

Life Skills Curriculum Planning on Higher Education Based on Islamic Boarding Schools

Retno Indah Rahayu¹, Mohammad Huda AY², A. Sonhadji KH², Sugeng Utaya².

¹ Lecture, University of Gresik, Gresik City, East Java, Indonesia

² Professor, State University of Malang, Malang City, East Java, Indonesia

E-mail: retnoindahrahayu@yahoo.co.id

This study aims to describe and explain the curriculum development planning at three universities based on boarding schools and conceptually enrich the theory of educational management. This research uses a qualitative descriptive approach with three sites. Data collection is conducted through observation, interviews, field notes and documentation. The analysis used is single site analysis and continued cross-site analysis. The validity of data findings was checked by examining four criteria, namely: 1. Degree of trust/credibility (credibility) 2. Transferability, 3. Dependability, 4. Certainty (confirmability). Researchers use all the criteria in checking the validity of data. The findings of this cross-site study show that those three universities, in planning the development of Life Skills curriculum, focus on: vision and mission, community needs, college load, lecturer's materials, curriculum integration, elective courses, learning facilities, learning processes based on Student Center Learning, model of democratic leadership that is mutually agreed, so as to maintain and accommodate all elements, functions and roles of the study program, and type of planning direction above (bottom up planning). This research is different from other research because the objects of this research have never been studied on its Life Skill development curriculum development planning.

Keywords: *curriculum planning, Life Skills, college, Islamic boarding school*



Introduction

Planning is an important factor in doing the work and achieving the desired goals. According to Somantri (2014), planning has elements of activities to identify and select needs based on priority scale, establishing more detailed specifications of the results to be achieved, identify criteria to meet each need, and identify possible alternatives, strategies and targets for implementation.

The preparation and determination of the curriculum, as the heart of education, must be well planned and correct. Curriculum planning has two major trends in different countries, namely: centralisation and decentralisation (Norouz-zadeh & Fathi Vajargah, 2008). Centralised planning systems have become dominant systems, but supporters of the learning community approach believe that decentralisation is needed in this system, since lecturers must be independent to promote lifelong learning culture and develop learning motivation (Smith & Sporling, 1999). Another reason is that the decentralisation of college curriculum planning leads to competition to maintain the quality of teaching, facilities and other similar factors (Dearing, 1997). Despite this, decentralisation is followed by indifference in curriculum planning, faculty members are less familiar with the curriculum and are paying a lot of attention to the present and are being neglectful of conditions of the future (Nasr, et al., 2007). Therefore, a balance between a centralised and decentralised strategy must be taken in curriculum development.

Universities should be learner societies and curricula should be designed with a collective and active and participatory cultural approach (Charlton et al., 2005). According to Wenger (1998) college should be a community practice that acts as a life curriculum for learners. And of course, learning in the community from practice is not limited to beginners. Social practices are dynamic and involve learning on the part of everyone. Thus, it is indeed necessary for the existence of a Life Skills curriculum.

Universities in *Pondok Pesantren* address the curriculum development and the needs of present and future society in order to face the development of the globalisation era by always revising the curriculum and being innovative and creative in the learning process which is written in the learning plan.

This is done by universities based on Islamic boarding schools, namely: the Institute of Islamic Studies Abdullah Faqih (INKAFA), the Islamic Institute of Qomaruddin (IAIQ), and the Islamic High School (STAI) Al-Fthrah. These three universities do not leave traditions that have been there for a long time to maintain the values of *kepesantrenan* so that there is integration between modern and traditional aspects and produce graduates with diamond-brains but with noble characteristics. Diamond brain and noble characteristics, are two things that must always exist so that the intelligence can be beneficial to the students

themselves and others, and it shows the great importance of science, both general and religious sciences. *Rasululloh SAW* said:

Whoever wants happiness in the world, then he must have its knowledge and who wants the happiness in the afterlife, then he must also have its knowledge. Whoever desires happiness in the world and the hereafter, then he must have both knowledge (H.R. Bukhori).

What the founder of the boarding school wants is to teach general knowledge and religion to get happiness in the world and the hereafter. As Ustadz Najib (vice rector of academic) says:

This INKAFA stands for the ideals of KH Masbuchin Faqih, who sees the progress of the era that graduates of *alijah* should continue their study to the university outside the *pesantren*. This is unfortunate and alarmed by KH Masbuchin Faqih, both from the continuation of the curriculum and the daily practices, as well as the personality of the santri themselves. Finally, supported by his teachers, senior teachers who have long served in the boarding, the parents and the surrounding community, in 2003 the Institut keIslaman Abdullah Faqih inaugurated and opened (S-1/W-03/WR1/10/03/2016).

Teaching science not only pays attention to the development of the intellectual realm of students, but also to three aspects of the student: the intellectual, emotional, and spiritual (Küçüktaamer, 2018; Postlethwaite & Skinner, 2017; Zaifaro, Muhari, & Jatmiko, 2018). Thus, students will be smart in these three aspects to become a competitive human being. This is in accordance with Constitution number 12, 2012, Article 5, which mentioned the purpose of Higher Education is developing students' potential to become human beings who believe in God Almighty and have noble character, who are healthy, knowledgeable, capable, creative, independent, skilled, competent, with a culture for the benefit of the nation. Colleges also produce graduates who master the branch of science and / or technology to meet the national interest and increase competitiveness. Thus, students are expected to be able to solve problems that occur to themselves and others in daily life both in the present and in the future. Life Skills are not taken for granted but must be taught and implemented in everyday life, so it becomes the habit and values of the learners' characters. Life Skills learning is also taught in universities based on the boarding school, as KH. Abdus Salam (Rector of the Islamic Institute of Abdullah Faqih / INKAFA) says:

Learning at INKAFA definitely refers to the existing vision, mission and curriculum. The students are equipped with knowledge of religion and general sciences. Learning here is not just to provide theory, but also directly practiced in everyday life. For example: learning Arabic and English. The *Santris* are required to speak Arabic and English according to the schedule, congregational prayers as well required the *santris* also to follow *wirid* after prayer. In addition, they are equipped with other skills in

the hope that after graduating from here the students are ready to serve the community and are useful for the community (S-1/W-03/R/10/03/2016).

