PAPER NAME

Implementation Of The Creative Economy Curriculum In Economic Education In Islamic Boarding Schools.

WORD COUNT

3119 Words

CHARACTER COUNT

18070 Characters

PAGE COUNT

6 Pages

FILE SIZE

49.9KB

SUBMISSION DATE

Apr 29, 2023 9:01 PM GMT+7

REPORT DATE

Apr 29, 2023 9:01 PM GMT+7

10% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 5% Internet database
- Crossref database
- 8% Submitted Works database
- 8% Publications database
- Crossref Posted Content database

Al-Ishlah: Jurnal Pendidikan
Vol.14, 1 (April, 2022), pp. 61-70
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v14i1.973

Implementation Of The Creative Economy Curriculum In Economic Education In Islamic Boarding Schools

Iskandar[1], Almira Keumala Ulfah[2*], Trie Nadilla[2]

[1] Fakultas Ekonomi dan Bisnis Islam, IAIN Lhokseumawe
[2] Fakultas Syariah, IAIN Lhokseumawe ; almirakeumalaulfah@iainlhokseumawe.ac.id
[2] Fakultas Ekonomi dan Bisnis Islam, IAIN Lhokseumawe

ARTICLE INFO

Keywords:

Dayah;
Enterprises;
Curriculum;

Article history:

Received 2021-08-14
Revised 2021-11-12
Accepted 2022-01-17

ABSTRACT

The application of the creative economy curriculum in economics education at Islamic boarding schools can be the right solution in developing students' economic abilities and preparing them to become successful entrepreneurs in the future. Pesa as educational institutions that teach religious and Islamic values can also include creative economy concepts in their curriculum. In the creative economy curriculum, besides being taught about business aspects, an understanding of creativity, innovation, and the use of technology in creating value-added products or services is also instilled.n. For the modern dayah, the researcher chose the Syamsuddhuha Dayah North Aceh because the dayah had the Syamsuddhuha School of Tarbiyah Science North Aceh. Tarbiyah Syamsuddhuha College of North Aceh has extracurricular activities in the form of entrepreneurship that need to be assisted to make empowerment and apply it to the dayah curriculum. Based on this background, this is the reason for researchers to choose the dayah. The research design used a qualitative method. The two dayah (Islamic boarding schools, ed) do not yet have a standard creative economy curriculum that fits educational needs. In fact, the two Islamic boarding schools have the potential to implement the creative economy curriculum in their education system.

This is an open access article under the CC BY-NC-SA license.

Corresponding Author:
Almira Keumala Ulfah
IAIN Lhokseumawe; almirakeumalaulfah@iainlhokseumawe.ac.id

1. INTRODUCTION

Traditional Islamic educational institutions that have been around for ages include Islamic boarding schools. Islamic boarding schools serve a key role in developing students' character and training them to be leaders in society in addition to teaching religious beliefs. Islamic boarding schools must, however, adjust to the changes in the contemporary era of globalization and digitization in order to be relevant and develop students who can compete in a variety of disciplines, including the economy. One area that can be developed in Islamic boarding schools is the creative economy. The creative economy is an economic theory that emphasizes the use of technology, innovation, and creativity to produce goods and services with added value. In the current era of digitalization, the creative economy is becoming increasingly important because it can produce products or services that are unique and

different from the others.

Application of the creative economy curriculum in Islamic boarding schools may be the best way to help students develop their economic skills and get them ready to start successful businesses in the future. In the creative economy curriculum, besides being taught about business aspects, an understanding of creativity, innovation, and the use of technology in creating value-added products or services is also instilled. In addition, the application of the creative economy curriculum can also assist Islamic boarding schools in building financial independence by creating products or services that can be marketed widely and improve the local economy. In this situation, Islamic boarding schools may also benefit from the inventive economic potential that exists in and around them to raise student income and wellbeing. Support and collaboration from a variety of groups, including the government, the commercial sector, and the community, are required in order to build a creative economy curriculum in Islamic boarding schools. This support can be in the form of providing funds, training, or access to markets and business networks. With this support, it is hoped that Islamic boarding schools can more easily develop a quality creative economy curriculum and prepare students to become successful entrepreneurs.

