From Theory to Practice: Ralph W. Tyler's Perspective on the Curriculum Transformation

*Riza Ashari¹, Ishomuddin², Tobroni³, Khozin⁴
¹,²,³,⁴Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No. 246, East Java, Indonesia
*rizaazhari16@gmail.com

ABSTRACT: This study aims to analyze the curriculum transformation that occurs at Darussalam Gontor Modern Boarding School from the perspective of Ralph W. Tyler, a curriculum expert who put forward the theory of curriculum objectives, emphasizing the importance of setting clear goals in curriculum development. This study uses a qualitative approach that focuses on collecting data through in-depth interviews and participatory observation. Research respondents consisted of administrators, educators, and students of Darussalam Gontor Modern Boarding School who were involved in curriculum transformation. Data analysis uses pattern matching, explanation building, and time-series analysis. The validity of the findings is ensured through construct validity, reliability and credibility criteria. The results of the study show that Darussalam Gontor Modern Islamic Boarding School has carried out a substantial transformation in its curriculum development process. This transformation is based on identifying the needs of students and society, as well as re-evaluating the desired goals of Islamic education. Implementation of curriculum transformation is carried out through adjustments to curriculum content, teaching approaches, and improving evaluation. It examines the curriculum transformation at Darussalam Gontor Modern Boarding School from the point of view of Ralph W. Tyler, a well-known curriculum expert. Applying Tyler's theory of curriculum objectives, this study emphasizes the importance of setting clear goals in curriculum development. This perspective provides a unique framework for analyzing the curriculum transformation process.

Penelitian ini bertujuan untuk menganalisis transformasi kurikulum yang terjadi di Pondok Modern Darussalam Gontor dalam perspektif Ralph W. Tyler, seorang ahli kurikulum yang mengemukakan teori tujuan kurikulum yang menekankan pentingnya penetapan tujuan yang jelas dalam pengembangan kurikulum. Penelitian ini menggunakan pendekatan kualitatif yang berfokus pada pengumpulan data melalui wawancara mendalam dan observasi partisipatif. Responden penelitian terdiri dari pengurus, pendidik, dan santri Pondok Modern Darussalam Gontor yang terlibat dalam transformasi kurikulum. Analisis data menggunakan pencocokan pola, pembuatan penjelasan, dan analisis deret waktu. Validitas temuan dipastikan melalui kriteria validitas konstruktur, reliabilitas dan kredibilitas. Hasil kajian menunjukkan bahwa Pesantren Modern Darussalam Gontor telah melakukan transformasi yang cukup besar dalam proses pengembangan kurikulumnya. Transformasi ini didasarkan pada...

**Keywords:** Ralph W. Tyler's Perspective, Curriculum Transformation, KMI (Kulliyatul Mu'allimin al-Islamiyah), Darussalam Gontor.

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## I. INTRODUCTION

Curriculum transformation plays a crucial role in shaping educational institutions, allowing them to adapt to the changing needs of students and society (Aly & Nurhakim, 2020). In the ever-evolving landscape of education, curriculum transformation holds immense significance as it catalyzes educational institutions to meet the dynamic needs of students and society (Aprilia, 2020). Academic institutions worldwide recognize the vital role of curriculum in preparing students for future challenges. Thus, they undertake transformative efforts to align their curricula with the changing times.

Curriculum transformation involves a deliberate and systematic process of revising, reevaluating, and reimagining the curriculum's content, structure, and delivery methods (Luckett & Shay, 2020);(Werdinigsih et al., 2022). It is driven by the recognition that educational institutions must adapt to the evolving needs of students and the broader society to remain relevant and effective. As society progresses, new knowledge, technological advancements, social changes, and global challenges emerge, necessitating a curriculum that equips students with the necessary skills, knowledge, and values to thrive in an ever-changing world.

By undertaking curriculum transformation, educational institutions can address emerging educational paradigms, respond to shifting workforce demands, incorporate advancements in technology and pedagogy, promote inclusivity and diversity, and foster critical thinking and problem-solving skills (Bass, 2020);(Mendy & Madiope, 2020). This transformative process enables institutions to create a curriculum that reflects the aspirations of society, prepares students for future careers, and empowers them to become active, engaged citizens (Fitz & Nikolaidis, 2020);(Giroux & Bosio, 2021).

