

MADRASAH CURRICULUM PLANNING IBTIDAIYAH PRIVATE UMMUL QURAA

Amiruddin Siahaan¹ Abdul Rahim² Demu Wira Berutu³

Desi Damayani Pohan⁴

Zamzami⁵

Postgraduate Lecturer in Islamic Education Management

FITK UIN North Sumatra¹

Student of Islamic Education Management Master Program

North Sumatra State Islamic University^{2,3,4}

Abstract

The curriculum is one component that has an important role in the education system, because the curriculum is not only formulated about the objectives that must be achieved so as to clarify the direction of education, but also must provide an understanding of the learning experiences that each child must have. This type of research is field research, namely the type of research conducted intensively, in detail, and in depth on certain objects, namely qualitative research. The location of the study was at MIS UMMUL QURAA with informants from the Principal, Vice Principal for Curriculum, teachers and students. The results showed that: 1) curriculum management at MIS UMMUL QURAA began with planning and then the implementation of which has been running well, using the 2013 curriculum combined with local wisdom and provision of life skills; 2) supporting factors come from external and internal; 3) inhibiting factors are still found learning tools that are less professional and the habits of some educators who have not varied and passive; 4) curriculum management strategy starts from curriculum development by taking into account the conditions and needs of students according to the characteristics of the education unit, and 5) its implementation has an impact on the creation of better education, more adequate for students, increasing the performance of the teaching staff / staff, realization of understanding the community towards the importance of education, management of better quality educational resources and teaching staff, more perfect curriculum development, encouragement for educators to continue to innovate and meet the needs of education funding.

Keywords: Planning, Curriculum

I. INTRUDUCTION

Character education learning is done using an active student learning process approach and is child-centered; conducted through various activities in the classroom, school, and community. Ministry of National Education. This can be explained as follows:

1. Class Activities

Through the learning process each subject or activity is designed in such a way. Each learning activity develops abilities in the cognitive, affective, and psychomotor domains. Therefore, special learning activities are not always needed to develop values in character education. Nevertheless, for the development of certain values such as hard work, honesty, tolerance, discipline, independence, national spirit, love of the motherland, and fond of reading can be through learning activities that are usually done by teachers. For the development of several other values such as social care, environmental care, curiosity, and creativity requires conditioning efforts so that students have the opportunity to come up with behaviors that show these values.

2. School Activities,

Through various school activities participated by all students, teachers, school principals, and administrative staff at the school, planned since the beginning of the school year, included in the Academic Calendar and conducted daily as part of the school culture.

3. Activities outside of school,

Namely through extracurricular activities and other activities participated by all or part of students, designed by the school since the beginning of the school year, and included in the Academic Calendar.

Research findings related to the implementation of character education in the madrasa curriculum are as follows; activities that are classical in nature, namely the delivery of integrated character values in subjects and local content. The value of character education is not taught in the form of a separate discussion not only limited to the contents of religious subjects and citizenship education but the embodied value is taken the value contained in the Competency Standards and Basic Competencies of all existing subjects. Both sites have implemented

character education activities classically, as evidenced by the integration of the value of character education in the syllabus and the Learning Implementation Plan for each teacher.

In the form of character education, madrassas activities can be found in both sites, delivered in the form of self-development and madrasa culture. In self-development in the form of madrasa activities embodied in religious activities such as commemorations of religious holidays such as the commemoration of Isra miroj, mauludan, Islamic new year 1 Muharram, halal bi halal, Eid al-Adha and national holidays such as the commemoration of independence. Self-development in madrasa culture such as being accustomed to greeting, visiting friends who are sick, giving health, working together in cleaning activities, and others.

Activities outside the madrasa can be in the form of extracurricular activities such as Scouting, Istighosah, social service, conducting an adultery for people who die from the community around the madrasa. The implementation of activities related to the development of character education values at the two sites can be carried out well, but in general, there is no specific guidance regarding its implementation, especially in self-development and the culture of madrasas.

Madrasah Ibtidaiyah curriculum evaluation

In the evaluation phase includes two things that must be done namely; conduct assessments of success and supervision.

For the continuation of character education implementation it is necessary to assess success using indicators in the form of the behavior of all citizens and the observed condition of the school / education unit. This assessment is carried out continuously through various strategies.

