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Management of Agricultural Boarding School Curriculum Implementation to Improve Agripreneurship and Food Security Darul Fallah Agricultural Boarding School Bogor

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Abstract

This study aims to comprehensively analyze and find curriculum formulation planning and curriculum learning implementation and analyze and control/monitor curriculum evaluation to improve agripreneurship and food security of Darul Fallah Bogor Agricultural Boarding School. This research uses a phenomenological approach through direct observation, documentation studies, and in-depth interviews. Technical data analysis uses data reduction, data presentation, and conclusion narration. The validity and reliability of research results are measured by four criteria: credibility, transferability, dependability, and confirmability. The results showed that designing and formulating the Darul Fallah Bogor Agricultural Islamic boarding school curriculum refers to the history of its establishment, educational figures, and experts and combines the Islamic

boarding school curriculum and the local content curriculum. Meanwhile, the curriculum implementation is carried out through the stages of developing field practice programs, implementing learning with an integrated education system, entrepreneurial activities, food security, non-formal education activities and community development, extracurricular activities, service to the community, life skills education, graduates success profile and integration of learning implementation. To monitor and evaluate supporting and inhibiting factors for the performance of the agricultural curriculum using continuous monitoring at the time of the student internship, presenting entrepreneurs where the student's intern, graduates, the Ministry of Religious Affairs, and the local education office.

Keywords: Curriculum Implementation Management, Agripreneur, and Resilience Food, Islamic Boarding School

Introduction

Education is necessary for everyone; education, especially Islamic education, has a critical and strategic role and function in students' psychological and physical development. Education is a right for citizens, meaning it is an obligation for the State or State administrators, in this case, the government, to provide education without exception to all citizens, both men and women, children and adults, even for people with special needs (Saepuloh L, 2022) ^[19]. Agricultural education at the Darul Fallah Bogor agricultural boarding school is the author's attention because, according to its history, the establishment of this agricultural boarding school is an educational effort for Village children to become village cadres who can build the economy in the village through agricultural development and entrepreneurship. In line with the opinion (Muhtadin, 2022) ^[14], educational institutions must always think and strive to maintain their existence. Every educational institution must make improvements based on high commitment so that it can determine strategic steps and take part nationally and internationally.

In addition, the founder of the Islamic boarding schools hopes graduates can utilize and maintain the nature of their environment to remain fertile by using organic fertilizers to cultivate land well. This is according to the opinion (Ibn Mohammed, 12) ^[10]; namely, sound land processing and using manure from time to time will be able to maintain land fertility. However, along with the development of the times and the development of agricultural education technology, especially at the high school level, including in the Darul Fallah Islamic boarding school, Bogor is increasingly not in demand by the public (Arisena, 2017) ^[2].

The low interest of the younger generation in learning about education in the field of agricultural science is a severe problem that must get special attention from all parties (Abdurrahman, 2017) ^[1]. Family and community support for agricultural activities is deficient where the younger generation is directed not to become farmers, and education or a university degree is not necessary for farming activities. The stigma of farmers for some people is always synonymous with low-class jobs with low incomes and less prestigious line with opinions (Pujiriyani, *et al*, 2016) ^[17] said that these conditions make the younger

generation more interested in non-agricultural fields (Fua, 2018) ^[8]. Ignoring this condition will threaten the sustainability of Indonesia's agricultural development if agriculture is not introduced early so that knowledge about agriculture can be processed in the minds of children (Hamalik, 2010) ^[9].

The process can affect character building during the growth period. Introducing agriculture as early as possible to children is a way to foster the younger generation's love for agriculture. Convincing and proving that agriculture can be a promising source of income is also part of the educational goal. In line with (Munifah, 2022) ^[15] that jobs in the agricultural sector today have provided auspicious business opportunities, so the interest of the younger generation has begun to shift from looking for work in the service sector to entrepreneurs in agriculture (Rusman, Manajemen Kurikulum, 2009) ^[18].