The causes of failure in education can be attributed to various factors, one of which is the error in formulating the educational curriculum. The educational curriculum essentially encompasses all aspects of education learners need inside and outside the classroom (Fauzi & Afriansyah, 2019);(Ilham, 2019). Restricting the curriculum to merely an activity of learning within the classroom as a knowledge transformation process is a fundamental mistake in the thinking pattern of curriculum developers, ultimately leading to an imbalance in the outcomes of the educational products. It is
unsurprising to find graduates who are intellectually intelligent but morally, socially, and spiritually lagging behind (Junaedi, 2020); (Sofyan et al., 2019).

Furthermore, curriculum transformation is not limited to the academic domain. It also encompasses a holistic approach that considers students' social, emotional, and ethical development (Reich, 2020); (Vandeyar, 2020). Educational institutions aim to develop well-rounded individuals who possess academic competence, a sense of social responsibility, ethical awareness, cultural understanding, and resilience (Benavides et al., 2020); (Turnbull et al., 2021).

Curriculum transformation is an ongoing process that educational institutions undertake to adapt their curricula in response to students' and society's changing needs and demands. It involves a deliberate reevaluation and revision of the curriculum's content, structure, and delivery methods to ensure its relevance and effectiveness. By aligning the curriculum with current educational trends and societal requirements, institutions can better prepare students for future challenges.

In curriculum transformation, numerous scholars and researchers have explored the intricacies and significance of adapting educational curricula to meet the evolving needs of students and society. This section of the introduction aims to introduce the reader to pertinent literature that directly relates to the present study, highlighting key research findings and theoretical perspectives that justify the novelty and importance of this manuscript (Ikhwan, 2017).

State of the art in curriculum transformation research reveals a growing body of literature recognizing the need for educational institutions to evaluate and revise their curricula continuously. Scholars such as (Sarbah, 2019) and (Button, 2020) emphasize the importance of aligning curriculum with societal demands and global trends, recognizing that educational institutions must prepare students to thrive in an ever-changing world. Their research underscores the significance of curriculum transformation to foster relevant and meaningful learning experiences for students (Le Grange, 2019); (Luckett & Shay, 2020).

Moreover, the work of (Komatsu et al., 2021); (Werdinghis et al. (2022) and (Brown, 2019) emphasize the role of student-centred approaches in curriculum transformation. They argue curricula should accommodate diverse learning styles and promote active student engagement. By incorporating student perspectives and interests into the curriculum, educational institutions can create more inclusive and effective learning environments.

Theoretical perspectives, such as those proposed by Tyler and Eisner, provide additional insights into establishing clear goals and objectives in curriculum development. Tyler's theory of curriculum goals, in particular, aligns closely with the focus of this study. Tyler emphasizes the need for educational institutions to articulate clear, measurable objectives to guide curriculum transformation efforts. His perspective provides a framework for understanding the essential components of a well-designed curriculum that addresses the needs of students and society (Tyler, 2013); (Eisner, 1996).

The research above and theoretical perspectives collectively underscore the significance of curriculum transformation in educational institutions. They justify the need for studies that delve into specific cases, such as the curriculum transformation at
Darussalam Gontor Modern Boarding School, to provide practical insights and further enrich the existing body of knowledge.

While there is a substantial amount of literature on curriculum transformation, there remains a gap in understanding the practical implementation and outcomes of such transformations, particularly within the context of Islamic education. Therefore, this study aims to contribute to the field by examining the specific case of Darussalam Gontor Modern Boarding School and its curriculum transformation efforts. By drawing upon relevant research and theoretical perspectives, we seek to provide a comprehensive analysis of the transformation process, thereby contributing to the novelty and significance of this manuscript.

In this study, we delve into the curriculum transformation journey of Darussalam Gontor Modern Boarding School, an esteemed educational institution, to explore how it has addressed the evolving needs of its students and the wider community. The significance of this research lies in understanding how Darussalam Gontor Modern Boarding School has navigated the complex landscape of curriculum development and transformation.

