



**IMPLEMENTATION OF SCHOOL OPERATIONAL CURRICULUM: REVIEW
OF DAS SEIN AND DAS SOLLEN AT AL-MUHAFIZHOH JUNIOR HIGH
SCHOOL, BLITAR CITY**

Kasyful Kurob¹, Agus Zainul Fitri², Khairul Anam³

^{1,2,3}UIN Sayyid Ali Rahmatullah Tulungagung

Email : e-mail: kasyifulkurob79@gmail.com¹, guszain@uinsatu.ac.id², chasna.choir@gmail.com³

ABSTRACT :

This article discusses the implementation of the operational curriculum at Al-Muhafizhoh Junior High School in Blitar city. The school operational curriculum is prepared by considering the situation and conditions of the school, students and the environment, intended for all school residents, especially students, educators and education staff. The purpose of this research is to find out the actual conditions (Das Sein) and ideal conditions (Das Sollen), standards and objectives of curriculum development, as well as discuss gaps and strategies to overcome gaps in curriculum implementation in the school. The method used by the researcher is a qualitative approach, the type of research is field *research* which is oriented towards general description (*descriptive study*), namely field observation about the implementation of the curriculum at Al-Muhafizhoh Junior High School, Blitar City.

Key words: *curriculum implementation, the be, the should*

INTRODUCTION

The curriculum plays an important role in the success of education because quality education starts from a good and appropriate curriculum. It is necessary to make changes and updates to the curriculum to face the demands of the times in an effort to create superior Human Resources (HR) who are able to compete globally. (Cantika, V. M.: 2022). The curriculum is an important component that is used as a reference to determine the content of teaching, direct the process of the educational mechanism, the benchmark for success and the quality of educational results is the curriculum. (Nasution, 1995:13). To

make education quality, curriculum development must be carried out, namely by carrying out a process of planning and preparing the curriculum carried out by curriculum developers so that the curriculum produced is learning materials and reference materials used to achieve educational goals (Almu'tasim 2018: 2).

Curriculum planning occurs at all levels, both teachers, supervisors, administrators and others, involved in curriculum efforts. All teachers are involved in the planning of the curriculum at the grade level. (Zainul Fitri 2013; 4). In the planning and development of the curriculum that is carried out with regard to national education standards to achieve national education goals, and is available at all levels and types of education, depending on the educational unit, regional potential and students are developed in accordance with the principle of diversification. Curriculum development must be based on various ideas that affect curriculum development, such as moral, religious, political, cultural, and social values, values, development process, student needs, social needs, and orientation, which cannot be separated from educational program factors. The purpose of curriculum development must also consider the objectives of the institution (institutional/unit objectives), disciplinary objectives (disciplinary objectives), and learning objectives (learning objectives). All must be considered when designing the curriculum (Bahri, 2017: 31).

The curriculum planning process is designed broadly and specifically. This process involves selecting and organizing various elements of the teaching and learning context, including the establishment of curriculum development schedules and specifications of objectives, subjects, activities, resources, and proposed measuring tools for curriculum development (Dhani 2020:45). Therefore, the curriculum requires a curriculum development model. The curriculum development model is an alternative procedure or method used to develop, implement, and evaluate the curriculum. Therefore, the curriculum development model must be able to describe the process of a learning planning system that can meet various needs and criteria for learning success in order to achieve educational goals so that education can function properly (Ramadan 2019, 46).

The curriculum of Al Muhafizhoh Junior High School is prepared by paying attention to the potential of real resources and abilities in the school while still accommodating the local culture, namely East Javanese culture with a distinctive Javanese dialect. So the local content taught at Al Muhafizhoh Junior High School is Regional Language/Javanese Language and the characteristic of Al Muhafizhoh Junior High School is the Thoriqqoty method of reading the Qur'an. It contains tajweed lessons and learning to read the Qur'an

in stages. And to equip students to have skills / life skills, in the Cultural Arts subject is taught about the art of dance. And in the Craft Workshop, they were taught about handicrafts and food processing. Cultural Arts and Crafts are directed to bring out students' talents and interests through the development of fine motor skills with the principle of *trial and error* and learning while playing so that they are able to produce creative works. Students' creativity is emphasized to develop ideas through the discovery of basic systems and technologies. The manufacture of products is carried out using a naturalistic approach, which is to pay attention to the basic abilities of students, such as family traditions, the environment and society that exist from generation to generation and are learned with a thematic approach

