

## **CURRICULUM MANAGEMENT IN ISLAMIC RELIGIOUS EDUCATION IN MADRASAH IBTIDAIYAH NEGERI**

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**Abstract:** The purpose of this research is to learn more about the Curriculum Management of Islamic Education Subjects in Improving the Quality of Teacher Learning at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City. The descriptive qualitative approach was used in this research, which is research that seeks to describe a condition, nature, characteristic, of a phenomenon or research object, or only describes as it is about a variable, symptom, or condition. This method seeks to describe, narrate, and interpret existing social reality phenomena using data gathered from observations, interviews, and documentary studies. The collected data is validated using data validity standards such as credibility by observation, transferability by analyzing the data that has been researched, reliance on checking techniques, analyzing and confirming the data studied, and firmness in classifying the data obtained. done twice, once on the first team and once on the second team The vision and mission of the madrasa serve as the foundation for implementing curriculum planning for PAI subject clusters at MIN 1 Gunung Sitoli City. (2) The curriculum for PAI subject clusters at MIN 1 Gunung Sitoli City is divided into two levels, structural and class, by adhering to the standard operating procedures that have been established. The PAI subject cluster curriculum is organized by integrating all components of the PAI subject cluster curriculum while focusing on the madrasah's vision and mission.

**Keywords:** Curriculum; Islamic Religious Education; Management.

### **INTRODUCTION**

Education plays a critical role in the development of a nation's civilization by improving the quality of human beings. According to the Central Statistics Agency's catalog on the 2014 Human Development Index, education and health are the two most important assets that a country must have to maximize its potential. As a result, improving education is a good place to start if you want to create good people.

Based on the foregoing, education management should be a top priority for the government and all parties. Education is the most effective means of changing the culture of the Indonesian people. Education must be properly managed to produce quality and cultured Indonesians. As a result, educational outcomes are expected to improve and be capable of meeting contemporary challenges while adhering to local values, ethics, morals, and wisdom.

There are madrasa educational institutions in the Indonesian education process, which are public schools with Islamic religious characteristics. Madrasas play an important role in the advancement of Islamic education in particular, as well as general education in Indonesia. Madrasas are Islamic educational institutions that existed at the time of Indonesia's independence. As a result, its existence has become extremely important in the development of education in Indonesia. There was 49,337 madrasah at the primary and secondary levels of

education as of 2016. (Kemenag: 2016). According to this data, madrasas have a significant impact on the advancement of the nation's education. The existence of madrasas as educational institutions is required to develop capabilities and improve Indonesia's quality of life and human dignity, particularly for Indonesian Muslims. As a result, madrasas require special attention in their administration, because the success of madrasas is also the success of Islamic education. The smooth implementation of education in madrasas is heavily reliant on the madrasa management's ability to function.

It is impossible to deny that management is an important aspect that fundamentally touches, influences, and even encompasses all aspects of human life. Because management allows an organization's capabilities, strengths, and weaknesses to be identified. Management demonstrates an effective and efficient method of carrying out a task. Management can remove roadblocks to goal achievement and provide predictions and imagination so that they can anticipate environmental changes quickly (Sulistiyorini, 2009).

From the foregoing, it is clear that management is a critical component of any organization. Management becomes a tool for the organization in achieving its objectives effectively and efficiently. With management, the organization can understand its weaknesses and strengths, as well as the challenges and opportunities of its environment, and thus prepare all of its resources to be optimized to achieve goals.

Similarly, in the world of education, the role of education management plays a significant role in determining the direction and goals of education. The process of planning, organizing, directing, and controlling educational resources to achieve educational goals in an effective, efficient, independent, and accountable manner is referred to as educational management. According to Pidarta, education management is the activity of integrating educational resources to concentrate them to achieve predetermined educational goals (Pidarta, 1988). According to Tilaar, education management aims to mobilize all educational resources to achieve the goals that have been established. As a result, education management implementation is centered on management through optimizing all components of education to achieve educational goals. These educational components are educational resources that are the focus of educational management. As a result, the management of educational components will have a significant impact on the effectiveness and efficiency of achieving educational goals.

