

Curriculum Management of Local Content in Shaping Religious Behavior

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Submitted: 15-06-2023

Revised : 18-10-2023

Accepted: 25-11-2023

ABSTRACT: Here is the proofread version of the given paragraph:

This research employs a qualitative method, focusing on how researchers examine the source of the object by generating narrative data based on observations through a case study approach. The research subjects include the Head of the Madrasah (KM), Deputy Head of the Madrasah (WKM), Local Charge Teacher (GML), and students. Data collection was carried out through interviews, observation, and documentation methods. Data analysis utilized the Milles & Huberman analysis method, involving qualitative descriptive data with an interactive model. This includes data reduction of newly acquired complete data, grouping the data, presenting information after collection, and drawing conclusions from these models. The researchers derived conclusions from the grouped data based on existing sources. The study's findings are as follows: 1) The planning of the local content curriculum in shaping religious behavior involves the Madrasah, guided by the RKT and RKAM, which determine local content programs, subjects, teaching staff, and funding and learning resources. 2) The implementation of the local content curriculum in shaping religious behavior entails reviewing the syllabus, creating lesson plans, and conducting assessments. 3) The outcomes of the local content curriculum in shaping religious behavior encompass local content programs and the evaluation results of local content learning.

Keywords: *Local Content Curriculum, Religious Behavior*

INTRODUCTION

The local content curriculum is a fundamental breakthrough in the implementation of government policies. Efforts have been made to improve formal education in socio-cultural settings (Haq et al., 2022; Mu'min, 2023). The curriculum is still experiencing problems in its implementation. The main thing in this local content curriculum is that it can provide a path for students. In its application, it has several religious components for students (Qutsiyah et al., 2022; Sirojuddin et al., 2022). Therefore, in the environment of institutions or homes, it is necessary to apply the introduction of religious activities (Aprilianto et al., 2023; Khamim, 2021).

Curriculum management activities must be good if they have several components such as planning, organization, supervision, and evaluation of learning (Rusman, 2016). Therefore, school/madrasah institutions hold the key to the implementation and success of curriculum management in the field of Education. Having a curriculum document method that is recorded in an important characteristic for educational institutions, so that educational institutions have strong guidelines or foundations for organizing and implementing education (Mulyasa, 2013).

Education must be optimal to achieve the process of developing an Education curriculum. According to (Mulyasa, 2021), the main component in the implementation of education is the curriculum because it becomes the spirit in every learning implementation process. National learning focuses on IQ rather than EQ in curriculum delivery. If the study is deeper, the curriculum is composed of main content and is not continuous with each other, such a curriculum cannot form a complete personality for students, and cannot obtain a complete educational process. The characteristics of areas where the majority of the population is Muslim have the purpose of the local content curriculum to integrate potential and shape religious behavior. Therefore, the responsibility of local governments and communities is not only educators to create local content curricula. This local content has a design in the curriculum and curriculum content that is implemented in the context of the school curriculum (Arifin, 2009).

From the application of curriculum management at MA Raden Paku Wringinanom in shaping religious behavior, researchers have reasons to conduct research with the title of this thesis, namely First, MA Raden Paku Wringinanom is a private institution that has routine activities and habituation that are characterized or of religious value, including daily habituation, such as reading Surat Yaasin, isyraq sunnah prayers and hajat, and Dhuhur prayers. Mukidi activities (Madrasah Unjuk Keratif innovative and inspiring) such as isighosah, as well as the curriculum of local content included in learning, such as culinary and book studies, therefore in this refraction is a form of madarash effort in instilling and shaping the character and ethics taught by Islam, it is expected to provide a positive path for students in good religious character.

Second, Madrasah Aliyah Raden Paku Wringinanom students develop a local content curriculum with Book Study material, the material is included in the curriculum so that students get lessons about Book Studies which are usually obtained in Islamic boarding schools. So that the study of this book adds a broad insight into religious and spiritual fields, not only paying attention to the characteristics and in this century students also acquire spiritual values that are instilled in learning.