Darussalam Gontor Modern Boarding School has been a beacon of Islamic education, imparting knowledge and nurturing young minds for decades. As the educational landscape evolves and societal expectations change, it becomes imperative for educational institutions like Darussalam Gontor Modern Boarding School to adapt their curricula to remain relevant and effectively meet the needs of their students.

The background of this study centres around the recognition that Darussalam Gontor Modern Boarding School has undergone a significant curriculum transformation in recent years. To address this transformation, it is crucial to examine the underlying motivations, processes, and outcomes of the curriculum changes implemented by the institution. By delving into the specific Darussalam Gontor Modern Boarding School case, we gain insights into how a renowned Islamic educational institution has navigated the complexities of curriculum transformation.

Understanding the curriculum transformation at Darussalam Gontor Modern Boarding School provides valuable insights into the practical challenges, strategies, and outcomes associated with adapting an Islamic curriculum to the changing educational landscape. By examining this case, we contribute to the broader understanding of curriculum development and transformation processes within Islamic education.

This study aims to shed light on the curriculum transformation efforts at Darussalam Gontor Modern Boarding School, highlighting the motivations and strategies employed by the institution. By providing a comprehensive account of the problem studied, we aim to contribute to the existing body of knowledge on curriculum transformation and its impact on Islamic educational institutions.

In the subsequent sections of this research, we will delve into our investigation's specific objectives, methodologies, and findings. By examining the transformation process at Darussalam Gontor Modern Boarding School, we aim to provide valuable insights that can inform and inspire other educational institutions facing similar challenges in curriculum development and transformation.

The study seeks to contribute to understanding curriculum transformation as a vital process in educational institutions. By exploring the case of Darussalam Gontor Modern Boarding School, we aim to provide valuable insights into the motivations,
challenges, and outcomes of curriculum transformation efforts within the context of Islamic education.

In the context of Darussalam Gontor Modern Boarding School, a renowned educational institution, the curriculum transformation process has been guided by the perspective of Ralph W. Tyler. This study delves into the journey from theory to practice, exploring how Ralph W. Tyler's philosophy has influenced the curriculum transformation at Darussalam Gontor Modern Boarding School.

Ralph W. Tyler, a prominent figure in curriculum development, introduced the theory of curriculum goals. This theory emphasizes the importance of establishing clear objectives to guide curriculum development. By applying Tyler's perspective, this study aims to shed light on the curriculum transformation process at Darussalam Gontor Modern Boarding School and how it aligns with Tyler's theoretical framework. The transformation put forward by Ralph W. Tyler is rooted in identifying the needs of students and society, which leads to a re-evaluation of the desired goals of Islamic education. This research will explore how Ralph W. Tyler's perspective has influenced the curriculum transformation at Darussalam Gontor Modern Boarding School and its practical implications in the context of Islamic education.

II. METHOD

The paradigm used in this study is constructivism, one of the postmodern paradigms. This research includes a qualitative method used using Ralph Tyler's Perspective with a case study design, which allows the author to focus on analytical topics. The case study strategy used is clear-descriptive. In the context of curriculum development at Muallimin Darussalam Gontor Modern Boarding School, a qualitative approach with case study design can assist in understanding how the curriculum is implemented, student responses to the curriculum, interactions between teachers and students, and the impact of the curriculum on learning curriculum and student development.

The primary data sources for this research include the leadership of Darussalam Gontor Modern Boarding School, the director of the KMI (Kulliyatul Mu'allimin al-Islamiyah) program, members of the Curriculum Department, staff members responsible for student welfare, dormitory mentors and mentors involved in scout activities. In conducting case studies, researchers can use various data collection techniques such as participatory observation, in-depth interviews with teachers and students, analysis of curriculum documents, and field notes. The qualitative data analysis technique for the case study uses a general analysis strategy based on theoretical propositions: pattern matching, explanatory building, and time series analysis. The validity of the findings was ensured through the criteria of construct validity, reliability and credibility.