1. Supervision is carried out starting from reviewing the planning, curriculum, and implementation of all activities related to character education, namely:
2. Implementation of self-development programs related to the development of the value of character education in the culture of madrasas.
3. Complete facilities and infrastructure supporting the implementation of character value development
4. Implementation of the values of character education in learning
5. Implementation of active learning in learning activities
6. Achievement of the Madrasa Action Plan related to the application of character education values

7. Evaluation of the application of the value of character education to educators, education personnel, and students (as a final condition)
8. Compare the initial conditions with the final conditions and design an advanced program.

From observations, anecdotal notes, assignments, reports, etc., the teacher can give conclusions or considerations about the achievement of an indicator or even a value. The conclusion or consideration can be stated in a qualitative statement as follows.

BT : Not Visible (if students have not shown the first signs of behavior stated in the indicator).

MT : Mulai Terlihat (apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal perilaku yang dinyatakan dalam indikator tetapi belum konsisten).

MB : Start Developing (if students have shown various signs of behavior stated in the indicator and start to be consistent).

MK : Cultivate (if students continuously show the behavior expressed in the indicator consistently).

The qualitative statement above can be used when the teacher conducts an assessment of each learning activity so that the teacher obtains a profile of students in one semester about the related values (honest, hard work, caring, smart, and so on). The teacher can also use BT, MT, MB or MK in the report card. The value position owned by students is the position of a student at the end of the semester, not the added results or the accumulation of various opportunities/assessment actions during the semester. So, if at the beginning of the semester students are still in BT status while at the end of the assessment the relevant semester is already in MB then the report card is used MB. It distinguishes the assessment of knowledge learning outcomes with values and skills.

There are 2 (two) types of indicators developed in the character education guidelines:

1. First, indicators for schools and classes.

School and classroom indicators are markers used by school principals, teachers and school personnel in planning, implementing and evaluating schools as implementing institutions for character education. This indicator also pertains to programmed school activities and daily (routine) school activities.

2. Second, indicators for subjects.

Subject indicators describe the affective behavior of a student regarding a particular subject. Indicators are formulated in the form of student behavior in class and school that can be observed through teacher observation when a student performs an action in school, questions and answers with students, answers given by students to the tasks and questions of the teacher, as well as students' writing in the report and homework. Behavior developed in character education indicators is progressive. That is, the behavior develops increasingly complex between one class level to the level of the class above and even in the same class level. The teacher has the freedom to determine how long a behavior must be developed before being upgraded to more complex behavior.

From the research findings, there is no authentic evidence about the evaluation of character education at the two sites, but verbally all components can explain the results of the implementation of character education of all activities that have been carried out. Judging from observations and information from the results of interviews that can be obtained from the field. It can be argued that the character education carried out at MI Jayan and MI Tarbiyatul Banin wal Banat can be said to be successful this can be seen through field observations namely from the archive of achievement documents obtained by the two madrasas.

In character evaluation, sufficient understanding is needed related to assessment. Because character education assessment is in the form of qualitative, and teachers can adjust the assessment following the behavior that is being developed.

In the character assessment of the two madrasahs, they have not yet determined indicators, both class indicators and subject indicators, as indicators to measure the success of character education. This will create difficulties because written evidence about the assessment indicators is not obtained, the indicators should be prepared before the activity takes place, namely in the planning of activities. The assessment indicators that have been set can be used as a reference in developing indicators at a higher level of value development that can be used as a material for improvement as well as the development of character education in the madrasah curriculum in the future..

II. RESEARCH METHODS

This type of research is field research, namely the type of research conducted intensively, in detail, and in depth on certain objects. To get the results of natural or natural research about curriculum planning in private Ibtidaiyah Madrasah Umm al-Quraa, the writer uses a qualitative approach. Qualitative approach is an exploration process in understanding the meaning of individual and group behavior, describing social problems or human problems. Sugiono, (2014: 347)

The reason for using qualitative is because with qualitative methods the various ideas, concerns, attitudes and values of a number of people being studied can be easily understood. Another reason for using qualitative methods is that many human behaviors are difficult to quantify let alone their appreciation of various personal experiences. There are so many psychiatric explanations that are impossible to measure and standardize, let alone set forth in numerical units.