The Introduction of agricultural materials has not been contained in the curriculum of primary and secondary schools before the 1990s (Indana, 2020) ^[11]. The farm curriculum is only available in secondary-level schools such as Agricultural Vocational Schools and universities in the form of the Faculty of Agriculture or the College of Agricultural Sciences (Kosasy, 2013) ^[12]. The Introduction to agriculture in the school can be done by applying the Islamic boarding school curriculum. This Islamic boarding school also provides character-strengthening education and deepening of unique materials (Hamalik, 2010) ^[9].

Likewise, what is stiffened in the Darul Fallah Bogor Agricultural Boarding School, philosophically in its establishment, is for the formation of individuals with Islamic faith and knowledge who are independent and preach to uphold religion (iqomatuddin), which fosters the improvement of personal, family and community life through da'wah and entrepreneurship that Allah SWT recognizes (Yusanto, 2000) ^[25]. Entrepreneurship at Darul Fallah Islamic Boarding School Bogor is to develop agripreneurs. The learning environment is excellent, and the workplace and entrepreneurship artery wide available (Sukatini, 2021) ^[21]. However, until now, the development has not been optimal because the interest in learning to become students at the Darul Fallah Bogor Agricultural Boarding School is still low.

Sociologically, the establishment of the Darul Fallah Bogor agricultural boarding school is to help improve the education of village children who work daily as farmers, and their living level is economically inferior (Sukatini, 2021) ^[21]. It is hoped that the establishment of this Islamic boarding school can answer the needs of the community by increasing the education of village children, of course, with the hope that knowledge of agricultural management based on an understanding of religious science can be further improved so that the economic life of rural communities can be better.

The founders of the Darul Fallah Bogor agricultural boarding school saw the pattern of life of rural communities around the Islamic boarding school who farm as they are and religious understanding that is still diverse in ability, so by educating village children, it is hoped that they will be able to change the living conditions in the countryside both in terms of religious understanding and economic life through increasing their knowledge of agricultural science (Baso, 2018) ^[3]. Also, the founders of Islamic boarding school graduates are easily accepted by the community so

that later graduates can preach religiously and become agricultural extension workers in their respective villages (Sukatini, 2021) ^[21].

The other side shows that sustainability in agriculture is a significant issue. According to data from the Indonesian Village Potential Statistics, 2018, typological-based villages earned 73.007 million people from agriculture (BPS, Indonesian Village Potensi Statistics, 2018) ^[4]. Likewise, there was a decrease in agricultural land area in Indonesia by 0.019% from the previous year, so in 2020, the land area became 10.66 million ha (BPS, Indonesia's Gross Domestic Product Quarterly 2017-2021, 2020) ^[5]. The decline in agriculture is closely related to changes that continue to occur in society due to the increasing openness of information and access (Sukatini, 2021) ^[21]. This change also impacts the activities of Islamic boarding schools in agriculture. According to data from the Statistics of Religious and Religious Education (2008), the number of agricultural-based boarding schools has decreased by 9% (Sukatini, 2021) ^[21]. The existence of a solid Islamic boarding school in terms of social capital in the village has the potential to build economic activity (Sukatini, 2021) ^[21]. The decline in agriculture due to changes that continue to occur gives birth to the confidence that Islamic boarding schools, with their potential, can participate in encouraging and directing agriculture to become a field that is engaged in by the community during changes that continue to occur.

This study aims to analyze and find curriculum formulation planning comprehensively, curriculum learning implementation, and analyze and control/monitor curriculum evaluation to improve agripreneurship and food security of Darul Fallah Bogor Agricultural Boarding School.

Method

The scope of research is focused on changes in agricultural education that occur in Islamic boarding schools, the role of Islamic boarding schools in implementing social innovation as a driver of Islamic education and agricultural education, and the role of Islamic boarding schools in producing agripreneur in the community. This research approach uses a qualitative approach. This study uses a type of research, namely phenomenological research. In this type of phenomenological research, researchers try to understand the meaning of an event in a particular situation by entering into the conceptual world of the subjects under study so that they know what and how the understanding is developed and interpreted by the topic under study (Moleong, 2018) ^[13]. Phenomenological qualitative research aims to make a systematic, factual, and accurate description, picture, or painting of the facts, properties, and relationships between the phenomena investigated. Through information told and presented directly by informants, researchers can understand the reality that occurs according to one informant and other informants. The combination of various information is the basis for researchers to be able to conclude a finding outlined in this study. Information obtained from data is used to strengthen qualitative data.