Based on interviews with researchers at MA Raden Paku Wringinanom, local content is a learning activity in every class starting from classes X, XI, and XII to develop competencies that are tailored to the characteristics and objectives of madrasah, grouping material into existing subjects. The application of local content learning in this madrasah is the subject of Book Studies (Principles of Fiqh madzhab imam syafii). Based on the description above, researchers limit curriculum management of local content in book studies to shape religious behavior. The implementation of the local content curriculum leads to the design and core in the national curriculum. The curriculum of local content must be planned, implemented and the results of the evaluation correctly and remain targeted, so that it is useful for the public, students and educational institutions. Therefore, this study examines related to curriculum management of local content in religious behavior at MA Raden Paku Wringinanom

METHOD

The method used in this study is qualitative method (Moleong: 2002) Researchers do by making an arrangement of procedures or flow of activities that will be researched according to the context of the research made then an analysis is carried out. After obtaining data acquisition then analyzed then can be found a meaning related to curriculum management of local content in shaping religious behavior in MA. Raden Paku Wringinanom. This study uses case studies where researchers make observations, collect data, analyze data and report the results of observations obtained or researchers carry out a research strategy, to analyze empirically that can investigate a symptom in real life. The location of this research is MA Raden Paku Wringinanom, Gresik Regency, located on Jalan Raya Wringinanom No. 25, Wringinanom Village, Wringinanom District, Gresik Regency. The subjects of this study are stakeholders in madrasah institutions.

Data collection methods through interviews, observations (Arikunto: 2002), and documentation (Suharsimi Arikunto, 2010). Then for data analysis using the theory of Miles and (Miles et al., 2018). The validity of the data in this study uses methods to combine data and from the origin of existing data. So this researcher uses a triangulation method

RESULT AND DISCUSSION

Local Content Curriculum Planning in shaping religious behavior in MA. Raden Paku Wringinanom

Data on curriculum planning of local content in shaping religious behavior were obtained from interviews with the Head of Madrasah (KM), Waka Curriculum (WK), and Local Content Teacher (GML). In the interview with KM obtained the following data.

"In the early stages of madrasah, making a RKT (Annual Work Plan) program must be prepared first to make a program for the next 4 years and RKAM (Madrasah Work Plan and Budget), madrasah activity planning and financial management in one year is one of the requirements for BOS disbursement for madrasahs. So that the madrasah program can be achieved through these two programs."

In the interview results, it was obtained about the initial stages of the madrasah making the CTR program which is also called the annual work plan which is compiled for 4 years and the RKAM program which is also called the madrasah work plan and budget. From this program, preliminary planning was obtained to make activities and financial management within one year and became a requirement for disbursement of madrasah BOS. From this program, it is hoped that madrasah can achieve a good madrasah program.

Furthermore, in an interview with KM, the following data were obtained. "*At the beginning of the school year, a meeting of the Curriculum Team is held to obtain an overview to obtain results such as an early year meeting with teachers and related leaders to determine general subjects and local content such as book studies.*"

The interview above shows that at the beginning of the school year a meeting was held by the curriculum team, teachers and related parties. From the meeting, an overview of the beginning of the school year was obtained to determine general subjects and local content subjects such as book studies.

In addition, KM explained about the needs analysis as follows: "Loh... It was explained at the beginning, a teacher report was held, the Curriculum Team then qualified the teacher to be able / not, like someone from the cottage can be used as a book study teacher."

The interview above shows that a meeting has been held by the curriculum team and teachers to determine the qualifications of the teacher whether or not they are able, if there are teachers from the cottage who can be used as teachers of book study subjects. Furthermore, KM also determines human resources related to teacher needs, as in the following interview. "*The determination of teachers to empower local content subjects I look at the competence, qualifications and habits of teachers. Including disciplines or to meet academic competency standards.*"

