

Management of Al-Islam of Muhammadiyah and Arabic Language Education Curriculum (ISMUBA) at Muhammadiyah College Schools in Central Balikpapan

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Abstract

ISMUBA subjects in Muhammadiyah schools are important to equip students with strong moral and ethical values, as well as to strengthen their understanding of the Muhammadiyah movement. However, in its implementation, it is still constrained by the minimal use of learning media, where teachers rely more on lecture methods. The purpose of this study was to determine the management of the ISMUBA Curriculum at Muhammadiyah Schools in Central Balikpapan. This study is a qualitative study with a descriptive type. Data collection techniques used observation, interview, and documentation techniques at Muhammadiyah Middle and High Schools in Central Balikpapan. Data analysis techniques used qualitative analysis techniques. The results of this study indicate that the planning of ISMUBA Curriculum Management at Muhammadiyah Schools in Central Balikpapan was carried out by considering the needs and development of students. The curriculum was designed by a development team under the Muhammadiyah Elementary and Secondary Education Council with the aim of maintaining the quality of education and was arranged flexibly to be relevant to the conditions of each school. The organization of ISMUBA Curriculum Management involves cooperation between the Muhammadiyah Elementary and Secondary Education Council and ISMUBA teachers through the Subject Teacher Deliberation (MGMP). The curriculum structure includes intracurricular, co-curricular, and extracurricular activities that function to support the holistic development of students. ISMUBA Curriculum Management combines classroom learning methods with Islamic values habituation activities, such as dhuha prayer and Quran memorization. The use of technology in learning has begun to be implemented, although there are obstacles related to limited facilities. ISMUBA Curriculum Management Evaluation is carried out comprehensively by assessing students' attitudes, knowledge, and skills through observation, project, and portfolio methods.

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1. INTRODUCTION

Indonesia has different development demands and challenges because it is an archipelagic country with cultural diversity in each region. Because of this diversity, educational strategies are needed that are adapted to the particularities of each region to raise educational standards and educate the entire country. The curriculum which is the basis of education must be created and applied contextually to meet the needs of students,

educational units and regions [1]. The curriculum developed by each educational unit becomes a reference in the learning process, where students can participate in various teaching and learning activities. The curriculum content includes aspects that can influence student development, including school facilities, teaching aids, educational staff, and other supporting facilities [2]. The curriculum functions as a basis for implementing learning along with the progress of the times. The process of developing a new curriculum involves revising and improving the old curriculum to reflect changes in society and technology [3].

The establishment of charitable endeavors in the education sector by Muhammadiyah is a major effort in spreading da'wah through education. Muhammadiyah educational institutions have special characteristics, such as Al-Islam, Muhammadiyah and Arabic (ISMUBA) subjects, which are not found in public schools [4]. This subject includes Aqidah Akhlak, Fiqh, Al-Quran Hadith, Tarikh, and Muhammadiyah. By combining general knowledge with Islamic theology, Muhammadiyah education as an institution answers society's demands by developing an integrative-holistic contemporary Islamic education system [5].

ISMUBA subjects in Muhammadiyah schools are designed to provide an in-depth understanding of Islamic teachings, Muhammadiyah history, and Arabic language skills [6]. This learning is considered important to equip students with strong moral and ethical values, as well as strengthening their understanding of the Muhammadiyah movement [4]. However, challenges in ISMUBA learning management are still visible, such as the lack of use of learning media and the dominance of the lecture method [7].

ISMUBA Curriculum Management at the Central Balikpapan Muhammadiyah College involves planning, organizing, implementing and evaluating processes. The planning stage begins with preparing a Learning Tool Plan (RPP) that is in accordance with the syllabus. Organization is carried out through the preparation of a structured lesson schedule. However, curriculum implementation is still hampered by the minimal use of learning media, where teachers rely more on the lecture method. The aim of the research is based on the main issues raised; this research aims to find out how the ISMUBA curriculum is managed at the Central Balikpapan Muhammadiyah College.