The principle of qualitative research emphasizes that every finding (temporarily) is based on data, so that the findings are further validated before being crowned as theories. What is done (action) researchers to achieve the research objectives in outline there are four, namely (1) building familiarity with respondents, (2) determining the sample, (3) data collection, and (4) data analysis. This research does not merely involve propotional knowledge, but it also involves tacit knowledge, which is almost impossible to obtain through the rationality approach.

Based on data from the UMMUL QURAA MIS, an inductive analysis and conceptual development were then carried out to get an abstraction about the management of curriculum development from the school. In line with the design of qualitative research, this study seeks to understand the meaning of events and interactions of people in certain situations.

III. RESEARCH RESULT

Curriculum Planning

The results of the research at MIS UMMUL QURAA show that all school members unite together by complementing each other in implementing and realizing all the plans that have been listed in the curriculum management planning above. All coordination, instructions are proceeding accordingly for the sake of a smoothly planned program.

The principal checks and signs the learning kit, analyzes the student material and a collection of exam questions and then conducts continuous supervision of the teaching and learning process in the classroom. Vice-school principal in the field of curriculum as much as possible to realize the entire work plan in one year by involving all school residents and related parties for the smooth running of the work program.

Educators form a community to improve the competence of educators through the MGMP (Subject Teachers' Forum) forum. This forum is their forum to facilitate the preparation of planning and curriculum development in their respective institutions even between institutions within the allied subjects community. Especially planning and development related to increasing teaching and learning activities in the classroom. Such as the development and socialization of syllabi, the creation of an Annual Program (Prota), Effective Week Details (RME), Semester Program (Promissory), Minimum Completion Criteria (KKM) and Learning Implementation Plan (RPP). Then formulate innovative and effective learning methods/models with the use of instructional media and teaching aids as well as learning simulations following their respective fields of study.

Observations made by researchers show that during the process of teaching and learning activities in schools, all teaching staff begins with planning which is then applied in the classroom with the use of methods, systems, and media/tools that have been prepared and predetermined in the teaching and learning activities kit. In fact, previously it also began with a group of educators in a group of subjects discussing and designing together the whole teaching and learning preparation which then the results of the discussion were recorded, summarized and finalized which were then handed over to the principal through the curriculum vice-principal for later ratified into learning tools.

It was also revealed based on the results of the study, that within the framework shown above there were some activities carried out by all teaching staff at MIS UMMUL QURAA, including:

- 1) Diagnose the needs of students, adapted to the characteristics of each class so that educators truly understand everything related to the basic competencies of their students. Among them are things that intersect with the talents of each individual's interests, their needs, and abilities to be diagnosed with any productive and effective steps to fulfill this.

- 2) Choose the contents and set goals because the teaching objectives of educators describe what is expected of students, so that they can do something in the order of learning, thus educators know that the "learners" have learned something in class. In this connection educators also need to consider the individual differences in the class during teaching.
 - 3) Identifying "learning" techniques. This is done because educators have understood certain goals that can be used as a basis for making decisions. educators can also freely choose each learning technique according to the level of competency that is mastered professionally, and this action can help students to be able to achieve predetermined goals.
 - 4) Planning activities, formulating units, and mapping learning situations including organizing, decisions made regarding the individual students, targets, and learning techniques have been summarized in official documents so they can then be continued to be used for the next teaching and learning activities.
 - 5) Present motivation in the implementation of teaching and learning programs on an ongoing basis. This activity requires educators to prepare carefully all forms of motivation and some procedures that must be followed and then can be applied to each student. Several decisions must be determined and made immediately, namely the determination of the transition and the time lag between one part/chapter / sub-chapter given on that day to the lessons on the following days.
 - 6) Is the last activity, namely the implementation of measurement, determination of levels/levels, and evaluation. This activity is a continuation of the planning program that has been developed such as the implementation of tests that have been tailored to each student. In this case, the teaching staff must consider all forms of relationships between measurement, evaluation, and determination of levels/levels as well as the relationship and linkages with the five previous activities..
- Furthermore, based on the findings of researchers known from the

information of the headmaster of MIS UMMUL QURAA it was concluded that the educators at MIS UMMUL QURAA were required to make a learning program plan (RPP) as the main task of all teaching staff. RPP is the realization of the stages of student learning planning as specified. Educators can develop lesson plans into various forms such as teacher worksheets, student assignment sheets, information sheets and so on according to teaching methods and strategies and assessment that is practiced.