Similarly, is a statement by ustadz Najib:

In INKAFA the learning is prioritising Intellectual Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) in which these three domains are obtained through theories directly practised in everyday life. This is to maintain continuation for *santri* in following the activities held INKAFA and boarding school. That way the students will be alert with daily *amaliyah* and skills independently. In this campus, in addition to lecture activities, there are also extracurricular activities and other skills learning so that the students become capable in many ways, independent and have good morals. So INKAFA students are prepared to be knowledgeable, charitable and moral people (S-1/W-03/WR1/10/03/2016).

There is a statement that Life Skills are only suitable to be taught in elementary and secondary schools because at the higher education level the focus is on the academic aspect. This may not be wrong, but I disagree with that opinion, because if we look back at the Government Regulation of the Republic of Indonesia (PPRI) Number 19 Year 2005 on National Education Standard, it states that, "at the elementary, intermediate and high level of education the competence of graduates to be possessed is the Life Skills to be independent". This means that Life Skills education is taught in all levels of education. Similarly, when reviewing the concept of Life Skills itself, these are generic and specific to equip learners to be able and courageous in dealing with life's problems actively and proactively and can find a solution so that the problem can be solved. The concept of proficiency has long been the focus of Tyler and Taba as curriculum development experts. In fact, Life Skill education is an aspect that has long been applied in Indonesia by Ki Hajar Dewantoro and Muhammad Syafei. This shows that Life Skills education is very important to be taught from early childhood to higher education, only materials, methods and approaches adjusted for age and level of education or also a hidden curriculum, as implemented at the Institute of Religion Islam Qomaruddin (IAIQ) and as stated by Mrs. SitiNur Indah Rofiqoh, SE, MM (head of sharia banking study program):

I think Life Skills have been implemented at IA IQ even though it is still at the level of the hidden curriculum. Life Skills are about personality and social, which usually needs a direct practice, such as: entrepreneurship. At the time of accreditation of shari'a faculty at IA IQ it is suggested to have laboratory for Life Skill (S-2/W-04/KPS/10/03/2016).

Life Skills are also held at the Al Fithrah Islamic High School (STAI) which was confirmed by Ustadz Nur Cholish in the interview:

In addition to the written curriculum, there is also an unwritten curriculum but it is done in its execution. There are extracurricular for students, such as: screen printing, visits to the management of catfish, making batik in Madura, making shoes in Sidoarjo. For after life, students are taught and required to pray together with *istiqomah*, using Indonesian, Arabic, and English language well and correctly (S-3/W-06/KMPI/04/10/2016).

Speaking of materials, methods and approaches in this learning cannot be separated from the curriculum, because the curriculum is one of the important tools in the education system, some even say that the curriculum is the heart of institutions or educational institutions (Maas, 2019; Nurmayani, 2017; Zahra, 2019). Thus, the curriculum should be planned as well and as thoroughly as possible for careful planning will result in the right target; but failing in planning means planning for failure.

Based on the previous explanation, this research focuses on how the Planning for the Development of a Life Skills Curriculum in Higher Education Based on *Pondok Pesantren* is achieved.

Literature Review

Planning

Planning is to define the work that the group must undertake to achieve the objectives outlined including decision making, as it includes the selection of alternative decisions (George R. Terry, 2003). It takes the ability to visualise and look ahead to formulate a pattern from the muballigh, the religious teacher that the community desperately needs. Until now, pondok pesantren consistently performs its functions well, some have developed their function and their role as a centre of community development (Depag RI, 2004).

Life Skills Curriculum

According to different sources available in the existing literature (Egan, 2003), the term curriculum has the origins of running the Greek railroad tracks (literally meaning courses). In Latin, the curriculum is the racing train and the word *currere* which means to run. The curriculum is defining or proposing about courses or subjects that students must take from a particular academic program, professors preparing their courses or pre-defined courses before each semester, as well as providing learning outcomes that have a positive impact on students (Null, 2011).

The Life Skills curriculum are all academic programs that are integrated with Life Skills in all learning activities. The Life Skills itself are the ability of learners to solve life problems with no pressure. There are four Life Skills, namely: 1) personal Life Skills, 2) social Life Skills, 3) Life Skills of academics, and 4) vocational Life Skills.



Higher Education

The higher education system in Indonesia has four main stages: Input; Process; Output; and Outcomes. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 49 of 2014 on National Standards of Higher Educators, it is stated that the curriculum is a set of plans and arrangements concerning graduate learning achievements, study materials, processes, and assessment used as guidelines for the implementation of study programs. If it is linked to the higher education system, the curriculum may act as: 1. The source of higher education management policy to determine the direction of education; 2. Philosophy that will color the formation of society and academic climate; 3. Patrons or learning patterns, which reflect the study materials, delivery methods and assessment of learning; 4. Atmosphere or climate formed from the result of high-level managerial interaction in achieving its learning objectives; 5. Quality references from the quality assurance process; and 6. the measure of success of higher education in producing graduates that benefit the community. From this explanation, it appears that the curriculum does not only mean as a document, but is a series of very crucial processes in education.

Pondok Pesantren

Pondok Pesantren are identical to Kyai, students, mosque or prayer room, storerooms residence of the students, the books of yellow and halls of learning. Types of boarding schools vary from traditional to modern.

