ISLAMIC RELIGIOUS EDUCATION CURRICULUM PLANNING AT MADRASAH ALIYAH AL-HIKMAH LANGKAPAN SRENGAT BLITAR

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ABSTRACT :

The purpose of this research is to find out how the Islamic Religious Education curriculum at MA Al-Hikmah Langkapan, Srengat, Blitar is planned. Qualitative descriptive methods are used to conduct this investigation. Researchers who study Islamic Religious Education Curriculum Planning describe, use, and explain the events they encounter when collecting descriptive data. The conclusion of the study is as follows: first, the preparation of the Islamic Religious Education curriculum begins with an assessment of the previous year's curriculum. The findings of the evaluation will be taken into account when making the upcoming curriculum. Second, several elements that help and hinder the development of the Islamic Religious Education curriculum, with its supporters such as the role of a qualified school principal and a good school program to create good character in children. Meanwhile, teachers who do not have these qualifications will hinder the development of the Islamic education curriculum. Third, seeking to resolve the factors that hinder the planning of the Islamic Religious Education curriculum that has been determined, including routine training for teachers, conducting comparative studies to other schools, conducting solid cooperation with school committees, and good financial management.

Key words: *Planning, Factors, Curriculum, Islamic Religious Education.*

INTRODUCTION

Issues related to the poor quality of education always come to the fore and are discussed by the community. The growing public awareness of the importance of the quality of education as a whole and the quality of human resources in particular is proof of this. [1] The curriculum is the core of education, which continues to be updated to meet the needs and adapt to societal changes.

The curriculum plays an important role in the design of education. Therefore, the main and initial step towards achieving the goal is planning, which is one of the roles of the educational administrative structure. "Every deed, deed, or work should begin with an intention," said the Prophet. Planning is the definition of intent. In contrast, William H. Newmann wrote that

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[1] Omar Mohammad Al-Thomy Al-Syaibany, *Philosophy of Islamic Education* (Jakarta: Bulan Bintang, 1979), p. 304.

"planning precedes what must be done" in his book on educational administration. Therefore, planning serves as the first step in deciding what needs to be done.[2]

The Islamic Education Curriculum was created in an effort to shape Al-Insanul Kamil through the education system, instilling morals, self-confidence, and spiritual soul development.[3] Of course, it combines work and knowledge, morality and belief, and the practical application of theoretical practice. Therefore, it is felt that this will be the best model in social engineering and individual preparation to foster an ideal form of society in the future is Islamic education. [4]

Through this planning, a curriculum will emerge that will be used to determine the direction of the learning implementation at the school. However, sometimes a good theory is not as smooth as the implementation of planning in the field, there are many internal and external obstacles in planning a curriculum in schools, this is also experienced by MA Al-Hikmah Langpan. One of the private educational institutions that plans the PAI curriculum, although there are several obstacles, it can be planned and implemented properly. Namely by prioritizing the formation of attitudes and character rather than just knowledge. So the researcher felt it was important to conduct research there by taking the title "Islamic Religious Education Curriculum Planning at Madrasah Aliyah Al-Hikmah Langkapan Srengat Blitar".

Methods

Qualitative descriptive methods are used to conduct this investigation. In terms of Islamic Religious Education Curriculum Planning at MA Al-Hikmah Langkapan Srengat Blitar, the researcher's findings are described, utilized, and illustrated to produce descriptive data. Knowing the Planning of the Islamic Religious Education Curriculum at MA Al-Hikmah Langkapan Srengat Blitar is one of the research objectives that must be met. Therefore, this research includes field research both in terms of research location and methodology because the researcher works directly in the field, namely at MA Al-Hikmah Langkapan Srengat Blitar.

Result

Islamic Religious Education Curriculum Planning

Planning is derived from the word plan, which refers to the selection of what actions are needed to achieve a goal. [5] The relationship between what is and what should be, with regard to

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[2] Fachruddin, *Education Administration* (Bandung: Cita Pustaka Media, 2003), p. 24.

[3] Samsul Nizar, *Philosophy of Islamic Education* (Jakarta: Ciputat Press, 2002), p. 55.