MEDTODE RESEARCH

The method used in this study is qualitative research, with a phenomenological paradigm that aims to find the meaning of reality through real phonemes in the field. Researchers go directly into the field (field research) and try to explore and analyze the information obtained through observation, interviews and documentation. Qualitative method research is carried out by directly observing the reality that occurs in the social sphere as something unique, and the researcher plays the role of an observer who focuses on understanding human behavior or the object being observed so that the meaning of the existing event is found. (Styosari, P.: 2013)

The location of the research chosen was Al-Muhafizhoh Junior High School, Blitar City, the key informants were the principal and deputy principal of the curriculum section. The data source obtained from the results of the interview is in the form of words that will be poured and analyzed by the researcher. Then the researcher also carried out direct observations, so that he could assess and find the reality behind the event according to existing conditions. It is also equipped with documentation data in the form of related archives. The data analysis techniques obtained, both in the form of interview, observation and documentation data, are carried out through three stages, namely data condensation, data presentation, and conclusion drawn.

The last step to test the credibility of the research with this research method and technique uses triangulation. Interview data from several informants combined with observation data and documentation data. If similarities and conformities have been found from all sources obtained, the research data can be used as a handle and proven to be accurate.

DISCUSSION

A. Actual Conditions (DAS Sein) Implementation of School Operational Curriculum at Al-Muhafizhoh Junior High School

Al-Muhafizhoh Junior High School develops a curriculum by paying attention to four domains, namely social-emotional, intellectual, skillful, and behavioral with spiritual competence as its umbrella, which is carried out in the form of theme-based learning or *integrated curriculum* in PPKn, Indonesian Language, Natural and Social Sciences, and United Kingdom. Meanwhile, the subjects of Religious Education and Ethics, Arts, Mathematics and PJOK are carried out in partial form. The implementation of learning is carried out within 6 days of entering school.

Learning activities at Al-Muhafizhoh Junior High School are carried out in two forms of activities, namely regular and block learning. Regular learning is a learning process that is carried out in class on a regular basis while the block system is carried out according to *certain events*. The curriculum structure in the Education unit contains several components, including intracurricular learning content, projects to strengthen the Pancasila Student Profile and extracurriculars.

Intracurricular is all activities related to the learning materials taken by students. The subjects organized by Al-Muhafizhoh Junior High School are Religious and Ethical Education, Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), United Kingdom, Physical Education, Sports and Health (PJOK), Informatics, Elective Maps (Arts, Culture and Crafts) as well as local content subjects (Regional Languages) and Thoriqoty (TQ).

Local content is a study material in an educational unit that contains the content and learning process about the potential and uniqueness of the locality intended to form students' understanding of the potential in the area where they live. Local content at Al-Muhafizhoh Junior High School is in accordance with the regulations of the Governor of Regional Languages. In addition, because Al-Muhafizhoh Junior High School is located in the Islamic Boarding School environment, the Local Content taken is Thoriqoty (TQ). The implementation strategy of Javanese language learning is in accordance with the regulations of the Governor of East Java, namely 2 hours of lessons per week based on culture, values, and local wisdom that develop in the community to create active, innovative, creative, effective, and fun learning. Regional language learning is taught by paying attention to pragmatic, attractive,

recreative, and communicative aspects. Javanese language learning is directed so that students have the ability and skills to communicate using the language properly and correctly, both orally and in writing, as well as to grow and develop an appreciation for regional literary and cultural works.

Learning at Al-Muhafizhoh Junior High School emphasizes literacy-based learning by raising the noble values of local culture and referring to themes that have been determined in the teaching achievements. In this literacy-based learning, students are expected to be able to create ideas/ideas to obtain a work in written form. Eventually this work will be documented in various forms such as books, articles, or digital publications. (Toyibah: 2024)

In the implementation of this literacy-based learning activity, it is still necessary to implement existing learning models and syntactics, including *Problem Based Learning*, *Project Based Learning*, *Discovery Learning*, *Inquiry Based Learning*, and other relevant learning models. The curriculum content for intracurricular activities is in the following table: (Al-Muhafizhoh Junior High School: KSOP 2023)

Table : Contents/Curriculum Structure

TIME ALLOCATION	REGULAR/ SUNDAY ACTIVITIES	PROJECT 20%	TOTAL JP PER YEAR
Education Religion and Ethics	72 (2)	36 (33%)	108
PPKn	72 (2)	36 (33%)	108
Indonesian	180 (5)	46 (21%)	216
Mathematics	144 (4)	36 (20%)	180
IPA	144 (4)	36 (20%)	180
IPS	108 (3)	36 (25%)	144
English	108 (3)	36 (25%)	144
PJOK	72 (2)	36 (33%)	108
Informatics	72 (2)	36 (33%)	108
Selected maples	72 (2)	36 (33%)	108
Mulok (Regional	72 (2)	36 (33%)	108
SUM	28 (1008)	360 (1368)	

The education unit organizes local content learning, the maximum learning load is 72 JP per year or 2 JP per week. Meanwhile, examples of local content that can be managed by educational units include regional language and regional culture, maritime, tourism, and so on in accordance with the potential of each region. For the East Java region, it is in accordance with the regional regulations of the province of East Java that it is mandatory for local content of regional languages to be applied in schools. So that the local content applied at Al Muhafizhoh Junior High School is Javanese.