Since the colonial era, the boarding school has been an educational institution that is growing and developing in the middle of the community, and its existence has received public recognition. Being involved in making national life, not only in terms of morale, has also allowed them to contribute significantly in providing education. As a centre for teaching Islamic religious sciences (*tafaquh fiddin*), it has delivered many scholars, community leaders, preachers, teachers, and religious communities. Until now *pondok pesantren* consistently perform its functions well, even some have developed its function and its role as a centre of community development.

Pondok Pesantren is one of the sub-systems of education in Indonesia, and the movement and direction of it's development must be within the scope of national education goals. National education objectives in principle are to form a devoted man of development to God Almighty, healthy physically and spiritually, and develop extensive knowledge and skills (Arifin, in zaenal, 2012).

Method

Research with a qualitative approach was designed to study multi-site research. This was conducted at three places, namely, the Institute of Islam Abdullah Faqih (INKAFA), IAI Qomaruddin, and STAI al Fitrah. The three universities have the same characteristics, for

example, the same religious colleges, Private Islam in the shelter of pesantren huts, embracing the Directorate of Private Islamic Higher Education of the ministry of Religion, practising sunna waljamaah, Islamic-based education system, and the location of the three sites near the coast. This research was done by collecting data using interviews, documentation, and observation. Data analysis was done in two stages, i.e. single site data analysis, and cross-site data analysis. Qualitative research checks the validity of data findings by examining four criteria, namely: 1. Degree of trust / credibility (credibility), 2. Transferability, 3. Dependability, 4. Connectivity, (Ulfatin, 2015). Researchers use all the criteria in checking the validity of data.

Results and Discussion

Results

The results of this study found that the development of Life Skills curriculum planning in three universities based on *Pondok Pesantren*, is the preparation of the development of college curriculum itself which contains integrated Life Skills through learning activities in each course. The explanation of the Life Skills development curriculum development planning in three universities is as follows:

Planning the development of Life Skills curriculum at the Islamic Institution Abdullah Faqih (INKAFA)

The Islamic Institution Abdullah Faqih (INKAFA) implements a curriculum that integrates the department and *kepesantrenan* content. In planning the development of the Life Skills curriculum, INKAFA uses the basis of internal and external evaluation results so that it can be analysed. The results of the analysis can be measured and submitted openly and evaluated simultaneously, so that there are deficiencies, strengths, opportunities and threats to the existing curriculum which later can be determined by planning improvements to the problem. The curriculum development planning in each study program refers and adapts to the vision, mission and objectives of the study program, which is not accompanied by the vision, mission, goals, and objectives of the institution. In addition, it also considers the competence needs of the user community and the development of several aspects of both motoric, cognitive, and affective in the form of hard skills and soft skills, by paying attention to the learning process on theoretical, analytical and applicative powers, the dynamics of science, legislation, stakeholder input, alumni through tracer study, and community. It is also concerned with the expected outcomes, objectives, and educational objectives that the curriculum will achieve, relevant to existing conditions, responsive to the changing needs of stakeholders to the graduates of existing courses. The degree of material integration between courses are arranged through the pre-qualification course for certain subject taking, the lecture in one semester is 16 meetings including mid and final tests.

The type of planning undertaken in INKAFA is the bottom up planning, i.e. starting from the input of students, stake holders, alumni, and the community to the study program,



through the study program meeting or through the seminars on the curriculum that has been held.

The faculty then formed an ad-hoc team consisting of the head of the study program and the lecturers who, in the faculty control, coordinated with the lecturers to conduct the workshop. The results of the workshop were delivered to the faculty and then forwarded the faculty to the Rectorate's leadership. The Rectorate Leader brought the draft of the curriculum development to KH. Masbuhin Faqih as the caretaker of the boarding school to get his blessing, so that the draft can be approved as guidance for the curriculum development of INKAFA. All results of the planning and development of the Life Skills curriculum that have been developed and agreed upon by the curriculum compilation team are given to Father KH. Masbuhin Faqih as his consideration for approval or endorsement of the Life Skills curriculum to be implemented in the lesson.

The research findings that have been described can be made in the matrix of the Life Skills curriculum development in INKAFA as follows:

Planning the development of Life Skills curriculum at Qomaruddin Islamic Institution (IAIQ)

The planning of Life Skills Curriculum development at Qomaruddin Institute of Islamic Studies (IAIQ) was conducted after a periodic review of the curriculum. Curriculum development in IAI Qomaruddin is inseparable from the vision and mission of IAIQ itself, so curriculum development refers to the vision and mission and follows the applicable legislation about the curriculum. The curriculum development planning involves stakeholders who are closely linked in supporting the achievement of IAIQ's short- and long-term objectives. IAIQ's efforts as a science-driven developer education college provide full autonomy to the Study Program to design and develop a curriculum based on the vision of the mission. The Strategic Plan of IAI Qomaruddin 2015-2020, which was ratified in the IAI Qomaruddin 2014 Senate meeting on the optimisation of education programs, is namely: 1. The implementation of research-based learning; 2. The implementation of courses according to national and international standards; 3. The implementation of a restructuring program for established IAI Qomaruddin as a Teaching University to a Research University. It is also based on Rector Decree Number 78 of 2015 article 42, which explicitly states that the study program in performing its functions has the main task of preparing, developing and implementing a competency-based curriculum. Development of the curriculum is in the formulation stage. Efforts that have been made for the development of the competence-based curriculum are holding competence-based curriculum workshops several times in the formation of a team for of curriculum preparation program of stratum level in IAI Qomaruddin environment, based on Rector Decree No. 101 of 2015. Development of competence-based curriculum refers to the decision of the Minister of National Education



Number: 045/U/2002, Government Regulation of 2008, on competence-based curriculum, the development of Science and Technology, and the development of community needs or users. This curriculum planning and development is conducted by conducting curriculum evaluation workshops for all leaders of the Institute, Rector, Vice Rector, Head of Laboratory, Chairman of Quality Assurance Agency and Quality Assurance Unit within IAI Qomaruddin, and also presenting the board of the boarding school as a representative of Kyai, then conducting new competence-based curriculum workshops for all the Heads of the IAI Qomaruddin S1 Program. Now we are still using the competence-based curriculum. The type of planning undertaken at the IAIQ is top down planning, although it still pays attention to inputs from students, communities, stakeholders, associations, and experts.