2. RESEARCH METHOD

This research uses a qualitative approach with the type of description, describing ISMUBA curriculum management at the Central Balikpapan Muhammadiyah college in the form of information or displaying it in the form of words or sentences.[8] This research uses two types of data: primary and secondary data. Primary data was obtained directly by researchers through observations and interviews about management Curriculum ISMUBA at the Central Balikpapan Muhammadiyah College. The main data in research are words or spoken utterances and human behavior. Information obtained from other sources, such as activity reports, curriculum documents, and school plans, is secondary data. Researchers used observation, interview and documentation techniques at Central Balikpapan Muhammadiyah Middle School and High School to collect the data needed in this qualitative research. The expected result is an overview of ISMUBA curriculum management which includes organizing, planning, implementing and assessing. The data analysis technique uses qualitative analysis techniques.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

In this section, the research results are explained and a comprehensive discussion is provided. Results can be presented in the form of pictures, graphs, tables and others which make it easy for readers to understand [2, 5]. Discussion can be carried out in several sub-chapters.

3.1. Research result

Based on the results of data analysis, it is known that the implementation of the ISMUBA curriculum is reflected in the following activities:

1. ISMUBA Curriculum Learning Planning

Learning planning for the ISMUBA Curriculum at Muhammadiyah Universities involves various stages and mechanisms that are arranged systematically. The ISMUBA curriculum was developed by the Muhammadiyah Central Leadership Primary and Secondary Education Council, which refers to content standards and graduate competency standards. "The management of the Al-Islam, Muhammadiyah and Arabic curriculum was developed by the Muhammadiyah central leadership primary and secondary education council referring to content standards and graduate competency standards" (Participant 1). This shows that the organizing process is centralized with guidance from the central level which aims to maintain the quality and consistency of learning in each Muhammadiyah school.

Other participants also highlighted the importance of developing the ISMUBA curriculum as a quality standard for education in Muhammadiyah. "ISMUBA education in Muhammadiyah schools is deemed necessary to develop an ISMUBA curriculum prepared and developed with the first aim of becoming a quality standard for educational management" (Participant 2). This emphasizes that the ISMUBA curriculum not only functions as a teaching instrument, but also as a tool to ensure institutionally recognized educational quality.

Teacher planning guidelines in ISMUBA Curriculum Implementation Management (Al-Islam, Muhammadiyah, and Arabic) emphasize the importance of careful and structured planning to achieve the desired educational goals. The following are planning guidelines for teachers in teaching the ISMUBA Curriculum Understanding the Goals of the Curriculum that teachers must understand the vision and mission of Muhammadiyah as well as the main goals of the ISMUBA Curriculum. This curriculum aims to form students who have a deep understanding of Islam, have noble character, and are able to apply Islamic values in everyday life.

Table 2.2. Teacher planning guidelines in ISMUBA Curriculum Management:

Planning Aspects	Description	Objective
1. Understanding Curriculum Objectives	Teachers must understand the vision, mission and basic competencies of the ISMUBA curriculum as well as the learning objectives to be achieved.	So that teachers have a strong foundation in teaching, in line with Muhammadiyah's educational goals.
2. Preparation of Syllabus	The syllabus is prepared based on guidelines from the Muhammadiyah Basic Education Council, including material, methods and evaluation.	To design systematic and structured learning materials according to curriculum standards.
3. Preparation of RPP (Learning Implementation Plan)	A lesson plan is created for each meeting, including objectives, materials, methods, media and learning steps detailed.	So that the implementation of learning is more focused and in accordance with the competency objectives desired.

4. Selection of Learning Methods	The teacher chooses the appropriate method, such as lecture, discussion, practice, or role-play, according to the material being taught.	To increase the effectiveness of material delivery and student involvement in learning.
5. Development of Teaching Materials	Teachers develop material from the ISMUBA textbook, Al-Qur'an, hadith, as well as digital sources and other references.	Present material that is relevant, varied and easy for students to understand according to current developments.
6. Selection of Learning Media	Utilize media such as books, videos, audio, teaching aids, learning applications and digital platforms.	Make learning more interactive, visual and interesting for students.
Planning Aspects	Description	Objective
7. Assessment and Evaluation	Teachers plan forms of assessment for cognitive, affective and psychomotor aspects through written, oral or practical tests.	Assess student learning outcomes comprehensively and provide feedback for improvement.
8. Learning Reflection	Teachers reflect after each lesson to evaluate the effectiveness of the lesson plan and the methods used.	To improve the quality of teaching based on student experiences and responses.
9. Teacher Competency Development	Teachers continue to take part in training and workshops to improve their competency in teaching ISMUBA.	So that teachers are always updated with the latest methods and approaches that are relevant to student needs.

