

Curriculum Management in Islamic Education Learning

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Abstract:

The era of globalization, which is marked by competition for the quality of human resources, demands that all parties in various fields continue to improve their competence, including in the field of education. One aspect that influences the success of national education is the curriculum aspect. Therefore, the aim of this research is to find out about curriculum management to implement or develop the curriculum, especially the Islamic Religious Education Curriculum (PAI), so that the desired educational goals can be achieved. This research method is literary in nature, including library research. Based on the survey results, it was concluded that in the field of madrasa education, the management of the Islamic Education Curriculum is one of the key factors in the effectiveness of implementing the expected educational activities for each level and type of education. In the context of Islamic education management, we must be able to develop management of the Islamic education curriculum from the perspective of Muslim scholars, the perspective of the Koran and the Hadith of the Prophet Muhammad SAW.

Keywords: Management, Curriculum, learning Islamic education

Introduction

The era of globalization marked by competition in the quality of human resources, demands all parties in various fields to continuously improve their competence, including in the field of education. An organization in carrying out its activities will always be faced with humans as dynamic resources and have the ability to continue to develop, where the development of humans as workers (educators) will affect the stability and continuity of the organization, including in education. One way to improve the quality of human resources is through the education sector.

Islamic education will advance, be able to compete in the future when it is organized and managed properly. One way to make our education good and quality is to understand the concept and realization of management. Management is generally interpreted as the process of planning, organizing, directing, and supervising.

One aspect that influences the success of national education is the curriculum aspect. The curriculum is one component that has a strategic role in the education system. The curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in realizing quality or quality schools. The existence of several renewal programs in the field of national education is one of the efforts to prepare the Indonesian people and nation that are able to develop a solid democratic life in entering the current era of globalization and information. The education process is a strategic job that carries out the development of children's potential to the maximum so as to produce human resources to become implementers of national development in various fields of life. It is almost certain that the future of many professions depends on the progress of the availability of human resources who have the knowledge, skills and personality needed and are prepared through the strategic plan of educational institutions. Therefore, every school, madrasah and Islamic boarding school needs to have a

medium-term and long-term education strategy plan so that it can be easily evaluated, every year in order to get better results.¹

The curriculum changes that occur have an impact on all subjects, one of which is the subject of Islamic Religious Education (PAI). Because in implementing the Islamic Religious Education Curriculum, it can be realized through religious culture by developing existing cultures in schools. These religious cultures are not just a religious atmosphere, but activities that are more applied such as congregational prayer, reading the Koran before lessons begin, and so on. And these religious habits can also be applied in everyday life. Therefore, a good understanding of curriculum management is needed to implement or develop the curriculum, especially the Islamic Religious Education Curriculum (PAI), so that the desired educational goals can be achieved. The Islamic religious education curriculum is Islamic religious education materials in the form of activities, knowledge and experiences that are deliberately and systematically given to students in order to achieve the goals of Islamic Religious Education. The Islamic Religious Education Curriculum is a tool to achieve the goals of Islamic Religious Education. The scope of the Islamic Religious Education material itself is: the Koran and Hadith, faith, morals, fiqh/worship and history.

Research Method

In terms of its type, this research is literature, including in the type of library research. Library research is research whose data collection is carried out by collecting data from various literatures. The literature studied is not limited to books but can also be in the form of documentation materials, magazines, journals, and newspapers. The emphasis of library research is to find various theories, laws, propositions, principles, opinions, ideas and others that can be used to analyze and solve the problems studied.²

According to Zed Mestika, library research or library research is a series of activities related to library data collection methods, reading and recording and processing library collection materials without requiring field research.³ According to Abdul Rahman Sholeh, library research is research that uses methods to obtain information data by using facilities available in the library, such as books, magazines, documents, and historical story records.⁴ The approach used in this research is a qualitative approach, namely by emphasizing the analysis on the comparative conclusion process and on the analysis of the dynamics of the relationship between observed phenomena using scientific logic.⁵

Result and Discussion

Curriculum Management

a. Definition of Curriculum Management

Management is a person's ability or skill to obtain results in order to achieve goals through other people.⁶ Management is a social process that concerns the whole of human efforts with the help of other humans, and other resources, using efficient and effective methods to achieve predetermined goals.⁷ In the context of education, management is needed so that learning runs smoothly and can achieve the predetermined goals.

¹ Syafaruddin, *Manajemen Organisasi Pendidikan* (Medan: Perdana Publising, 2015), h. 147.