The research findings that have been described can be made in the matrix of Life Skills curriculum development at Qomaruddin Institute of Islamic Studies (IAIQ) as follows:

Planning the development of Life Skills curriculum at Islamic High School (STAI) Al Fithrah

The curriculum of the study program is always reviewed and updated in accordance with the development of the national curriculum change policy and the Indonesian National Qualification Framework (KKN). The curriculum review and updating mechanism is conducted through a meeting of study programs and meetings with the 1st Vice Head of Academic Affairs which is then submitted to the Chairman of STAI Al Fithrah for approval. The design of the content and implementation of the Study Program curriculum in the STAI Al Fithrah environment is in accordance with the vision, mission, goals, and objectives of STAI. To ensure the quality of learning and academic services in general, implemented through the preparation of standardised standards in three activities: planning, implementation, and evaluation of lectures. In addition to guidelines for learning activities, STAI Al Fithrah has also developed the guidance of Implementation of *Tri Darma Perguruan Tinggi* (Teaching, Research, and Community Service) through various policies set forth in Rector Regulations, Academic Guides, Research Master Plans, Research Guides and Community Service Guidelines. Referring to the above explanation the type of planning carried out in STAI Al Fithrah is the down flow planning (bottom up planning). The research findings that have been described can be made the matrix of Life Skills development curriculum development in STAI Al Fithrah as follows:

The results of the modified analytic induction of the findings on the Life Skills development curriculum development at site 1 with site 2 are as follows in Table 1.

Based on the above table, it can be seen that the Life Skills curriculum development planning at site 1 and site 2 equals: 1) vision and mission, 2) community needs, 3) subject load, 4) integrated lecture material, 5) national and local curriculum, 6) elective courses, 7) teaching and learning process with multimedia, 8) Students active in lectures, On site 1 no. 9)

democratic leadership, and 10) types of upward planning (bottom up planning). While on site 2 no. 9) functional delegated leadership, and 10) types of top down planning.

The results of the modified analytic induction on the findings of the Life Skills development curriculum planning at site 1 and site 2 with site 3 are as follows in Table 2.

The findings of sites 1, 2 and 3 of the development planning curriculum are as follows. The planning of the Life Skills curriculum development gives attention to aspects of: 1) vision and mission, 2) community needs, 3) the burden of courses, 4) integrated lecture materials, 5) national and local curriculum, 6) elective courses, 7) multimedia, 8) students active in lectures, 9) democratic leadership, and 10) types of planning direction above (bottom up planning).

Discussion

Planning and action is the human endeavor in achieving the desired goals. This is as the saying of *Rasulillah* SAW: "Indeed Allah *SWT* loves people who do something if work done in an *itqan* (correct, directional, clear, and complete". The results of the endeavor is submitted to Allah *SWT* as nature of *tawakkal* man as mentioned in the word of Allah *SWT*: "Then when you are finished from one task, keep working hard for other matters and only to your God you hope" (Surat al Insyirah: 7-8) .Therefore planning is very important because planning also has the benefit of preparing for better problem-solving and serves as a tool to adapt new innovations, improve old approaches, improve quality, improve communication and achieve desired results (Sonhaji and Huda, 2014).

The planning of a Life Skills curriculum at three universities based on boarding schools here does not appear suddenly, but is based on the evaluation result of the implementation of the previous year's curriculum. The existence of planning and development is expected to be better in the future curriculum and on target. The curriculum development planning concerns the vision and mission because the initial step of a planning should identify the vision and mission as the statement of Mobsy et al (2011) attests:

The identification of organisational vision and mission is the first step in the strategic planning process. The university's vision sets the reasons for the organisation's existence and the "ideal" state the organisation wants to achieve; mission identifies key goals and performance goals. Both are defined within the framework of university philosophy, and are used as a context for the development and evaluation of desired and emerging strategies.

Paris (2003) also mentions that the planning model in the college includes mission, operational principles, vision, situational analysis, strategic priorities, action planning improvement, and one year action planning, budgeting, and process improvement, as well as periodic checks.



Given the current era of globalisation, the vision used should use a global vision. In an effort to translate the global vision in the planning process, planners must have global insight or "global mindset", which is mastery of the ability to see and interpret global forces in exploiting open opportunities, knowing the strengths and weaknesses of the organisation and the ability to develop a proper development plan. Stephen Rhinesmith points out the existence of six qualities of leaders who have global insight, namely: 1) Having a broad insight and always see things in context; 2) Recognising that the life of the world is so complex and full of contradictory forces (conflict) that it requires conflict management; 3) Appreciating more in organisational processes than formal hierarchical structures; 4) Appreciating multicultural cooperation and diversity, flexibility and sensitivity; 5) Seeing changes as an opportunity to become accustomed to erratic and impromptu situations; 6) Constantly sharpening the validity of its own paradigm (Tilaar, 1997).

Global vision can answer the era of globalisation that has characteristics (Scholte, 2000), namely: 1) Changes in space and time concepts caused by the development of information and communication technology, 2) Market and economic production in different countries becoming mutually dependent on one country with another country 3) Increased intercultural cultural interaction, 4) The emergence of global problems that require the world to solve the problem together. This is what the people of today need so it is also considered in the planning. If universities meet the needs of the community, then the community will respect the college and will let the college still exist.

