

Curriculum Management in the Political Education Program of Islamic Political Parties: An Analysis of the PKS Party Training System

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ABSTRACT

Background. Curriculum management in political training (DIKLAT) plays a crucial role in sustaining ideological orientation and leadership regeneration within political parties. In the context of Islamic political parties in Indonesia, particularly Partai Keadilan Sejahtera (PKS), the curriculum must align with the mandates of the Party Law and Government Regulations to ensure consistent cadre development.

Purpose. This study aims to analyze the planning, implementation, and evaluation of the PKS political training curriculum. It further seeks to understand the implications of such a structured and tiered curriculum on cadre competency, ideological resilience, and leadership preparedness.

Method. A qualitative descriptive method was employed by analyzing official documents and conducting interviews with key organizational stakeholders responsible for political education within PKS. Data were interpreted through thematic content analysis.

Results. The findings show that PKS employs a structured curriculum through three main programs: coaching, training, and education. The implementation is conducted in stages weekly and monthly while evaluation follows a continuous monitoring and feedback model. This systematic approach supports the quality and sustainability of member development.

Conclusion. The structured and evaluative nature of the PKS curriculum reflects a strategic effort to maintain ideological integrity and leadership quality. Future improvements are suggested through optimizing coaching techniques, reinforcing practical training modules, adopting merit-based progression systems, and strengthening internal feedback mechanisms.

KEYWORDS

Cadre Development, Curriculum Management, Political Training

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INTRODUCTION

Political education plays a pivotal role in shaping the ideological orientation, leadership capacity, and organizational commitment of party members (Mattos dkk., 2023; Na, 2024). Within the democratic framework of Indonesia, political parties are not only electoral vehicles but also institutions mandated to engage in continuous cadre development. The implementation of structured political education and training programs, commonly referred to as DIKLAT, becomes a strategic necessity to ensure sustainable regeneration and competence within party ranks.



The Partai Keadilan Sejahtera (PKS), as one of the most prominent Islamic political parties in Indonesia, has institutionalized its political education system through a well-designed DIKLAT curriculum (Ewais dkk., 2024; Yang & Sui, 2023). This curriculum is framed by national regulations, particularly the Party Law and related government policies, and reflects the party's effort to cultivate ideologically committed, skilled, and loyal cadres. The DIKLAT system incorporates layered stages of coaching, training, and leadership education to reinforce both ideological values and political pragmatism.

Despite the formal structure and emphasis on strategic alignment, there remain questions regarding the extent to which the DIKLAT curriculum effectively addresses internal challenges such as leadership sustainability, ideological consistency, and organizational loyalty. These concerns underscore the need for a more comprehensive analysis of curriculum management within party-based political education (García-Cano Torrico dkk., 2024; Prado & de Almeida Merli, 2022). The investigation into PKS's approach presents a unique case for understanding how Islamic political parties attempt to professionalize cadre formation.

The existing literature on political party education in Indonesia has predominantly focused on electoral strategies, party financing, and ideological discourse, with limited emphasis on the internal curriculum management systems that sustain political training programs (Ladki dkk., 2023; López dkk., 2022). This has created a theoretical and empirical void in understanding how political parties, especially Islamic-oriented ones, structure and evaluate their internal education frameworks. In the case of PKS, although the party claims to operate a systematic DIKLAT model, scholarly scrutiny on its implementation and effectiveness remains scarce.

One of the pressing concerns is whether the DIKLAT curriculum design sufficiently equips party members with not only ideological clarity but also operational competencies to assume leadership roles (Amaechi & Motalenyane, 2023; Satyanarayana & Ranganathan, 2024). The continuity of leadership, alignment with party values, and organizational resilience are deeply influenced by how training programs are managed. However, there is insufficient empirical assessment of how PKS integrates regulatory compliance, pedagogical coherence, and performance evaluation in its curriculum management practices.

Furthermore, the mechanisms for monitoring and feedback within the DIKLAT framework have not been adequately studied. It remains unclear whether such mechanisms are participatory, reflective, and capable of fostering continuous improvement. The absence of structured evaluation and academic analysis poses significant limitations for developing evidence-based improvements in political training systems (Kiambi dkk., 2023; Moon dkk., 2023). These gaps constitute the central problem addressed in this research.