[4] Eva Putri Sari Silitonga, "PARADIGM AND CURRICULUM PLANNING", Pediaqu: *Journal of Social Education and Humanities*, Vol. 2, No.1, 2023; P-ISSN:2964-7142; E-ISSN: 2964-6499, p. Unrated 1248

[5] Mukni'ah, *Learning Planning According to the Curriculum at the Education Unit Level (KTSP) and the 2013 Curriculum (K-13)* (Yogyakarta: Pustaka Siswa, 2016), p. 5.

needs, goals, priorities, plans, and time allocation, is what Steller defines as planning. Planning places great emphasis on making the necessary adjustments to bring the current conditions closer to the desired future conditions. [6]

While the curriculum etymologically comes from the Greek word *curere* which means race and *curir* which means runner. On the other hand, when talking about terminology, the word curriculum in education can be interpreted as a series of courses or learning objectives that students must follow to obtain a diploma or level. [7]

The curriculum development process requires the collection, classification, synthesis, and selection of related data from various sources. Planning and creating learning experiences that help students achieve their learning goals will then be done using the information provided. [8]

Meanwhile, the Islamic religious education curriculum is designed with an emphasis on subject matter that prepares students to live longer in the afterlife, rather than just providing practical knowledge and skills that prepare them to enter the workforce. This is so that curriculum planning can affect the world and the hereafter, not only the world and work. [9]

Thus, it can be said that the creation of the Islamic religious education curriculum is an arrangement regarding the objectives, subject matter, teaching resources, and techniques used to meet the needs of education both nationally and in line with Islam.

Principles and Objectives of Curriculum Planning

Every planning will definitely have steps and principles that are used as a reference to make guidelines, in curriculum development there are also several guidelines that must be followed[10], such as: Paying attention to the student learning process, involving processes and content, consisting of various topics and issues, containing many groups, covering various scenarios and levels, and is a continuous process.[11]

Planning a curriculum requires an accurate study of the subject matter. Then, it is best to incorporate several organizations in the curriculum planning process, specifically professional groups and the community. The curriculum design is intended to be able to adapt and always evolve to answer the needs of globalization, technological advancement, and change. [12]

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[6] Muhammad Afandi Badarudin, *Learning Planning in Elementary Schools by Including Cultural Education and Character of the Nation* (Bandung: Alfabeta, 2011), pp. 1–2.

[7] Sudarman, *Curriculum Development for Theoretical and Practical Studies* (Samarinda: Mulawarman University Press, 2019), p. 1.

[8] Agus Zaenul Fitri, *Islamic Religious Education Curriculum Management,* (Bandung: Alfabeta, 2013), p.

[9] *Ibid,* p.4

[10] Hasan Basri, *Philosophy of Islamic Education* (Bandung: Pustaka Setia, 2009), p. 127.

[11] Oemar Hamalik, *Curriculum Development,* (Bandung: PT. Remaja Rosda Karya, 2006), p. 172 reviews

[12] Muhammad Cholid Abdurrohman, "Islamic Education Curriculum Planning", Rayah Al-Islam: *Journal of Islamic Sciences*, Vol. 6, No. 1, 2022; P–ISSN : 1960 –3816; E –ISSN : 2686 –2018, p. 19 reviews

Curriculum planning must pay attention to details, completeness, and thoroughness, because the curriculum has objectives, among others: outlining the types and sources of participants that must be involved, delivery methods, necessary actions, energy and cost sources, needed facilities, control and evaluation systems, and the role of personnel elements in achieving organizational management goals, operating management and organizational machinery to bring social change in line with company goals, and provide encouragement or motivation to run the education system well.[13]

Curriculum Planning Process

The curriculum planning process, according to Ralph Tyler's model [14], begins with setting academic goals, namely what goals are to be achieved in carrying out learning in schools, in determining these goals is certainly not arbitrary. There are several things that must be considered when determining learning objectives, including:

a. Student characteristics, student interests, development of thinking skills, and social skills

b. Existence in the modern world

c. Opinions from experts on the subject. [15]

Furthermore, ensuring the learning process, perception and background of students' skills is one of the factors that need to be considered in determining the learning process. That is, when choosing the next learning procedure, the experience gained by the student must be taken into account. Determining the learning experience process, learning phases and learning materials or content must be part of the learning process. Experiences need to be organized so that goals can be achieved more easily. and ending with the determination of assessment or evaluation of learning, the type of assessment used needs to be modified according to the type and structure of educational or learning objectives, learning resources, and learning procedures that have been previously determined.

