

Implementation of Curriculum Development and Application at Madrasah Aliyah Nurul Islah, Sukabumi Regency

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Abstract

Research Objectives To find out (1). The Concept of Curriculum Development at Madrasah Aliyah Nurul Islah, Sukabumi Regency. (2). Implementation of curriculum development at Madrasah Aliyah Nurul Islah. The objects of this research are the head of Madrasah, deputy head of Madrasah curriculum, teachers, documentation and literature related to curriculum development. The research method used is a descriptive qualitative approach. Data collection techniques include in-depth interviews, field observations and documentation studies. The research results show that (1). Teachers at Madrasah Aliyah Nurul Islah Sukabumi Regency have not all met academic quality at the madrasah level education unit, some teachers have completed undergraduate education (S1), according to academic qualifications there are 15 people who have not graduated as many as 10 people are in the process of studying. All teachers are involved in developing the curriculum with the main discussion on the concept of curriculum development which includes the principles of curriculum development, principles of curriculum development. Curriculum development is goal-oriented, relevant, effective, efficient, flexible, integrated and sustainable, based on the national, psychological and sociological philosophy. (2). Implementation of curriculum development consists of annual programs, semester programs, learning implementation plans and minimum completeness criteria.

Keywords: *Implementation, Development Curriculum, Madrasah Aliyah*

I. Introduction

School as an institution that carries out and prepares students to become educated citizens, in accordance with the ideals of the nation. In accordance with the prevailing values adopted by the people of Indonesia. Therefore, all components of the school are always responsive to changes that occur in society. School institutions in accordance with the wishes of society. (Elvira, Bella., et al., 2019). The principal as a leader must be professional and responsive to change. Curriculum as a program in education as a reference in the learning process. Changes in development for the advancement of education. The curriculum program in schools must develop, update, formulate according to abilities. Various developments for the advancement of education. The concept of curriculum on the dimensions of time and place, curriculum such as teaching materials and various learning programs, time allocation, and financing.

A curriculum must be developed that acts as the implementation of a systematically planned learning program. Teachers have a very important role for student education. (Utaminingsih, Sri., et al., 2016). The development of science and technology has resulted in fulfilling educational needs that can provide benefits. The negative impact of science and

technology that contaminates education, and creates many problems and issues that are very complicated and complex for education, on matters relating to the nature and values of humanity and personality. One important component in educational institutions is the curriculum. To provide learning about the subject matter delivered to students. There needs to be an operational curriculum development effort to achieve educational goals.

The principle of curriculum development is in accordance with regulations and Law no.2 of 2003 (article 36), namely that: (1). Curriculum development with reference to National Education Standards to realize national goals, (2). The curriculum at all levels and types of education is developed on the principle of diversification according to educational units, regional potential and students (3). The curriculum is prepared according to the level of education within the framework of national education by taking into account: (a) . . Increasing faith and piety, (b). Increasing noble character, (c). Increasing the potential, intelligence, and interest of students, (d). The diversity of regional and environmental potentials, (e). Regional and national development demands, (f) . The demands of the world of work, (g). The development of science, technology and art, (h). Religion, according to the dynamics of global development (j). national unity and national values.

So thus that educational institutions can develop a curriculum properly based on the principles and principles of curriculum development. (Fajri, Zaenol., 2019). As in the Aliyah Nurul Islah madrasah, that is, all teachers already have a Bachelor's degree certificate and some also have teacher certification, so these teachers are able to develop the curriculum well in developing Learning Implementation Plans. Whereas Madrasah Aliyah Nurul Islah still lacks understanding and implementation by the principal, teachers and school supervisors.

2. Research Methods

The approach used in this research is descriptive analysis. (Moleong, Lexy. J. 2017). The research method is to describe phenomena that occur in the field as research objects to be studied in depth to find new theories.

2.1. Data collection technique

As for the research process using several techniques (Sugiyono. 2016). In data collection including the following:

- a. Observation method, to collect data by visiting directly to the research location, namely Madrasah Aliyah Nurul Islah Pangkalan Kerinci
- b. In-depth interviews with key volunteers as a data collection technique, to find answers to the problems studied, and those who want to know in-depth things.
- c. Documentation Study to complete data regarding matters in the form of notes, books, inscriptions, minutes of meetings, and so on. Performed in collecting data from other sources.