This study aims to examine the curriculum management system of the DIKLAT program within PKS, with a particular focus on its planning, implementation, and evaluation processes. The objective is to understand how the party translates legal mandates and ideological principles into structured learning experiences for its members (Kelley, 2024; Pinilla dkk., 2024). Through this analysis, the study seeks to illuminate the dynamics of political pedagogy in an Islamic party context.

The research specifically targets the strategic design of the curriculum, the pedagogical approaches used in weekly and monthly training, and the monitoring and evaluation systems employed across organizational levels (Lampridis dkk., 2024; Nathenson & Chapman, 2023). By exploring these dimensions, the study will assess the degree of alignment between formal regulations and internal practices within the PKS DIKLAT program.

In doing so, the research is expected to generate insights that can inform curriculum development not only within PKS but also across other political parties seeking to institutionalize cadre education (Duan, 2024; Nathenson & Chapman, 2023). The study contributes to both academic understanding and practical improvement in the management of political training curricula in party organizations, especially within religious-political frameworks.

Previous studies on political parties in Indonesia have generally concentrated on macro-political themes such as coalition-building, electoral behavior, and political communication. Very few have engaged in an in-depth exploration of internal educational systems, particularly those dealing with curriculum design and implementation in party training programs (Alli dkk., 2023; Stokes & Perrone, 2022). The existing gap in literature indicates a lack of critical reflection on how such curricula are constructed, delivered, and evaluated from a managerial and pedagogical perspective.

In the context of Islamic political parties, scholarly engagement has tended to focus on ideological narratives or theological contestation, overlooking the operational mechanisms that underpin cadre development. As a result, the academic discourse lacks comprehensive models or frameworks that connect political ideology with structured educational strategies within party institutions (Chan & Wong, 2023; Jefferson dkk., 2024). This gap is significant given the central role that education plays in sustaining the legitimacy and leadership of ideologically driven parties like PKS.

This research positions itself to fill this gap by offering a detailed and systematic analysis of the DIKLAT curriculum in PKS (Gvelesiani dkk., 2023; Ikkos & Bouras, 2024). It provides an empirical account of how curriculum management practices are designed and adjusted to meet both ideological and regulatory requirements. The study extends the field by offering an integrative model of curriculum planning and evaluation within political parties that could inform both future research and party practice.

The novelty of this study lies in its dual focus on curriculum theory and political party management, offering a rare intersection between educational design and organizational politics. By approaching DIKLAT as a structured curriculum rather than a series of ad hoc training events, this study introduces a new perspective to understanding how political learning is institutionalized within party structures (Pujo dkk., 2024; Song dkk., 2024). This is especially relevant for Islamic political parties where ideological education is a cornerstone of organizational continuity.

Moreover, this research offers a framework for evaluating curriculum management that integrates compliance with national regulations, internal party goals, and feedback-driven improvements. It employs a qualitative method grounded in documentary analysis and interviews to derive a detailed picture of how educational programs are governed within party institutions (Dolango dkk., 2023; Liu dkk., 2024). This approach enhances methodological rigor while offering practical recommendations grounded in empirical findings.

The importance of this study extends to both academic and political domains. Academically, it contributes to the sparse literature on political education in party contexts, especially within Islamic movements (Guo & Zhang, 2023; Zhao & Zheng, 2022). Politically, it offers insights for party reform and strategic planning, highlighting how curriculum management can serve as a tool for leadership regeneration, ideological consolidation, and sustainable organizational growth.

RESEARCH METHODOLOGY

This study employed a qualitative descriptive research design to explore the planning (Agee, 2009; Akai dkk., 2022; Al-Saidi, 2022), implementation, and evaluation aspects of the DIKLAT curriculum management within the Partai Keadilan Sejahtera (PKS). The qualitative approach enabled a deep and contextual understanding of the phenomena related to political training in an Islamic party framework (Gillette dkk., 2023; Reddy, 2024). The descriptive nature of the design provided a platform for systematically interpreting the data related to the institutional practices and educational strategies of PKS, especially in how it aligns its political education with ideological and regulatory frameworks.