² Sarjono. DD., *Panduan Penulisan Skripsi*, (Yogyakarta : Jurusan Pendidikan Agama Islam, 2008), h.20

³ Zed Mestika, *Metode Penelitian Kepustakaan*, (Jakarta : Yayasan Bogor Indonesia, 2004), h.3

⁴ Abdul Rahman Sholeh, *Pendidikan Agama dan Pengembangan untuk Bangsa*, (Jakarta: PT. Raja Grafindo Persada, 2005), h.63

⁵ Saifuddin Azmar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2001), h.5

⁶ Wahyudin Dinn, *Manajemen Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2014), hlm. 18.

⁷ Oemar Hamalik, *Manajemen Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2008), hlm. 16.

According to Ibrahim Ishmat Mutowi, management is an activity that results in direction, supervision and mobilization of all abilities to carry out an activity in an organization.

While the curriculum comes from the word *Curir* which means runner, and *Curere* means a place to race or a place to compete, this comes from Greek.⁸ In Arabic, the term "curriculum" is interpreted as *manhaj*, which is a clear path, or a bright path that humans follow in their lives.⁹ In this definition, there is a meaning that the curriculum is a number of subjects at school or in an academy/college that must be taken by students to achieve a degree or certificate.¹⁰

The curriculum itself must be organized effectively. If the manager is a professional, it will produce a curriculum that is ready to be tested or applied to the targets that have been set. Law Number 20 of 2003 defines the curriculum as "a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals".¹¹ The concept of curriculum develops in line with the development of educational theory and practice, and also varies according to the school of thought or educational theory adopted.

Management in relation to curriculum means that curriculum management is all processes of joint efforts to facilitate the achievement of learning objectives with an emphasis on efforts to improve the quality of teaching and learning interactions. Curriculum management refers to management functions. There are five management functions, namely planning, organizing, staffing, directing, and controlling.¹²

Curriculum management is the main substance of management in schools. The basic principle of curriculum management is to try to make the learning process run well, with benchmarks for student achievement and encouraging teachers to develop and continuously improve their learning strategies.¹³

Curriculum management is a cooperative, comprehensive, systemic and systematic curriculum management system in order to achieve curriculum goals.¹⁴

From the several definitions above, it can be concluded that curriculum management is an activity of controlling and implementing something that has been planned or arranged systematically so that the activity runs smoothly and the desired goals are achieved.

b. Curriculum Management Functions

In general, there are several activities related to curriculum management functions, as follows:

1) Curriculum planning

Curriculum planning is the planning of learning opportunities intended to guide students toward desired behavioral changes and assess the extent to which these changes have occurred in students. Curriculum planning includes collecting, forming, synthesizing, selecting relevant information from various sources.¹⁵

⁸ Syafruddin Nurdin dan M. Basyiruddin Usman, *Guru Profesional & Implementasi Kurikulum*, (Jakarta: Ciputat Press, 2002), h. 33

⁹ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam*, (Jakarta: PT. RajaGrafindo Persada), h. 1

¹⁰ Syafruddin Nurdin dan M. Basyiruddin Usman, *Op.cit*, h. 34

¹¹ Hermino Agustinus, *Kepemimpinan Pendidikan Di Era Globalisasi*, (Yogyakarta: Pustaka Pelajar, 2014), hlm. 37.

¹² Daryanto, Mohamma Farid, *Konsep Dasar Manajemen Pendidikan di Sekolah*, (Yogyakarta: Gava Media, 2013), hlm. 161.

¹³ Wahyudin Dinn, *Manajemen Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2014), hlm. 18.

¹⁴ Rusman, *Manajemen Kurikulum*, (Jakarta: Grafindo Persada, 2012), hlm. 3.

¹⁵ *Ibid*, hlm. 21.

Planning is part of an effort to realize ideas about curriculum development in making a curriculum plan, many things must be considered carefully, including how to manage or administer curriculum planning. Management of curriculum planning is highly dependent on human capabilities as managers.¹⁶

2) Implementation of the curriculum

The implementation of the curriculum is divided into two levels, namely the implementation of the school level curriculum and the class level. In the implementation of the school level curriculum, the principal is responsible for its implementation.¹⁷ Meanwhile, in implementing the curriculum at class level, the teacher plays a major role.¹⁸ Even though there is a distinction between the duties of the principal and the duties of the teacher in implementing the curriculum, both are always hand in hand and are jointly responsible for implementing curriculum administration.