III. RESULT AND DISCUSSION

Ralph Tyler's theory in curriculum development is known as the theory of educational objectives. Ralph Tyler was a curriculum expert who emphasized the importance of establishing clear goals in curriculum development. According to Tyler, educational objectives should be the foundation for developing all curriculum aspects.
Tyler's theory proposes four steps in curriculum development, also known as the Tyler Model: First, Establishing Objectives: The first step is to establish the desired educational objectives. Educational objectives should be specific, measurable, attainable, and relevant to the learners' needs. Second, Selecting Learning Experiences: After establishing the objectives, the next step is to select the learning experiences that will help achieve those objectives. Learning experiences can include activities, instructional materials, or interactions designed to assist learners in reaching their educational goals.

Third, Organizing Learning Experiences: Once the learning experiences are chosen, the next step is to organize those experiences. This involves planning the instructional structure, sequencing the content, arranging the timing, and making other adjustments to ensure that the learning experiences are delivered in a structured and effective manner. Fourth, Evaluation: The final stage is evaluation, which aims to assess the effectiveness of the implemented learning experiences. Evaluation is conducted to determine the extent to which the educational objectives have been achieved and to obtain feedback that can be used to enhance curriculum development in the future. It can be seen below:

Figure 1. The Scheme of Ralph Tyler's theory toward Curriculum Development

Ralph Tyler's theory emphasizes establishing clear educational objectives and guiding curriculum development. Following the steps suggested by Tyler's theory, curriculum developers can ensure that the developed curriculum has measurable objectives, relevant learning experiences, sound instructional organization, and comprehensive evaluation.

Establishing Objectives

Establishing objectives is crucial in an institution, including educational institutions like Darussalam Gontor Modern Boarding School. Several reasons why setting clear
and specific educational goals is very important, according to (Cordero-Arroyo & Garduño, 2004), are development guidance, focus and priority, evaluation and improvement, accountability and transparency.

The established educational objectives are the primary guide in curriculum development and instructional planning. These objectives help curriculum developers identify the necessary components of the curriculum, determine the required teaching materials, and adopt effective teaching methods. With clear objectives, the institution can design relevant learning experiences and direct students toward achieving those objectives.

Setting educational objectives helps the institution maintain focus and establish priorities in the learning process. With specific objectives, the institution can determine what needs to be achieved and allocate resources, time, and energy accordingly. This helps avoid inefficient allocation of resources and ensures that learning activities are focused on achieving the predetermined objectives.

Establishing measurable educational objectives enables the institution to evaluate the achievement of those objectives systematically. With clear indicators, the institution can measure the extent to which objectives have been accomplished and analyze any gaps or successes in their achievement. This evaluation provides valuable feedback for the institution to improve the learning process, design more effective strategies, and enhance the quality of education provided.

Setting educational objectives also contributes to the accountability and transparency of the institution. With clear objectives in place, the institution can communicate to all stakeholders, including students, parents, teachers, and the general public, what is to be achieved and how the attainment of those objectives will be assessed. This fosters trust and allows stakeholders to observe the progress and quality of education the institution provides.

Selecting Learning Experiences

Curriculum objectives are closely related to the objectives of establishing an educational institution. The formulation of Darussalam Gontor Modern Boarding School curriculum objectives is outlined in the Darussalam Modern Boarding School waqf charter as a guideline for the development of education and teaching. Based on the interview with KH. Hasan Abdullah Sahal, Gontor is an educational institution that aims to produce community leaders, places to seek knowledge, and sources of Islamic knowledge, the language of the Koran, and general knowledge, while maintaining the essence of Islamic boarding schools so that they become "mundzirul qoum" (warning to the community).