Obstacles in curriculum planning at MIS UMMUL QURAA

So many curriculum and learning problems experienced by schools. These problems contribute to the impact on learning and education at MIS UMMUL QURAA. The following are some curriculum problems :

1. Curriculum Too Complex.

Students will be burdened with a myriad of materials that must be mastered. Students must strive to understand and pursue targeted material. This will result in students not going to understand all the material being taught. Students will prefer to study the material and only understand at a glance about the material. As a result, students' knowledge will be very limited and students will not expose their potential, their competitiveness will be reduced. In addition to having an impact on students, the teacher will also have an impact. The teacher's task will increasingly accumulate and not optimal in providing teaching. The teacher will be burdened with achieving too many material targets, even though there are still many students who experience difficulties, the teacher must continue the material. This is not in accordance with the teacher's role.

Solution to the obstacles of Kurikulum Planning

In fact, due to differences in the ability and knowledge of teachers, not all teachers are able to develop learning activities that can facilitate students to observe phenomena that occur related to the subject matter. This is one of them which becomes an obstacle in the implementation of the 2013 curriculum. Therefore, it is very necessary for each school to hold activities:

1. Changing the paradigm from teaching based on materialistic-materialistic to religious. This solution shows that there will be a decrease in moral decline. Where there will be no more intelligent students who are immoral.
2. Change the initial concept of the curriculum paradigm into the right path to achieve an actual goal.

3. Equitable education through equal distribution of facilities and infrastructure to remote schools, so that there will be no more students in remote areas who are backward education.
4. Run the curriculum as well as possible.
5. Clean curriculum organs from irresponsible persons.
6. Lesson studies or workshops that discuss how to teach learning activities intended in the 2013 curriculum.

Lesson study is an effort to improve the process and learning outcomes that are carried out collaboratively and continuously by a group of teachers. by collaborating the teacher is able to develop how students learn and how to teach students. Besides that through lesson study the teacher can obtain knowledge from other teachers or resource persons. This is obtained through feedback from lesson study members.

7. Inter-school meetings that have adopted the 2013 curriculum.

Based on the results of the study it can be concluded that the Curriculum Planning at MIS UMMUL QURAA as a basic reference for the implementation of curriculum management at MIS UMMUL QURAA includes curriculum structure, curriculum planning, curriculum implementation, supporting factors and obstacles, strategies and results of the implementation of curriculum management implemented.

The curriculum structure at MIS UMMUL QURAA contains the composition and pattern of subjects that are presented to all students according to grade level and must be taken and completed. Its development follows the provisions that have been formulated by the government nationally and still follows the corridors that have been outlined by the center. In the formulation and determination of the subject content is limited in the curriculum content and local wisdom typical of educational units according to the vision and mission of the school as well as the needs and interests of students.

School-level curriculum planning includes the formulation and preparation of School Work Plans (RKS) based on the principles of participation, openness and accountability. This is evidenced by the involvement of all school members ranging from the principal and deputy head, educators and education personnel, school committees and staff, as well as student guardians and community leaders. Class level planning includes the preparation and development of syllabus, core competencies, basic competencies, subject matter / learning, student learning experiences, time allocation, and reference sources.

Educators also compile an Annual Program (Prota), Effective Week Details (RME), Semester Programs (Promissory), Minimum completeness Criteria (KKM) and Learning Implementation Plan (RPP).

The implementation of school level curriculum management is implemented through School Work Plans (RKS) and school community participation. Coordination and instruction proceed accordingly based on accountability, openness and honesty. While the implementation of class-level curriculum management includes examination and signing of learning tools by the school principal, analyzing subject matter and a collection of exam questions and then carrying out continuous supervision of the teaching and learning process in class. The deputy headmaster of the curriculum in carrying out all work plans in one year involves all school members and related parties for the smooth running and implementation of their work programs. Educators and teaching staff (PTK) apply it in the form of making educator documents and learning tools to carry out their learning activities in one year. Besides this, in the implementation of curriculum management there is a division of teaching schedules, division of study groups, determination of additional tasks, filling attendance, determining extra-curricular activities, developing potential life skills (life skills), conducting assessments / evaluations and filling out report cards, and implementing remedial for students who have not yet completed.