Referring to the National Standards of Higher Education, the standard point of the lesson process of article 17 (verse 2) reads:

to fulfill the learning achievement of graduate program as meant in Article 5, the student must take study load of at least 144 credits for undergraduate program. The S1 in INKAFA study load of each student as much as 156 credits, S1 at IAIQ study load of each student as much as 157 credits, and STAI Al Fithrah study load of each student as much as 144 up to 160 credits.

Thus, the three colleges have the burden of learning that is in accordance with the rules of higher education standards. The existence of this regulation expects graduates (outputs) to produce quality work, although there are still other things that make quality graduates.

The Life Skills curriculum has become a policy with the enactment of standard contents and competency standards of graduates (Arifin, 2014). Lecture materials include those in the content standard and also as determinants and supporters of the quality of students' outcomes. Therefore in determining the course materials that will be taught, the contents and psychology of students and the level of education must be paid attention to. This has been done by the three universities in choosing and determining the lecture material which has been integrated from the easiest to the most difficult.



The three universities have also integrated the national curriculum and institutional (local) curriculum as a hallmark of universities. This is done in response to the challenges of the globalisation era. Integrative curriculum is not a new phenomenon. The integrative curriculum will motivate students as it is relevant to the demands of life in society that is democratic. Here the learner or student is required to construct their own knowledge and not just remember information (Drake, 2013).

If the existence of a local curriculum is a hallmark of a college, then there are elective courses to increase the ability and expertise of students when they have graduated and devoted themselves and struggled in the midst of society. As stated in the handout of the Ministry of National Education in 2006, that the special purpose of local content is to enable learners to: 1) recognise and become more familiar with their natural, social and cultural environment, 2) have provision of skills and knowledge about the area that is useful for themselves and the society in general, (3) have attitudes and behaviour that are in harmony with the values / rules that apply in the region and preserve and develop the noble values of local culture, in order to support national development.

A good curriculum can certainly be implemented in learning and supported by means of infrastructure. In this globalisation era, all things are advanced, and using Information Technology (IT) INKAFA, IAIQ, and STAI al Fithrah colleges are doing their best in learning to use IT so that students are more responsive to the development of information and technology (Öunapuu & Einpaul, 2018).

In the learning process, in addition to the necessity of IT, one must also consider the approach to the learning. There are two approaches to learning, namely: Student-Centred Learning and Teacher-Centred Learning. Of the two approaches, Student-Centred Learning has been applied in INKAFA, IAIQ, and STAI Al Fithrah. The Student-Centred Learning approach enables students to be more active, creative and innovative.

The process and results of curriculum planning for the development of a good Life Skills must be determined by the leader's ability. Supportive leadership is crucial in the curriculum development, implementation and evaluation process. The phrase 'lead, follow, or get out of the way' is meaningful in the management and long-term direction of these institutions. There is time to lead, time to follow and time to get out of the way (Sibley, 1998). At the school / college level, the dean, the chair of the association, the departmental chair, and the team captain are the leadership teams. Team structure that is beneficial to educational institutions and should be adopted for several reasons: (a) engaging individuals with multiple skills and synergistic functions that can perform large organisational tasks; (b) offer the ability to break barriers between departments, which may enable coordination necessary to obtain desired services; (c) provide access to resources such as information, equipment and equipment necessary to perform the assigned task; and, (d) empowering its members with decision-making authority. Faculty participation is important because the team itself, rather



than the organisational leaders, is responsible for decision making, monitoring their own performance, working towards achieving goals, and adapting to environmental change (Wageman, 1997). Educational leaders must: articulate their vision and create a structure for the vision to the outcome, not only in words but also in action; become a symbol of the institutional values they lead and lead with moral courage, with the goal of supporting all higher education institutions; become aware of the symbolic nature of their position when taking action; be role models for students, lecturers, and other academic institutions; teaching lessons with what they support and how they act; and be aware of the possible implications of their decisions and actions, because everyone is sure to watch - especially the students. The role of many educational leaders is to act as: trainers, teachers, counsellors, facilitators, directors, and sometimes parents (Pfeffer, 2009; Quick & Normore, 2004). As educational leaders, one must be willing to serve his subordinates on the vision and interests of the organisation. The new view of leadership centers on organisational learning on visible and very important tasks. In a learning organisation, the leader is a designer, waiter and teacher. They are responsible for building organisations where people continue to extend their ability to understand complexity, clarify vision, and enhance mental models together, to enable them to be responsible for learning (Quick & Normore, 2004). In the process of developing curriculum planning INKAFA and STAI al Fithrah applying democratic leadership. According to Harold Koontz (1986), that the leadership of this democratic style is not so much the use of power, but provides as many opportunities to subordinates to be independent in carrying out their work. The democratic leadership style used by both universities is mutually agreed democracy so that it can maintain and accommodate all the elements, functions and roles of the study program (Foster, 2002). While the leadership style applied in IAIQ is a functional delegative leadership style, the type of up-front planning (bottom up planning) is more appropriate for operational planning.

Conclusion

Based on the findings of cross-site and the discussion above, it can be concluded that, Life Skills development curriculum planning considers the vision and mission to clarify the direction and objectives to be achieved. Planning the development of a Life Skills curriculum should pay attention to community needs so that universities can continue to exist. Life Skills curriculum development planning should pay attention to the burden of the lecture so that the graduates (output) produced are qualified. Integrated lectures range from the easiest to the most difficult. Integrating national curriculum and institutional (local) curriculum is a hallmark of universities. There are elective courses to increase the ability and expertise of students when they have graduated and devoted themselves and struggle in the midst of society. Learning using information technology (IT) makes students more responsive to the development of information and technology. Learning process based on Student-Centred Learning makes students more active, creative and innovative. The model of democratic leadership that is mutually agreed upon, so as to maintain and accommodate

all the elements, functions and roles of the study program. Bottom up planning is more appropriate for operational planning.

