ISMUBA CURRICULUM DEVELOPMENT AT SMPMUH MUNTILAN

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Abstract

This study is related to ISMUBA curriculum development. Referring to the background of the problems faced in education in the era of technology and globalization which are developing rapidly, the curriculum in education is very important to start an effective, efficient and creative learning process. The aim of this research is to find out, ISMUBA curriculum development in the learning process. This type of research is Field Research with a qualitative strategy. Data processing techniques using observation, interviews and documentation. Data analysis was carried out by data reduction, reduction, and data processing according to the research objectives. Based on the results of the research, the use of the curriculum at SMP Muh Muntilan uses the ISMUBA curriculum from the Muhammadiyah Central Leadership Council. Development is carried out in two ways, namely in the ISMUBA Practice Project school, Student Assessment Pause Contest, Hisbul Wathon, Tapak Suci, Dzuhur and Azar Prayer Worship Activities, and Gitarmu (Enterprising Ramadhan SMPMuh Muntilan) and outside of school such as the application of Worship Practices that have been taught (Fardhu Prayers, Sunaah Prayers, Funeral Prayers and Thaharah), Koran at each other's homes, visiting sick people, distribution of sacrificial animals and competitions outside of school as well as activities that support the ISMUBA education program. But the inhibiting factors in the curriculum require teacher evaluation and textbook facilities to always increase innovation in the teaching process and increase interest in literacy.

INTRODUCTION

Curriculum is an important part of the educational process. This refers to the compass direction, process and content of education, and ultimately determines the character and qualifications of the institution's graduates. Each curriculum contains sections that support the implementation of the curriculum at the unit level. Curriculum as a model for disseminating learning process materials compiled and implemented by all educational units. By measuring students' abilities, interests and skills, these different curricula provide a complete picture of what curriculum model an institution should adopt. Choosing the right form of organization facilitates the expected learning and produces the best results. Syllabus is also called a study plan, or study program plan, without a good and correct syllabus it is difficult to achieve educational goals and objectives.

As an important part of the kuriicurriculum, forced to be able to keep up with the times. (Hidayati et al., 2022) This is one of the elements of curriculum development that must be achieved to achieve student competence so that they can survive in the millennial era. (Umroh, 2019) The success of a nation can be reflected from the education system, education plays an important role in helping humans and groups of people develop a view of life (how humans live and live), attitudes and life skills that are in the context of Islamic education. (Al-Hasan,

Muhammad, 2016) And must breathe Islamic teachings sourced from the Al-Quran and As-Sunnah. (Qowim, 2020)

Islamic education will continue throughout history and develop in line with the development of the mindset of society and socio-cultural religion of Islam. (Hawi, 2017) Improving the quality of Islamic religious education is not an easy task, because many aspects are involved in the quality of Islamic religious education. (Hanifah, 2018) Various efforts have been made to improve the quality of educationIslam, incl curriculum development. The quality of Islamic religious education is very dependent on how an institution can develop a curriculum that suits the needs of the community, with the aim of forming students into heirs who are noble and resilient. The direction and goals of the curriculum are subject to change and transformation, including the dynamics of social change driven by various internal and external factors. (Bisri, 2017) A flexible and future-oriented curriculum is essential for dynamic change. Curriculum contradictions resulting from a lack of response to social change help create barriers to aligning educational outcomes with planned social conditions.

Based on these considerations, curriculum development is one of the key aspects to be implemented in the world of education. Schools are trying to develop a curriculum to respond to challenges that arise in every era and society. (Suryaman, 2020) Muh Muntilan Middle School is also developing an ISMUBA curriculum. Therefore, this became the basis for the authors to conduct a study on the development of the mini ISMUBA curriculum at Muh Muntilan Middle School, Magelang, Central Java. Based on the explanation above, we can obtain the formulation of the problem. How is the development of the ISMUBA curriculum at SMP Muh Muntilan Magelang in Central Java?.

METHOD

This research is a field survey using a qualitative approach. (Zahroh & Na'imah, 2020) This approach was taken to examine the development of the ISMUBA curriculum at SMP Muh Muntilan, Magelang Regency, Central Java. Moleong explained qualitative methodology as a research technique that produces descriptive data in the form of written and spoken language, people, and observed behavior. (Hanifah, 2018) This research was carried out at SMP Muh Muntilan, Jl. Kauman No. 27, Kauman, Muntilan, Magelang, Central Java.

The main data sources in qualitative research are words and actions, the rest is additional data such as documents. (Muchlis, 2020) The words and actions of the people observed or interviewed are the main data sources. Researchers saw an empirical portrait of the development and implementation of the ISMUBA curriculum at Muhammadhya Muntilan Middle School, Magelang Regency, Central Java.