## **METHOD**

This study employs qualitative research methods. This type of qualitative research is a research procedure that generates descriptive data from people in the form of written or spoken words and observed behavior. Qualitative research is essentially a theoretical foundation based on phenomenology that investigates meaning in research. As a result, phenomenology is used as

the main theoretical basis in this section, while others, such as symbolic interactions, culture, and ethnomethodology, are used as an additional theoretical basis for the theoretical background of qualitative research. In qualitative research, the position of theory is a final product that must be produced. The research design is based on a set of assumptions and concepts derived from relevant existing theories. Data, not theory, is the primary source of research answers. The theories obtained from the theory treasury are only used as comparisons or instruments to help clarify the characteristics of the data in this approach.

## **RESULTS AND DISCUSSION**

The findings of this research analysis are aimed at efforts to analyze research exposures to reveal research findings that are guided by the previously described research focus. The findings that can be put forward about the management of the curriculum for the PAI subject group at Madrasah Ibtidaiyah Negeri Medan Barat will be explained in the following paragraphs based on the research described above.

Of course, the management process begins with planning activities related to the things that will be done to achieve goals. Similarly, in the PAI subject cluster curriculum, a good PAI subject cluster curriculum is required to achieve educational goals; a good PAI subject cluster curriculum can be developed by implementing a good PAI subject cluster curriculum planning.

The first finding relates to the planning of the curriculum for the PAI subject group at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, where it is known that what was carried out at this Annual Meeting were learning programs, learning schedules, extracurricular schedules, preparation of medium and short-term programs, and the formulation of madrasa culture. The Annual Meeting was held twice, the first time by the madrasa's head and deputy's head, as well as staff. The second meeting included all aspects of the madrasa, including the madrasa's head, deputy head, staff, and employees, as well as teachers and homeroom teachers.

According to the explanation of the findings, the annual meeting held in the planning of the curriculum for the Islamic Education group at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, was the first step in designing the curriculum for the PAI subject group as a guide for the implementation of the learning program in the following one year period. The annual meeting is an activity that takes the form of a gathering of employees and leaders to discuss issues concerning the execution of an agency's duties. The annual meeting is held to discuss problems related to the work to be done. The issues, in this case, are everything that appears to be a comprehensive system but is limited to a specific framework, which in this case requires a plan to be carried out to achieve goals.

The concept of deliberation is used in the implementation of curriculum planning for the Islamic Islamic Boarding School subject group, which is carried out through an annual meeting.

Deliberation is defined as a process of joint discussion to decide on problem-solving, in the form of negotiations or deliberation, to produce an agreement. This is consistent with the nature and characteristics of Islamic management as stated by Effendy in Sayafaruddin, where one of the characteristics of Islamic management is democratic management. With deliberation, each member of the team will feel responsible and committed to carrying out all decisions. This is based on Allah SWT's word in the letter Ali Imran verse 159, which states, "and consult yourselves in all matters" (Surah 3:159). As a result of members' involvement in decision-making, they are more empowered in carrying out their work and encourage job satisfaction to be accompanied by rewards that are my life's needs, organizational capabilities, and applicable regulations (Syafaruddin, 2005). This means that when it comes to planning the curriculum for the Islamic Education subject group at a madrasa, the more involved the teachers/employees are in making decisions in the planning process to determine the plans to be implemented, the more teachers/staff will understand and feel responsible for all decisions that will be implemented. This will make it easier to achieve the institution's or madrasa's goals.