In aceh Islamic boarding schools is also called dayah. Aceh as one of the gateways to Islam in the archipelago is also known as 1000 (one thousand) dayah. Dayah in Aceh can be grouped into two, namely: modern or integrated and traditional. There are some striking differences between modern and traditional dayahs, among others, modern times emphasize Arabic conversation and have formal schools under (National Education and/or Ministry of Religion curriculum from SD/MI MTS/SMP MA/SMA and SMA, while traditional the dayah wears a sarong (as in daily life and is culturally affiliated with Nahdlatul Ulama (NU) with the peculiarities of Shafi'i fiqh, monotheism based on the Asy'ariyah or Maturidiyah schools, and teaches Sufism like the works of Al Ghazali and others.

Dayah in Aceh has great potential in the field of sharia economic empowerment. If this potential is maximized, it can have an impact on reducing community poverty, especially in Aceh and Indonesia. Aceh Province is one of the opportunities for implementing creative economic learning. Seeing the great potential for developing the creative economy in Islamic boarding schools, it is only appropriate that the sharia-based creative economy program be implemented in Islamic boarding schools in the form of implementing a creative economics curriculum in their education system, both in modern Islamic boarding schools and traditional Islamic boarding schools. . Based on the explanation above, researchers are interested in going directly to the dayah to assist them in carrying out sharia-based creative economy programs through the implementation of modern and traditional dayah curriculum standards.

The application of the creative economy curriculum at dayah in Aceh can help develop the economic abilities of students and prepare them to become successful entrepreneurs. In the creative economy curriculum, besides being taught about business aspects, an understanding of creativity, innovation, and the use of technology in creating value-added products or services is also instilled. In addition, implementing the creative economy curriculum can also help strengthen the local economy in Aceh by creating products or services that can be marketed widely. In this case, dayah can also take advantage of the creative economic potential that exists around dayah, such as handicrafts, arts and culture, or tourism, to increase the income and welfare of students.

Creative Economy Curriculum

The creative economy curriculum is an educational approach that emphasizes creativity and innovation in the development of value-added products or services. This curriculum teaches various aspects of business such as marketing, financial management, and production management, but also encourages students to develop creative and innovative thinking skills. One of the important things taught in the creative economy curriculum is how to create products or services that are different from those that already exist, and have added value that is recognized by the market. This can be done

through research and development processes, as well as an understanding of consumer needs and wants.

In addition, the creative economy curriculum also teaches how to market products or services that have been made, including building strong branding and utilizing social media and information technology in marketing products. This is very important given the increasingly complex challenges in marketing in today's digital era. Finally, the creative economy curriculum also teaches about efficient and effective financial management and production management. This will help students develop a sustainable business and have the potential to grow in the future.

Overall, the creative economy curriculum is an educational approach that is highly relevant for developing entrepreneurial skills and abilities in today's digital era. By following this curriculum, students are expected to be able to produce value-added products or services, market them effectively, and manage their business well. This will certainly help boost the regional economy, as well as open up new job opportunities for the community.

Economic Education In Islamic boarding schools

Economic education in dayah is an effort to provide understanding and skills in the economic field to students or students. Economic education in dayah has the same goal as economic education in general, namely to equip students with the knowledge and skills needed to be able to actively participate in economic activities. However, economic education in Dayah has different characteristics from economic education in general. One of the most distinctive characteristics is the integration of religious education with the economy. This is done with the aim of developing the economic skills of the students, while still maintaining their religious values.

In dayah, economic education is also taught through direct practice. The students were taught how to manage small businesses such as stalls or kiosk, and how to generate profits from these businesses. In addition, students are also taught how to utilize natural resources around the dayah to produce value-added products. Economic education in dayah also has a greater focus on developing entrepreneurial skills. This is done with the aim of helping the students become independent and not depend on other people in making a living in the future. Therefore, education economics in dayah also provides an understanding of how to start a business, financial management, and product marketing.

Overall, economic education at Islamic boarding schools is an educational approach that integrates religion and economics, and provides direct experience in managing small businesses. This is expected to help students or students in developing entrepreneurial skills and prepare them to face economic challenges in the future..

2. METHODS

Qualitative descriptive research is a type of research conducted to describe or explain phenomena or events that occur naturally in a particular context. In this study, researchers collect data through qualitative techniques, such as interviews, observation, case studies, or document analysis, and then analyze the data by identifying patterns or themes that emerge from the data that has been collected. Qualitative descriptive research is suitable for use in situations where not much research has been done on a particular topic, or when the researcher wants to understand a phenomenon or event in depth. This research can also be used to gain a broader and more thorough understanding of a problem or phenomenon, because qualitative methods allow researchers to obtain more detailed and detailed data.