The population of this study consisted of PKS organizational structures engaged in cadre training, including the Central Board (DPP), Regional Boards (DPW), and local-level trainers. The sample was selected purposively, targeting individuals with specific responsibilities and experience in developing or implementing DIKLAT programs (Carbonell dkk., 2024; Zhang dkk., 2023). The participants included curriculum developers, senior trainers, and educational division leaders at various levels of the party structure. The purposive sampling ensured the inclusion of knowledgeable informants who could provide in-depth insights into the curriculum management system.

The data collection instruments included semi-structured interviews, document analysis, and field notes. Interviews were conducted with selected party officials and DIKLAT facilitators to capture their perspectives on curriculum planning, delivery, and evaluation. Document analysis focused on official training materials, internal guidelines, and evaluation reports related to the DIKLAT programs (Omoraka, 2022; Sun S. dkk., 2022). Field notes were utilized to document contextual information and researcher observations during the data collection process.

The research procedures followed several stages, beginning with the identification and recruitment of informants through internal party contacts. Ethical clearance and consent were obtained to ensure transparency and voluntary participation. Data collection was conducted over a three-month period, during which interviews were audio-recorded and transcribed verbatim. Thematic analysis was used to categorize and interpret data, with coding conducted manually to identify patterns, themes, and relationships relevant to curriculum management. Triangulation was applied to validate the findings by comparing data from different sources and ensuring the credibility and reliability of the results.

RESULT AND DISCUSSION

The collected data demonstrate the structured nature of the DIKLAT curriculum implemented by Partai Keadilan Sejahtera (PKS), comprising three core components: coaching (pembinaan), training (pelatihan), and education (pendidikan). Based on document analysis and interviews with party trainers, the curriculum is delivered through a weekly coaching model, monthly technical training, and periodic ideological upgrading. The educational content integrates Islamic values, political strategy, leadership skills, and administrative competencies. Statistical data from internal PKS documents indicate that more than 75% of local branches implement weekly coaching sessions regularly.

Table 1. Below presents the distribution of DIKLAT activities across PKS regional levels.

Organizational Level	Weekly Coaching (%)	Monthly Training (%)	Ideological Education (%)
Central (DPP)	100	100	100
Regional (DPW)	92	87	80
Branch (DPC)	78	62	55

The data reveal a descending implementation rate from central to branch levels, suggesting a gap in resource availability and consistency of program execution. The highest adherence is seen at the central level, where DIKLAT programs are fully institutionalized, while the branch levels experience challenges in sustaining ideological education due to human resource limitations and logistical constraints.

Interview transcripts confirm that PKS's curriculum planning follows a standardized national format with localized adaptations. Respondents reported that materials are reviewed quarterly by the Education Division (Bidang Pembinaan), ensuring alignment with the party's strategic goals. Weekly coaching uses a halaqah model, involving small group discussions led by experienced cadres. Monthly technical training adopts a workshop format, while ideological education is facilitated through intensive seminars and camps.

Participants emphasized the relevance of DIKLAT materials, particularly in preparing cadres for electoral engagement and organizational responsibilities. One recurring observation was the need for increased contextualization of national modules at the regional and local levels. Thematic analysis of the interview data identified four dominant themes: curriculum structure, delivery consistency, ideological alignment, and evaluative mechanisms.

Inferential analysis suggests a strong correlation between curriculum consistency and cadre retention. Regions with higher DIKLAT implementation rates report improved cadre stability, leadership regeneration, and electoral preparedness. Variability in implementation appears to stem from differing capacities of trainers and logistical support, not from the curriculum design itself. This implies that management of delivery, rather than content, is the primary determinant of program effectiveness.

The results show that feedback mechanisms embedded in the evaluation process are underutilized, especially at the lower levels of the organization. Although a system of monitoring and evaluation (MONEV) exists, its practical application varies significantly. Regions that apply structured feedback loops tend to revise materials and adjust delivery strategies more responsively, leading to better member satisfaction and learning outcomes.

A case study from the West Java regional office illustrates the efficacy of adaptive curriculum practices. The region modified the national module to address local political dynamics, adding sessions on digital campaigning and community engagement. Post-implementation surveys indicated a 40% improvement in participants' self-assessed readiness for local elections. This demonstrates the potential impact of contextual adaptation within a standardized framework. Participants in the case study also reported a stronger sense of ideological clarity and confidence in public discourse. The integration of practical skills with religious and political instruction enabled a more holistic development trajectory for cadres. This finding reinforces the importance of combining ideological reinforcement with technical competencies in cadre education.

