

Components of Curriculum and Their Implementation at SMPIT Al Hudz Dzaq

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Abstract

Curriculum is an essential component in the implementation of education that serves as a guideline for achieving learning objectives. This study aims to analyze the main components of the curriculum and their implementation at SMPIT Al Hudz Dzaq. The research uses a descriptive qualitative approach through observation, interviews, and documentation. The results show that curriculum implementation at SMPIT Al Hudz Dzaq is carried out through the integration of national education goals with Islamic values, the development of adaptive curriculum content, active learning strategies, and continuous evaluation. The components of objectives, materials, methods, and evaluation are systematically implemented to support the improvement of educational quality. These findings indicate that effective curriculum management plays an important role in shaping students who excel academically and possess Islamic character.

Keywords: Curriculum Components, Curriculum Implementation, Educational Management, SMPIT

INTRODUCTION

Curriculum plays a fundamental role in the educational process because it serves as the primary guideline in organizing and implementing learning activities in schools. In the educational system, the curriculum is not merely a collection of subjects taught to students, but it also encompasses educational objectives, learning materials, teaching methods, and evaluation processes. These components are interconnected and contribute significantly to the achievement of educational goals. A well-designed curriculum is essential to ensure that students gain knowledge, develop skills, and build positive attitudes and character. Hamalik, O. (2020).

In the context of modern education, curriculum implementation requires effective management and adaptation to the needs of learners and society. Integrated Islamic schools, such as SMPIT Al Hudz Dzaq, have distinctive characteristics in implementing the curriculum because they combine the national curriculum with Islamic values and teachings. This integration aims not only to improve students' academic achievement but also to strengthen their moral and spiritual development. Therefore, curriculum management in Islamic schools must be conducted systematically and continuously to ensure that both academic competence and character education can be achieved optimally. Kemendikbud. (2022).

At SMPIT Al Hudz Dzaq, the curriculum is designed to create students who are intellectually capable, morally responsible, and grounded in Islamic principles. The school integrates general subjects with religious programs such as Qur'an memorization, Islamic character building, and religious activities. In addition, teachers apply various learning strategies and evaluation methods to support active, effective, and enjoyable learning experiences for students. Mulyasa, E. (2021).

Based on this background, this study aims to analyze the main components of the curriculum and their implementation at SMPIT Al Hudz Dzaq. The study focuses on identifying the curriculum components applied in the school, examining how these components are implemented in the educational process, and exploring the supporting and inhibiting factors that influence curriculum implementation. Through this research, it is expected that a deeper understanding of effective curriculum management in integrated Islamic schools can be achieved. Rusman. (2020).

Literatur Review

Curriculum is one of the most important elements in the educational system because it serves as a guideline for planning and implementing teaching and learning activities. In general, curriculum can be defined as a set of plans and arrangements concerning educational objectives, learning content, teaching materials, and methods used in the learning process to achieve specific educational goals. A curriculum not only determines what students should learn but also guides how learning should be conducted and evaluated. Therefore, curriculum development and implementation are essential in ensuring the success of education. Abdullah, M. (2022).

The curriculum consists of several interconnected components that support the achievement of educational objectives. The first component is curriculum objectives. Curriculum objectives refer to the main targets that must be achieved through the educational process. These objectives include the development of students' knowledge, skills, attitudes, and character. Educational objectives provide direction for teachers and schools in organizing learning activities and measuring educational success. Al-Fatih, R., & Wahyuni, S. (2021).

The second component is curriculum content or materials. Curriculum content includes subjects, learning experiences, and various programs designed to support students' academic and personal development. In schools, curriculum content is arranged systematically to ensure that students receive balanced knowledge and character education. Learning materials should also be relevant to students' needs and societal development so that education can remain meaningful and applicable in daily life. Anwar, K. (2023).

Another important component is learning methods or strategies. Learning methods are approaches or techniques used by teachers in delivering instructional materials to students. Effective learning methods help students understand lessons more easily and encourage active participation in the classroom. Teachers may apply different strategies such as discussions, cooperative learning, project-based learning, and other student-centered approaches to create an engaging and effective learning environment. Hamalik, O. (2021).

The final component is evaluation. Evaluation is the process of assessing students' learning outcomes and measuring the effectiveness of the curriculum implementation. Through evaluation, teachers can identify students' achievements, learning difficulties, and areas that need improvement. Evaluation also helps schools determine whether educational objectives have been successfully achieved. Assessment may include written tests, projects, observations, assignments, and character evaluations. Hidayat, T., & Syam, A. R. (2022).

METHODS

This study employed a descriptive qualitative research method conducted at SMPIT Al Hudz Dzaq. The qualitative approach was chosen because it allows researchers to gain a deeper

understanding of curriculum implementation in the school environment. Data collection was carried out through several techniques, namely observation, interviews, and documentation. Ismaun, I. (2021).

