

Management of Islamic Education Curriculum Development in Tanjungpinang City

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Abstract

The current phenomenon is that there are still many curricula that need improvement with regard to Islamic values. This happens due to the change of curriculum every time in the development of the learning process, one of which is in Tanjungpinang City. The purpose of this research is to further identify the administrative or management process in the development of the Islamic education curriculum in Tanjungpinang City. The research method used is to conduct a literature study process on references related to the research, this type of research is descriptive qualitative and the data analysis technique used is drawing conclusions. The results of the research obtained are (1) There is still a need for improvement of the Islamic Education curriculum at the initial level, namely public and integrated Islamic elementary schools in Tanjungpinang City, (2) The implementation of teacher capacity building in educating students by holding internal school meetings and preparing curriculum recommendations that are appropriate to be taught in public and integrated Islamic elementary schools in Tanjungpinang City. The conclusion obtained in this study is that Tanjungpinang City has endeavoured to develop Islamic education management in schools in Tanjungpinang City, especially at the elementary school level. Not only that, professional competence is carried out in the form of Continuing Professional Development (PKB) for teachers.

Keywords: *Islamic, Curriculum, Development*

INTRODUCTION

Curriculum issues continue to be a topic of discussion that receives a lot of attention. The fact that education implementers and managers in the field sometimes refer to it as “everything” is very interesting. As a small example, for example, does training progress depend on the educational plan to the point of failing to take into account other, much more significant aspects. Educational plans exist in the realm of training. Humans are the subject and object of education, so that without humans, humans would not be able to develop and perfect their culture. Education is meaningless without humans because humans are the subject and object of education. Education exists. Learning opportunities can occur anytime and anywhere. School also describes everything in life that has an impact on the organization of individual reasoning and activities (Halimah, 2020).

Islamic religious education is an important part of education that must receive top priority. Islamic religious education that has been implemented in schools is usually very theoretical and not relevant to the

environment where students live. Islamic religious education is an important part of education that must receive top priority. It is believed that it has nothing to do with the learning environment. Providing religious education to students means helping them develop the basic human traits they have always possessed (Ma'arif, 2023). The basic nature of being likened to a seed will undoubtedly be difficult to develop and may even wilt and eventually die if it does not receive sufficient maintenance and care. The basic characteristics that are likened to seeds will undoubtedly be difficult to develop if they do not receive adequate care and maintenance. and finally perished. Likewise with the aims and functions of religious education. Because Islamic religious education will directly touch the components that form the complete human personality, the function and role of Islamic religious education is more dominant than education in general (Nurlaela et al., 2023).

In accordance with important knowledge about Islamic education curriculum development, there are at least three guiding principles for curriculum design, each of which considers different aspects of human potential and goals. There are at least three guiding

principles for curriculum design in humans: namely, (1) development of a religious approach in and through all branches, (2) absence of religious ideas and material from the content of religious lessons, (3) planning with calculation of each component, as three standards, namely development, regulation and integration (Taufik, 2019).

Expansion, elaboration, development or refinement of a set of Islamic Religious Education subject matter and what is presented to students or all efforts programmed by the school to help develop the potential of students through potential learning experiences to achieve the vision, mission and goals of the institution which is referred to as "Islamic Religious Education Curriculum Development Management." Curriculum development is based on two things. First, the development of demands, needs and conditions of society. Second, based on considerations and coordinated with the achievement of philosophical quality, especially the State's way of thinking and philosophical standards, this is a basic problem in improving educational programs (Saifudin, 2021).

The turn of events/elaboration of the education plan not only alludes to the centralization of the education plan but the instructive foundation can elaborate in the feeling of having the option to implement the program 'closed education plan to add to the program *Hidden Curriculum*, endure or cultivate alternate character through a great educational program council to become a person who will be one with qualities and standards and ready to assimilate the five honest points. assimilate the five pillars of Islam and the six pillars of faith (Siswanto & Susanti, 2019).