Research Results and Discussion

Analysis of Agricultural Curriculum Planning to Improve Agripreneurship and Food Security

In planning the formulation of the curriculum of agricultural boarding schools at Darul Fallah Agricultural Boarding

School Bogor, which aims to improve agripreneurs and food security, is by the stages and ideal (Rusman, Manajemen Kurikulum, 2009) ^[18]. At the same time, the preparation of the curriculum at the Darul Fallah Bogor agricultural boarding school pays attention to the history of the establishment of the Islamic boarding school, which from the beginning of its establishment named the agricultural Islamic boarding school, the formulation of curriculum objectives (consistent in curriculum development), the formulation of curriculum content (involvement of educational figures and experts), the design of learning strategies (a combination of methods), and the design of assessment strategies (theoretical and practical boarding school examinations).

By compiling the curriculum content components, Darul Fallah Bogor Agricultural Boarding School focuses more on the learning experience that students in learning process activities must possess. Among them are several aspects related to the cognitive, affective, and psychomotor aspects. The Kyai and caregivers of the Darul Fallah Bogor boarding school said that in the preparation of the curriculum of the Darul Fallah Bogor Agricultural Boarding School, pay attention to things as described as follows: 1) Increasing faith and piety and noble morals; Faith and devotion and morals began to be the basis for the formation of the personality of students as a whole. A structured curriculum allows all subjects to support faith, holiness, and noble morals. 2) Strengthening character education; Strengthening the character of students through heart sports, taste sports, thought sports, and sports with support and cooperation between schools, families, and communities, to produce students who are strong in facing the challenges of life in the future. 3) Increased potential, intelligence, and interest according to learners' level of development and ability. Education is a systematic process for the holistic improvement of human dignity that allows one's potential to develop optimally. Correspondingly, the curriculum is prepared by considering learners' potential level of development, interests, intelligence, emotional and social, spiritual, and kinesthetic intelligence. 4) Diversity of potential and characteristics of regions and environments; Regions have potential, needs, challenges, and diversity of environmental characteristics. Each region requires education following regional characteristics and daily life experiences.

Analysis of Curriculum Implementation and Implementation to Improve Agripreneurship and Food Security

According to (Syarifuddin, 2017) ^[23], curriculum planning at least several things become the main activity: Formulation of objectives, formulation of content, designing learning strategies, and designing assessment strategies. Likewise, the Darul Fallah Bogor Agricultural boarding School in implementation and implementation of the agricultural Islamic boarding school curriculum in three stages, are as follows: stages of program development (field practice), stages of learning implementation (integrated education system), agripreneur activities and food security, non-formal education activities and community development, curriculum content, extracurricular activities, service to the community, life skills education, profile the success of student graduate and the integration and implementation of learning.

In addition to the excellent program in agriculture, the Darul Fallah Bogor Agricultural Boarding School is also equipped with religious knowledge, like Islamic boarding schools in general, so that they can balance world life and be a provision in the afterlife. No less important is that the students have good morals in the life of the nation and state (Widodo, 2000) ^[24].

The emphasis on the students about independence is very much a particular concern. For example, each student is responsible for managing agricultural land, from opening the land to producing and harvesting, making an impression on the students. In addition, it is also taught to believe that in every difficulty experienced by the students, there must be ease and a way to complete all the hard work. God willing will produce something delightful. The hard work that has been done by a farmer from the start of the planting process to the time of harvest is the joy that all farmers look forward to.

Students at Darul Fallah Bogor Agricultural Boarding School get theoretical lessons about agriculture and practical lessons to implement the theory obtained in class. What was received by the graduate while studying at the Darul Fallah Bogor Agricultural Boarding School was given the theory and practice of conventional land processing to modern land processing methods using agricultural machinery tools (Alsintan), contemporary technology agricultural models with tissue culture systems (Tisu Culture) to the processing of results and marketing.