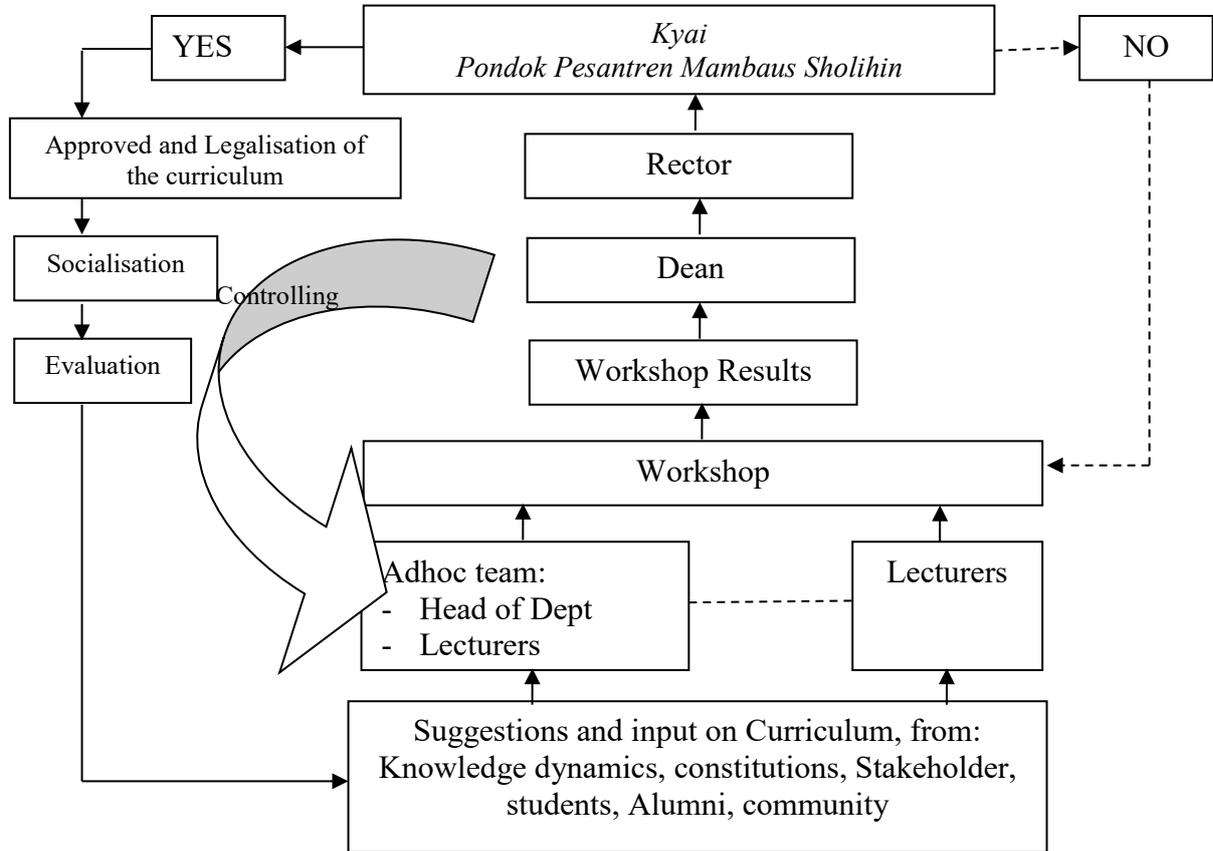


Figure 1. Life Skills Development Curriculum Development at INKAFA

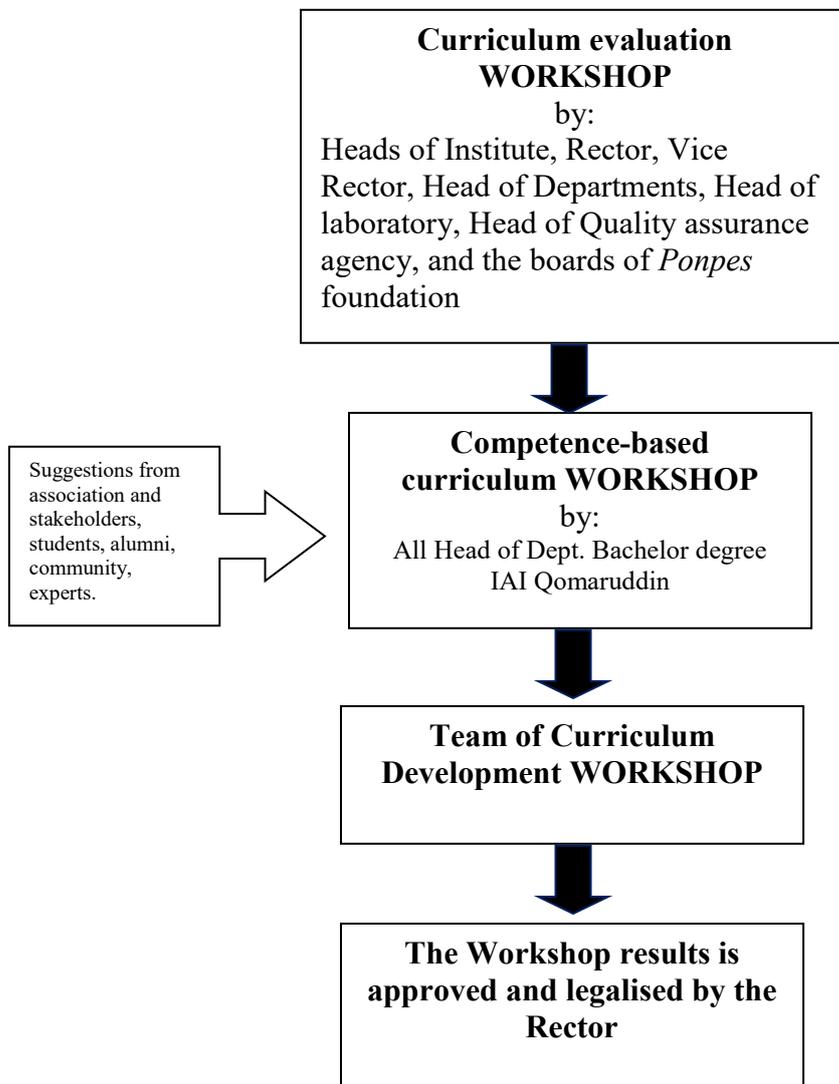


Figure 2. Planning for Development of Life Skills Curriculum at IAI Qomaruddin

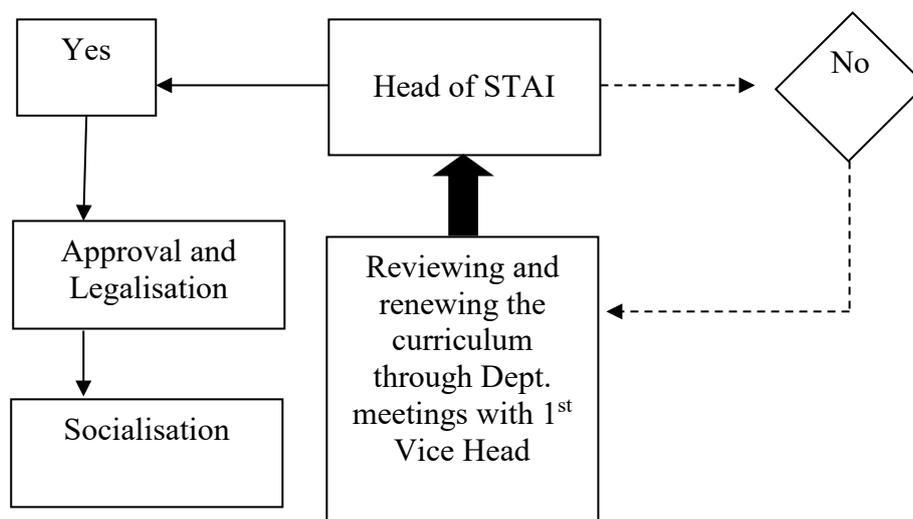


Figure 3 Planning for the Development of Life Skills Curriculum at STAI Al Fithrah

Table 1 Results of modified analytic induction on the findings of the Life Skills development curriculum planning at site 1 with site 2.

No	Site 1	No	Site 2
1	Planning refers to and in accordance with vision, mission, and targets	1	Planning and Developing refers to and in accordance with vision, mission, purpose, and targets
2	Planning is relevant with the environment and consider the need competency by stake holders/users.	2	It has a high relevancy degree with the stakeholders' need
3	Bachelor degree with minimum 156 credits	3	Bachelor Degree with minimum 157 credits
4	The degree of material integration between subjects is regulated through the pre-qualification course selection for certain subject taking	4	The course material is organised in an integrated way from the easiest level to the most difficult level
5	The curriculum development planning at INKAFA Gresik combines national curriculum and local curriculum (<i>kepesantrenan</i>)	5	Lecture materials equip students to carry out the tasks and demands of society and internal interests of the institution
6	preparing elective courses of compulsory nature to be followed by	6	Elective courses are competence to implement

	students to increase their skills and skills when they have graduated and devoted themselves and struggled in the midst of society.		learning according to each study program
7	Teaching and learning process using academic infrastructure Microteaching laboratory, Lab. Language and ICT Room, internet in computer lab and wifi	7	The teaching and learning process uses OHP and multi media
8	Students are actively involved in lecturing activities	8	Students are more active in learning