2. Organizing ISMUBA Curriculum Management

Organizing Management of Curriculum Implementation, The ISMUBA Curriculum at Muhammadiyah Universities involves various stages and mechanisms that are arranged systematically. The ISMUBA curriculum was developed by the Muhammadiyah Central Leadership Primary and Secondary Education Council, which refers to content standards and graduate competency standards. "The management of the Al-Islam, Muhammadiyah and Arabic curriculum was developed by the Muhammadiyah central leadership primary and secondary education council referring to content standards and graduate competency standards" (Participant 1). This shows that the organizing process is centralized with guidance from the central level which aims to maintain the quality and consistency of Curriculum Implementation Management in each Muhammadiyah school.

ISMUBA curriculum management also pays attention to the developing needs of students and the surrounding environment. "The management of the ISMUBA curriculum in our school is centered on the potential development of the needs and interests of students and their diverse and integrated environment" (Participant 2). This shows that apart from being guided by central guidelines, implementation at the school level also considers the local context to meet the specific needs of students.

Every year, regular outreach is carried out involving the learning community in the ISMUBA subject family. "Yes, there is definitely socialization every year with groups or learning communities in ISMUBA subject groups by preparing learning tools, be it lesson plans for teaching modules..." (Participant 3). This socialization is an important part of organizing, where teachers receive provision regarding learning tools, lesson plans and teaching modules, which are then applied in classroom learning.

The ISMUBA curriculum structure consists of several main components, including intracurricular, co-curricular and extracurricular curricula. "The structure of the ISMUBA curriculum is divided into four... Al-Islam education which is integrated with Al-Qur'an and Hadith subjects, Aqidah Akhlak, Tarikh, Fiqh/Worship, then Muhammadiyah and Arabic subjects, as well as co-curricular and extra-curricular programs" (Participant 5). This organization shows the integration of religious material and other skills development activities that support holistic learning in Muhammadiyah schools.

ISMUBA curriculum development is also carried out in a relevant manner by the development team, which consists of the Primary and Secondary Education Council, as well as ISMUBA teachers at schools. "The development of the ISMUBA curriculum was developed according to its relevance... by the ISMUBA curriculum development team, the Primary and Secondary Education Council with central leadership" (Participant 4). Apart from that, the teachers who teach ISMUBA also play an active role in organizing the curriculum through the Subject Teachers' Conference (MGMP) to adapt it to school conditions. "Developed by ISMUBA subject teachers in accordance with school conditions through the ISMUBA subject teacher MGMP" (Participant 4). Thus, the organization of the ISMUBA curriculum at Muhammadiyah Universities is carried out through close coordination between the central assembly and teachers at the school level, with relevant adjustments to the needs and conditions of each school.

3. Implementation of ISMUBA Curriculum Management

The implementation of ISMUBA Curriculum Management at the Central Balikpapan Muhammadiyah College includes learning activities in the classroom and various activities outside the classroom that support students' Islamic development. Based on observations made at Central Balikpapan Muhammadiyah 1 Middle School and High School, ISMUBA Curriculum Implementation Management activities are running according to a predetermined schedule. ISMUBA subjects, such as Al-Islam, Muhammadiyah, and Arabic, are given 12 hours of lessons per week at the junior high school level, and 14 hours of lessons at the high school level. Learning hours start from 07.15 am to 15.25 pm, with a disciplined and strict schedule.

