

Superior Local Content Curriculum Development Management of Al Firdaus Islamic Elementary School

Hozaimi^{1*}, Imam Mawardi², Imron²

¹ *Magister Manajemen Pendidikan Islam, Universitas Muhammadiyah Magelang, Magelang, Indonesia*

² *Universitas Muhammadiyah Magelang, Magelang, Indonesia*

*Corresponding author. Email: hozaimi@gmail.com

ABSTRACT

Local content in the curriculum structure becomes a space for superior curriculum development for schools, especially private schools. This has become an attraction for the community. Excellence is not only to attract the interest of the community, but also must be managed properly. This research aims to describe the superior local content curriculum development management and the strategy to run a superior local content curriculum at Al Firdaus Islamic Elementary School. The research uses descriptive qualitative methods. Data collection techniques are using interviews, document review, and observation. Management of superior local content curriculum development at Al Firdaus Islamic Elementary School is carried out through planning, organizing, actuating, and controlling. Planning discusses curriculum work programs and division of curriculum tasks. In the curriculum implementation phase, the headmaster motivates and directs the work team. The control phase is evaluated and supervised by the headmaster for improvement. School strategies include teacher development, intensive Iqra teaching, playing the Quran letters, Quran study. Tahfidz, Iqra, and the study was conducted in the morning when the students were still fresh. Students are accustomed to worship and morality. Curriculum of local content that is excellent in SD Islam Al Firdaus is well managed and uses strategies to achieve the desired standard of competence of graduates, not just labels to attract the interest of the community.

Keywords: *curriculum development management, superior local content curriculum, strategy*

local content curriculum development management and the strategy of implementing a superior local content curriculum.

1. INTRODUCTION

Education decentralization policy provides opportunities for schools to develop themselves with school-based management. School-based management gives autonomy to schools to develop and innovate in various programs to improve the quality of education according to school needs [1]. This policy led to schools creating superior programs, especially in private schools. The program is used as a school branding to attract the interest of the community. However, not many schools are able to manage the superior curriculum well. This resulted in superior programs being used as marketing strategies only. The superior program requires good management so that the program can be implemented well and can achieve the desired goals. Thus, the program is not just a brand to attract the interest of the community. For this reason, this research was conducted.

Research on relevant topics has also been carried out, both theses [2]–[5] and research articles that are published in journals [6]–[8]. The research raised the topic of curriculum management (development). However, research on strategies for achieving school superior curriculum goals has not been conducted. Therefore, this research needs to be done to provide new experiences for educational practitioners and reference knowledge for future researchers. This research aims to describe the superior

2. RESEARCH METHODS

This research was conducted at Al Firdaus Islamic Elementary School, Mertoyudan District, Magelang Regency. Al Firdaus Islamic Elementary School has a superior local content curriculum that needs to be researched by the management of development and the strategy to run its superior curriculum.

This research is a descriptive qualitative research. Research data collection techniques are observation, interview, documentation, and combination or triangulation. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them [9].

Observations made anecdotal notes, the notes made by researchers about extraordinary behavior [10]. The interview model used is structured and unstructured. In the structured interview model, the researcher makes a brief and

outline note about the problem to be asked. The interview guidelines were made in the form of brief and outline notes [11]. Unstructured interviews are free interview [12]. The documents collected in this study were minutes of meetings, photos of activities, and archives. The document is a written data source that is used to complete the data from observations and interviews. The data that has been collected is then reduced, presented, and concluded. The steps in analyzing the data of this study are Miles and Huberman data analysis model. Those are data collection, data reduction, data display, and conclusions or verification [13].

3. RESULT

3.1. Superior Local Content Curriculum Development Management of Al Firdaus Islamic Elementary School

Curriculum development management at Al Firdaus Islamic Elementary School began with curriculum planning activities, continued with curriculum organizing, curriculum actuating, and curriculum evaluation (controlling).

Planning involves headmaster, vice headmasters, field coordinators, teachers and staff, foundation administrators, school committees, education offices (school supervisors). They discussed curriculum programs that will be implemented in the future and School Income and Expenditure Budget Plans. Planning begins with evaluating programs in the previous period.

Organizing the curriculum begins by dividing the tasks of the curriculum. The structure of the curriculum consists of the Vice Headmaster, assisted by the 2013 Curriculum Field Coordinator, the School Quality Assurance Coordinator, and the Religious field Coordinator. The superior local content curriculum is under the Coordinator of the Religious Field.

