Implementation of Islamic School Culture-Based Curriculum Management in the Orientation of Educational Quality at SDI Athirah Makassar

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Abstract

This study aims to describe and analyze the planning, organization, implementation and evaluation at SDI Athirah Makassar. This research approach uses a qualitative approach with an intrinsic case study design. The data collection process was carried out through observation techniques, interviews and document studies. The data and data sources were obtained by the school principal, SDI Athirah curriculum management team, vice principal, teachers, parents/guardians of students, and local community leaders. Then the data that has been collected is analyzed by means of qualitative analysis, namely the results of the research are arranged and translated in words to form sentences so that researchers can describe or explain the results of the research in depth according to the facts or conditions in the field. The results of this study indicate that in Islamic school culture-based curriculum management at SDI Athirah Makassar includes: (1) Planning with process stages (2) Organizing, divided into two things, related to the teacher's task and learning process (3) Implementation of MK SDI Athirah daily activities according to the sunnah of Rasulullah SAW, intracurricular activities, T3Q activities using the ummi method, English class, Manhaj Rabbani extracurricular activities. The implementation of MK SDI Athirah is an absorption of the QGDP program based on Islamic school culture which uses a triple curriculum called the AIHES curriculum. (4) Evaluation includes: process evaluation and results evaluation but sometimes also uses context, input, process, product evaluation models to make it more diverse.

INTRODUCTION

Entering the era of globalization, education faces various major challenges that must be responded positively by every Islamic educational institution in order to realize the goals of education at the educational unit level, nationally as well as being able to compete internationally. One of these challenges is the challenge of increasing added value (Aly, 2011, p. 15) Increasing the added value in Islamic educational institutions is a consequence of efforts to improve the quality of education and national productivity to respond to global developments in science and technology. Meanwhile, when we see that quality education is born from a good planning system with materials and a good governance system delivered by good teachers with quality education components. The teacher is the main educational component. Teachers have a very big contribution to the realization of quality education. Thus, teachers must always improve their quality and competence, both pedagogical competence, personal competence, professional competence and social competence. For this reason, educational institutions are required to meet the needs of scientific development based on national and international standards. An effective school is a school/madrasa whose function is as the best place to learn by providing quality learning services for students. both pedagogical competence, personal competence, professional competence and social competence. For this reason, educational institutions are required to meet the needs of scientific development based on national and international standards. An effective school is a school/madrasa whose function is as the best place to learn by providing quality learning services for students. both pedagogical competence, personal competence, professional competence and social competence. For this reason, educational institutions are required to meet the needs of scientific development based on national and international standards.An effective school is a school/madrasa whose function is as the best place to learn by providing quality learning services for students.

In line with research conducted by (Carroll, 2011) shows that school culture will provide exemplary and comprehensive educational services for students if supported by great efforts. This support comes from all parties, both school members and parents. Good support will create a strong sense of kinship so as to create a school culture that is liked by the community.

(Brooks & Mutohar, 2018) explored how Islamic values shape the beliefs of Muslim school leaders. This was done in a context where anti-Muslims emerged in Australia. The results of their research concluded that the management of a school, in this case the school culture, should apply Islamic values and beliefs across contextual and socio-religious boundaries. This is necessary so that the resulting outcomes are able to contribute to society that comes from diverse backgrounds and religions.

(Machali, 2019) concludes that learning contributes to quality improvement in private high schools throughout Yogyakarta. that a system of values, beliefs, assumptions or norms must be owned, applied, and followed by members of the teacher, workforce, and other school members. This needs to be done as one of the embodiments in the function of planning and implementing school management.

In the research (Munastiwi & Marfuah, 2019) compared the Administration of Islamic Education in two countries: Indonesia and Malaysia. The case study research reveals differences in Islamic Education Administration based on three aspects: planning, implementation, and evaluation. This study reveals the Implementation of Institutional Curriculum Management Based on Islamic School Culture in the Orientation of Educational Quality.

(Firman, 2020) entitled "Implementation of 2013 Curriculum Management at Madrasah Aliyah Integrative NU Al-Hikmah". This study concludes that human resources, learning methods, facilities and infrastructure, socialization or publications and financing are factors supporting the implementation of the 2013 curriculum at Madrasah Aliyah, because without various things, the implementation of the

2013 curriculum at Madrasah Aliyah will not run smoothly.