Interviews, observation and documentation are used as data collection techniques. According to Sugikino, observational data collection techniques are used when the survey concerns human behavior, work processes, or natural phenomena, and the respondents are too large to be observed (Ahmat Miftakul Huda & Suyadi, 2020) along with the steps taken for data analysis in the field. Data reduction, organizing and processing data according to research objectives, and interpretation of data according to research purposes. Research subjects are people who are considered capable of providing data and information in accordance with the focus and objectives of the research. The survey participants were teachers and principals of PAI schools.

Reducing data for research purposes, organizing and processing data, and interpreting data for research purposes. Research subjects are individuals who are considered capable of providing data and information in accordance with the direction and objectives of the research. The survey participants were teachers and principals of PAI schools. Interviews, observation and documentation are used as data collection techniques. According to Sugishirono, observational data collection techniques are used when research involves human behavior, work processes, natural phenomena, or when there are too many respondents to observe. (Ahmat Miftakul Huda & Suyadi, 2020) The steps taken for field data analysis are: Data reduction , organizing and processing data according to research objectives, and interpretation of data according to research

objectives. Research subjects are individuals who are considered capable of providing data and information in accordance with the focus and objectives of the research. The research subjects were Islamic Religious Education teachers and school principals.

RESULTS AND DISCUSSION
1. **Curriculum Development Theory**

Etymologically, curriculum comes from Greek Greek curir which means 'runner' and curre which means "place to race". (Randi et al., 2022) Thus, the curriculum is defined as the distance that must be traveled by runners. The significance of the curriculum is an educational program that contains various materials and learning experiences that are systematically planned, planned and designed according to predetermined criteria to guide the learning process to achieve the goals of educators and students in an educational program. The purpose of education is the curriculum as all the activities that the school offers to students. (Hidayat et al., 2016) That the curriculum does not have limited subjects, but includes other activities, namely inside the classroom and outside the classroom which are the responsibility of the school institution.

The meaning of the curriculum is that wide with education, because the curriculum is an operational concept of the concept of education. The curriculum in this case is the overall effort of the institution to achieve the desired results in both situations. (Hidayati et al., 2022)

Therefore, the syllabus is defined as the range covered by the runner. Curriculum means an educational program that contains various materials and learning experiences that are planned, planned, and systematically designed according to predetermined criteria that are used as guidelines for the learning process to achieve the goals of educators and students. The purpose of education is curriculum because of all the activities that schools offer to students (Hidayat et al., 2016). The curriculum is not limited to subjects and includes other activities inside and outside the school classroom. The meaning of the curriculum is that wide with education, because the curriculum is an operational concept of the concept of education. The curriculum in this case is the overall effort of the institution to achieve the desired result in both situations.

a. ISMUBA Curriculum Development

The designation of the initial curriculumoriginates from the word an expression used in school sports and extracurricular activities in Greece. The curriculum is a set of content and learning materials that are structured, programmed, and well planned related to various activities and social interactions in the environment in the implementation of teaching and learning activities to achieve educational goals. More broadly, the curriculum is a set of values that are transformed by students both in cognitive, emotional, and psychomotor forms. These values shape the way students think and act in line with predetermined directions and goals, the curriculum.

b. Curriculum Components

The curriculum must be appropriate or relevant. There are two things related to this compatibility. First, adapting the curriculum to the demands, needs, circumstances and developments of society. Second, the relationship between curriculum components, the process of pursuing content and goals according to goals. The same is true for course evaluation, curriculum content and objectives. ISMUBA curriculum development must at least consider four elements: material, objectives, methods (strategies), and assessment. According to A. Rifqi Amin, each of these four components must contain the values of Islamic teachings. The four components must be perfectly intertwined. Judging from the description of the curriculum structure, there are four main components namely Objectives, Curriculum Content and Structure, Implementation Strategy, and Evaluation Component. The four components are interrelated to reflect a unified whole as an educational program. (Wibisono, 2020)

1) Curriculum Objectives

Regarding curriculum objectives, stipulates 6 criteria that must be met when determining curriculum objectives. This goal includes recognizing the changes teachers need, and being concise, clear, purposeful, inclusive, and acceptable.

2) Curriculum Content and Structure

Curriculum content and learning materials are closely related to educational goals. Therefore, attention must be paid to the ultimate goal of education when determining the content of the curriculum. Curriculum developers need to understand and truly understand their educational goals. Avoid conflicting educational goals when compiling curriculum content. Curriculum content is a way to fulfill educational goals.