The interpretation of findings affirms that the DIKLAT curriculum functions as both an ideological instrument and a leadership development tool. Its structured format and continuous evaluation framework position PKS as a model among Islamic political parties in curriculum-based cadre development. However, inconsistencies in implementation, particularly at the local level, call for enhanced managerial support and adaptive delivery models. The broader implication is that political education within Islamic parties can benefit from hybrid curriculum frameworks that balance central guidance with localized flexibility. PKS's experience underscores the significance of aligning religious values, political training, and evaluative processes to ensure sustainable ideological and organizational growth.

The study found that the DIKLAT curriculum of Partai Keadilan Sejahtera (PKS) is managed through a structured, multilevel framework that consists of coaching, training, and ideological education. The implementation of the curriculum is consistent at the central level and varies at the regional and branch levels, largely due to logistical and resource-related constraints. The monitoring and evaluation systems are present, though underutilized at the lower organizational tiers.

Interview data highlighted that curriculum materials are regularly reviewed, ensuring alignment with party goals and state regulations. Cadre training is conducted weekly, monthly, and through intensive sessions, with a balance between ideological reinforcement and political skill development. The case of West Java illustrated the benefits of contextual adaptation of national modules, contributing to increased member preparedness and satisfaction.

The curriculum management system has shown to support leadership sustainability and strengthen ideological alignment among cadres. Regions with consistent curriculum implementation demonstrate higher cadre retention, improved internal communication, and more effective leadership transitions. These outcomes validate the importance of institutionalizing educational strategies within political parties.

The study also noted disparities in curriculum delivery across organizational levels, indicating that managerial efficiency and trainer competence are critical variables in determining the success of DIKLAT programs. Despite these challenges, the overall structure serves as a robust model for ideological and political development within Islamic-oriented parties.

Existing literature on political education in Indonesia predominantly emphasizes electoral strategies and ideological narratives without offering a critical analysis of internal curriculum frameworks. This study extends the discourse by focusing on curriculum management as a decisive factor in political training outcomes. Previous research often overlooks the pedagogical structure and evaluation systems employed by parties.

Findings from this study contrast with earlier works that characterize Islamic political education as informal and non-systematic. The DIKLAT model of PKS demonstrates a high level of institutionalization and pedagogical intentionality. Unlike the ad hoc approaches found in many other political organizations, PKS has invested in long-term curriculum planning and quality assurance.

Several studies from Southeast Asia describe cadre training as sporadic, often reactive to election cycles rather than part of a continuous educational commitment. In contrast, the PKS model emphasizes routine, ideological consolidation, and leadership grooming across electoral and non-electoral periods. This distinction underscores a deeper integration of education into the party's strategic development.

Scholarly references to Islamic political movements often highlight their theological disputes but rarely examine how these organizations translate doctrine into structured educational efforts. This research provides empirical evidence that Islamic parties like PKS can systematically implement curriculum-based leadership pipelines aligned with both religious and political imperatives.

The research findings suggest that political training within Islamic parties is evolving toward greater professionalism and standardization. The use of structured curricula and tiered delivery formats indicates a shift from informal ideological mentoring to formalized political education. This marks a significant transformation in how cadre development is conceptualized and operationalized.

Curriculum management emerges not merely as a logistical concern but as a strategic tool for maintaining organizational coherence and ideological integrity. The emphasis on evaluation and

feedback mechanisms reflects an awareness within PKS of the need for adaptability and continuous improvement. This awareness indicates a maturation in internal governance practices.

The disparity between curriculum planning and field-level execution signals that implementation is contingent not only on structure but also on human resource quality. Trainer competence, motivation, and contextual understanding play decisive roles in determining the impact of political education. These factors highlight the importance of capacity building as a complement to curriculum development.

The study reflects that political parties, especially those with religious orientations, must invest in more than just content creation they must build institutional cultures that support pedagogical innovation, accountability, and responsiveness. The findings signal a growing capacity among Islamic political organizations to navigate the dual imperatives of ideological fidelity and administrative efficiency. The findings have significant implications for party-based political education models in Indonesia and comparable contexts. Curriculum design that integrates ideological and operational training can enhance the credibility, discipline, and long-term viability of political organizations. PKS's model may serve as a reference for other parties seeking to institutionalize cadre development.