While the inhibiting factor in the learning field is that the discovery of some learning tools from some teaching staffs is the result of adoption from the work of others without being able to modify according to the situation and conditions of the school environment. It also includes the difficulty of changing the mindset (habits of thought) and the habits of some educators when in the classroom who have teaching styles and mindset that tend not to change, monotonous and content-oriented in completing the material.

The curriculum management strategy starts with:

- 1) Development of curriculum management by taking into account the conditions and needs of students according to the characteristics of the education unit.
- 2) Socialization of curriculum implementation to educators and education staff by bringing in resource persons and expert technical teams.

- 3) Establish cooperation with school committees and parties related to technical policies.
- 4) Carry out workshop of teacher quality development by involving the MGMP forum.
- 5) Organizing in-house training [IHT] in the preparation and development of learning tools.
- 6) Actively sending educators to attend training and workshops on learning models to improve the quality of educators and education staff.
- 7) Assistance in the form of monitoring and evaluation.
- 8) Conduct lesson study activities by managing allied subjects.
- 9) Procurement of complete class/school infrastructure facilities.
- 10) Coaching through the supervision of the principal and the necessity of every educator to make a complete learning tool.

The impact of implementing curriculum management as part of School-Based Management (SBM) is the creation of better and more adequate education management for students, improving the performance of education staff/staff, the realization of public understanding of the importance of education, management of educator resources and education staff higher quality, more perfect curriculum development, encourage educators to continue to innovate and meet the needs of education funding with more transparent and accountable management.

IV. CONCLUSION

Based on the results of research conducted on the implementation of curriculum management at MIS UMMUL QURAA, several conclusions can be made as follows:

- 1) The planning curriculum at MIS UMMUL QURAA has been going well. The curriculum used is the 2013 curriculum, which was implemented in 2016 from the current school year until now. The curriculum was developed according to the potential of the region and the condition of the school by the principal, deputy head of the curriculum, and the school committee. The curriculum management planning includes the formulation and preparation of School Work Plans based on the principles of participation, openness, and accountability. The class level planning includes the preparation and development of the syllabus, core competencies, basic competencies, subject matter/learning, student learning

experiences, time allocation, and reference sources. Educators also compile an Annual Program, Effective Week Details, Semester Programs, Minimal completeness Criteria, and Learning Implementation Plans. The implementation of curriculum management at MIS UMMUL QURAA was implemented through the School Work Plan through the participation of school residents, school committees, and community associations. Implementation at the class level includes the examination and signing of learning tools by the principal, analyzing subject matter and a collection of exam questions, and then carrying out continuous supervision of the teaching and learning process in class. Educators apply it in the form of educator documents and learning tools. In the implementation there is also a division of teaching schedules, division of study groups, determination of additional tasks, filling attendance, determining extra-curricular activities, developing potential life skills, conducting assessment/evaluation and report card filling, and remedial implementation.

- 2) Supporting factors originating from externals are the completeness of the K13 document and the clarity of the policy in terms of laws, government regulations, and ministerial regulations. The internal factors are vision and mission goals and goals that are directed and solutive, the leadership of school principals, the competence of educators and education personnel, the conducive and competitive management and culture of schools, and full support from school committees, schools, and parents/guardians of students.
- 3) The inhibiting factor is the discovery of several learning tools from some less professional educators and mindset (habits of thinking) and habits of some educators that have not been varied and are passive as well as content-oriented in completing the material.
- 4) Curriculum management strategy starts from developing curriculum management by taking into account the conditions and needs of students according to the characteristics of the education unit, intensive socialization of curriculum implementation towards educators and education personnel, collaborating with school committees and parties related to all policies, implementing development workshops the quality of educators through the MGMP forum, mentoring in the form of monitoring and evaluation, conducting lesson study activities by managing the eyes of students, procuring classroom/school infrastructure, and coaching

through the supervision of the school principal.

- 5) The implementation of curriculum management has an impact on the creation of better and more adequate education administration for students, improvement in the performance of education staff/staff, realization of public understanding of the importance of education, management of educator resources and more qualified education personnel, development of more perfect curriculum, motivated educators to continue to innovate and meet the needs of education funding.

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