Observations were conducted to examine learning activities and classroom interactions directly. Interviews were carried out with the school principal and teachers to obtain information regarding curriculum implementation and school policies. Documentation techniques were used to collect supporting data such as lesson plans, curriculum documents, and other learning tools. The collected data were analyzed through data reduction, data presentation, and conclusion drawing to produce comprehensive research findings. Jannah, M. (2023).

Research Design

This study utilizes a Qualitative Case Study approach. This design is chosen because it allows for an in-depth, holistic exploration of the curriculum components (objectives, content, methods, and evaluation) within the specific context of SMPIT Al Hudz Dzaq. It focuses on understanding "how" and "why" certain implementation strategies are used. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022).

Research Setting and Subjects

- a. Location: SMPIT Al Hudz Dzaq.
- b. Subjects (Informants): Purposive sampling will be used to select participants who possess rich information regarding the curriculum, including:
 - 1) The School Principal (for policy and vision).
 - 2) The Vice Principal of Curriculum (for structural components).
 - 3) Subject Teachers (for classroom implementation).
 - 4) Students (to observe the impact of implementation). Lubis, M. A. (2021).

Data Sources

- a. Primary Data: Direct information from interviews and field observations.
- b. Secondary Data: Documents such as the School Operational Curriculum (KOSP), Lesson Plans (RPP/Modul Ajar), and student assessment records. Arifin, Z. (2021).

Data Collection Techniques

To ensure a comprehensive understanding, the following three methods will be used (Triangulation of Methods):

Technique	Tool	Purpose
In-depth Interview	Interview Guide	To gain personal insights from teachers and staff regarding the integration of "IT" (Islamic Integrated) values into the curriculum components.
Observation	Observation Checklist	To witness firsthand how the curriculum is translated into teaching-learning activities in the classroom.
Documentation	Document Review	To analyze the written curriculum structure, syllabus, and alignment with national standards.

Research Instrument

The primary instrument in this qualitative study is the researcher themselves (Human Instrument). The researcher acts as the data collector, interviewer, and observer, supported by interview protocols and observation sheets to maintain focus. Pahrudin, P. (2021).

Data Analysis Technique

Data will be analyzed using the Miles and Huberman Model, which consists of three concurrent flows of activity:

- a. Data Reduction: Sorting, focusing, and simplifying the raw data collected from the field.
- b. Data Display: Organizing the information into narrative text, charts, or matrices to enable conclusion drawing.
- c. Conclusion Drawing/Verification: Identifying patterns and consistencies to form a final understanding of the curriculum implementation. Pratama, A. R. (2024).

Data Validity (Trustworthiness)

To ensure the findings are valid and reliable, the study will employ:

- a. Credibility: Through Triangulation (comparing interview results with observations and documents).
- b. Transferability: Providing a "thick description" of the school context so the findings can be understood in similar educational settings.
- c. Dependability: Maintaining a transparent audit trail of the research process. Raharjo, S. (2022).

RESULTS AND DISCUSSION

The findings of the study show that SMPIT Al Hudz Dzaq has implemented curriculum components systematically and effectively. In terms of curriculum objectives, the school combines national education goals with the vision of an integrated Islamic school. The main objective is to develop students who are academically competent, morally upright, and grounded in Islamic values. This integration reflects the school's commitment to balancing intellectual and spiritual development. Rusman, R. (2021).

In implementing curriculum content and materials, the school integrates national subjects with special Islamic programs such as Tahfidz Al-Qur'an, Islamic character development, and religious activities. These programs aim to strengthen students' religious understanding and moral character while maintaining academic excellence. As a result, students receive both general education and Islamic values simultaneously. Setiawan, D. (2023).

Regarding learning methods, teachers apply various instructional strategies to create active and enjoyable learning experiences. Methods such as discussions, project-based learning, cooperative learning, and Islamic habituation are commonly used in classroom activities. These approaches encourage student participation, creativity, teamwork, and critical thinking skills. Sukmadinata, N. S. (2022).

Evaluation at SMPIT Al Hudz Dzaq is conducted comprehensively through daily assessments, mid-semester examinations, final examinations, project assessments, and character evaluations. The school does not only focus on academic achievement but also pays attention to students' attitudes, discipline, and moral behavior. This comprehensive evaluation system supports holistic student development. Supriadi, D. (2024).

Several factors support the successful implementation of the curriculum at the school. These include strong leadership from the principal, competent teachers, support from parents, adequate facilities and infrastructure, and the existence of a positive Islamic school culture. However, the study also identified several inhibiting factors, such as challenges in adapting to

curriculum changes, complex administrative tasks, differences in students' abilities, and limited technological skills among some teachers. Widiastuti, R. (2021).