ISMUBA teachers at Muhammadiyah Universities have begun to utilize learning technology, such as using LCD projectors, learning videos, and online applications to support the delivery of material. "I often use learning media such as LCD projectors and pictures and others that are related to the ISMUBA Curriculum material" (Participant 3). However, there are still challenges related to the unequal availability of tools and facilities in each class. The school also has a language laboratory, but its use is still limited to some Arabic lesson sessions due to the lack of adequate audio equipment.

In daily practice, the ISMUBA Curriculum Implementation Management process at this school also integrates religious activities with habituation programs, such as Duha prayers, tahfidz Quran, and Islamic studies. This habituation program aims to

shape students' religious character. "The learning process develops all students' potential, including intellectual, emotional, social and spiritual intelligence" (Participant 4). This activity is part of a character strengthening program that is in line with Muhammadiyah's educational mission, where Islamic and Muhammadiyah values are implemented in students' daily lives.

Apart from in-class activities, there are special tahfidz classes held every two weeks to deepen your memorization of the Al-Qur'an. Students with better memorization abilities will take part in the accelerated tahfidz program with intensive coaching. Although the program worked well, some teachers noted challenges in terms of parent involvement. Some parents do not support implementation programs at home, so that students have difficulty achieving the memorization targets set by the school.

4. Evaluation of ISMUBA Curriculum Implementation Management

Evaluation of ISMUBA Curriculum Implementation Management at Central Balikpapan Muhammadiyah College is carried out through various approaches aimed at measuring student competency achievement comprehensively.

This evaluation process includes assessing student attitudes, knowledge and skills, which is carried out using various methods. "Assessment of attitudes, knowledge and skills is carried out using various methods including observation, project assessment and portfolio" (Participant 1). This assessment provides space for teachers to measure aspects of learning that are not only limited to cognitive outcomes, but also include affective and psychomotor domains.

The evaluation is also directed at assessing the achievement of Basic Competencies (KD) which are adjusted to the conditions of the educational unit and the characteristics of students. "The assessment is directed at measuring the achievement of basic competencies (KD) in characteristics by taking into account the characteristics of students, which must be in accordance with the conditions of the educational unit" (Participant 2). This emphasizes the importance of a flexible approach to evaluation, where assessments are adapted to the local context of the school and student needs.

In addition, an Islamic physical environment is also considered an important part of the overall evaluation. "The value of ISMUBA is to build an Islamic physical environment" (Participant 3). The school strives to create an atmosphere that supports Islamic values, including through decorating the school environment. "Writings or posters containing verses from the Koran, hadith, and Islamic motivational words in various corners of the school" (Participant 3). This aims to instill ISMUBA values in life students' daily lives, which can also contribute to the character formation process.

In addition, ISMUBA assessment does not only focus on final learning outcomes (assessment of learning), but also includes assessment for learning (assessment for learning). "The assessment includes, among other things, the assessment carried out by educators not only assessing learning or assessment of learning, but also assessment for learning" (Participant 4). Assessment for implementation focuses on how students use feedback to improve and enhance their learning process, so that evaluation is more formative and continues throughout the implementation process.

3.2. Discussion

The research results that have been presented will be analyzed in more depth to understand how ISMUBA Curriculum Management at the Central Balikpapan

Muhammadiyah College is carried out. Based on the description of the research results, this discussion will further explore planning, organizing, implementing, evaluating, as well as supporting and inhibiting factors in ISMUBA curriculum management. This discussion will provide an overview of the relationship between relevant theories and empirical findings from interviews, observations and documentation. In addition, concept maps resulting from descriptive analysis will also be presented to provide a clearer visualization of the ISMUBA Curriculum Management pattern in the school.

It is hoped that this concept map can help readers understand the overall management mechanism of the ISMUBA Curriculum, from planning to evaluation, as well as how each element is interrelated in order to achieve Muhammadiyah educational goals which are based on Islamic and Muhammadiyah values.