9	the leadership put forward the principle of consensus for consensus (democracy) by sticking to the rules and values that apply in YayasanMamba'usSholihinSuciManyar Gresik as well as input from related parties	9	leadership system applied "Functional Delegated", where with this system each section and field are given authority in developing and carrying out their performance in accordance with their duties and functions as well as principles and work patterns
10	Type of upward planning (bottom up planning).	10	Type of upward planning (bottom up planning).

Table 2 Results of modified analytic induction on the findings of the Life Skills development curriculum planning at site 1 and site 2 with site 3.

ASPE CTS	SITE 1	SITE 2	SITE 3	Researchers Conclusion
Life Skills curriculum development planning considering:	Vision and mission	Vision and mission	Vision and mission	Vision and mission
	needs of society	needs of society	Needs of graduates user	needs of society
	study load	study load	study load	study load is in accordance with government rules
	integrated course materials	integrated course materials	level and type of education	integrated course materials
	national and local curriculum	national and local curriculum	core curriculum and institutional curriculum	national and local curriculum (institutional)
	elective courses	elective courses	elective courses which are the study program's specific finders	elective courses
	teaching and learning process with multimedia	Students are active in lectures	Students are active in lectures	Orientation of learners
leadership of democracy		functional delegative leadership	run effectively through mutually agreed mechanisms	leadership of democracy
bottom up planning.		topdown planning.	bottom up planning.	bottom up planning.
teaching and learning process with multimedia		teaching and learning process with multimedia	The learning process uses OHP, LCD, internet, and wifi	Teaching and learning process using IT