Research by (Setyaningsih et al., 2021) entitled "Implementation of School-Based Management (Study at Islamic Middle School Al-Azhar 37 Pekanbaru)". The results of this study say that the implementation of the School-Based Management (SBM) concept is that schools/madrasas have full responsibility for carrying out their duties related to financial, administrative and functional issues of each personnel in the school or madrasah.

This study discusses the core curriculum of SDI Athirah, namely the AIHES curriculum where the school's flagship program is called QGDP (Quranic Generation Development Program) or Qura'ani generation development program. This explicitly or implicitly illustrates that the position of the Qur'an as the core of learning is highly emphasized both in essence and duration at the Athirah Islamic School. In this case it will also be an important point where the dynamics that occur in teachers in implementing the triple curriculum. the focus of the research is that the curriculum management program has not been implemented optimally which uses more than one curriculum at once and is part of the SDI Athirah Makassar Education Quality Orientation.

Therefore management is needed so that planning, implementation of learning and evaluation of the triple curriculum can run effectively and efficiently in accordance with the desired achievement targets. What is the process of managing learning in integrating the triple curriculum at SD Islam Athirah Makassar, so that teachers are able to plan, implement and evaluate properly and correctly according to the expected targets. In addition, the readiness and careful planning of the teacher also determine the success of learning with the triple curriculum method, so that teachers are really required to be creative in designing triple curriculum without abandoning the concept of Tauhid-based education as the basis for the development of SDI Athirah Makassar.

METHODS

This research uses qualitative research with an intrinsic case study research design to reveal an event and can collect data from all components that support the research object at the research location. This research took place at SDI Athirah Makassar, one of the leading private schools in the city of Makassar. Research informants consisted of school principals, curriculum department teams, vice principals for curriculum, teachers, parents/guardians of students and local community leaders. The data of this research is using primary data and secondary data with data collection techniques of observation, interviews and document study. The instruments used in this study were interview guides, document analysis and collecting some documentation in the form of images as material for the validity of the research.

RESULT AND DISCUSSION

Planning and organizing the Islamic School Culture-Based Curriculum at SDI Athirah Makassar

The Athirah School in this case uses a triple curriculum, namely the National curriculum, the International curriculum and the Athirah specific curriculum. In combining these three types of curriculum, the Athirah school has named it since 2018, namely the AIHES (Athirah Integrated Holistic Education System) curriculum. The foundation of the AIHES curriculum is monotheism, the true faith and oneness of Allah SWT. which are believed to originate from Rabb Allah SWT., Sunnah Rasulullah SAW., and other valid sources. Spiritualization values become a bridge between Athirah's unique curriculum and other curricula, where each subject must have a relevant Islamic foundation to be taught and conveyed to students.

Schools with adherents of Islamic school culture aim to equip Islamic students with the knowledge needed to build faith and help them

take transformative steps to change their lives in accordance with the demands of Allah SWT as proof of students' faith and worship. So that the existence of this school culture, will be a program solution that can be carried out smoothly (Muthmainnah et al., 2021).

Planning is a very important aspect in the curriculum management process. Planning is made by the parties involved before the curriculum is implemented. Planning includes things that must be prepared and has steps that will be taken in realizing educational goals. Curriculum planning at SDI Athirah Makassar is guided by the curriculum guidebook and adapted to the school's vision, mission and goals.

Based on a review of school curriculum documents, the AIHES SDI Athirah Makassar curriculum was developed based on the principles of curriculum development. This was also conveyed by the school principal who provided information that the 8 National Education Standards did not violate the principles of National Education Standards. Even though there is a passion to appear different from schools in general, such as the service plan format, the SDI Athirah Curriculum Department wants the AIHES RPP to be a little different but realizes that general principles should not violate Permendikbud No. 22 of 2016 regarding the components of the Service RPP.

Curriculum management planning at SDI Athirah begins with evaluating the curriculum that has been used in the previous year. The evaluation results will be taken into consideration for the preparation of the next curriculum. So that the program in the next curriculum goes well and in accordance with expectations and what has been planned.