Characteristics of the Islamic Education Curriculum

The Islamic religious education curriculum has several characteristics that can be its main characteristics, such as:

a. Prioritize religious principles and objectives over other considerations, such as goals and content, guidelines, instruments, and methods.

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[13] Muhammad Busro Siskandar, *Curriculum Planning and Development* (Yogyakarta: Media Academy, 2017), p. 33.

[14] H. Dakir, *Curriculum Planning and Development,* (Jakarta: Rineka Cipta, 2010), p. 130

[15] *Ibid.,* p. 132

b. pay more attention to all aspects of the student's personality, intellectual, psychological, social, and spiritual, making it easier to control and direct.

c. Adhering to the principle of balance between science, art, experience, and religion. placing a focus on broad and harmonious ideas that transcend the theoretical sciences. [16]

Discussion

Planning of the Islamic Religious Education Curriculum at MA Al Hikmah Langkan Srengat Blitar

Based on the results of the researcher's interview with the staff and principal of the MA Al-Hikmah Langkapan Srengat Blitar Educator: The process of planning the Islamic Religious Education curriculum begins with a review of the previous year's curriculum, Curriculum-13, and compliance with the Decree of the Minister of Religion (KMA) number 183 of 2019 concerning Islamic Religious Education and the Arabic Language Curriculum. The findings of the evaluation are taken into account when creating the upcoming curriculum.

The curriculum used by MA currently uses 2 curriculums, namely the Independent Curriculum for grade 10, and the Curriculum-13 for grades 11-12. In the sense that this school has not implemented the entire independent curriculum. So that the curriculum plan that has been prepared is also two. However, for Curriculum 13 it only continues from the previous year, while for grade 10 the preparation of CP-TP-ATP starts from the beginning.

The preparation of the curriculum at MA Al-Hikmah Langkapan, has also formed a curriculum preparation team, consisting of: the principal, vice chairman of the curriculum, educators, and also the head of the foundation to supervise the process of preparing the curriculum and ensure its smooth operation. At the Annual Meeting which is routinely held at the beginning of the new school year, the curriculum is prepared. Curriculum planning was discussed in the meeting as a preparation for learning administration for the next six to twelve months. The planning of the PAI curriculum in this annual meeting includes learning programs, learning schedules, extracurricular schedules, the preparation of medium and short-term programs, and the formation of madrasah culture. All of these components are adjusted to the school's vision and mission.

The method of preparing the PAI learning curriculum is actually the same as the preparation of other topics. The difference is that only the classroom teacher is in charge of documenting the students' attitudes, which will be forwarded to the PAI teacher to be used in assessing and fostering moral and moral development in students.

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[16] Dian Kurnia, "ISLAMIC EDUCATION CURRICULUM PLANNING", AT-TAZAKKI: *Journal Islamic Education Curriculum Planning*, Vol. 4. No. 2, 2020, p. 175

Teachers will begin to organize the learning process taking into account the student's previous learning experience, which can be seen from his or her interests and background, after deciding on acceptable educational and learning goals. Next, PAI instructors will organize learning, covering topics, best practices, techniques, resources and equipment, and assessment strategies. The preparation of the PAI curriculum involves the collection of all learning resources that are adjusted to the academic goals that are expected to be met and achieved by MA Al-Hikmah Langkapan.

Thus, the author found, that MA Al-Hikmah Langkapan has implemented the preparation of Curriculum Planning well using the Ralph Tyler Model, by evaluating the previous curriculum first then starting with determining the educational or learning objectives, then determining the learning process to be carried out, after that determining the experience process of the students so that learning can be student-centered, and ending by determining the evaluation Learning.

The results of the interview above further show that the preparation of the PAI curriculum serves as a basis for carrying out the PAI learning process in its entirety in the classroom and to conduct assessments related to the implementation of the PAI learning curriculum and other learning activities.