One manifestation of the evolution of the Islamic education system is the creation of the Islamic religious education (PAI) curriculum. According to (Huda, 2023), "the main characteristic of education in schools is the curriculum." This shows that education and teaching cannot run without a curriculum. The changes in educational programs that occur affect all subjects, one of which is the subject of Islamic Religious Education (PAI). The

Islamic Religious Education Curriculum will be implemented through the development of religious cultures in existing schools. This religious culture not only includes a religious atmosphere but also more practical actions such as congregational prayers, reading the Koran before lessons, and so on. In addition, this strict tendency can also be implemented in daily routines. Therefore, to achieve the desired educational goals, it is necessary to have a thorough understanding of curriculum management when implementing or developing the curriculum, especially the Islamic Religious Education (PAI) Curriculum (Halimah, 2020).

The problem that occurs in Tanjungpinang City is the development of an Islamic education curriculum which still requires good optimization. One of the implementations implemented in learning carried out at the most basic level, namely, integrated state and Islamic elementary schools is the independent learning curriculum. Supposedly, the implementation of learning in Islamic education must be differentiated from the independent learning curriculum, where the independent learning curriculum adopts implementation related to technology and information, while the Islamic education curriculum or components used are those related to the yellow book and the Koran as the basis. The most appropriate primary school reference for students, at the state and integrated Islamic elementary school level.

Islamic education in Tanjungpinang City must also be harmonized with the conditions of social cultural status in Tanjungpinang City itself, namely based on Malay Islamic principles. Thus, the management of the Islamic education curriculum must be improved, either by preparing a special curriculum for Islamic education or recommending a curriculum relating to the basic components of the Islamic religion.

Therefore, researchers are interested in discussing further and identifying in depth the implementation of management of Islamic education curriculum development in Tanjungpinang City as the first step in

advancing Islamic values in Tanjungpinang City, especially at the initial level of education in general, namely Schools. State Policy or Integrated Isla.

RESEARCH METHOD

The research method used in this research is descriptive qualitative research, the focus of this research is to analyze and identify implementation management in the development of the Islamic education curriculum in Tanjungpinang City at the lowest level, namely the State and Integrated Islamic Elementary School as initial education that must be managed. well. The data collection technique used is documentation by collecting various types of journals related to the research being studied. The analysis technique used is drawing conclusions, so that this research knows the types of conclusions from the various literature sources studied.

RESULTS AND DISCUSSION

Curriculum Development

The instructional cycle in learning exercises or in class will actually run well and easily, profitably, intelligently, and so on if it is based on a good and correct educational program. When the curriculum becomes the main support for the teaching and learning process, education can be implemented effectively. For optimal learning, the curriculum contains many constructive elements. Various educational planning experts argue that the essence of training is in the educational program.

The curriculum must not remain static, but must adapt to the demands of modern society and current developments and follow developments that must be aligned with national education goals. Therefore, curriculum development as a dynamic and integrated process must be pursued through steps that are methodical, professional, and cover all relevant aspects in accordance with the needs of society and the demands of present and future development, namely a generation that has good morals and adheres to steadfast in Islamic teachings and social values (Wahyudin & Dewi, 2024).

The potential, intelligence and interests of students, the diversity of regional and environmental potential, the demands of regional and national development, the demands of the world of work, the development of science, technology and arts, religion, the dynamics of global development, national unity and national values are the materials considerations in curriculum development within the framework of the Unitary State of the Republic of Indonesia (Afandi, 2021).

The curriculum is developed by the education unit (Education Unit Level Curriculum or KTSP) in accordance with the content standards in Permendiknas No. 22 of 2006 and Competency Standards for Education Unit Graduates in Permendiknas No. 23 of 2006, and is guided by the guidelines prepared by BSNP, in order to fulfill the mandate of Law no. 20 of 2003, article 36 paragraphs 1-2, and the mandate of PP no. 19 of 2005. In a broader sense, the principle of educational autonomy or decentralization directly increases the capacity of each district/city, school or madrasah to create its own curriculum. From this it is clear that education is developed and implemented democratically. According to the educational unit level education program (KTSP), schools and educators must really know the ideas and hypotheses of progress to have the option to carry out differentiated and ad lib evidence in their implementation in schools. Every curriculum has parts.