DISCUSSION

This section provides a comprehensive discussion on the components of the curriculum and how they are operationalized at SMPIT Al Hudz Dzaq. The discussion is structured around the four fundamental components of curriculum: Objectives, Content, Methods, and Evaluation, integrated with the unique "Integrated Islamic School" (SIT) characteristics. Azra, A. (2022).

Curriculum Components and Implementation

Curriculum Objectives (Aims and Goals). At SMPIT Al Hudz Dzaq, the curriculum objectives are a synthesis of the National Education Standards and the Islamic Integrated Excellence vision. Baharuddin, H., & Makin, M. (2021).

- a. Implementation: The school does not only aim for academic proficiency (Cognitive) but prioritizes the formation of *Akhlakul Karimah* (Noble Character). The objectives are clearly reflected in the *Standar Mutu Lulusan* (Graduate Competency Standards) of the SIT network, which includes being a "diligent worshipper" and "having a strong leadership spirit."
- b. Analysis: The implementation shows a "Dual-Goal" approach where academic success is viewed as a vehicle for spiritual growth. Darmadi, H. (2022).

Curriculum Content (Subject Matter)

The content at SMPIT Al Hudz Dzaq is structured through Curriculum Integration. It combines the *Kurikulum Merdeka* (or K-13) with a specialized Islamic curriculum. Implementation: * Core Subjects: Math, Science, and English follow national guidelines.

- a. Special Features: The curriculum includes *Tahfizh* (Quran memorization), *Bahasa Arab*, and *Sirah Nabawiyah*.
- b. Integration: In a Science class, for example, teachers might link the study of the universe to specific Quranic verses (*Ayat Kauniyah*), ensuring that there is no dichotomy between "secular" and "religious" knowledge. Fahrudin, A. (2023).

Implementation Methods (Teaching and Learning Strategies)

The "How" of the curriculum at SMPIT Al Hudz Dzaq focuses on active learning and the Internalization of Values.

Implementation:

- a. Active Learning: Teachers utilize Project-Based Learning (PjBL) to foster critical thinking.
- b. The "Terpadu" (Integrated) Approach: Implementation follows the OPERA or TERPADU steps (Telaah, Eksplorasi, Rumuskan, Presentasikan, Aplikasikan, Duniawi, Ukhrawi).
- c. Mentoring: Beyond the classroom, the *Halaqah* or *Mentoring* system serves as a non-formal method to implement the hidden curriculum of character building. Gade, S. (2024).

Evaluation and Assessment

Assessment at SMPIT Al Hudz Dzaq is comprehensive, covering the head (knowledge), the heart (attitude), and the hands (skills).

Assessment Type	Implementation at SMPIT Al Hudz Dzaq
Cognitive	Computer-Based Tests (CBT), formative assessments, and daily quizzes.
Affective	Observation of daily prayers (<i>Shalat Jama'ah</i>), politeness, and discipline. This is often recorded in a "Mutaba'ah Yaumiyah" (daily activity log).
Psychomotor	Practical exams in <i>Tahfizh</i> , sports, and arts/crafts projects.

Analysis: The evaluation system is "Authentic." It doesn't just measure what a student knows on paper, but how they behave in the school community. Miles, M. B., Huberman, A. M., & Saldaña, J. (2021).

The implementation of the curriculum at SMPIT Al Hudz Dzaq functions as an integrated ecosystem. The Components are not isolated; the Objectives dictate that the Content must be religious-academic, which requires Methods that are both scientific and spiritual, ultimately leading to an Evaluation that measures the "Whole Child." Mulyasa, E. (2023).

The primary challenge identified in the implementation is the high workload for teachers, who must balance national administrative requirements with the intensive spiritual programs of the SIT system. However, the strong school culture acts as a supporting factor in maintaining consistency. Munir, M. (2022).

CONCLUSION

Based on the findings of the study, it can be concluded that the curriculum components consisting of objectives, content, methods, and evaluation have been implemented systematically at SMPIT Al Hudz Dzaq. The integration of the national curriculum with Islamic education has become the school's primary strength in developing students who excel academically and spiritually. Effective curriculum implementation requires collaboration and synergy among school principals, teachers, students, and parents to achieve educational goals successfully.

SUGGESTIONS

To improve curriculum implementation further, several suggestions can be proposed. First, schools should strengthen teacher training programs in learning innovation to improve instructional quality. Second, the use of educational technology should be optimized to support more effective and modern learning processes. Third, curriculum evaluation should be conducted periodically to ensure its relevance and effectiveness. Finally, collaboration between schools and parents should be enhanced to support students' academic and character development comprehensively.

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