The implementation of the curriculum in the classroom is the core of educational activities in schools. In the implementation of teaching in the classroom, teachers pay attention only to the interaction of the teaching and learning process. However, the physical, room, and class activities do not escape their attention, in fact they have started since entering the study room. Therefore, in terms of management, while in the classroom can be divided into 3 stages, namely the learning preparation stage, the learning implementation stage, and the closing stage.¹⁹

Based on the above, teachers are the main key to the success of curriculum implementation. The realization of the concepts, principles, and aspects of the curriculum will all lie in the ability of teachers as implementers.

3) Curriculum evaluation

After the curriculum has been implemented for some time, the curriculum needs to be assessed or evaluated comprehensively. Curriculum evaluation is an act of consideration based on a set of agreed and accountable criteria.²⁰ Curriculum evaluation is carried out to assess the performance of the implementation of a curriculum, which has 3 meanings, namely:

- Evaluation will not occur unless the objectives to be achieved are known.
- To achieve these objectives, things that have been and are being done must be examined.
- Evaluation must draw conclusions based on these criteria.²¹

Curriculum evaluation is conducted to identify weaknesses in the implementation of the established curriculum. To find out whether there are weaknesses in the established curriculum, curriculum developers must first formulate their objectives clearly where the behavior that must be achieved by students can be measured and observed.²²

Thus it can be concluded that the function of evaluation is to help students so that they can change or develop their behavior consciously, and to provide assistance to them in achieving satisfaction if they act properly. In addition, the function of

¹⁶ Wahyudin Dinn, *Manajemen Kurikulum...*, hlm. 80.

¹⁷ Oemar Hamalik, *Manajemen Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2008), hlm. 152.

¹⁸ *Ibid*, hlm.185.

¹⁹ Suharsimi Arikunto, *Manajemen Pendidikan*, Aditya Media dan UNY, hlm. 140.

²⁰ Wahyudin Dinn, *Manajemen Kurikulum...*, hlm. 148

²¹ *Ibid*, hlm. 148.

²² Oemar Hamalik, *Evaluasi kurikulum*, (Bandung: Remaja Rosdakarya, 1993), hlm. 10.

evaluation can also help an educator in considering whether the teaching method applied is good, and help consider its administration.

Islamic Religious Education Curriculum

a. Understanding the Islamic Religious Education Curriculum

The definition of Islamic religious education curriculum is actually not much different from the general curriculum, the difference lies only in the source of the lesson. As explained by Abdul Majid in his book *Competency-based Islamic Religious Learning*, he said that the Islamic religious education curriculum is a formulation of the objectives, materials, methods, and evaluation of education that are based on Islamic teachings.²³

The general characteristics of the Islamic education curriculum are as follows:²⁴ 1) Religion and morals are the main objectives. Everything that is taught and practiced must be based on the Qur'an and Sunnah and the ijtihad of the scholars. 2) Maintaining the development and guidance of all aspects of the student's personality in terms of intellectual, psychological, social, and spiritual. 3) There is a balance between the content of the curriculum and the experience and teaching activities. Therefore, it can be said that the core of the characteristics of the Islamic education curriculum is a curriculum that can motivate students to have noble morals or character, both towards God, towards themselves and their surroundings.

b. Objectives of the Islamic Religious Education Curriculum

In the book of Islamic education, the application details of the goals of Islamic education are: (a) To help form noble morals. (b) Preparation for worldly life and the hereafter. (c) Cultivating a scientific spirit. (d) Preparation for seeking sustenance.²⁵

The goal to be achieved by the PAI curriculum is to form students with noble character, in relation to the nature of human creation. In general, the aim of Islamic religious education is to increase students' faith, understanding, appreciation and practice of the teachings of the Islamic religion, so that they become Muslim human beings who are devoted to Allah SWT, and have noble morals in their personal, social, national and state lives.²⁶

Therefore, Islamic religious education is very important in humanizing humans so that they become worthy people. Islam is a way of life that is quite perfect as a guide for daily life, because of Allah SWT. sent the Prophet Muhammad as His messenger in completing all the affairs of life in this world and also in the afterlife.