The emphasis on the term mundzirul qoum by KH. Hasan Abdullah Sahal demonstrated a role that required attention and dedication, similar to being directly involved in combat. In line with this expression, Ustadz Saiful Anwar that the verse used in the decree is 'Why don't a group of every part of them go out to become educated in religion, and to warn their people when they return to them so that they are careful heart?' (Q.S. At-Taubah: 122). This verse shows that the term liyundziro or the term mundzirul qoum used in the law is not tafaqqh fiddin (deepening of religious knowledge). According to him, tafaqqh fiddin refers to output, while mundzirul qoum refers to the impact or benefits of an activity or outcome (Interview, 2020). The expression indirectly reveals that the objective of the curriculum at Darussalam
Gontor Modern Boarding School is to shape individuals who are prepared to become leaders in the future and to cultivate strong mentalities for the benefit of the community.

The curriculum content of Darussalam Gontor Modern Boarding School is divided into two approaches, namely educational and instructional approaches, known as the nurturing path and the teaching path. In order to fulfil the vision and mission of the institution, the curriculum is designed into four major components, as shown in the interview with Ustadz Agus Budiman that, as shown in an interview with Ustadz Agus Budiman that, the content of Darussalam Gontor Modern Boarding School curriculum is divided into four major sections, namely intracurricular, co-curricular, extracurricular, and hidden curriculum (Budiman, 2022).

Similar findings were discovered by researchers in the annual program documentation of Gontor. The researchers found that the educational and instructional materials at Darussalam Gontor Modern Boarding School are divided into four curriculum components: intracurricular, cocurricular, extracurricular, and hidden curriculum. This description served as the basis for the researchers to map out the curriculum content implemented at Darussalam Gontor Modern Boarding School.

**Intracurricular**

Based on the Curriculum Document of Muallimin in Darussalam Gontor Modern Boarding School, the intracurricular curriculum materials used and designed are distributed into three types, namely: First, *Dirasah Islamiyah which includes Al-Qur’an, Tajwid, Tafsir, Tarjamah, Hadits, Musthalahul Hadist, Fiqih, Ushul Fiqh, Faraid, Tauhid, Al-Din al-Islamiy, Muqaranah al-Adyan, Tarikh Islam.*


Third, *Dirasah Aammah which includes Matematika, Fisika, Kimia, Biologi, Geografi, Sejarah, Berhitung /Tata Buku/ Akutansi, Kewarganegaraan, Sosiologi, Psikologi Pendidikan, Psikologi Umum, Tarbiyah wa ta’lim, Mantiq (Logic).*

**Cocurricular**

Darussalam Gontor Modern Boarding School organizes several educational and learning activities to support intracurricular activities. According to the interview with Ustadz Agus Budiman, he revealed that, in Gontor, co-curricular activities are used to support the practical aspects of the intracurricular programs, with the main focus on allowing students to delve deeper into the acquired knowledge. Students also learn to take responsibility for completing assignments, and the presence of co-curricular activities is expected to help students better understand and learn the subjects that will be or have been discussed.

Based on the observation results, the researcher found that co-curricular activities are divided into three areas: the practice of worship, language development, and supporting science and guided learning. The areas of co-curricular activities found in the research are:1) Worship Practice, 2) Language Development, 3) Science and Technology Development, and 4) Guidance and Learning Development (Ashari, 2022a).
Extracurricular activities at Darussalam Gontor Modern Boarding School play a significant role in the education of students as they provide various benefits; as conveyed by Ustadz Ahmad Suharto, extracurricular activities aim to develop the talents and interests of the students: Extracurricular activities provide opportunities for students to develop their talents and interests beyond academic pursuits. Through extracurricular activities, students can explore their abilities in sports, arts, skills, and more, as well as develop social skills such as teamwork, leadership, and responsibility. Additionally, they broaden perspectives and knowledge: Extracurricular activities also help students broaden their perspectives and knowledge beyond academic subjects. These activities expose students to new experiences, ideas, and areas of interest, fostering their intellectual growth and providing a well-rounded education. By participating in extracurricular activities, students can enhance their personal development, discover their passions, and acquire valuable life skills that will benefit them beyond their academic journey. These activities contribute to a holistic educational experience and support the mission of Darussalam Gontor Modern Boarding School in nurturing well-rounded individuals (Suharto, 2022).

Based on the observation findings, the researcher discovered that extracurricular activities are divided into six areas, as outlined by the researcher: 1) Organizational training, 2) Sports activities, 3) Artistic activities, 4) Skill-based activities, 5) Scout activities, and 6) Religious activities (Ashari, 2022b).