Furthermore, the curriculum for the PAI subject group at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City is planned with a division of authority carried out by the madrasa's head towards the madrasa's teachers and staff. The implementation of PAI curriculum management at MIN 1 Gunung Sitoli City consisted of two levels, namely at the madrasah level and at the class level, in the case of the planning of the PAI subject cluster curriculum at Madrasah Ibtidaiyah Negeri Medan Barat, which was carried out at the annual meeting. Curriculum management is carried out at the madrasah level by the madrasah principal and deputy madrasah head, including the division of teacher duties, the preparation of the lesson schedule, the determination of learning administration, and the determination of the madrasa culture. Teachers carry out the PAI subject group at the PAI curriculum management class level, such as preparing lesson plans, implementing learning, and implementing learning evaluations.

The preceding explanation also demonstrates that in planning the curriculum for the PAI subject group at this madrasa, the head of the madrasa and the deputy head of the madrasa, both of whom are members of the first team, have full authority. Meanwhile, teachers and other employees have the authority to provide input in the form of suggestions about programs that have been designed, as well as to responsibly implement these programs.

The preceding illustrates how madrasahs plan their curriculum using an administrative approach, in which the curriculum is planned by superiors and then passed down to subordinate agencies to the teachers. So, from the top-down, from the top down on the administrators' initiatives. Subordinates cannot do much, in this case, to conduct curriculum planning because superiors have complete control over the process (Rohiat, 2010).

The following discovery in the implementation of curriculum planning at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City is carried out at the Annual Meeting, which is held regularly at the start of the new school year. Curriculum planning was discussed at the meeting, to prepare the learning administration for the next six months to a year. Learning programs, learning schedules, extracurricular schedules, preparation of medium and short-term programs, and formulation of madrasa culture were all part of the curriculum planning for PAI subject groups at this Annual Meeting. Curriculum planning for PAI subject clusters for teachers is accomplished by preparing all learning devices associated with learning materials. Teachers are given the freedom to create and adapt their teaching materials based on their students' needs. Curriculum planning for the PAI subject cluster is carried out to ensure that the PAI subject cluster learning process in the classroom is effective and efficient by madrasa education objectives. PAI curriculum planning serves as the foundation for implementing the entire PAI learning process in the classroom, as well as for carrying out evaluations of the PAI clump learning curriculum. Curriculum planning for PAI subjects is useful for teachers in terms of knowing what to teach and how to teach it. Curriculum planning for PAI subject groups is also important because it serves as the foundation for preparing all learning tools, both media and learning tools.

The preceding explanation means that the curriculum planning for the Islamic Education subject group at this madrasa is consistent with its role as a guide or tool in the educational process. This is consistent with Hamalik's proposed function, namely curriculum planning functions as a management guide or tool, containing instructions on the types and sources of participants required, storage media, actions that must be taken, sources of funds, personnel, facilities, and infrastructure required, evaluation control system, and the role of workforce elements in achieving organizational management goals (Hamalik, 2010).

Furthermore, in planning the curriculum for the PAI subject group, Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City based its implementation on the madrasa's vision and mission. That is, when developing planning programs, madrasas start with the vision and mission as the foundation for specific and general national education goals. The basis of reference in formulating programs in curriculum planning for the Islamic Education subject group is critical for the planned program to be appropriate and lead to goal achievement. This is consistent with Oemar's planning principles, one of which is that curriculum planning must be structured based on objectivity, namely having clear and specific goals based on national education goals, real input data based on community needs. The clarity of the goals to be achieved, which serve as the foundation for curriculum planning, will make it easier for curriculum planners to develop programs that are more appropriate in achieving these goals.

Furthermore, the planning at Madrasah Ibtidaiyah Negeri 1 Kota Gunung Sitoli took into account the social conditions that occurred in the community as well as what the community

required to overcome these conditions. Indeed, the formulation of the madrasa's declared goals as a vision to be realized is very concerned with the value systems adopted by the community. The programs that are part of the curriculum planning for the PAI subject group at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli are highly focused on achieving the previously established goals. These objectives point to how to achieve the vision and mission of raising a child who is pious, intelligent, and self-sufficient.