Analysis of Monitoring, Evaluation and What are the Supporting and Inhibiting Factors of the Agricultural Curriculum in Growing Agripreneurs and Improving Food Security

Islamic boarding school Pertania Darul Fallah Bogor in monitoring, evaluating, and what are the supporting and inhibiting factors of the agricultural curriculum in improving agripreneurship and food security are as follows: strategic plan and assessment (BNSP standards), periodic assessments, learning completeness (competency achievement targets), intervals and predicates of KKM (school quality categories), agricultural projects (Sapta Pesona) which are the creations of Islamic boarding school leaders, namely: Sincerity, Help, Simple, Discipline, Hard Work, Achievement and Independence (ITSDKPM) whose description is:

1. Farmers are always willing to work, do selflessly, never count what is spent, do not calculate how much will be obtained, and never complain even if their farming business fails.
2. The spirit of mutual assistance is very reliable; farmers always help from preparation to work on the land, planting to harvesting cooperate.
3. Even if farmers can be wealthy but never show their wealth, in other words, farmers always display simplicity and never show off.
4. The farmer is very disciplined in his work because if he is not disciplined, he will be left behind with other farmers; he knows when to work the land, when to plant when to fertilize his crops, and when to harvest his plant. It will be very detrimental to him if it is too late or too soon.
5. The farmer always works and works, never idle, not afraid of rain or heat, and never expects anything in return except surrender to the creator.

6. Farmers have extraordinary achievements in providing food to others and never ask for flattery from anyone.
7. The independence of farmers is very tested, and there is no dependence on anyone; even though crop prices are sometimes destroyed, farmers are not tired of planting. The farmers expected by the Islamic boarding school Darul Fallah Bogor are farmers who "strengthen each other, raise each other and benefit each other." The agricultural project is known at the Darul Fallah Bogor Boarding School, "Sapta Pesona," is the original Kiai and Ustdaz creation in the Islamic boarding school.

While the internal factors that become a significant capital for Islamic boarding schools are having adequate facilities, namely an area of 26.5 hectares, and external factors that hinder the acceleration of Islamic boarding school development are those considered highly paid and prospective student enthusiasts are still tiny.

The results of monitoring other inhibiting factors in the Darul Fallah Agricultural Boarding School explanation are as follows: The low interest of prospective students or students is also influenced by the attitude of parents and friends in their environment "Why do you go to school far away to learn to hoe" so that this also weakens people's interest. Student at Darul Fallah Agricultural Boarding School is divided into two, namely students who live in Islamic boarding schools with a major in Natural Sciences (IPA) and students who do not live in Islamic boarding schools with Social Sciences (IPS) majors who are assigned to serve the community around Darul Fallah and schools are all free of charge, the place is outside Darul Fallah which is 26 ha, and this is a form of Darul Fallah's concern for the environmental community as well as a forum community service for the Kyai and Ustadz Darul Fallah. So far, the Darul Fallah Bogor Agricultural Boarding School has had obstacles regarding prospective students who will enter the Islamic boarding school. An important inhibiting factor is the attitude of prospective students' parents, who assume that after graduating from Islamic boarding school only farming, they will have to learn hard and spend expensive costs.

Conclusion

Management of agricultural curriculum implementation to improve agripreneurship and food security Darul Fallah Bogor Agricultural Boarding School through a curriculum that refers to the history of the establishment of Islamic boarding school, formulation of curriculum objectives, formulation of curriculum content involving educational figures and experts, design of learning strategies combining the Islamic boarding school curriculum with agricultural curriculum and design assessment strategies that combine Islamic boarding school, theory, and practice test scores. The implementation and implementation of the agricultural curriculum in improving agripreneurship and food security of the Darul Fallah Bogor Agricultural Boarding School is carried out through several stages, namely: development of field practice programs, stages of implementing learning with an integrated education system, entrepreneurship or agripreneur activities, non-formal education activities and community development, local content of the curriculum, extracurricular activities, service to the community, life skills education graduate and students. Monitoring, evaluation, and supporting factors, as well as inhibiting the

implementation of the agricultural curriculum in improving agripreneurship and food security of the Darul Fallah Bogor Agricultural Boarding School, are always carried out regularly and involve the Ministry of Religious Affairs and the local Education Office as well as community and graduate leaders.

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