B. Standards and objectives in curriculum development at al-Muhafizhoh Junior High School, Blitar City

The preparation of the operational curriculum of Al Muhafizhoh Junior High School is based on laws and regulations related to the national education system, national education standar, national curriculum, the concept of independent learning, Pancasila student profiles, scouting, local content, assessment of learning outcomes

by educators in primary and secondary education, curriculum evaluation, moral growth, and school activity plans and budgets (RKAS) of education units, the preparation also considers conditions and the existence of schools that are inseparable from the surrounding community from the smallest government apparatus RT, RW, sub-districts and so on, its implementation in the form of community participation in education, school cooperation with community leaders, fostering student socialization so that students can cooperate, get along, help and respect each other, apart from the preparation of the IT, also refers to the context of independent learning, including using various approaches or models, such as problem-based learning, project-based learning, discovery learning, inquiry, or others. The learning process is based on active learning, process-oriented, and collaborative learning. The emphasis on learning activities is the development of analytical and critical thinking skills, students work on something related to learning, exploration of values and characters, and are required to think critically, analyze and evaluate.

The curriculum at the Education Unit Level is prepared as an operational guideline for the implementation of learning activities to achieve educational goals at the education unit level. The preparation of the Al Muhafizhoh Junior High School curriculum will be a guideline for all school residents in developing learning in carrying out their teaching duties. So that in its preparation, all school residents must be involved and look at the situation and conditions of the city, the level of development of students, as well as the facilities and infrastructure that are available or that the school is able to provide. The Al Muhafizhoh Junior High School curriculum is prepared in order to provide opportunities, services, and activities to all school residents as follows.

1. The implementation of the curriculum is based on the potential, development and condition of students to master competencies that are useful for them. In this case, students must get quality educational services, as well as get the opportunity to express themselves freely, dynamically and happily.
2. The curriculum is implemented by upholding the five pillars of learning, namely:
 - a. learn to believe and fear God Almighty,
 - b. learn to understand and appreciate,
 - c. learn to be able to implement and act effectively,
 - d. learn to live together and be useful to others, and

- e. learning to build and define identity, through an effective, active, creative learning process; and fun.
 3. The five pillars above are implemented in line with the implementation of environmentally wise learning.
 4. Obtaining services for improvement, enrichment and/or acceleration in accordance with the potential and stage of development and development conditions while still paying attention to the integration of personal development with divine, individual, social and moral dimensions.
 5. The curriculum is carried out in an atmosphere of a relationship between students and educators who accept and respect each other, are familiar, open, and warm, with the principle of *tut wuri handayani*, in *madya mbangun karsa*, *ing ngarsa sung tuladha* (in the back to give power and strength, in the middle of building enthusiasm and initiative, in front to give examples and examples).
 6. The curriculum is implemented using a multi-strategy and multimedia approach, adequate learning resources and technology, and utilizing the surrounding environment as a learning resource, with the principle of being a teacher (everything that happens, is deployed and develops in society and the surrounding environment as well as the environment of the universe is used as an exemplary and exemplary learning resource).
 7. The curriculum is implemented by integrating the *adi wiyata* program, education based on local excellence and character education into learning activities.
 8. The curriculum is carried out by utilizing the culture and wealth of the region for the optimal success of all study materials, natural, social and educational conditions with content.
 9. It is held in a balance, interconnectedness, and continuity that is suitable and adequate between classes and types and levels of education. (Al-Muhafizhoh Junior High School, KSOP : 2023)
- C. the gap between the actual condition (Sein watershed) and the ideal condition (Sollen watershed) in the implementation of the curriculum at al-Muhafizhoh Junior High School, Blitar City

In the development of the curriculum at Al-Muhafizholah Junior High School, there is a gap between the actual condition (Das Sein) and the supposed condition (Das Sollen) gap

These are:

1. Human Resources

the competence of some educators who are not qualified in mastering learning methods, teaching strategies, and approaches used in the teaching and learning process.