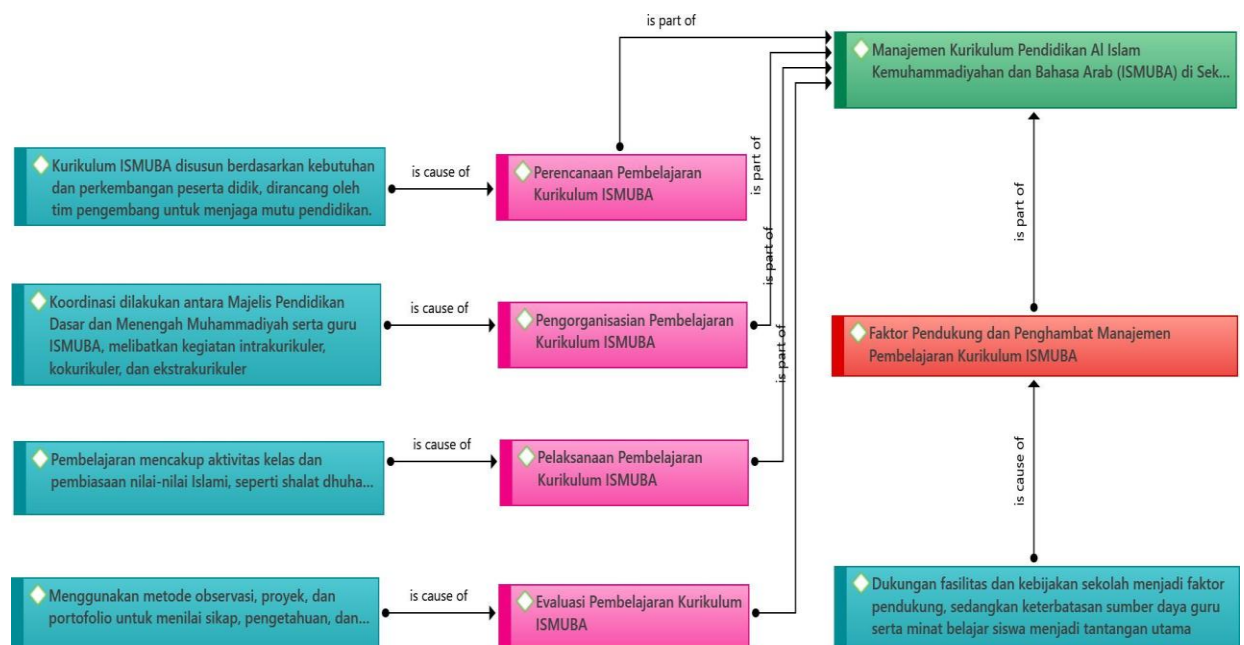


Figure 4.1

Management Concept Map of Al-Islam of Muhammadiyah and Arabic Language Education Curriculum (ISMUBA) in Central Balikpapan Muhammadiyah Schools

A. ISMUBA Curriculum Management Planning

ISMUBA Curriculum Management Planning in Muhammadiyah institutions shows unique characteristics and is different from the general curriculum implemented in other schools. ISMUBA (Al-Islam, Muhammadiyah, and Arabic) is specifically designed to integrate religious education with general education. This uniqueness reflects Muhammadiyah's educational mission which aims to create a balance between worldly and spiritual knowledge. This is in line with the view that Islamic education must be able to integrate these two aspects in order to produce graduates who have intellectual and spiritual intelligence simultaneously [9].

The importance of developing ISMUBA curriculum management was also highlighted by participants as a step to ensure that this curriculum functions as a quality standard for education within Muhammadiyah. The development of a standardized curriculum not only aims to maintain the quality of teaching, but also as a tool to achieve higher educational goals, namely forming individuals with character and moral intelligence [10]. This curriculum is designed to be an operational guide for school principals and teachers in carrying out educational tasks.

The steps taken in curriculum planning, such as preparing learning materials and syllabus, show that there is a clear systematicity in ISMUBA Curriculum planning. Preparing a syllabus containing themes, sub-themes and time allocation is an important instrument in organizing the learning process so that it is in accordance with the basic competencies to be achieved. These steps reflect the importance of structure in learning, where teachers can follow systematic guidelines to achieve learning goals effectively [11]. Effective time management also shows the school's efforts to maximize the potential of learning carried out in the classroom.