Islamic Education Learning

Islamic Religious Education is a conscious and planned effort in preparing students to know, understand, internalize, to believe, be pious and have noble morals in practicing the teachings of Islam from its main sources, the holy book of the Qur'an and Hadith through guidance, teaching, training, and use of experience. Accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities in society until the unity and unity of the nation is realized.²⁷

In UUSPN No. 20/2003 article 37 paragraph (1) it is emphasized that the curriculum content of each type, path and level of education, especially the basic education curriculum, must include: religious education. In its explanation it is stated that religious education is

²³ Abdul Majid & Dian Andayani, *Pendidikan Agama Islam Berbasis Kompetensi*, (Bandung: Remaja Rosdakarya, 2005), hlm. 74.

²⁴ Armai Arief, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, (Jakarta: Ciputat Pers, 2002), hlm. 33.

²⁵ Haidar Putra Daular dan Nurgaya Pasa, *Pendidikan Islam Dalam Mencerdaskan Bangsa*, (Jakarta: Rineka Cipta, 2012), hlm. 8.

²⁶ Hamdan, *Pengembangan dan Pembinaan Kurikulum (Teori dan Praktek Kurikulum PAI)*, Banjarmasin, 2009, hlm.40.

²⁷ Pusat Kurikulum, Balitbang Depdiknas, *Kurikulum 2004 Pendidikan Agama Islam*, (Jakarta.2003), hal. 7

intended to shape students into humans who believe in and are pious to God Almighty and have noble morals.²⁸

Islamic religious education is an effort to instill Islamic values in students through planned guidance and training so that students can use them both as a mindset and a foundation for their lives by making Worship the orientation of their goals. Meanwhile, the meaning of Islamic Religious Education learning according to Muhaimin is an effort to make students able to learn, need to learn, be motivated to learn, want to learn and be interested in continuously studying Islam, both to find out how to practice religion correctly and to study Islam as knowledge.²⁹

Islamic Religious Education learning can actualize what is contained in the Islamic religious curriculum as the needs of students as a whole which results in several changes in student behavior both in the cognitive, affective and psychomotor domains. From the explanation of Islamic Religious Education learning and the author concludes that Islamic Religious Education learning can be interpreted as a planned effort to create a learning atmosphere for students to develop their potential, which with the development of that knowledge they will experience changes in behavior towards a better direction according to the guidance of the Qur'an and Sunnah to be able to interact with society and with the Creator (*habl min Allah wa habl min al-Nas*)

Curriculum Management and Islamic education learning include curriculum planning, implementation, and assessment activities. In Islamic schools, the most important thing is how to realize and adapt the curriculum to learning activities. And Islamic schools are also authorized to develop local content curricula according to the needs of the community and the local environment. To ensure the effectiveness of curriculum development and teaching programs in Islamic education management, the principal as the manager of the teaching program together with the teachers must describe the contents of the curriculum in more detail and operationally into annual, quarterly and monthly programs. As for weekly programs or lesson unit programs, they must be developed by teachers before carrying out teaching and learning activities. The following are details of several principles that must be considered: (1) The desired objectives must be clear, the more operational the objectives, the easier it is to see and the more appropriate the programs developed to achieve the objectives, (2) The program must be simple and flexible, (3) The programs that are prepared and developed must be in accordance with the objectives set, (4) The programs developed must be comprehensive and have clear achievements, (5) There must be coordination between program implementing components in schools.³⁰

Conclusion

Based on the explanation that has been described, the conclusion of this study is as follows: That in any field, including the Management of the Education Curriculum is a very important and strategic element that provides direction in the implementation of educational activities to achieve goals. In the field of madrasah education, the management of the Islamic Education Curriculum is one of the key factors in the effectiveness of the implementation of educational activities that are expected for each level and type of education, both national and local. A good curriculum must of course be developed in accordance with the vision and mission of the madrasah and aspire to input from the community. Along with the development of the times, madrasah education must see the changes that occur in society. If

²⁸ Muhaimin, *Paradigma Pendidikan Islam Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah*. (Bandung : Remaja Rosdakarya.2004). hal. 75

²⁹ Muhaimin, "*Paradigma Pendidikan Islam*", (Bandung: Rosdakarya, 2002), h. 183.

³⁰ Sulistyorini, *Manajemen Pendidikan Islam*, Surabaya : eLKAF, 2006, h. 44.

the madrasah is still an icon for the community, then the madrasah must be ready to develop quality general education and madrasah education. How can we, activists in the context of Islamic education management, be able to develop Islamic education curriculum management from the perspective of Muslim scholars, the perspective of the Qur'an and the Hadith of the Prophet Muhammad SAW so that the community's insight into the world of education will be opened that Islam has indeed played a role.

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