In determining the teaching teacher, the madrasah provides an invitation to a meeting with the teacher. Madrasah adjusts to the competence, qualifications of each teacher, and there are several madrasah teachers alumni of pesantren so that the head of the madrasah appoints the teacher assuming the teacher is qualified to teach the subjects of local content then the ability in scientific disciplines or to meet academic competency standards. From the description above, it can be concluded as follows: 1) The initial stage of the madrasah is to make the CTR program which is also called the annual work plan which is compiled for 4 years and the RKAM program which is also called the madrasah work plan and budget. From this program, preliminary planning was obtained to make activities and financial management within one year and became a

requirement for disbursement of madrasah BOS. From this program, it is hoped that madrasah can achieve a good madrasah program. 2) At the beginning of the school year, a meeting is held by KM, the Curriculum Team and teachers to determine general subjects and local content. 3) The drafting team, namely the curriculum, holds a meeting with teachers to determine the qualifications of the teacher is capable or not, if there are teachers from the cottage who can be used as teachers of book study subjects. If there is a teacher from the cottage, it can be used as a teacher of book study subjects. 4) Madrasah adapts to the competence of each teacher, and there are several madrasah teachers alumni of pesantren. So that the madrasah appoints the teacher assuming they are qualified to teach the local content subjects, then the ability in the discipline or to meet academic competency standards. 5) The book study program is carried out in class X, XI and XII so that the local content is evenly distributed. 6) The source of funds comes from BOS and SPP from parents. 7) The source of funds is also used for the honor of education staff, teachers and other allowances in accordance with the Foundation's regulations contained in the Madrasah SOP

Implementation of local content curriculum in shaping religious behavior in MA. Raden Paku Wringinanom

Data on the implementation of the local content curriculum in shaping religious behavior were obtained from interviews with the Head of Madrasah (KM), Waka Curriculum (WK), and Local Content Teacher (GML).

In the interview with KM obtained the following data.

"The syllabus of local content subjects at MA Raden Paku Wringinanom is prepared by the curriculum drafting team and the teacher concerned, so that it can be adapted to students, madrasahs and the environment. So that the syllabus can illustrate that students can have a religious behavior."

The syllabus of local content subjects at MA Raden Paku Wringinanom was developed by the madrasah curriculum preparation team and the teachers concerned, which was adapted to the students, madrasah conditions, and the environment in the madrasah. So that students can have religious behavior. In addition, KM explains as follows. "*Every teacher has to make teaching devices, these devices are used for teaching signs in the classroom. The syllabus can be developed by the team and teachers to further make lesson plans.*" From the results of the interview above, it shows that, every teacher must make teaching devices, such as devices used for teaching signs in class. Furthermore, the syllabus is developed by the team and teachers and then used to make lesson plans

In preparing for the assessment, a teacher applies different assessments in each class as well as at the beginning of the semester and at the end of the semester. From the description above, it can be concluded as follows: 1) The syllabus of local content subjects for the study of the book of MA Raden Paku Wringinanom was developed by the madrasah curriculum preparation team and the teacher concerned, which was adjusted to the characteristics of students, madrasah conditions, and the environment in the madrasah. 2) Every teacher must make teaching devices, such as devices used for teaching signs in the classroom. Then the syllabus is developed by the team and teachers and then used to make lesson plans. 3) A teacher applies different assessments in each class as well as at the beginning of the semester and at the end of the semester.

The results of the local content curriculum in shaping religious practices at MA Raden Paku Wringinanom.

In the interview with KM obtained the following data. "*The assessment is carried out according to the semester program and annual program made by madrasah teachers consisting of an oral test and a written test.*"

Regarding the evaluation of learning outcomes or evaluation of learning outcomes, local content used at MA Raden Paku Wringinanom in accordance with semester programs and annual programs can be divided into written tests and oral tests. In addition, KM stated that in the evaluation of the teaching program as follows. "*Curriculum evaluation meetings in general, we do twice every year, at the beginning of the year and at the end of the school year.*"

The curriculum evaluation meeting for the book study lolak program based on the madrasah curriculum is held every year twice, namely at the beginning of the school year and at the end of the school. From the description above, it can be concluded as follows: 1) Evaluation of learning outcomes of local content used at MA Raden Paku Wringinanom can be divided into written tests and oral tests. 2) While in the year-end evaluation, it is more of an evaluation of the implementation of the curriculum. This evaluation is carried out after paying attention to the learning implementation process.