In implementing the ISMUBA Curriculum, preparing a Learning Tool Plan (RPP) is an important part of the planning. RPPs are prepared with measurable objectives and are based on students' spiritual and intellectual needs. Learning materials developed from the syllabus play an important role in ensuring that Islamic values can be internalized by students in everyday life, while the integration of general knowledge and religion provides balance in teaching. The preparation of this material also includes varied learning methods, such as lectures, discussions and questions and answers, which are designed to ensure that each student receives interactive and meaningful learning.

ISMUBA curriculum planning is also inseparable from developments in science and technology. The integration of technology in the curriculum is an effort to balance students' spiritual needs with the demands of increasingly advanced times. Modern education demands flexibility in the curriculum so that it is able to respond to global dynamics and changes occurring in society (Firman, 2020). This strengthens the argument that a good curriculum must be able to adapt to developments in science and technology, without ignoring the basic values promoted by the school.

The application of formative evaluation methods is also an important component in ISMUBA curriculum planning. Teachers routinely provide weekly feedback that helps students to improve their weaknesses in the learning process, both in terms of memorizing verses, understanding morals, and applying Islamic values in their daily activities. This evaluation is designed so that learning takes place continuously and can be measured at any time, not just at the end of the semester or exams.

Apart from spiritual and technological aspects, ISMUBA Curriculum planning also considers the needs and development of students. This flexibility in the curriculum is important to ensure that each school can adapt the curriculum content to local conditions and specific student needs. This flexibility allows the curriculum to be more relevant and responsive to the diverse needs of students (Sutrisno, 2017). As a curriculum designed for the educational context in Muhammadiyah, this planning shows that ISMUBA functions as a tool that is adaptive to modern educational needs.

Thus, ISMUBA Curriculum planning at Muhammadiyah institutions shows the complexity and flexibility required to achieve educational goals. Starting from adjusting quality standards, integrating science and technology, to flexibility that adapts to the conditions of educational units, this planning is an important basis for implementing an effective curriculum and in accordance with Muhammadiyah's vision of educating the young generation with noble character and intellectual intelligence.

B. Organizing ISMUBA Curriculum Management

The organization of ISMUBA Curriculum Management in Muhammadiyah educational institutions is based on structured coordination between the center and schools. The Muhammadiyah Central Leadership Primary and Secondary Education Council plays an important role in compiling and developing the ISMUBA curriculum, by referring to the content standards and graduate competency standards that have been determined. This centralized approach aims to maintain consistency and quality of the

curriculum in all Muhammadiyah schools, where each school must follow the guidelines determined by the central council [12]. This centralization provides a guarantee that all Muhammadiyah educational units have the same curriculum implementation, so that the quality of education can be maintained in various regions.

However, even though the organization is centralized, implementation at the school level still provides room for adjustments to local needs and student characteristics. An approach that focuses on the development of students' needs and their environment emphasizes that the ISMUBA curriculum is not applied rigidly, but is adapted to the context of each school [13]. This flexibility allows Muhammadiyah schools to respond more relevantly to local challenges and needs, so that students can learn in an environment that supports their holistic development.

Annual outreach involving the learning community in the ISMUBA subject family is also an important element in organizing the curriculum. Through outreach activities, teachers receive provision regarding learning tools such as Learning Implementation Plans (RPP), teaching modules, as well as the latest evaluation methods implemented in the curriculum. This shows that socialization is not only informative, but also professional development for ISMUBA teachers, which plays an important role in improving the quality of teaching in the classroom [14]. With regular outreach, ISMUBA teachers can follow the latest developments in learning management and ensure that the methods they apply are in accordance with the expected standards.

The ISMUBA curriculum structure which consists of extracurricular, co-curricular and extra-curricular components reflects a holistic educational approach, where the integration of religious material and other skills development activities is a characteristic of Muhammadiyah education. Extracurricular activities, such as learning the Koran, Hadith and Arabic, as well as co-curricular activities that support strengthening student competencies, are designed to enrich students' learning experiences and form a balanced character between cognitive, affective and psychomotor aspects [15]. This approach is in line with Muhammadiyah's vision of producing graduates who have intellectual and spiritual intelligence.