Curriculum planning carried out by SDI Athirah Makassar is in accordance with the characteristics of the school carried out by the MK Athirah department. Schools with Islamic characteristics with the concept of Islamic school culture are still guided by the government's curriculum development and school curriculum, although it is slightly different from the general school. SDI Athirah Makassar sets curriculum

goals and objectives based on the school's vision and mission.

Based on the results of the interviews obtained by the informants, it was found that at the planning stage in designing the AIHES curriculum management program several things were carried out, namely conducting program socialization and determining the schedule. Socialization is needed to introduce a new environment to education customers, namely in this case parents and students. Therefore, the organization must be able to invite its members, especially new members, to make adjustments to the school culture which is the guideline for achieving good performance (Sutrimo et al., 2021).

After planning the next stage is organizing the curriculum. Curriculum organization is a tool to make it easier for students to achieve success in learning lessons effectively. Teaching and learning activities in the classroom without a clear curriculum will cause students to not understand the learning conveyed by educators.

Curriculum organization or curriculum organization is an arrangement, pattern, design of curriculum materials whose purpose is to make it easier for students to learn teaching materials by teachers and carry out learning activities so that learning objectives can be achieved as expected. In this case SDI Athirah Makassar uses a triple curriculum called the AIHES curriculum which is an integrated curriculum model. Curriculum integration is an attempt to integrate teaching materials from various kinds of learning materials to solve a particular problem. The integration intended by SDI Athirah Makassar is to integrate general knowledge (science) and divine knowledge (religion). This integration is one way to overcome the problem of dichotomy in Islamic education which is one of the reasons for developing an Islamic culture-based curriculum where the main foundation is belief that comes from Rabb Allah SWT. The integration carried out by SDI Athirah Makassar uses three intra-disciplinary approaches, namely integrating spiritual values or Islamic views (religion) into subject matter (science) by conveying knowledge, gaining knowledge and understanding

knowledge in every teaching and learning process at school.

First, organizing the curriculum related to teacher assignments carried out by SDI Athirah that in the division of tasks the teacher is responsible for the school principal and this is usually done in teacher meetings at the beginning of the learning year or before the start of the new semester, then for extracurricular activities such as sports, the arts , ex Da'i, recitations and learning Arabic each have been arranged by the principal given responsibility to the teacher according to the specialist in their respective extracurricular fields. Meanwhile, for school activities such as national and international Olympic competitions, Athirah's curriculum management is responsible.

Second, organizing the curriculum related to the process of implementing learning includes preparing learning schedules, preparing learning programs, filling in class progress lists, managing class activities, conducting evaluations of learning outcomes, reports on learning outcomes and guidance and counseling activities.

According to (Dakhi, 2016) The main aspect of an organization is dividing some activities into other departments. For example in the field of student affairs to ensure human resources achieve organizational goals. Hiring human resources is also a staffing activity. While staffing is a main activity that is sometimes clarified as a function of an organization.

The organization carried out by SDI Athirah Makassar is related to the teacher's duties and the process of implementing learning which includes several matters of preparing a learning schedule, preparing a learning program, filling in class progress lists, managing class activities, conducting evaluation of learning outcomes, reports on learning outcomes and guidance and counseling activities. This was done because the AIHES curriculum program consisted of several activities. Where the person in charge is the school principal.

The curriculum organization is closely related to the arrangement of teaching materials in the curriculum that has been determined in planning. This curriculum organization plays an important role in determining the sequence of material taught and the way it is presented. Based on the document review and interview results, it was obtained information on the learning load of the education unit at SDI Athirah Makassar expressed in study hours. Learning load is expressed in units of time needed by students to participate in learning programs through face-to-face meetings, structured assignments and activities outside of class hours. Competencies of graduates by taking into account the level of development of students (Mustofa, 2014).

Based on the results of the study, it appears that SDI Athirah Makassar uses an integrated curriculum organizational pattern. The integrated curriculum is an organizational pattern in which the content of subject matter is generally related to providing examples of Islamic lessons so that this form of curriculum organization is the specialty of SDI Athirah Makassar. This can be seen from the subject matter, outdoor activities, the school environment and the Islamic school culture which has been carried out so far that it is in accordance with the foundation of the vision, mission and objectives of SDI Athirah itself.

