-Islamic Junior High School Ibnu Abbas Klaten?
2. How are the characteristics of the content of the boarding school curriculum in Integrated-Islamic Junior High School Ibnu Abbas Klaten?

## **C. Research Objectives**

Based on the research focus, this study aimed to describe the characteristics of the boarding school curriculum in Integrated-Islamic Junior High School Ibnu Abbas Klaten, which can be described as follows:

1. To describe the characteristics of the boarding school curriculum program in Integrated-Islamic Junior High School Ibnu Abbas Klaten.
2. To describe the characteristics of the content of the boarding school curriculum in Integrated-Islamic Junior High School Ibnu Abbas Klaten.

#### **D. Research Benefits**

1. General Benefit

- a. Theoretical

Theoretically, this study is expected to be used as the basis for the development of programs and the content of boarding school curriculum.

- b. Academic

Results of this study are expected to be useful as additional science and as a reference for other researchers about the management of boarding school curriculum.

2. Special Benefits

- a. For Principal

This study is able to be used input to the principals, especially the principal of Integrated-Islamic Junior High School Ibnu Abbas Klaten in curriculum development.

b. For Teachers

As input for teachers of Integrated-Islamic Junior High School Ibnu Abbas Klaten in the school quality through curriculum development.

c. For Students

As the additional knowledge and improvement of understanding about the curriculum of Integrated-Islamic Junior High School Ibnu Abbas Klaten.

**E. Key Terms**

1. A curriculum is a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education.
2. Boarding school is a school that is equipped with accommodation facilities for students and located in a location adjacent to educational facilities (independent schools that provide educational facilities as well as accommodation for their students).
3. Boarding school curriculum is a blend of prepared curriculum by the Ministry of National Education and the Foundation as a legal entity with the founder and organizer of educational boarding school system, which means that for 24 hours the students are in school guidance and supervision.

4. Curriculum development is the planning of learning opportunities intended to bring about certain desired in pupils, and assessment of the extent to which these changes have taken place.