One example of qualitative descriptive research is research conducted to describe the experiences of certain individuals or groups in dealing with a situation or event, such as the experience of being a victim of a natural disaster or the experience of living below the poverty line. This research can provide deeper insight and broaden our understanding of how certain individuals or groups face and overcome problems in their daily lives.

In qualitative descriptive research, research results are usually presented in the form of a detailed narrative or description, followed by interpretation and analysis of the data. The results of this research can make an important contribution to our understanding of a phenomenon or event, as well as provide a basis for further research development..

3. FINDINGS AND DISCUSSION

3.1 Implementation of Modern and Traditional Dayah Curriculum Standards in Increasing Creative Economy Empowerment

The application of Modern and Traditional Dayah Curriculum Standards in increasing the empowerment of the creative economy is very important to do to improve the economy given the great potential for developing the creative economy in Islamic boarding schools. The curriculum standards in modern and traditional schools are very different, because the curriculum standards in modern schools follow the curriculum standards from the Ministry of Education and Culture. In contrast to the application of curriculum standards in traditional Islamic schools, their traditional Islamic boarding schools have their own standards. So that the application of modern and traditional dayah curriculum standards in increasing creative economic empowerment is carried out in different ways. For modern dayah curriculum standards, it is carried out by adding creative economy-based entrepreneurship courses at Islamic boarding schools. Where this subject is taught how creative industries and methods of preparing a business, as well as business planning concepts and being able to make individual marketing strategies. Where students are expected to be independent in entrepreneurship by utilizing the creative economy, so that Islamic boarding schools can give birth to creative entrepreneurs. For traditional dayah, they develop their own curriculum, but the curriculum will be evaluated by the ministry. The application of the creative economy curriculum can be done by adding entrepreneurship courses and creative economy extracurricular activities. In addition to adding entrepreneurship subjects, teaching staff at traditional and modern Islamic boarding schools are given training and understanding of the creative economy, what the creative economy is like and how the creative economy is. So that teaching staff at modern and traditional Islamic boarding schools have knowledge of the creative economy and can empower the creative economy for students who are at the Islamic boarding school. So, the application of the standard creative economy curriculum in modern and traditional Islamic boarding schools is by adding creative economy-based entrepreneurship courses, creative economy extracurricular activities, and teaching staff being given training on creative economy education.

3.2 The Model for Implementing Creative Economy Curriculum Standards Based on What Happened in the Field or Findings in The Fields

The model for implementing the standard creative economy curriculum that will be carried out is adjusted to events in the field and based on findings in the field for both dayah, namely creative economy-based entrepreneurship courses and creative economy extracurriculars. The application of the standard creative economy curriculum in economics education at dayah can be done in several models, one of which is by integrating creative economy-based entrepreneurship courses into the existing curriculum. In this course, students will be taught creative and innovative entrepreneurial concepts, as well as how to develop business ideas that can provide added value to society. In addition, creative economy extracurriculars can also be used as a model for implementing creative economy curriculum standards. In this extracurricular, students can be taught how to develop creativity and innovation in business, and explore the potential of the creative economy around them. Students can learn about arts and crafts, technology, music, and other fields that can be developed into profitable businesses.

In addition, the application of creative economy curriculum standards can also be carried out by developing apprenticeship programs and partnerships with local business actors. In this program, students can learn directly from business people about how to develop a successful creative and innovative business. Students can also develop relationships and partnerships with local businesses to expand their network and develop their own business in the future. In implementing the standard creative economy curriculum at dayah, it is also necessary to pay attention to aspects of learning that are based on experience and practice. Students need to be given the opportunity to learn in an interactive and practical way, for example by creating creative business projects and organizing creative economy events or festivals. This can help students better understand the concepts being taught and provide hands-on experience in developing creative and innovative businesses. Activities in order to produce outcomes, namely students who can be entrepreneurs.

3.3 Inhibiting and Supporting Factors for implementing the Creative Economy curriculum in Islamic boarding schools' economic education

The application of the creative economy curriculum in economic education at Islamic boarding schools can experience various inhibiting and supporting factors. Several factors that can become obstacles in implementing the creative economy curriculum in Islamic boarding schools include:

1. Insufficient Human Resources: The lack of human resources with expertise in the creative economy sector is one of the major barriers to the implementation of the creative economy curriculum at Islamic boarding schools. The execution of this program may be hampered by a shortage of teachers and instructors who are familiar with and adept at teaching the creative economy curriculum.
2. Lack of Assistance From Connected Parties: Lack of assistance from connected parties, including the government, educational institutions, and the neighborhood surrounding the pesantren, is another deterrent. Pesantren may find it challenging to obtain the materials and assistance required to adequately administer the creative economy curriculum program due to this lack of support.
3. Lack of Resources: The creative economy curriculum's implementation will cost a lot of money. Implementing the creative economy curricular program at Islamic boarding schools may be hindered by a lack of funding. Islamic boarding schools could have trouble affording many initiatives connected to implementing the creative economy curriculum.