The Religious field Coordinator designs guidelines for the implementation of diniyah learning, designs the structure of the religious curriculum, analyzes the burden of subject matter, regulates the learning burden, analyzes the minimum completeness criteria, and sets up memorization targets for self-development in the field of tahfidz. All arranged on the direction and supervision of the headmaster. The implementation of the curriculum is of great concern to the headmaster. Headmaster's leadership is shown in the form of coordination, communication, and motivation within the curriculum work team. Motivation given by the headmaster in the form of reward and punishment. Rewards are given to teachers who perform well. Punishment is given to teachers who do not meet established performance standards.

Curriculum evaluations by headmaster are related to control and supervision. Matters evaluated include learning tools, syllabus, lesson plans, prota, and promissory notes. The headmaster also supervises classroom visits by looking at planning, teaching methods, and media use.

The development of the curriculum produces subjects of local content which consists of the Qur'an - Hadith, Aqeedah - Morals, Fiqh - Worship, Islamic Cultural History, and Arabic. Religious local content was developed and produced the tahfidzul Quran program as a superior.

3.2. Strategies for Running Superior Local Content Curriculum

Strategies to improve teacher professionalism in carrying out superior curriculum include (1) active Teacher Working Group activities, (2) fostering the practice of prayer and ablution for teachers from foundations, (3) trainings.

Learning strategies to achieve the standard of tahfidz competence and reading the Koran are students listening to the Koran reading and studying Iqra intensively in the morning before the lesson begins. Class V and VI students are given a Koran study every Thursday morning. Class I and II were given the Juz Amma Study every Tuesday. Juz Amma's study for class III and IV students is carried out every Wednesday.

Daily activities as the implementation of the subjects of the Aqeedah and Fiqh of Worship are students accustomed to praying before and after learning, Dhuha prayer, and Dhuhur prayer in congregation in the mosque. After each prayer, proceed with dhikr and pray. Students are also given memorization of Asmaul Husna in the morning before entering class. The choice of morning time is the right strategy to make it easy for students to accept the subject matter.

4. DISCUSSION

4.1. Superior Local Content Curriculum Development Management of Al Firdaus Islamic Elementary School

Management of curriculum development at Al Firdaus Islamic Elementary School was carried out well. The process carried out successfully developed a local content curriculum into superior content. The process of curriculum development is carried out through the management step of George R. Terry, namely planning, organizing, actuating, and controlling that is carried out to determine and achieve the targets that have been determined through the utilization of human resources and other resources [14]. Management is a center of thinking power that functions as a driving machine, an active and effective tool to regulate the elements forming the system so that it is organized and works effectively and efficiently for the expected goals [15]. The management process carried out by the leadership of SDI Al Firdaus brought this school to flourish. People increasingly believe in the Islamic Elementary Al Firdaus.

4.1.1. Curriculum Planning

Planning aims to design activities that will be carried out and prepare every need. The involvement of teachers and staff, foundation administrators, school committees, and the education office in the management process provides thoughts from various perspectives. In addition, open management builds stakeholder confidence in schools. Stakeholders know from the beginning about the condition of the institution, potential, ideal desires, and planned activities. The decision to present all stakeholders is the right decision. Openness is closely related to the values of honesty that are implemented in the school management process.

Planning discusses plans for future activities, program managers, implementation time, and budget plans which are then formulated in terms of terms of reference (TOR) [16]. Programs that have not yet been implemented or that have been implemented are evaluated together. Teachers and stakeholders are equally aware of the obstacles and factors supporting the implementation of the program.

There is a management cycle in curriculum development at Al Firdaus Islamic Elementary School. At the planning stage, program evaluation steps are planned in advance. This becomes the basis for making strategic decisions to plan future activities. Next, planning is made with the same program or new program. This cycle can minimize various problems and obstacles in the implementation of the next period of the program. The repairs were carried out as a continuous improvement effort. Continuous improvement is very important because science and technology continue to develop. Schools need to develop along with the times.

4.1.2. Curriculum Organizing

Organizing activities regulate the task of the teacher by giving responsibility and authority, so as to achieve goals effectively, efficiently, and productively [17]. The division of tasks at Al Firdaus Islamic Elementary School is carried out clearly and in detail. Duties and authorities are well documented.

Delegating tasks means empowering all human resources owned by the school. This also means giving confidence to all team members. Besides being able to ease the burden on the leadership, the division of tasks based on trust will build harmony within the work team.

Organizing is done by formally organizing curriculum organization by designing structures, analyzing the subject matter load, analyzing the subject matter qualifications, grouping and distributing the burden of subject matter at each level, path, and type of education [18].

4.1.3. Curriculum Actuating

The headmaster's leadership in implementing the curriculum determines success. The leader has an important role in moving, motivating, directing, keeping the team on the path that has been set, and avoiding conflicts between team members.