3. Results and Discussion

3.1. Profile of Madrasah Aliyah Nurul Islah, Sukabumi Regency

- a. Vision Realizing Al-Qur'an Generation, Character and Achievement
- b. Mission
 - 1) Optimizing religious potential in the educational process
 - 2) Realizing a character-based learning process
 - 3) Strive for learning with maximum learning outcomes

3.2. The Concept of Curriculum Development at Madrasah Aliyah Nurul Islhah, Sukabumi Regency

a. Principles of Curriculum Development Based on Philosophical Principles

In developing a curriculum based on the nation's philosophy, developing a curriculum based on the nation's philosophy. (Hartini, Sri., 2017). To strengthen the data above, the researcher also conducted interviews with teachers in the field of English studies that the curriculum was developed based on the national philosophy, namely Pancasila. The task in the curriculum development process at Madrasah Aliyah Nurul Islhah, especially the parents, wants their sons and daughters to be proficient in the field of Islamic religious education. They think that if their children understand and study religion, it means they have value and are useful in society. It was on the basis of the wishes of the parents of these students that the curriculum development at Madrasah Aliyah Nurul Islhah was carried out.

Psychological Principles, students where at a period of life have the capacity to acquire and use knowledge efficiently. (Tami, Mu'amila., 2016). Because during the period of brain growth process reaches perfection. The functioning nervous system processes information quickly. In developing the curriculum in an educational institution, it must pay attention to psychological principles and the development of students, namely:

- 1) Psychologically each student has differences, both in terms of interests, talents and potential, although physically there may be two or more students who are the same, but psychologically they are actually not the same. After graduating, students can continue to various majors in either science or social studies, there are also those who work in paper companies that can accommodate graduates of Madrasas that are located close to the Madrasah, and there are even students who receive scholarship assistance from the company.
- 2) Psychological relevance means that what is taught in school must be able to meet the world of work. For example, ICT lessons will help students to be able to operate computers, because with advances in science and technology, computer science is needed in the student's world of work.

Based on the results of the interview, the psychological principles have been fulfilled because students who graduate from this madrasa are able to operate computers well, as demanded by the development of science and technology, also in the field of chemistry studies, students who are accepted to work in companies in the chemical engineering section. (Islam, Saiful. 2017). In the field of religious studies, students are able to fortify themselves from the negative influences that exist in society, for example, the existence of drugs, internet cafes and so on.

- 1) Children are organisms that are developing, each stage of development has certain characteristics and characteristics whose rhythms are not the same from one another. Based on the characteristics and characteristics that the child must complete the tasks
- 2) Development. Because if the tasks at one stage are not completed properly, the development at the next stage will be disrupted. That way the goals, content, strategies and methods of learning children must be designed according to their level of development.
- 3) Curriculum development at Madrasah Aliyah Nurul Islhah also gets learning problems related to psychology, this is interviews with representatives of the Madrasah Aliyah Nurul Islhah curriculum area in the madrasah environment,

where when they return from school students study in boarding houses under the guidance of the hostel supervisor.

- 4) The curriculum development team at Madrasah Aliyah Nurul Islhah combines general subjects with religious subjects, such as students being trained to attend congregational prayers under the guidance and supervision of teachers.

b. Principles of Curriculum Development Based on Sociological Principles

One of the goals of education is to prepare students to live in community life. The assumption is that students come from the community, are educated by the community, and must return to society. When students return to society, of course they must be equipped with a number of competencies, so that they can serve and be useful to society. Susintoi. (Marzuki., and Marli, Suhardi. 2019). The competence in question is a number of knowledge, skills, attitudes and values acquired by students through various activities and learning experiences at school. Thus the development of the curriculum, this sociological factor is one of the factors that must be considered so that students when they are in the midst of society are able to be independent and adapt to the rhythm of community life.

"Madrasah Aliyah Nurul Islhah, has implemented sociological principles because it is in the city center which is full of crowds, it should obey traffic signs, bank services, students who receive scholarships have accounts and so on. Holding group discussions, students conduct questions and answers and issue ideas and pendapa, practice cohesiveness in group discussions, respect the opinions of others and social life.

Based on the researcher's analysis, that in this context the curriculum implemented at Madrasah Aliyah Nurul Islhah, equips the skills and skills that will be needed by students in the community. So madrasahs do not only deliver theoretical material, (Muslim, Muhammad. 2016). teachers do not only pursue the target of completing subject matter, but madrasahs prioritize students' skills to understand and do something useful.

Research on documentation, in curriculum development at Madrasah Aliyah Nurul Islhah according to social factors, Madrasah Aliyah gives assignments to students to hold social services, practice teaching. Likewise in the field of fiqh studies, namely the material for organizing corpses, in class XII, students are specially fostered by a teacher regarding the management of corpses starting from the practice of bathing and shrouding. Things like this are extra-curricular activities, teachers and students to determine the schedule to be implemented.

3.3. Implementation of Curriculum Development at Madrasah Aliyah Islamic Boarding School Nurul Islhah Pangkalan Kerinci Sukabumi district

a. Implementation of Curriculum Development

The successful implementation of the curriculum in the field is highly dependent on the role and intelligence and creativity of teachers in improving their profession. (Neviyarni. and Netrawati. 2019). Based on the results of interviews with the head of the Madrasah, the methods used to increase teacher knowledge in implementing the curriculum, especially the Education Unit Level curriculum.