At a practical level, the study offers insight into how political parties can manage training programs as a continuous organizational function, not merely a campaign-oriented activity. This perspective encourages long-term thinking in leadership planning, succession strategy, and organizational learning. A structured curriculum becomes a means of strategic investment rather than operational necessity. Policy implications emerge concerning regulatory oversight and party development support. Government agencies and electoral commissions could encourage curriculum institutionalization as a benchmark for political party accountability and public legitimacy. Structured training systems could be linked to state subsidies or electoral privileges.

The study's implications also reach civil society and academia, offering a foundation for critical engagement with how political values are internalized within organizations. The insights challenge assumptions about the informality of religious party education and affirm the role of systematic curriculum management in shaping political behavior and identity. The structured nature of PKS's DIKLAT curriculum can be attributed to its ideological mission and historical emphasis on cadre building. The party's roots in religious education and organizational discipline have influenced the adoption of formal training systems. The alignment with national laws further reinforces the need for systematization and compliance.

Organizational culture within PKS values continuity, discipline, and ideological clarity, which drives the need for structured educational programs. The party's investment in educational infrastructure and human resources reflects a long-term vision of political sustainability. The prioritization of training suggests that PKS views education as a pillar of movement-building rather than a supplementary function. Variations in implementation at local levels reflect broader challenges in political decentralization. Local branches often lack the resources and trained personnel necessary to maintain curriculum consistency. These discrepancies stem not from design flaws but from managerial limitations and external contextual factors.

The existence of feedback mechanisms that are underutilized points to cultural and institutional inertia. Local administrators may lack the technical skills or organizational autonomy to engage in reflective practice. The findings highlight the importance of not only designing responsive systems but also fostering a participatory culture for continual learning. PKS and other political parties should invest in training-of-trainer programs to enhance the capacity and consistency of curriculum delivery at local levels. Strategic emphasis must be placed on building

managerial and pedagogical competencies to translate curriculum design into effective implementation. This step is critical for ensuring equitable educational experiences across regions. Evaluation mechanisms should be revitalized with more participatory and digital tools that allow real-time feedback and localized adaptation. A centralized dashboard could support data-driven decision-making and foster a culture of accountability. This infrastructure would bridge the gap between planning and practice in party education.

Collaborations with academic institutions and civil society could further enrich the DIKLAT curriculum with updated content, critical perspectives, and pedagogical innovations. These partnerships can infuse the program with broader societal relevance and enhance its appeal among younger cadres. The curriculum should evolve to reflect the realities of digital politics, governance, and civic engagement. Future research should explore comparative analyses between PKS and other Islamic or nationalist political parties regarding curriculum models, ideological integration, and member retention outcomes. This line of inquiry would deepen theoretical understanding and inform best practices for political education in transitional democracies.

CONCLUSION

The most significant finding of this study lies in the identification of a highly institutionalized and pedagogically structured curriculum within the DIKLAT program of Partai Keadilan Sejahtera (PKS). Unlike many other political party training systems that operate informally or reactively, PKS applies a continuous and multi-tiered educational approach combining ideological reinforcement with technical and leadership skill development. This model reflects not only ideological commitment but also organizational foresight in sustaining cadre quality and political regeneration through structured learning mechanisms, especially when contextual adaptations such as the West Java case are allowed to enhance local relevance.

The primary contribution of this research is the introduction of a curriculum management framework that integrates ideological, regulatory, and pedagogical elements within a political party context. This study offers a conceptual advancement by treating political education as a system of curriculum governance rather than a set of disconnected activities. It also presents a methodological contribution through its use of qualitative-descriptive inquiry focused on internal organizational structures, which opens up avenues for applied political pedagogy and curriculum evaluation within ideological institutions.

This research is limited by its focus on a single party and its reliance on qualitative data from selected informants within the party's organizational structure. The findings may not fully represent the diversity of practices across all regions or provide a comparative basis with other political parties. Future studies should employ mixed-method designs to capture broader patterns and evaluate the impact of political curricula on member behavior and electoral performance. Comparative studies involving different ideological or secular parties would also enrich the discourse on political education systems in emerging democracies.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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