According to the explanation above, the curriculum planning for the Islamic Education cluster in this madrasa emphasizes the analysis aspect of the conditions that must be considered as an influential factor in the planning of the PAI subject cluster curriculum. In this case, the social conditions of the community and madrasahs must be taken into account when developing the curriculum for the Islamic Education group. According to J.G. Owen in Hamalik, science and technology not only raise several concerns about humans but also cause social changes, which have an impact on education.

Students require Islamic education that emphasizes moral values, which is developed in all educational activities at Madrasah Ibtidaiyah Negeri 1, Gunung Sitoli city. Fundamentally, the community requires education that prioritizes children's morals. This is consistent with what was developed in education at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, namely education that emphasizes the affective or moral aspects of Islam. As a result, it is possible to conclude that the madrasa's vision and mission are relevant to the needs of the community. As a result, the PAI subject group's curriculum planning is also relevant to the vision and mission.

Based on the explanation above, it is possible to conclude that the curriculum planning at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City adheres to the principles of curriculum planning, namely the principle of conformity and the principle of integration. The conformity principle states that curriculum planning is adjusted to the target students, the ability of the education staff, the progress of science and technology, and societal changes/developments (Hamalik, 2010). And the integration principle states that curriculum planning combines all disciplines' types and sources, madrasa and community integration, internal integration, and integration in the delivery process (Hamalik, 2010). Furthermore, the principle of integration, which is also included in the madrasah's planning, demonstrates that the curriculum planning for the PAI subject group carried out by the madrasa integrates all elements of madrasa residents to work together in achieving the institution's and national education's goals in general.

Then, further findings regarding the quality of teacher learning are known that the madrasah principal increases teacher pedagogical insight and competence through supervision activities carried out by both the madrasah principal and madrasah supervisors. The head of the madrasa then conducts seminars and training activities for teachers to improve their knowledge, skills, and insight in teaching. The government's education and training activities are also part of

the effort to improve teachers' pedagogical insight and competence. The head of the madrasa then always includes teachers in educational seminars held by public parties such as universities or training centers. The teacher working group, or KKG, is the next activity held to increase teacher pedagogical insight and competence. The KKG was carried out to increase teacher knowledge in the areas of learning administration, classroom management, and learning media design.

The PAI clump teachers' mastery of the PAI clump subject matter is then excellent. Whereas the suitability of the teacher's undergraduate education with the subjects he teaches is an indicator of mastery of PAI subject matter. The PAI cluster teachers at the madrasah have undergraduate degrees in subjects related to the PAI cluster. The teacher is good at delivering the PAI clump subject matter when mastering the material, which indicates that the teacher has mastered the PAI clump subject matter well.

PAI clump teachers have also well prepared the use of learning tools in PAI clump learning. Before entering the classroom, all teachers are required to have learning tools, and all teachers must be guided by the learning tools so that the learning process is successful. Graduate competency standards for PAI cluster subjects are met at MIN 1 Gunung Sitoli City. This is evident in student learning mastery, where only a few students scored below the minimum completeness criterion value. This is also supported by a review of student learning scores in the PAI subject family. Every MIN 1 teacher in Gunung Sitoli City is required to use learning media. Teachers are expected to create learning media that corresponds to the material taught in the classroom. The learning media that the teacher employs must also be documented in the Learning Implementation Plan.

The second discovery concerns the organization of the curriculum for the PAI clump of subjects at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City. This is a stage that the madrasa's head should take seriously during the organizing and coordinating stage. The madrasa's head is responsible for managing and regulating the preparation of the academic calendar, lesson schedule, teacher duties and obligations, and madrasa activity programs.

Organizing the curriculum for the PAI subject group related to structural organization, as well as the division of tasks and authorities in organizing the curriculum, is done by establishing standard operating procedures. The madrasa's head has established standard operating procedures and the assignment of tasks to teachers to organize the curriculum. In terms of organization, the head of the madrasa is responsible for compiling an academic calendar, lesson schedules, and teacher duties and obligations. In organizing the curriculum, the PAI clump teacher is required to adjust the learning material to the number of existing meetings. Teachers must be able to compile all of the necessary media and learning resources by the subject matter. Teachers must be able to organize and arrange learning flows based on the methods and strategies employed. As a result, PAI clumps are organized at the teacher level in curriculum

organizations that are directly related to classroom learning. Each curriculum implementer, such as the head of the madrasa, deputy head of the madrasa, and teachers, has their wars and functions when it comes to organizing the curriculum structurally.