There are already some teachers who understand and understand a little but need development because in the curriculum teachers are given the freedom to develop indicators according to the characteristics of their region. (Noviana, Eddy., Et al., 2017). Periodically teachers are sent to attend trainings, both at the sub-district, district or provincial levels. In addition, socialization was also carried out to all elements of the school including committees,

forming a team of curriculum makers and developers, giving freedom to teachers to be able to increase their knowledge by participating in subject teacher deliberations, teacher working groups, workshops and others.

Planning in the learning process is an obligation that must be carried out by the teacher before carrying out the learning process. Because the existence of effective planning is marked by the existence of learning device products, it will make it easier for teachers to transfer knowledge to students in an optimal and directed manner.

Based on observation and documentation studies, that the learning tools owned by the teacher include: (1). Annual program, (2). Semester program, (3). Syllabus (4). Learning Implementation Plan (4). Calculation of effective weeks, (5). Minimum Completeness Criteria.

- 1) Annual Program The annual program prepared by the teacher is useful as a teacher's planning in learning for one year based on Competency Standards / Basic Competency. The annual program provides an overview of one year's basic competencies with one year's time allocation. The amount of time allocation in the annual program is filled in accordance with effective study hours. From the annual program that teachers have in the field of study of Qur'an Hadith, Aqidah Akhlak, Fiqh, and history, it is in accordance with the rules. Because each teacher has allocated time for each competency standard and Basic Competence owned by the subject teacher every year. Strengthened by the results of interviews with Aqidah Akhlak teachers
- 2) Semester Program The semester program is an elaboration of the annual program that has been prepared previously. This program must be completed before the first day of the learning process begins. The preparation of this semester's program is carried out jointly under the command of the vice principal in the field of curriculum. But from an implementation point of view, sometimes it doesn't match what has been programmed. For example Competency Standard 3 should be implemented in week 3 but in reality it can be implemented in week 4 due to activities commemorating Islamic holidays or school activities and so on.
- 3) Syllabus Development The syllabus is a learning tool which is an overview and basic framework for the field of study of the Qur'an Hadith, Aqidah Akhlak, Fiqh, and SKI, which will be taught to students. Madrasahs received syllabuses from the Ministry of Religion of Sukabumi Regency, which were then developed in a more detailed form for each madrasah.
- 4) The Learning Implementation Plan is a description of the learning steps made by teachers in the field of Qur'an Hadith, Aqidah Akhlak, Fiqh, and SKI studies for each meeting. Because these activities are steps in learning, they are often called learning scenarios. The components contained in the learning plan include: Competency Standards, Basic Competencies, Subject matter, Indicators, Learning Strategies, Resources, and Assessment Procedures. Example of a Lesson Plan:

b. Implementation Lesson plan

Education Status: Madrasah Aliyah Pangkalan Kerinci Class / Semester: X / Even
 Subject: Aqidah Akhlak, Number of Meetings one meeting (2 x 45 minutes) Time allocation: 2 hours of lessons (2 x 45 Minutes). (Pratiwi, R. Sinta., and Muhsin., 2018).

- 1) Competency Standards to increase faith in Allah through His attributes in Asmaul Husna.
- 2) Basic Competency to describe the 10 asmaul husna (almuqsyid, al warits, an nafi, al basith, al hafidz, al waliy, al waduud, ar rafi, al mu'is and al'afwuw).

- 3) Learning Objectives Students are able to (1). Translated the 10 Asmaul Husna (almuqsyid, al warits, an nafi, al bashith, al hafidz, al waliy, al waduud, ar rafi, al mu'is and al'afwuw). (2). Explains the 10 asmaul husna (almuqsyid, al warits, an nafi, al basith, al hafidz, al waliy, al waduud, ar rafi, al mu'is and al'afwuw). (3). Understand the 10 Asmaul Husna (almuqsyid, al warits, annafi, al basith, al hafidz, ar rafi, al mu'is and al'afwuw). (4). Applying the 10 asmaul husna (almuqsyid, al warits, an nafi, al bashith, al hafidz, al waliy, al waduud, ar rafi, al mu'is and al'afwuw).
- 4) Expected student character (1). Love knowledge, love to read, creative, disciplined, independent, curious and cooperative. (2). Entrepreneurship in the Creative Economy (3). Confident, task and result oriented, able to find their own learning resources, describe concepts in their own words.
- 5) Teaching Materials: 10 asmaul husna (almuqsyid, al warits, an nafi, al basith, al hafidz, al waliy, al waduud, ar rafi, al mu'is and al'afwuw).
- 6) Learning methods, Lectures, Questions and answers, Discussions, Observations

c. Minimum Completeness Criteria

The Minimum Completeness Criteria is the minimum limit for achieving competency in each aspect of subject assessment that must be mastered by students which is determined through analysis, namely the level of complex complexity. (Sari, Puspita, Bella., 2017). the average level of ability and the level of ability of school support resources.