Several criteria help curriculum design determine curriculum content. Educational content must reflect social realities. That is, it must meet the requirements of real life. In society, educational content must have comprehensive knowledge. In that sense, the moral, intellectual and social aspects must be balanced, and the content of education must include scientific aspects that can be tested. Curriculum content must include explicit material such as theories, principles, and concepts as well as factual information. The contents of the curriculum must support the achievement of educational goals.

3) Curriculum Implementation Strategy

The curriculum implementation strategy provides guidelines for how the curriculum will be implemented in schools. The curriculum related to educational programs is still at the level of plans or expectations that really need to be implemented by schools to influence students and guide them towards their educational goals. Therefore, the curriculum implementation strategy component plays an important role in achieving this educational goal. The process of leading and learning to achieve learning objectives determines the success or failure of a planned or defined curriculum. Therefore, the teaching and learning process is carefully planned, designed and programmed according to the needs of students. Readiness to teach (RPP) is very important in the delivery of learning and RPP is a feature and indicator of successful delivery of the curriculum. Therefore, it is important for teachers to be able to coordinate and compile lesson plans, lesson content, learning designs, classroom management, and evaluation of learning outcomes (evaluation). Mastery of teaching materials, administration of teaching and learning programs, delivery of teaching and learning programs, knowledge of student skills, teaching skills, in addition to mastery of other fields listed in the 10 Teacher Competencies for Learning and Mastering the Fundamentals. , guidance management, etc. Interaction learning, learning about functions, counseling programs, school counseling, assessment for educational purposes, learning and doing school administration, understanding the principles of educational research for educational purposes and interpreting results.

4) Curriculum Evaluation

Curriculum evaluation is an act of controlling, ensuring, and determining the quality of the curriculum based on certain considerations and criteria. This is a form of responsibility of the curriculum developer to determine the effectiveness of the curriculum. In curriculum development, assessment is one of the main elements and phases that teachers must go through to determine the effectiveness of the curriculum. The results obtained can be used as feedback by teachers to improve and perfect the curriculum.

2. Description of Mini Research Results

Based on the results of the mini-research conducted by the author, ISMUBA curriculum development at SMP Muh Muntilan, Kab. Magelang, Central Java can be described as follows:

a. ISMUBA Curriculum Development Planning at SMPMuh Muntilan school, is carried out directly by the school principal in forming an annual program for the long term and conducting comparative studies at schools that have superior programs in the field of religion by observing imitating and modifying (ATM), after Comparative Study conducted.

The principal forms a plenary meeting by gathering all teachers who are competent in the field of religion, vice principals and school committees to plan and develop the ISMUBA Curriculum.

b. Developing the ISMUBA Curriculum at SMP Muhammadiah Muntilan with steps including assembling the ISMUBA Curriculum Development Team, making a concept map for ISMUBA Curriculum Development, compiling the contents of ISMUBA Curriculum development, socializing ISMUBA curriculum development, implementing ISMUBA Curriculum development, evaluating ISMUBA Curriculum Development.

c. The development of the ISMUBA Curriculum at SMP Muh Muntilan is carried out in various forms of developing the ISMUBA Curriculum which are carried out inside and outside the school. Curriculum development in schools, namely development carried out in the classroom and development carried out outside the classroom. The development carried out in the classroom includes; Development of ISMUBA materials (Al Islam, Kemuhammadiyahan, Arabic), Development of BTQ (Read Tasmi' Al Qur'an), ISMUBA Extras (Recitations, Tartil, Calligraphy and Tafidz). development carried out outside the classroom include; ISMUBA Practice Project, Student Assessment Pause Contest, Hisbul Wathon, Tapak Suci, Dzuhur and Azar Prayer Service Activities, and your Guitar (Active Ramadhan SMPMuh Muntilan).

The forms of curriculum development outside of school are the application of religious practices that have been taught (fardhu prayers, sunaah prayers, funeral prayers, taharah), reciting the Koran at each other's homes, visiting sick people, distributing sacrificial animals and competitions outside of school.

d. The development of the ISMUBA Curriculum in schools is carried out in various ways, namely inside the school (in the classroom and outside the classroom) and outside the school.

1) Learning that is done in school:

a) In class.