2. Facilities and Infrastructure Standards

Lack of learning facilities and media such as computer laboratories, science laboratories, entrepreneurship equipment

3. Financial problems

The lack of funds has caused disruption in the implementation of the curriculum

4. Stakeholder misunderstanding

The lack of understanding of teachers, parents, and students about the curriculum is an obstacle to the implementation of the curriculum

5. Changes in Education policy

Changes in education policies, both national and regional, affect the implementation of the curriculum

D. Effective curriculum development management strategy to bridge the gap between the Sein watershed and the Sollen watershed at al-Muhafizhoh Junior High School, Blitar City

Effective curriculum implementation requires strategies that can overcome the gap between actual conditions (Sein watershed) and ideal conditions (Sollen watershed). Some of these strategies are: (Liem, S. S. : 2022, July)

1. Local Needs and Context Analysis

That is to conduct an in-depth analysis of student needs, school characteristics, culture and the surrounding environment. It also considers local factors such as customs, values, and local wisdom that affect the implementation of the curriculum. (Mahrus, M.: 2021)

2. Active Stakeholder Participation

That is, all parties, whether individuals, communities, or community groups, who have relationships and interests in the organization, company, and problem being discussed. By involving teachers, parents, students, and school committees in curriculum planning and evaluation. (Putra, M. S.: 2021) With active participation, the gap between hope and reality can be narrowed.

3. Teacher Capacity Building

As an effort that aims to improve the competence, knowledge, and skills of teachers. It involves training, self-development, and innovative approaches so that teachers can become agents of change that inspire the younger generation to provide training and support to teachers in implementing the curriculum. (Muizzuddin, M.: 2019). Skilled and knowledgeable teachers will be better able to address the gap.

4. Continuous Monitoring and Evaluation

That is to ensure that the curriculum runs in accordance with the plans and goals that have been set, identify necessary changes and address problems that arise as well as provide information for decision-makers for further improvement and development. (Fauziyah, H. et al: 2024) By conducting periodic monitoring and evaluation of the implementation of the curriculum. Identify the difference between the plan and reality, and make improvements.

5. Flexibility and Adaptability

In the development of educational curricula, flexibility and adaptability play an important role in ensuring the curriculum is relevant, effective, and responsive to change. The benefits are: *Improving the quality of learning*, teachers can adjust methods, materials, and assessments according to student needs, *Reducing gaps*, a responsive curriculum can narrow the gap between expectations and reality, *Facing future challenges*, flexibility and adaptability prepare students with relevant skills in an ever-changing era (Sutriningsih, S: 2023). The curriculum must be flexible to accommodate the changes and dynamics that occur and if there are gaps, the curriculum must be able to adapt quickly.

6. Partnerships with External Parties

Partnerships with external parties refer to cooperation between educational institutions (such as schools) and various entities outside the institution. External parties can involve communities, industry, universities, non-governmental organizations, and others. The benefits of partnering with external parties are: 1)

Enrichment External material can provide additional insights, experience, and resources to enrich curriculum materials, 2) *Relevance to the Real World*, partnerships help connect learning with the real world, including industry trends and job market needs. 3) *Skills Development*, external parties can provide training and skill development for students. (Syahputra, H: 2020)

By implementing the above strategy, it is hoped that the gap between the Sein watershed and the Sollen watershed in curriculum development can be reduced, so that the curriculum is more relevant and effective for students at Al-Muhafizhoh Junior High School, Blitar City.

CONCLUSION

The curriculum plays an important role in the success of education because quality education starts from a good and appropriate curriculum. It is necessary to make changes and updates to the curriculum to face the demands of the times in an effort to create superior Human Resources (HR) who are able to compete globally.

The School Operational Curriculum Model at al-Muhafizhoh Junior High School is prepared by considering the situation and conditions of the school, students and the environment. This curriculum is intended for all school residents, especially students, educators and education staff. The formation of *school culture* can be carried out by schools through a series of planning activities, the implementation of more student-oriented learning, and comprehensive assessments. The overall school planning that starts from analyzing the strengths and needs of schools will be able to produce a more targeted educational program that is not only in the form of strengthening the realm of knowledge and skills but also behavioral attitudes that can eventually form virtuous attitudes.

Realizing the success of education and bridging the gap in the implementation of the school operational curriculum needs support from all components and school stakeholders in the form of active, creative and innovative participation. Local Needs and Context Analysis, Teacher Capacity Building, Continuous Monitoring and Evaluation, Flexibility and Adabability, and Partnerships with External Parties.

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