Apart from that, the role of teachers in organizing the curriculum is very important, especially through Subject Teacher Conferences (MGMP). MGMP functions as a forum for discussion and coordination among ISMUBA teachers, so that curriculum development can be adapted to the conditions of each school. Through MGMP, teachers can share experiences, formulate effective learning strategies, and adapt teaching materials to students' specific needs [16]. This allows the ISMUBA curriculum to be applied more contextually and responsive to local challenges faced by each school.

The organization of the ISMUBA Curriculum at Muhammadiyah Universities shows a balance between centralization at the central assembly level and flexibility at the school level. A well-coordinated structure, coupled with efforts to adapt the curriculum to local needs, shows that Muhammadiyah education seeks to maintain the quality of learning while still providing room for innovation and adjustment at the school level.

C. Implementation of ISMUBA Curriculum Management

The implementation of ISMUBA Curriculum Management in Muhammadiyah educational institutions combines modern and traditional approaches, with an emphasis on developing students' religious and spiritual character. ISMUBA learning does not only take place in the classroom, but also includes various activities outside the classroom that support the formation of Islamic character, such as the Duha prayer program, tahfidz Quran, and Islamic studies. This approach shows that the ISMUBA Curriculum is designed to create a religious atmosphere in schools and ensure that Islamic values are integrated into students' daily lives [17]. This is consistent with

Muhammadiyah's educational goals which seek to develop students' potential holistically, including intellectual, emotional, social and spiritual aspects.

One important aspect in implementing the SMUBA curriculum is the use of technology in the learning process. Teachers at Muhammadiyah universities have started to use devices such as LCD projectors, learning videos and online applications to support the delivery of material. The use of this technology not only helps in delivering material more effectively, but also provides a more interesting and interactive learning experience for students [18]. However, there are still challenges related to the unequal distribution of facilities in each class, such as the lack of audio equipment in the language laboratory. This obstacle shows the need to improve facilities so that curriculum implementation can run more optimally at all levels of education.

The Quran tahfidz program which is held every two weeks is an example of learning activities oriented towards building religious character. This program provides students with the opportunity to deepen their memorization of the Al-Qur'an through intensive coaching, especially for students who have better abilities. Although this program is running well, challenges in parental involvement remain a significant obstacle. Some parents do not support learning programs at home, especially in terms of accompanying their children in achieving memorization targets [16]. In fact, parental involvement is very important in supporting successful learning at school, especially for religious subjects that require support at home.

Apart from academic aspects, familiarizing ISMUBA values in daily activities is a strategy implemented by schools to build student character. Worship habits, such as congregational prayers, recitation of the Koran, and reading the Koran, are carried out regularly to create a religious environment at school. This strategy is part of the school's efforts to instill Islamic values consistently in students' daily lives (Mujib & Mudzakir, 2018). With this habituation, it is hoped that students will not only understand religious teachings theoretically, but also be able to practice Islamic values in their daily lives.

The implementation of ISMUBA Curriculum Management at Muhammadiyah Universities shows that there is a strong effort to combine modern and traditional learning methods. Although there are still several challenges regarding facilities and parental involvement, schools continue to try to balance religious values, general science and technology skills. This is in line with Muhammadiyah's vision to produce graduates who are not only intellectually intelligent, but also have religious character and noble morals [19].

D. ISMUBA Curriculum Management Evaluation

Evaluation of ISMUBA Curriculum Management at Muhammadiyah educational institutions is carried out with a comprehensive approach that includes assessment of students' attitudes, knowledge and skills. This comprehensive evaluation approach is in line with the principles of character education promoted by Muhammadiyah, where learning objectives do not only focus on cognitive aspects, but also include affective and psychomotor domains [13]. In the context of the ISMUBA Curriculum, this aims to ensure that students not only master the subject matter, but also internalize Islamic values in everyday life.

A flexible approach to evaluation is also a characteristic of ISMUBA learning, where assessments are adapted to local school conditions and student characteristics. This flexibility allows schools to adapt evaluation methods according to different student needs and local contexts [12]. This assessment includes various methods, such as observations, projects, and portfolios, which provide room for teachers to measure

broader aspects of learning than just exam results. This provides fairness in evaluation because students are assessed from various aspects of their abilities.