ISMUBA material learning is carried out by ISMUBA teachers, SMPMuh uses ISMUBA subjects (Al Islami, Kemuhammadiyahan and Arabic) and the learning system is in accordance with the standardization of the Muhammadiyah education curriculum. ISMUBA learning is the specialty and excellence of schools in Muhammadiyah,. The ISMUBA curriculum is developed by qualified teachers who develop teaching and learning processes which include learning strategies, teaching methods and teaching tools. And in the curriculum, student assessment as a measure of knowledge about performance during learning. ISMUBA's material includes Al-Islam Subjects consisting of Aqidah Morals, Jurisprudence, Al-Qur'an Hadith, Islamic Data/History, Muhammadiyah and Arabic, all materials are available to understand the value of knowledge. The development of the ISMUBA curriculum for BTQ (Read Tasmi' Al Qur'an) habits was developed by creating a religious atmosphere to further maximize the achievement of Al-Qur'an targets. BTQ determines the success in developing the ISMUBA curriculum while at SMP Muh Muntilan. BTQ is one of the programs that aims to create children who have Al-Qur'ani morals, children who when they enter/*input* to SMP Muh Muntilan can already read the Qur'an correctly and fluently, so the school has prepared a separate program, namely the tafidz program, which aims to accommodate and facilitate children who have the ability to memorize, and to produce*output* qualified so that they are able to continue to a higher level with the provision that has been obtained at SMP Muh Muntilan. The implementation of BTQ is accompanied by the homeroom teacher and all teachers who are experts in the field of the Qur'an, as well as Madin Teachers (Teachers from outside the school).

ISMUBA Extra (Tilawah, Tartil, Calligraphy and Tafidz) is a form of Additional Program that still uses in-class learning methods with the aim of strengthening ISMUBA Learning and preparing cadres for competitions held at school and outside of school. The Extra teachers are ISMUBA teachers and Religious Leaders in the Community who are guaranteed quality and have expertise in their fields.

b) Outside of the classroom

ISMUBA Practice Project, Student Assessment Pause Contest, Hisbul Wathon, Tapak Suci, Dzuhur and Azar Prayer Service Activities, and your Guitar (Active Ramadhan SMPMuh Muntilan).

2) Learning outside of school.

Behavior internalization of character and religious values in students. Apart from the written curriculum, several activities have been developed to support the success of ISMUBA education, such as distribution of sacrificial animals, competitions outside of school, and other activities that support ISMUBA education.

Factors that influence ISMUBA curriculum development at SMP Muh Muntilan are supporting factors and inhibiting factors.

1) ISMUBA Curriculum Development Supporting Factors

Curriculum development at SMP Muh Muntilan does not use Islamic religious education but uses the ISMUBA curriculum which has become an asset and function of Muhammadiyah educational institutions. The hallmark of the Muhammadiyah School is the existence of an intellectual and religious balance which must continue to be integrated in the teaching and learning process. ISMUBA development includes faith development through experience and familiarity with Islam, development of pious and moral people, namely knowledgeable, noble, intelligent, honest, disciplined, cultured and noble, including Muslims who have the motivation and goal of fostering cultured and appropriate human beings. the teachings of the Qur'an and As Sunnah.

ISMUBA is a very important subject, because it is a special characteristic of other schools. ISMUBA materials in Muhammadiyah schools are not much different from those used in ordinary schools. The striking difference between ISMUBA and PAI materials in public schools is the content of the curriculum and textbooks used as teacher guidelines in class. The ISMUBA teaching material books are compiled by the Muhammadiyah central leadership Council, not by the Central Government education office, but the teaching material books used in public schools use those that have been determined by the ministry of religion. ISMUBA learning is the hope of realizing the objectives of the ISMUBA curriculum and remaining the hallmark of the Muhammadiyah School.

While ISMUBA learning development is carried out outside the classroom which is considered good enough to create a religious atmosphere. ISMUBA Practice Project, Student Assessment Pause Contest, Hisbul Wathon, Tapak Suci, Dzuhur and Azar Prayer Service Activities, and your Guitar (Active Ramadhan SMPMuh Muntilan). Is one effort that can be used as an alternative to support the success of Islamic religious education in particular. With this it is possible to create a culture that is *religious* in schools, and as a form of ISMUBA educational development in forming individuals with Islamic morals.

Other supporting factors are learning outside of school such as the application of religious practices that have been taught (fardhu prayers, sunaah prayers, funeral prayers and thaharah), reciting the Koran at each other's homes, visiting sick people, distributing sacrificial animals and competitions outside of school as well as other activities that support ISMUBA education. Activities outside of school which are accompanied directly by teachers, parents, or independently, are the development of the ISMUBA Curriculum which aims to bind knowledge with learning in Nature and to foster a sense of responsibility for oneself and others.