Hidden Curriculum

The implementation of the hidden curriculum dimensions at Darussalam Gontor Modern Boarding School utilizes various approaches or methods, as stated by KH. Masyhudi Shobari, MA, the Director of KMI (Kulliyatu-l-Mua’allimin al-Islamiyah). He explains that the values of education embedded in the hidden curriculum at the boarding school is implemented through guidance provided by teachers or senior students’ supervisors. The aim is to provide an understanding of the activities’ purpose and ensure that they are carried out in accordance with the intended goals. In this approach, teachers and senior student supervisors play a crucial role in delivering guidance and directions to the students. They provide explanations and clarifications about the underlying values and goals of the activities. Additionally, they oversee the implementation to ensure the activities align with the intended objectives. Through this process, the hidden curriculum contributes to the holistic development of students, fostering the cultivation of moral values, character development, discipline, and a sense of responsibility. The guidance and supervision provided by teachers and senior students help to shape the students’ behaviour and attitudes, reinforcing the values and principles upheld by Darussalam Gontor Modern Boarding School (Shobari, 2022).

The hidden curriculum at Darussalam Gontor Modern Boarding School is infused within the intracurricular, co-curricular, and extracurricular activities. Based on the findings from interviews, observations, and documentation, the researcher analyzed that the activities at Darussalam Gontor Modern Boarding School embody several values, including:

1. Togetherness: The activities promote a sense of unity, cooperation, and collaboration among the students, fostering a supportive and harmonious community.
2. Independence: The students are encouraged to develop self-reliance, self-motivation, and a sense of personal responsibility in their learning and daily activities.

3. Discipline: The activities emphasize the importance of adhering to rules, regulations, and schedules, instilling a culture of discipline and orderliness among the students.

4. Creativity: The activities allow students to express their creativity, think critically, and explore innovative ideas, nurturing their problem-solving skills and imaginative thinking.

5. Responsibility: The activities aim to cultivate a sense of responsibility towards oneself, others, and the community, promoting accountability and conscientiousness.

6. Honesty: The activities encourage students to uphold honesty, integrity, and ethical conduct in their actions and interactions.

7. Open-mindedness: The activities foster an open and inclusive environment, promoting tolerance, respect for diversity, and a willingness to learn from different perspectives.

These values are integrated into the various aspects of Darussalam Gontor Modern Boarding School student life, nurturing the holistic development of individuals with strong character and moral values.

Organizing Learning Experiences

Based on the researcher's observations, it is known that the implementation strategy of intracurricular teaching is carried out in the classroom using a classical system, according to Drs. Sutrisno Ahmad, classroom learning is more conducive because students can focus on understanding the material and learn in a guided manner from the teacher. In this approach, one teacher teaches a particular subject, allowing the teacher to understand better and grasp both the teaching and learning methods.

The researcher defines this description as an organized procedure encompassing steps such as analyzing, designing, developing, implementing, and evaluating. Furthermore, the researcher outlines the observation findings regarding the instructional strategies formulated to achieve learning objectives.

Intracurricular learning strategy design is grouped into three. First, direct instruction is a teaching strategy that is directly guided by the teacher. The subject matter is presented in a ready-made form, and students are expected to master the material. Second, indirect instruction, the teacher does not directly dictate the material being taught. The application of this strategy is often called inquiry-based learning, inductive, problem-solving, decision-making, and discovery. This type of learning is student-centred, with the teacher as the facilitator and manager of the learning environment (Ikhwan & Yuniana, 2022). Students are allowed to be involved and participate in the learning process actively. Third, interactive, namely the type of learning that emphasizes discussion and sharing between students. Discussion and sharing allow students to actively respond to ideas, experiences, approaches, and knowledge shared by teachers or peers. This allows them to construct their way of thinking and feeling.

For the design of co-curricular, extracurricular, and hidden curriculum learning strategies based on the observations of researchers, comparisons were made between...
several statements related to co-curricular and extracurricular learning strategies as part of supporting the intracurricular curriculum, namely with learning strategies oriented to inductive activities, student-centred, and activity-based as well as independent learning strategies aimed at building individual initiative, independence, and self-improvement (Ashari, 2022a).