Problems that occur in the implementation of curriculum development at Madrasah Aliyah Pondok Pesantren Nurul Islah Pangkalan Kerinci Sukabumi Regency include:

- 1) The teacher's lack of awareness, especially in the field of study of the Qur'an Hadith, moral creed, Fiqh, in preparing learning tools, such as syllabus development. This can be seen from the learning tools owned by teachers who still use the devices provided or through zoom meetings provided by the school, and are not used as learning guidelines, only as administration.
- 2) Learning infrastructure in the field of study of Qur'an Hadith, moral creed, Fiqh, among other things, learning media has not been supported to convey learning material more effectively and efficiently.
- 3) The lack of teacher resources, out of 21 teachers only 1 person is a civil servant, 1 teacher is an assistant, the rest are permanent foundation teachers and are not permanent. Besides that, 12 people are in accordance with the subjects they teach and 9 people are not in accordance with their educational background.

With the above problems, the Madrasah seeks solutions to these problems, including:

- 1) Based on the results of observation and documentation that the curriculum tools for the study of Al-Qur'an Hadith, Aqidah Akhlak, Fiqh, which were made by the teacher were obtained from flash disks provided by the school, the teacher edited and made trainings or workshops about the curriculum held at the Education Office, the school has sent several teachers so that the teachers are able to develop the curriculum.
- 2) Facilities related to learning media are still lacking, including textbooks provided by the madrasa through collaboration with publishers, students are required to buy them, and there is also language laboratory assistance provided by the Ministry of Religion, an Internet network is also available. This is the creativity of teachers who are required to improve the quality of learning.
- 3) The lack of madrasah funding sources, the madrasa tries to maximize the use of funds originating from the committee, to be implemented according to targets with the hope that this year there will be funding from the government such as school operating

costs. Besides, the lack of teacher resources as many as 9 people who are not in accordance with their educational background. The madrasa tries to activate teachers to take part in subject teacher deliberations on a regular basis both at the regional and district levels and attend workshops held by the Sukabumi district education office and those in the province.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the results and discussion above regarding the implementation of curriculum development, several conclusions can be drawn including the following:

- a. Most of the teachers at Madrasah Aliyah Islhah have fulfilled the academic requirements for an aliyah level education unit, namely 20 people have completed their Bachelor's degree (S1) and one person is still studying for his Bachelor's degree.
- b. The principles in curriculum development consist of curriculum development goals to achieve goals that are based on national education goals. (1). The principle of relevance (2). The principle of efficiency and effectiveness (3). Principle of Flexibility (4). Principles of Sustainability (5). The Principle of Balance (6). Principle of Integration (7). Quality Principle
- c. The principles of curriculum development consist of philosophical principles (1). Educational philosophy determines the direction students should be guided. An educational institution established to educate students as the younger generation. So philosophy determines the purpose of education. (2). Philosophy also determines the ways and processes that are carried out to achieve goals. (3). Philosophy provides continuity in educational endeavors, which is continuous. Ensure continuity in student development (4). Education can provide achievable goals.
- d. The Principles of Psychology, established for the benefit of students in creating a conducive situation to be able to develop their talents. The Sociological Principle cannot live alone, it always lives in a community environment. So in fulfilling his duties carried out with full responsibility, both as a student and as a teacher. Together to contribute knowledge for the betterment of society.
- e. Implementation of the development of the Nurul Islhah Madrasah Aliyah Curriculum, Sukabumi Regency. Through the learning process as an obligation that must be done by the teacher before carrying it out. Effective planning in the presence of learning tools, to make it easier for teachers to optimally transfer knowledge to students owned by teachers includes: (1). Annual program (2). Semester program, (3). Syllabus (4). Learning Implementation Plan (4). Calculation of effective weeks (5) Minimum Completeness Criteria.

4.2. Suggestion

From the results of the discussion and conclusions above concerning the implementation and development of the curriculum, it can be recommended in the form of suggestions, namely as follows:

- a. For the Head of Madrasah Aliyah Nurul Islhah to encourage teachers to carry out regular coaching, to improve teacher competence in developing curriculum with various training and education, which leads to curriculum development competencies, and strives to improve learning facilities better.
- b. For teachers, especially teachers who teach at Madrasah Aliyah Nurul Islhah, Sukabumi district, so that they are not satisfied with developing competencies,

especially in developing the curriculum, because the curriculum is a guide in implementing learning.

- c. For future researchers to be more active in researching in developing curricula especially in industry-based subjects because many users still need quality graduates who are ready to use and in accordance with industry needs

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