In addition, the existence of ISMUBA education in Muhammadiyah schools also plays a fair role in acquiring religious values to students. This can indirectly affect the success of students' intellectual development. Furthermore, ISMUBA education provides uniqueness and excellence to Muhammadiyah schools which have uniqueness and excellence in them. The ISMUBA Education subject also instills Muhammadiyah ideology in its students, in order to train superior staff in the fields of science and technology and IMTAQ. In line with the words of KH Ahmad Dahlan namely, "Long live Muhammadiyah and don't seek life in Muhammadiyah".

ISMUBA education is also taught by experienced ISMUBA teachers. This is very important to do in facing the increasingly complex dynamics of life, and students must have a way to deal with it so that they are not easily swayed, namely faith and morals. The creation of religious and cultural values in this school must be supported by all school members and school stakeholders. Education Muhammadiyah has an education that is in accordance with its environment, leading to the principles of amaliah, charity of knowledge. Thus, knowledge will be useful if practiced for the benefit of society as a whole. But besides that, for this to happen it must be balanced with the active involvement of parents in student learning outcomes. In developing the curriculum, the community divides community participation into two, namely quantitative participation and qualitative participation. Quantitative engagement refers to how often parents and the community are involved in curriculum development and implementation. Meanwhile, qualitative participation refers to the degree and extent. Therefore, schools must partner with parents and the community.

2) Factors Inhibiting ISMUBA Curriculum Development

According to Government Regulation no. 19 of 2005 concerning national education standards, teachers in Indonesia must have four competencies in their professional practice. These skills are pedagogic, personality, occupational and social skills. (National Education System Law, 2003) According to the document attached to the decision of the Basic and Secondary Education Council of the Muhammadiyah General Administration Center, Chapter V regulates ISMUBA education teacher standards.

SMPMuh Muntilan is a private school of choice where in the 2022/2023 academic year it has 21 classes while it only has 2 teachers who have graduated with a Bachelor of Islamic Religious Education, so the principal adds ISMUBA teachers assisted by other subject teachers to accompany ISMUBA teachers and achieve ISMUBA learning. From this it is necessary to hold teacher training so that it can meet the criteria for professional ISMUBA teachers. For this reason, teachers also have to learn and practice a lot because basically there are no teachers who cannot teach. So to overcome this, as mentioned a little above, the school must immediately look for more teachers, to fulfill the competencies needed for ISMUBA education, and teachers are also involved in coaching these teachers who are inexperienced in their field. By improving the quality of teachers, it is hoped that the quality of school output will also be better and in line with the goals of the Muhammadiyah school and organization.

Curriculum development in schools needs to be further improved, especially the development carried out by ISMUBA teachers. ISMUBA teachers in carrying out their duties feel the need to be more innovative in each learning process, so that there are no more (monotonic) methods that are widely applied. Especially for teachers who are new to their profession or have no teaching experience, the principal/administration always guides, directs and sends teachers.

As for the development of the ISMUBA curriculum in class by some ISMUBA teachers, it is felt that it is still not optimal, because the learning material has not been conveyed properly, due to limited textbooks. The effect of the limitations of textbooks makes reading literacy less interesting, but the teacher chooses another method of learning so that he can

complete the learning material according to what has been planned, this ability is very necessary for successful learning later.

CONCLUSION

The curriculum used by SMP Muh Muntilan is the ISMUBA curriculum, not the PAI curriculum. The ISMUBA curriculum is used. ISMUBA Curriculum Development at SMP Muh Muntilan implemented a curriculum that was developed through several stages including: Planning, Form, Steps and Implementation of ISMUBA Curriculum Development. As for the development of the ISMUBA Curriculum that is being developed, namely curriculum development within schools and outside schools. Curriculum development in schools, namely development carried out in the classroom and development carried out outside the classroom. The development carried out in the classroom includes; ISMUBA material development, BTQ Development, ISMUBA Extras. development carried out outside the classroom include; ISMUBA Practice Project, Student Assessment Pause Contest, Hisbul Wathon, Tapak Suci, Dzuhur and Azar Prayer Service Activities, and your Guitar (Active Ramadhan SMPMuh Muntilan). The forms of curriculum development outside of school are the application of religious practices that have been taught (fardhu prayers, sunaah prayers, funeral prayers, taharah), reciting the Koran at each other's homes, visiting sick people, distributing sacrificial animals and competitions outside of school.

The ISMUBA Curriculum at SMP Muh Muntilan has factors that influence ISMUBA Curriculum Development. Factors supporting ISMUBA Curriculum Development include planned curriculum development and selection of activities that highlight the activities of the Special Characteristics School, namely ISMUBA. The factors that inhibit ISMUBA Curriculum Development include: The teachers who teach are not all graduates of PAI degrees, and the ISMUBA Learning package books are still limited so that students are limited in literacy.

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