For this strategy, the researcher elaborates based on the statement of Al-Ustadz H. Farid Sulityo, the Deputy Director of KMI, that several activities in the Boarding School are carried out in the form of cultivating good habits, such as cultivating the habit of performing congregational prayers five times a day, observing voluntary fasts, cultivating the habit of discipline and punctuality, and so on. These habits are cultivated so that the students become accustomed to performing these good deeds, which will become easier once they have developed the habit (Sulityo, 2022).

**Evaluation**

Evaluation is a component that enables the discovery of values and the meaning of success in curriculum implementation. Evaluation is the basis for making decisions regarding the implemented curriculum, whether certain components need to be modified, eliminated, or added. Similarly, KH. Masyhudi Shobari expressed certainly, these changes, as mandated by the *kiai* (Islamic scholars), aim to achieve perfection. Despite the existing shortcomings, the current development will, God willing, lead towards the goals of KMI (Shobari, 2022).

The curriculum evaluation referred to here is part of curriculum development, which includes evaluating the activities carried out from the initial development of curriculum ideas, document development, and implementation to the evaluation of outcomes, whether the curriculum has impacted society or not.

In Darussalam Gontor Modern Boarding School, evaluation encompasses both academic and non-academic aspects. Academic Evaluation, namely Evaluation, focuses on assessing the academic performance and academic progress of students and teachers. This includes assessing their understanding of the subject, ability to apply knowledge, and overall academic achievement. For students, two final exams are conducted, and before the exams, an overview is carried out for all subjects. The exam at KMI consists of two stages, namely, an oral exam and a written exam. For Teachers, there is an Examination of Preparatory Books (*I'dad*), Evaluation of Teaching, Supervision of Teaching and Learning, and Supervision of Study Discipline.

The Non-Academic Evaluation focuses on assessing non-academic aspects of students, such as character development, moral values, social skills, behaviour, discipline, leadership, and extracurricular activities. It aims to evaluate their overall personal growth, interpersonal relationships, and adherence to the values and principles espoused by Darussalam Gontor Modern Boarding School. Non-academic evaluation methods may include the "rapot mental" or mental report. These components include: 1) Personality Evaluation, 2) Scouting Achievement, 3) Muhadhoroh or Public Speaking Ability, 4) Discipline Violations and 5) Student Achievement.

Both types of evaluation are essential for providing a comprehensive assessment of students' development and progress, considering their academic performance, personal growth, and character formation.
IV. CONCLUSION

The curriculum development in Darussalam Gontor Modern Boarding School has proven to be successful in meeting the needs of society and adapting to the changing times. By incorporating Ralph Tyler's theory and aligning it with the institution's values, Darussalam Gontor Modern Boarding School ensures its curriculum remains relevant and impactful. The curriculum development process in Darussalam Gontor Modern Boarding School considers the evolving dynamics of society and prepares students to face the challenges of the modern world. This commitment to providing a comprehensive and contemporary education has garnered positive responses from parents, leading to an increasing interest in enrolling their children in the institution.

While the success of the curriculum development is evident, it is important to acknowledge the limitations and potential areas for improvement. Further research and evaluation can be conducted to assess the long-term outcomes and effectiveness of the curriculum in meeting the goals of Darussalam Gontor Modern Boarding School. The significance of this work extends beyond the institution itself. The successful curriculum development in Darussalam Gontor Modern Boarding School is a valuable example for other educational institutions looking to enhance curricula and adapt to societal needs. The principles and approaches employed can be applied and adapted in various educational contexts to promote meaningful and relevant learning experiences.

The continuous development of the curriculum in Darussalam Gontor Modern Boarding School, guided by Ralph Tyler's theory and the institution's values, has yielded positive results and has attracted the community's interest. This success highlights the importance of a dynamic and responsive curriculum that equips students with the necessary skills and knowledge to thrive in an ever-changing world.

V. REFERENCES


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