Supporting and Inhibiting Factors for the Implementation of the Islamic Religious Education Curriculum at MA Al Hikmah Langkan Srengat Blitar

The implementation of the curriculum in the Education unit will definitely be a supporting factor for success and also an inhibiting factor, not to be missed in this MA Al-Hikmah Langkapan The factors are:

a. Supporting factors include:

1) The competence of the head of the madrasah who is responsive to the development of the times and able to manage the madrasah.

2) The active role of the Madrasah Committee in facilitating and providing criticism and suggestions related to curriculum planning

3) The Madrasah program in shaping the character of students by applying it regularly, duha prayers, tadarus before studying, reading important letters such as yasin, Ar-Rahman, Waqiah every Friday, the implementation of ceremonies filled with Islamic motivations, fasting Monday-Thursday is recommended for all students, and the activity of memorizing juz 30.

b. Inhibiting factors include:

1) Educator Energy Factor

The lack of understanding and activeness of teachers, especially PAI teachers there due to age factors and so on is one of the obstacles experienced by schools when planning the PAI curriculum. For example, when instructors are given more time to provide materials and ideas for curriculum tools, they often work very slowly and do not submit the necessary documents on time. Another problem is that teachers who come from non-linear educational backgrounds often do not know what to prepare for in the classroom.

The age factor and the non-linearity of the teachers, are very evident in the implementation of the curriculum that has been planned. The implementation is still not able to implement the curriculum that has been planned to the maximum, for classroom learning. The learning carried out is still shown conventionally, or centered on the teacher. So that there is no difference between Curriculum 13 and the Independent Curriculum, only the learning tools are different but the practice is the same.

2) Facilities and Infrastructure Factors.

The existence of complete infrastructure will certainly make it easier for an educator to carry out the process of understanding a material, but if it is inadequate, of course, it will also hinder the knowledge process, the unavailability of religious laboratories that can be used by students in the learning process, is also one of the factors that hinder this.

3) Cost Factor.

The financial aspect is certainly needed, the funds needed are also not small if you want to bring in experts who can provide explanations, especially regarding curriculum planning. In addition, teacher training by integrating courses that improve their competence, especially in curriculum planning, requires a large cost.

Strategies to Overcome Factors Hindering the Implementation of the Islamic Religious Education Curriculum at MA Al Hikmah Langkan Srengat Blitar.

The strategies or steps taken by MA Al-Hikmah Langkapan to be able to reduce or eliminate the inhibiting factors in the implementation of this curriculum, of course, are inventoried from the inhibiting factors ranging from educator factors, facilities and infrastructure as well as vinanian or cost factors.

For this reason, MA Al-Hikmah Langkapan implements a discussion program among teachers involving all educators, both senior educators and new educators, regarding the understanding and what needs to plan and implement this curriculum. Establish good relations with various other schools, by conducting comparative studies to other schools, so that teachers will get inspiration and useful information, then establish good relationships with fellow teachers

and supervisors as one of the sources of reference. In addition, it can also send these teachers to take part in trainings, so that there is no such sharp gap between one teacher and another.

In addition, MA Al-Hikmah Langkapan of course also establishes good cooperation with the foundation, to improve existing infrastructure. Because this school is still a private school, the responsibility for the development of school infrastructure is still closely related to the foundation. Madrasah also collaborates with the school committee as the foundation manager to pay more attention, in addition to doing better financial management or school operational budget, conducting independent school programs, by utilizing extracurricular activities there (extra catering, extra sewing, extra welding, extra batik) that receive various orders from outside the school, such as cakes, Storefront, batik cloth made of tablecloths, although the number is not too much.

Conclusion

Evaluation of the previous year's curriculum is the first step in making the Islamic Religious Education curriculum. The results of the evaluation will then be considered in the creation of the next curriculum that will involve all school human resources. This process will begin by identifying the educational objectives of the curriculum, the learning process, the experience process, and the evaluation of learning, as well as the factors that facilitate and hinder the development of the Islamic Religious Education curriculum at MA Al-Hikmah Langkapan Srengat Blitar which includes: the competence of the madrasah head, the active role of the school committee, and the madrasah program. Furthermore, to overcome teachers' difficulties in planning the curriculum, the madrasah held regular teacher discussions, conducted comparative studies with other schools, and fostered positive relationships between teachers and supervisors.

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