On the other hand, several factors that can support the implementation of the creative economy curriculum in Islamic boarding schools include:

1. Teacher's Role: Teachers who have knowledge and skills in the creative economy field can be a supporting factor in the implementation of the creative economy curriculum in Islamic boarding schools. Teachers who understand this curriculum can help students to develop their skills and understanding of the creative economy.

2. Support from Related Parties: Support from related parties, such as the government, educational institutions, and the community around the pesantren can be a supporting factor in the implementation of the creative economy curriculum in pesantren. This support can help Islamic boarding schools to access the resources and support needed to run the creative economy curriculum program properly.

3. Student Motivation: Student motivation to learn and develop creative businesses can be a supporting factor in the implementation of the creative economy curriculum at Islamic boarding schools. Students who have high motivation will be more eager to take part in this curriculum program and develop their skills in the creative economy field.

4. Supporting Environment: A supportive Islamic boarding school environment, such as adequate facilities and space to run economic curriculum programs.

CONCLUSION

Based on the results of the research and analysis that has been done, it can be concluded that the implementation of the creative economy curriculum in economic education at Islamic boarding schools has great potential to improve the quality of economic education at Islamic boarding schools. By using a creative and innovative approach, this curriculum can help improve students' skills and understanding of economic concepts and prepare them to face the world of work in the future.

However, there are several inhibiting factors that need to be considered in the implementation of the creative economy curriculum, such as the lack of support from the pesantren management and limited resources. Therefore, it takes strong commitment and support from all related parties so that the implementation of the creative economy curriculum can be successful and sustainable.

On the other hand, there are also several supporting factors in implementing the creative economy curriculum, such as collaboration with industry and the creative economy community and students' desire to learn about entrepreneurship and the creative economy. By utilizing these supporting factors, the implementation of the creative economy curriculum can be implemented more easily and have a greater positive impact. In order to maximize the potential of the creative economy curriculum in economics education at Islamic boarding schools, it is necessary to have careful planning, choose the right learning method, as well as continuous evaluation and monitoring. In this way, it is hoped that the application of the creative economy curriculum can make a significant contribution to economic education in Islamic boarding schools and is able to produce graduates who are ready to become entrepreneurs and contribute to the country's economic development.

10% Overall Similarity

Top sources found in the following databases:

- 5% Internet database
- Crossref database
- 8% Submitted Works database
- 8% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	**Universitas Siliwangi on 2023-01-24** Submitted works	3%
2	**Universitas Sebelas Maret on 2019-10-06** Submitted works	1%
3	**Ratna Yunita, Wening Purbatin Palupi Soenjoto, Maulida Nurhidayati, Ri...** Crossref	1%
4	**Universitas Terbuka on 2023-04-28** Submitted works	<1%
5	**repository.iaincurup.ac.id** Internet	<1%
6	**Abdur Rohim, Ilfi Nur Diana, Aunur Rofiq. "Development of the Students...** Crossref	<1%
7	**Sandya Mahendra, Engine Kubota, Nabila Rahmawati Rama, M. Junaidi...** Crossref	<1%
8	**Umrati, Ismail Tolla, Sulaiman Samad. "Needs Analysis of Problem-Bas...** Crossref	<1%

9	eprints.ums.ac.id Internet	<1%
10	Universitas Riau on 2022-12-18 Submitted works	<1%
11	media.neliti.com Internet	<1%
12	Diding Nurdin, Suparta Rasyid. "Islamic Boarding School Education Mo... Crossref	<1%
13	Supriyati, R S Bahri, E Komarudin. "Computerized of International Finan... Crossref	<1%
14	Universitas Samudra on 2023-01-03 Submitted works	<1%
15	journal.fib.uho.ac.id Internet	<1%
16	repository.unja.ac.id Internet	<1%
17	Agus Wibowo, Sri Umi Mintarti Widjaja, Sugeng Hadi Utomo, Djoko Dwi... Crossref	<1%