"The leadership dimension is individual attention, intellectual stimulation, inspirational motivation, and the influence of an ideal leader. Individual attention includes listening leaders, leadership support, and dialogue opportunities. Intellectual stimulation includes encouragement to be creative, inspirational for subordinates. Inspirational motivation includes leaders creating a vision of the future, encouraging subordinates to achieve vision and encouraging optimism. And, the influence of an ideal leader includes as a role model, high self-confidence, and preparedness to sacrifice " [19].

Leaders are required to be able to be assertive. Giving reward and punishment is usually done as a form of performance commitment. Reward and punishment touches the psychological side of someone [20]. This is given so that someone understands the quality of work and the consequences of his behavior or attitude in every job. Awards are given to increase positive results. Punishment is given to raise awareness of the effects caused by his actions.

4.1.4. Curriculum Evaluation

Evaluation aims to improve the curriculum by revealing the curriculum implementation process that has succeeded in achieving the goals set [21]. Management cannot be separated from the evaluation activities. Evaluation results form the basis for decision making for future programs.

The headmaster of Al Firdaus Islamic Elementary School conducts an evaluation and starts planning. This is the right step towards healthy management. Obstacles that hinder the implementation of the program and the achievement of objectives.

Control over the implementation of the curriculum is carried out by the headmaster with supervision. Supervision is carried out as an effort to stimulate, coordinate, guide, continuously the growth of teachers in schools, both individually and collectively in order to be more understanding and effective in realizing all teaching functions [22]. Supervision when learning activities in class find the lack of teachers in teaching. It helps the headmaster in finding solutions so that learning goals can be achieved. Generally, management is carried out with steps in planning, organizing, actuating, and controlling. However, the curriculum was developed based on the vision of school. Curriculum development at Pacitan Nature School focuses on the environment. Environmental issues and the formation of environmental responsibility become content in learning [23].

The curriculum of the local content of the Islamic Elementary School Al Firdaus was developed based on the local specialties, vision, and mission of the school. Local content is determined solely by the school in accordance with the vision and mission of the school [24]. Local content in the form of a set of plans and arrangements regarding the objectives, contents, and learning materials in accordance with the diversity of potential, characteristics, advantages, and needs of the region [25]. Muhaimin in stating that local content should reflect the achievement of the vision and mission [26]. Al Firdaus Islamic Elementary School implements its vision through a curriculum of religious local content as a superior local content. The vision of Al

Firdaus Islamic Elementary School is the realization of an excellent, accomplished, Islamic and Quranic-oriented Islamic elementary school. Islamic and Quranic insight is the basis of local religious content which includes the Qur'anic Hadith, Aqeedah Akhlak, Fiqh of Worship, Islamic Cultural History, and Arabic Language, and tahfizdul Quran and Iqra.

Schools that have religious content are increasingly becoming the people's choice. The results showed that the portion of religious education at SD IT Assalam Sanden, Bantul, Yogyakarta was the main reason for parents in choosing an elementary school for their children [27]. Education requires a balance between general lessons and religious studies. Integration needs to be done between general science, namely universal verses or unwritten revelations (kauniyah) with religious knowledge, namely the verses of the Koran or written revelations (qauliyah) [28].

4.2. Strategies for Running Superior Local Content

The strategy relates to several ways, namely (a) how to achieve performance targets that must be met, (b) how the organization pays attention to customers, (c) how the organization improves service performance, (d) how the organization carries out its mission [29]. Al Firdaus Islamic Elementary School wants to provide good service to students. The aim of curriculum development is also to be achieved. Therefore, the right strategy continues to be pursued.

Teacher formation is a very important strategy because teachers are the spearhead of educational success. Teacher education background that is not in accordance with the needs is not an obstacle to curriculum implementation. Al Firdaus Islamic Elementary School provides guidance to teachers who teach superior content in the hope of being able to achieve learning goals. The solution to this weakness continues to be pursued with plans to recruit contract teachers who have an educational background in Islamic boarding schools.

Leading content learning is carried out at the beginning of study time and hopes students will understand more easily. This strategy shows the content of Islam and the Quran is preferred. The strategy is a long-term plan, accompanied by ways, efforts, and actions intended to achieve the expected goals [30]. The strategy undertaken by Islamic Elementary School Al Firdaus will deliver the school to achieve its vision.

5. CONCLUSION

Al Firdaus Islamic Elementary School manages its superior curriculum with the right steps. Excellent not only curriculum that is owned, but management of superior curriculum is also important to note. The selection of local religious content on curriculum development shows that Al Firdaus Islamic Elementary School paid great attention to efforts to achieve the school's vision.

The strategy of implementing a superior curriculum illustrates the seriousness of Al Firdaus Islamic Elementary School to achieve its Islamic vision. The target of memorizing the Koran is accompanied by learning activities that support students to understand and get used to hearing and doing it. Thus, the values of Islam and the Koran will be embedded in students.

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