Implementation of Islamic School Culture-Based Curriculum Management at SDI Athirah Makassar

The activities of implementing the AIHES curriculum at SDI Athirah Makassar carried out by teachers and students have been achieved with the habituation of daily worship activities in the school environment, Tahfiz and Tahzin Al-Qur'an programs, Foreign Language Practices both in intra-curricular and co-curricular activities, the habit of doing sunnah Rasulullah and extracurricular activities which of course cannot be separated from the culture of Islamic schools.

As a school that uses a triple curriculum in which there is an international curriculum or AIHES curriculum, in this case, habituation in the use of English is required in the school environment. At SDI Athirah Makassar itself since 5 years ago until now it has been divided into 2 classes namely English Class and Regular Class. For English Class teachers and students are

required to speak English in class while for Regular classes students are required to speak English and English is required for teachers as the language of instruction in the teaching and learning process in class. But for now the headmaster said English Class has not been fully implemented for each grade level, currently it is still being applied for high grades.

Implementation or implementation of character education which is carried out using various methods is one way to make special lessons about character building and religious lessons (faith education is carried out by applying various coaching). Planting characters with Islamic school culture in the form of interesting and audiovisual, motion and integrated activities. Thus, a multicultural approach can support culture-based character education (Sabdaningdyah et al., 2020).

The implementation of fun learning with various learning methods using the tadabbur method, namely the description of references to spiritualization of values taken from the Al-Qur'an/hadist, namely the method is the process of delivering material that is applied in the learning process at SDI Athirah Makassar.

From the results of the research it was also found that extracurricular activities at SDI Athirah Makassar follow divine rules or the term Manhaj Rabbani. For example, if an extracurricular activity is deemed to be contrary to Islamic values, the system in AIHES will reject and not allow the activity to be carried out. This extracurricular activity is carried out every day after school hours and this activity takes place in the afternoon for 1 hour 30 minutes a day. Extracurriculars at SDI Athirah include recitations, ex-da'i, learning Arabic, public speaking, karate, English club, golf, archery, tahfidz and others.

This is intended so that later with the provision of religious knowledge after graduation they will be able to develop and practice the accepted religion so that it is useful when involved and needed in society and able to lead religious events in the community and be ready when needed (Burhanudin, F & Subagyo, 2018).

Evaluation of Islamic School Culture-Based Curriculum Management at SDI Athirah Makassar

Based on the results of the research that at SDI Athirah Makassar in evaluating the AIHES curriculum includes several models namely, context, input, process, and product. This is done to determine the effectiveness of the curriculum in the achievement of students both from an academic and non-academic perspective as well as to determine school achievement both in terms of quality and quantity.

Evaluation of the curriculum is carried out through the process of collecting and processing data about the processes and learning outcomes of students or it can also be called an assessment. Assessment of student learning outcomes at SDI Athirah Makassar refers to graduate competency standards for all subjects or study groups which include attitudes, knowledge and skills.

Curriculum evaluation plays an important role both in determining educational policy in general, as well as in making decisions in the curriculum. In line with thought (Rusman, 2009) argues that management control is a systematic effort to set implementation standards with planning objectives, design feedback information systems, compare actual activities with predetermined standards, and take corrective action needed to ensure that all school resources are used in a manner most effective and efficient in achieving school goals. The curriculum program is planned from the start by all components, the evaluation step concerns all programs that have been agreed to be implemented so that if there are things that are considered inadequate then further performance improvements are carried out (Syarif & Warida, 2018).

Evaluation is one of the important factors in improving learning programs, because with an evaluation of planned learning programs, the level of success of the program can be identified and the work program can be improved in the following year. Evaluation can be done in various ways, such as weekly, monthly or semester evaluations, and annual work meetings. This is in line with (Widoyoko, 2015: 10) that program

evaluation is a series of activities carried out intentionally in order to determine the level of success of an ongoing or past program.

The principal of SDI Athirah Makassar together with educators and the Athirah School Curriculum Management Department team conducted an evaluation of curriculum implementation. In addition to evaluating through direct observation of the implementation of the curriculum in the school environment, the principal also evaluates through observation and supervision of learning in class (Rahmawati et al., 2021).