In the interview with WK obtained the following data.

"The assessment is in accordance with the program planned by the teacher in the lesson implementation plan and according to the Education calendar, so that the assessment is formed, namely written and oral tests made by local content teachers.

The assessment has been programmed in the RPP and in accordance with the educational calendar, so that the assessment consists of written tests and oral tests made by local content teachers. In addition, WK also stipulates in the results of the evaluation of the teaching program as follows. "There, it was scheduled by KM and madrasa supervisors or others. The point is to provide input, if something is not in accordance with the rules." In addition to conducting evaluation results, socialization and direction related to teaching programs were also carried out by madrasah supervisors, and KM also collaborated to monitor supervision in the learning process.

Discussion

Local Content Curriculum Planning in shaping religious behavior in MA. Raden Paku Wringinanom.

The initial stage of the madrasah is to make the CTR program which is also called the annual work plan which is compiled for 4 years and the RKAM program which is also called the madrasah work plan and budget. From this program, preliminary planning was obtained to make activities and financial management within one year and became a requirement for disbursement of madrasah BOS. From this program, it is hoped that madrasah can achieve a good madrasah program.

In the planning carried out by KM in determining the beginning of the learning year, the madrasah held a meeting attended by the curriculum team, subject teachers were then grouped into general subjects and local content. The local content developed was the study of books on the principles of Jurisprudence of Madzhab Imam Shafii.

Human Resources (HR) of subject teachers and in terms of determination/consultation with the head of the madrasah, it can be based on the ability of teachers in accordance with the material in the subject. Teachers are said to be worthy if they have abilities in disciplines and meet academic competence standards (Haidar et al., 2022).

The program of activities includes daily habituation, such as Surat Yaasin, isyraq and hajat sunnah prayers, as well as zuhur prayers. Monthly activities, such as mukidi activities (innovative and inspirational Madrasah Unjuk Keratif) and isighosah. Annual activities, such as social service (distribution of fasting takzil). The source of funds comes from BOS and SPP from parents which are obtained and used for the purpose of purchasing textbooks.

The source of funds is also used for the honor of education staff, teachers and other allowances which are adjusted to the Foundation's regulations contained in the Madrasah SOP

Implementation of local content curriculum in shaping religious behavior in MA. Raden Paku Wringinanom

The syllabus of the local content subjects of MA Raden Paku Wringinanom was developed by the madrasah curriculum preparation team and the teachers concerned, which was adjusted to the characteristics of students, madrasah conditions, and the environment in the madrasah. The points developed in the RPP are basically selected to create a learning process to achieve SK and KD. RPP developed by teachers aims to create learning that is oriented to the development and formation of religious behavioral values. This assessment is carried out based on a schedule prepared in the annual program and semester program in each teaching device. Assessment consists of an oral test and a written test

Supervision of the implementation of academic supervision by the head of the madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo

Head of MIS madrasah Raden Rahmat Balongbendo supervises the implementation of academic supervision related to the progress of educators in carrying out the instructions of the head of the madrasah as a supervisor. Supervision is not only looking for mistakes of educators, but also looking for positive things that educators do, to be developed further.

Head of MIS madrasah Raden Rahmat Balongbendo supervises the implementation of academic supervision to help solve problems faced by educators in carrying out their duties. Supervision of the implementation of academic supervision of the head of the MIS madrasah Raden Rahmat Balongbendo as part of the guidance and improvement of the head of the madrasah related to aspects of learning tools compiled by educators.

With the supervision of the implementation of academic supervision carried out by the head of the madrasah, MIS educators Raden Rahmat Balongbendo felt helped in solving problems in carrying out their duties as educators.