References

- Arifin, Zainal. (2014). *Konsep dan Model Pengembangan Kurikulum*. Bandung: Remaja Rosda Karya.
- Bogen schneider, BN. (2016). *Leadership epistemology*. Creighton Journal of Interdisciplinary Leadership. Vol.2, No.2, November 2016, pp. 24–37. <https://doi.org/10.17062/cjil.v2i2.37>
- Dearing, R. (1997). Higher education in the learning society. National Committee of Inquiry into Higher Education. Retrieved from <http://www.leeds.ac.uk/educol/niche/>
- Departemen Agama RI. (2004). *Profil Pondok Pesantren Mu'adalah*.
- Departemen Pendidikan Nasional. (2006). *Model Mata Pelajaran Muatan Lokal*. Jakarta.
- Drake, Susan. M. (2013). *Menciptakan Kurikulum Terintegrasi yang Berbasis Standar*. Jakarta: Indeks.
- Egan, K. (2003). What is curriculum? *Journal of the Canadian Association for Curriculum Studies*, 1(1), 9-16. Evers, E, Rush, J., & Berdrow, I. (1998). *The bases of competence*. San Francisco: Jossey-Bass.
- Foster, K. (2002). The Principles and Practice of Educational Management. *School Leadership & Management*, Vol. 22, pp. 456–457. <https://doi.org/10.1080/13632430210001591903>
- George. R. Terry. (2003). *Prinsip-prinsip Management*. Alesasale. Jakarta.
- Koontz, Harold. (1986). *Manajemen Edisi Kedelapan*. Penerbit Erlangga. Jakarta
- Küçüktamer, T. (2018). Secondary School Students' Metaphorical Perceptions of the Concept of English. *Proceedings of the International Conference on Research in Education, Teaching and Learning*. <https://doi.org/10.33422/icetl.2018.11.88>
- Maas, P. H. (2019). Curriculum Development, Islamic Religious Education, Islamic Elementary School AL Azhar. *Atthulab: Islamic Religion Teaching and Learning Journal*, Vol. 4. <https://doi.org/10.15575/ath.v4i1.2850>
- Mobsy, S-Wilson, Et.Al. (2011). *Strategic Planning Handbook And Manager Simplementation Tools*. Southern university Atneworleans.
- Nasr, A. R., Etemadi-zadeh, H. A., & Nili, M. R. (2007). *Curriculum and Course design*. Isfahan: Jahad daneshgahi publication.
- Norouz-zadeh, R., & Fathi Vajargah, K. (2008). *An Intrroduction to University Curriculum Development*. Tehran: Institute for Research and Planning in Higher Education.
- Null, W. (2011). *From theory to practice*. Rowman & Littlefield Publishers, Inc., UK.
- Nurmayani, N. (2017). Curriculum Implementation In Improving Graduates Quality At Islamic Boarding School Ar-Raudlatul Hasanah Medan North Sumatra. *IOSR Journal of Humanities and Social Science*, Vol. 22, pp. 22–26. <https://doi.org/10.9790/0837-2202012226>
- Öunapuu, T., & Einpaul, P. (2018). GENERIC SKILLS IN HIGHER EDUCATION CURRICULUM DESIGN: STUDENTS' PERCEPTIONS. *INTED2018 Proceedings*. <https://doi.org/10.21125/inted.2018.1052>



- Paris, K. (2003). *Strategic Planning in the Universit*. Madison, Wi: University of Wisconsin Sytem Board of Regents.
- Pfeffer, J. (2009). *Leadership development in business schools: An agenda for change* Stanford University Graduate School of Business Research Paper No. 2016. <http://dx.doi.org/10.2139/ssrn.1352622>
- Postlethwaite, K., & Skinner, N. (2017). Educating New Secondary School Physics Teachers. *Designing and Teaching the Secondary Science Methods Course*, pp. 171–187. https://doi.org/10.1007/978-94-6300-881-5_10
- Quick, P. M., & Normore, A. H. (2004). Moral leadership in the 21st century: Everyone is watching—especially the students. *The Educational Forum*, 68(4), 336-347. <http://dx.doi.org/10.1080/00131720408984649>
- Scholte, J. A. (2000). *Globalization: A Critical Introduction*. Palgave Macmilan. NewYork.
- Sibley, W. A. (1998). *University management 2010: Challenging choices and difficult decisions*. New Forums Press Inc., USA.
- Smith, J., & Sporling, A. (1999). *Lifelong learning: Riding the tiger*. London and New York: Cassell.
- Somantri, Manap. (2014). *Perencanaan Pendidikan*. IPB Press. Bogor.
- Sonhadji, A dan Huda, M.A.Y. (2014). *Asesmen Kebutuhan, Pengambilan Keputusan, dan Perencanaan Matarantai dalam Manajemen Pendidikan*. Malang: UM.
- Tilaar. H.A.R. (1997). *Pengembangan Sumber Daya Manusia Dalam Era Globalisasi*, Jakarta: PT Grasindo.
- Ulfatin, Nurul. cet ketiga (2015). *Metode Penelitian Kualitatif di Bidang pendidikan:Teori dan Aplikasinya*. Malang: Media Nusa Creative.
- Wageman, R. (1997). Critical success factors for creating superb self-managing teams. *Organizational Dynamics*, 26 (1), 49-62. [http://dx.doi.org/10.1016/S0090-2616\(97\)90027-9](http://dx.doi.org/10.1016/S0090-2616(97)90027-9)
- Zahra, D. N. (2019). Development of Islamic Education Curriculum Model Curriculum 2013 (K13). *AL-HAYAT: Journal of Islamic Education*, Vol. 3, p. 38. <https://doi.org/10.35723/ajie.v3i1.50>
- Zaifaro, Z., Muhari, M., & Jatmiko, B. (2018). The Effectiveness of Science Learning using Contextual Teaching and Learning to Improve Elementary School Students' Critical Thinking Skills. *Proceedings of the 1st International Conference on Education Innovation (ICEI 2017)*. <https://doi.org/10.2991/icei-17.2018.104>