The above is consistent with the opinion of the UPI Lecturer Team, which stated that at the stage of organizing and coordinating, this is a stage that the head of the madrasa should seriously consider. The head of the madrasa is responsible for managing and regulating the preparation of the academic calendar, lesson schedule, teacher duties and obligations, and madrasa activity programs.

The curriculum organization for the PAI subject group above is also consistent with Rusman's opinion, which states that several factors must be considered in curriculum organization, including those relating to the scope and sequence of learning materials, curriculum continuity related to the substance of the material studied by students, the balance of learning materials, and the allocation of time required (Rusman, 2011).

The implementation of the PAI subject cluster curriculum at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City is the third finding. The teacher is the key to the achievement of educational goals when implementing the curriculum for the Islamic Education subject group. The PAI subject group is also divided into two when it comes to curriculum implementation, namely at the madrasa level and at the class level.

The implementation of the PAI subject cluster curriculum at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City is divided into two stages: madrasah and class. The implementation of the PAI subject cluster curriculum is carried out at the madrasah level by the head of the madrasa and the deputy head of the madrasa. The implementation of the PAI curriculum group at the madrasah level carries out what was planned at the annual meeting and is contained in documents such as the annual work program plan, academic calendar, lesson schedule, and learning administration matters. The implementation of the PAI subject cluster curriculum in this madrasa is also proceeding according to plan. The implementation of the PAI cluster subject curriculum is delegated directly to the PAI teacher at the teacher level.

Furthermore, all teachers at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City are required to implement the PAI subject cluster curriculum, which in this case includes carrying out class schedules and class placement, implementing established madrasa culture and regulations, and other matters by the program's implementation and how the program is implemented.

The PAI subject cluster curriculum is implemented in terms of improving teacher quality by holding planned meetings with teachers in the context of training in improving teacher competence related to the learning process. Unplanned teachers are also allowed to attend training held outside of the madrasa or by third parties. The goal of these activities is to improve



teachers' competence and insight. When it comes to training, madrasas tailor the training materials or methods to the needs of the teacher.

## **CONCLUSION**

Based on the preceding discussion, the findings of this study can be formulated as follows: the implementation of the curriculum planning for the PAI subject group at MIN 1 Gunung Sitoli is carried out in an annual meeting that discusses the madrasa program within a year, which is carried out twice, namely in the first and second teams. The vision and mission of the madrasa serve as the foundation for implementing PAI curriculum planning. The PAI subject cluster curriculum at MIN 1 Gunung Sitoli City is divided into two levels, structural and class, by adhering to the standard operating procedures that have been established.

The PAI Clump Curriculum is organized by integrating all components of the PAI Clump Curriculum while focusing on Madrasah's vision and mission. All PAI cluster curriculum components are organized in such a way that there is a link between the components of the PAI subject cluster curriculum in terms of material, strategy, and implementation time that leads to goal achievement. The process of implementing the PAI subject cluster curriculum at MIN 1 Gunung Sitoli City is divided into two parts: at the madrasah level, which is carried out by the head of the madrasa and the deputy head of the madrasa, and at the school level, which is carried out by the school administration by compiling matters related to the school administration. The implementation of the curriculum for the PAI subject group is carried out at the class level by teachers who are involved in the administration and the learning process.

The curriculum for the PAI subject group is evaluated by the madrasah's head through academic supervision, warnings, warnings, examples, rewards, and punishments. Technically, the madrasah principal implements the evaluation of the PAI subject group curriculum by dividing the evaluation tasks that are submitted to teachers and incumbents both in the learning process at the class level and the level of the madrasa program as a whole.

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