Based on the information from the research results, it was concluded that the evaluation carried out by SDI Athirah Makassar, namely the evaluation of teachers is carried out thoroughly in performance meetings every two times in the semester which has been scheduled by the principal of SDI Athirah Makassar. As for matters that are urgent, if there are things that need to be conveyed directly by teachers or educators, then of course they are carried out according to the conditions at that time. Then the evaluation of students is carried out based on the standard aspects of the assessment that have been set by the school. Then the evaluation of the curriculum is carried out once a year before the next school year to find out the shortcomings and successes of implementing the curriculum.

CONCLUSION

Based on the focus of the problem, data presentation, findings in the field as well as data analysis and discussion regarding Islamic School Culture-Based Curriculum Management at SDI Athirah Makassar, it can be concluded as follows:

In curriculum management based on Islamic school culture at SDI Athirah Makassar, there are four stages of curriculum management, namely planning, organizing, implementing, and evaluating. Basically, since the beginning of the school, the spiritualization and culture of the Islamic school itself has been implemented in accordance with the conditions of the school which is indeed an Islamic school. In the first stage, namely planning, planning the Islamic

School Culture-Based MK program carried out at SDI Athirah Makassar through the following process: (1) Determining programs related to the AIHES curriculum and training and outreach to teachers or educators as well as to parents of students at SDI Athirah Makassar regarding the implementation of existing programs in the triple curriculum or AIHES curriculum. (2) Determination of the program implementation schedule of the AIHES curriculum. The schedule was planned and made by the Athirah MK Department and then submitted for approval by the principal and his staff and teachers who have adjusted it to the educational academic calendar.

At the stage of organizing the program rather than the triple curriculum or AIHES curriculum conducted at SDI Athirah Makassar by integrating general science (science) and divinity (religion), the AIHES Curriculum is an Islamic culture-based curriculum where the main foundation is belief that comes from Rabb Allah SWT. The integration carried out by SDI Athirah Makassar uses three intra-disciplinary approaches, namely integrating spiritual values or Islamic views (religion) into subject matter (science) by conveying knowledge, gaining knowledge and understanding knowledge in every teaching and learning process at school.

The implementation of the MK program at SDI Athirah Makassar, namely the triple curriculum or AIHES curriculum based on Islamic school culture includes the following activities: (1) There are activities related to Islamic school culture such as following the sunnah of Rasulullah Muhammad SAW, namely Dhuha prayer, obligatory prayer in congregation etc. (2) There is an integration of Islamic values associated with adjusting each subject, the use of the Tadabbur method in teaching and learning in each learning process in the classroom which aims to help students understand the interrelationships of the competencies learned with Islamic teachings through three approaches and five curriculum processes AIHES. (3) There is the use of the ummi method in the AIHES curriculum program which includes Tahfiz and Tahzin, namely memorizing and reciting activities, every day a minimum of study time for

1 hour 30 minutes per day. At SDI Athirah Makassar students have the obligation to memorize the Al-Qur'an chapters 30, 29 and chapter 1. (4) The habituation of using English is required in the school environment. At SDI Athirah Makassar itself since 5 years ago until now it has been divided into 2 classes namely English Class and Regular Class. For English Class teachers and students are required to speak English in class while for Regular classes students are required to speak English and English is required for teachers as the language of instruction in the teaching and learning process in class. (5) There are extracurricular activities at SDI Athirah Makassar which of course in the process follow divine rules or the term Manhaj Rabbani.

Evaluation of the MK program in the AIHES curriculum at SDI Athirah Makassar includes: (1) context evaluation, (2) input evaluation, (3) process evaluation and (4) outcome evaluation. The evaluation was carried out by SDI Athirah Makassar at the end of the school year, by holding an evaluation meeting with the foundation, all levels of the MK department, school principals, teachers and other academics. Furthermore, program evaluation on the AIHES curriculum is usually carried out on the 27th of each month by the Athirah Curriculum Management Department Team, but if there are urgent matters, they will usually be discussed immediately at that time. Meanwhile, the evaluation of educators is carried out by the Principal of Athirah School to evaluate how the learning process in the classroom is carried out every year. For students, evaluation is carried out through the process of collecting and processing data about the processes and learning outcomes of students or it can also be called an assessment. Assessment of student learning outcomes at SDI Athirah Makassar refers to graduate competency standards for all subjects or study groups which include attitudes, knowledge and skills.

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