In addition to direct assessment of the curriculum, the school's physical environment is also an important part of the overall evaluation. Creating an environment that supports Islamic values, such as school decorations containing verses from the Koran and Islamic motivational words, aims to strengthen ISMUBA teaching outside the classroom. This Islamic physical environment helps instill ISMUBA values in students in their daily activities[15]. Islamic school room layout can strengthen the learning process, because students are actively involved in an environment that reflects the values taught in the curriculum.

Based on the results of interviews and observations, the implementation of the ISMUBA Curriculum Management evaluation began with the preparation of a structured assessment rubric. "We started by creating an assessment rubric that includes cognitive, affective and psychomotor aspects," said one of the ISMUBA teachers. This rubric is the main guide in assessing students' abilities from various aspects, especially how they apply Islamic values in their daily activities at school. Apart from that, ISMUBA-based project implementation was also carried out. "For example, we hold annual projects such as exhibitions of student work related to morals or fiqh," said one school principal. This project is assessed based on creativity, understanding of religious concepts, and how students relate the material to real life.

Assessment in ISMUBA is also not limited to the final results of learning (assessment of learning), but also includes formative assessment that focuses on the learning process (assessment for learning). This formative assessment is important to provide feedback that students can use to improve their learning process. Thus, evaluation in the ISMUBA Curriculum functions as a tool to encourage sustainable student development, not only as a tool for measuring final results [20]v. "Formative assessment is an important part of our class. Every week, students get feedback from their daily assignments, such as memorizing verses or discussions about moral values," explained one of the ISMUBA teachers. This helps teachers identify student deficiencies earlier and provide more intensive guidance.

In addition, ISMUBA teachers are actively involved in socializing the new evaluation format. This socialization aims to ensure that teachers follow policy changes related to evaluation determined by the Education Office and the Muhammadiyah Central Basic Education Council. This shows that there are efforts to maintain consistency in the implementation of evaluations in various Muhammadiyah education units (Nasir, 2020). With the updated evaluation format, it is hoped that teachers will be able to carry out assessments in accordance with the latest standards and continue to follow developments in education policy.

Evaluation of ISMUBA Curriculum Management at Muhammadiyah Universities is carried out with a comprehensive and flexible approach. This evaluation not only focuses on achieving cognitive outcomes, but also covers students' affective and psychomotor aspects. Flexibility in evaluation, creating an Islamic physical environment, and formative assessment that supports students' continuous learning process are the keys to successful evaluation in the ISMUBA Curriculum. Thus, ISMUBA evaluation supports holistic student development, both in terms of intellectual, spiritual and character aspects.

4. CONCLUSION

The results of this research indicate that ISMUBA Curriculum Management planning at the Central Balikpapan Muhammadiyah College was carried out by paying attention to

the needs and development of students. The curriculum was designed by a development team under the Muhammadiyah Basic Education Council with the aim of maintaining the quality of education and was structured flexibly to be relevant to the conditions of each school. The organization of ISMUBA Curriculum Management involves collaboration between the Muhammadiyah Basic Education Council and ISMUBA teachers through the Subject Teachers' Conference (MGMP). The curriculum structure includes intracurricular, co-curricular and extra-curricular activities which function to support the holistic development of students. In its implementation, ISMUBA Curriculum Management combines learning methods in the classroom with activities to familiarize with Islamic values, such as Duha prayers and recitation of the Koran. The use of technology in learning is starting to be implemented, although there are obstacles related to limited facilities. ISMUBA Curriculum Management Evaluation is carried out comprehensively by assessing students' attitudes, knowledge and skills through observation, project and portfolio methods. Assessment is carried out in a formative manner to provide feedback that supports the continuous learning process. Supporting factors for implementing ISMUBA Curriculum Management include support from school policies, learning facilities and habituation programs. However, the challenges faced include limited teacher resources and low student interest in religious subjects.

5. THANK-YOU NOTE

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