The results of the local content curriculum in shaping religious practices at MA Raden Paku Wringinanom

From interviews with KM, WK, GML and PD obtained as follows: Evaluation of learning outcomes of local content used at MA Raden Paku Wringinanom can be divided into written tests and oral tests, namely in daily assessments carried out during class hours and general assessments are carried out every midterm and end of the semester. In addition to conducting evaluation results, socialization and briefing related to learning tools were also carried out by madrasah and KM supervisors.

CONCLUSION

Planning the curriculum for the local content of Book studies, MA Raden Paku Wringinanom carried out the planning stages with the initial stages of madrasah making CTR and RKAM programs. Then determine the Needs Analysis, Human Resources (HR) of subject teachers, activity programs, determination/consultation with the head of the madrasah, funding sources and learning resources. In curriculum planning, local content determines and program of subject activities. Based on this vision, the local content developed at MA Raden Paku Wringinanom is a book study on the principles of jurisprudence of Imam Syafii's madzhab. The scope of these subjects includes: (1) Kitab Ahkaamul Islam, (2) Al Najasat (Unclean), (3) Istinjaak, (4) Furuddul (Wudluh), (5) Al Ghuslu, (6) As Sholaat, (7) Jama'ah Prayer, (8) Musafir Prayer, (9) Friday Prayer, (10) Corpse Prayer, (11) Zakat, (12) Asshoma, and (13) Al Hajj. They

also aim to strengthen general subjects present in the main or core curriculum. To deepen the existing material, there are habituation activities carried out in the daily, weekly, monthly, and even yearly periods. These activities include daily habits, such as Surat Yaasin, isyraq and hajat sunnah prayers, and dhuhr prayers. Monthly activities, such as Mukidi Activities (Madrasah Unjuk Keratif innovative and Inspiratif) and isighosah. Annual activities, such as social service (distribution of fasting takzil). Meanwhile, in Human Resources (HR) subject teachers and in terms of determination/consultation with the head of the madrasah, it can be based on the teacher's ability in accordance with the material in the subject. Teachers are said to be worthy if they have abilities in disciplines and meet academic competence standards. In addition, in determining learning resources and sources of education funds, the head of the madrasah as a supervisor, of course, adjusts to the existing budget.

In the implementation of the curriculum, local content can use methods that are in accordance with the national curriculum curriculum which includes analyzing the syllabus, making lesson plans (RPP), and preparing assessments. Analyzing the syllabus, it is also prepared based on the allocation of time provided by the madrasah by taking into account the time provided in semesters, per year and the allocation of time for other subjects in the same group. And it can be seen from the results of the assessment of learning activities, teachers apply approaches, methods, media, teaching resources, and time allocation in accordance with the needs, character and learning objectives of local content in the madrasah. In terms of assessment, the local content teacher of Book Studies MA Raden Paku Wringinanom compiled several stages in the assessment which included basic competencies, learning outcomes, and indicators. This assessment consists of test and non-test assessments that are structured to improve students' ability in the learning process. The assessment is carried out based on a schedule prepared in the annual program and semester program in each teaching device.

In the implementation of the curriculum, local content can use methods that are in accordance with the national curriculum curriculum which includes analyzing the evaluation of learning outcomes and evaluating teaching programs. The evaluation, as the theory consists of three procedures, namely, reflective, formative, and summative. The form of reflective evaluation is carried out at the beginning of the learning year with direction from several sources, such as madrasah supervisors and the MA curriculum drafting team Raden Paku Wringinanom. The things evaluated in the meeting include learning tools such as syllabus and lesson plans, changes in teaching teachers, and local content subjects. As well as obstacles that exist in the field such as students not taking tests or guidance from students who do not understand about local content subjects. So that supervisors can find out which ones are lacking in terms of RPP and others, the supervisor provides socialization and direction related to this such as RPP, obstacles in the field. Evaluation of the local content curriculum at MA Raden Paku Wringinanom conducts evaluations such as written tests and oral tests, namely on daily assessments carried out during class hours and general assessments are carried out every midterm and end of the semester. It aims to provide a variety of information continuously and thoroughly about the learning process and outcomes that have been achieved by students

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