The goal section, namely the direction or focus to be achieved from the school implementation process. Goals should be included in every activity because they describe the end result or lead to what needs to be done. Curriculum content, especially school-based learning observations of students. In this case, students participate in various activities to gain this learning experience. The way students gain learning experience to achieve goals is known as the learning method or process. The process of achieving goals is the focus of the curriculum method, while the process itself is related to the organization of learning experiences or

curriculum content. The process of gaining experience that has been carried out is influenced by each form used. The structure of improving educational programs is expected to make interaction, implementation and checking of educational programs more reasonable (Andini, 2018).

Therefore, to understand the purpose of schools which can develop abilities and form a dignified national personality and civilization in order to educate the nation's life, in accordance with national and religious goals, one of the main administrative frameworks is through educational planning. Planning, organizing, implementing and evaluating the curriculum as well as the entire implementation process, which aims to ensure that learning activities are successful and effective, are all components of the curriculum organization of the learning system. When analyzing the nature of society and culture with schools as social institutions in their operations, it is determined that there are at least three very important roles of the curriculum, namely:

1. One of them is that teaching the younger generation about and interpreting social history is one of the responsibilities of the curriculum. Therefore, in accordance with the function of education as a social process, schools as social institutions can influence and encourage student behavior in accordance with various social values. This is in accordance with the idea of the school itself, which has the ability to act as an extension between immature and mature students, in a social cycle that becomes increasingly complicated over time. Because it contributes to and facilitates this process, the curriculum function takes a significant role in this framework.
2. Culture continues to develop and expand. Schools not only adopt existing culture, but also look at and choose which parts of that culture to adopt. In this case, the curriculum also actively participates in social control and emphasizes important aspects of performance. Changes and improvements are made to social values that are not in accordance with future

conditions. Thus, the educational program should be an ideal decision by considering specific measures.

3. Curriculum Educational plans play a role in completing various imaginative and useful activities, in the sense of creating and collecting something new and unique according to the current and future needs of society. To help each person develop all their true capacities, educational plans create new examples, experiences, perspectives, capacities and skills, which benefit society. The three tasks of the educational plan must be balanced, or in the end there is agreement between the three. In this way, educational programs can meet the needs and conditions in bringing students towards a lifestyle that represents the future (Ma'arif, 2023).

Planning involves estimating goal attainment and goal setting in the context of curriculum management. Learning administration revolves around planning, which must be directed towards the future. As learning managers, teachers must make a variety of choices to help students achieve their goals when making decisions about the learning process.

Curriculum planning of all types is carried out at all educational levels and is adapted to grade level. 1) Curriculum planning that is connected to student experiences is the basis of a realistic curriculum plan. 2) Decisions regarding content and procedures form the basis of curriculum planning. 3) Arrangement of educational programs containing choices on various issues and themes. 4) Many groups participate in curriculum planning. 5) Curriculum planning takes place at a number of different levels. 6) Curriculum planning is a continuous process. Therefore, a clear concept of the things that improve life, the characteristics of society now and in the future, and basic human needs must be the basis of curriculum planning. In curriculum planning and development, humans are involved in defining various effective learning opportunities (Nurlaela et al., 2023).

The goal of organizational work is to create productive interpersonal relationships among employees so that they can collaborate effectively and make their own decisions about how to carry out tasks in the current environment to achieve specific goals and objectives. It is important to know that most teachers want the policies in their schools or higher education institutions to reflect their interests and references. If these policies do not align with the values and goals of most teachers, conflict will result. According to the previous explanation, this organization can be defined as follows: (1) an organization in the sense of a body is a group of people who work together to achieve one or more specific goals; (2) organization in the sense of a chart or structure is a schematic description of the cooperative relationships of people who are in the context of efforts to achieve a goal. These two definitions are based on the previous explanation. There are several types of curriculum organization that have been studied.

This type of educational plan has its own qualities, and seems to undergo a process of successive improvements, in accordance with various new discoveries in educational science. Several ways to organize the curriculum include 1) Subject curriculum. 2) Curriculum with correlated subjects. 3) Study area curriculum. 4) Integrated curriculum. 5) Core curriculum.

The term "curriculum with collaborating subjects" refers to a system in which various subjects are arranged in a correlation pattern in an effort to reduce the disadvantages of separation between them. This makes it easier for students to understand the material. There are two patterns in this type of correlation: informal correlation and formal correlation. According to several experts, the Broadfield curriculum is a type of correlated curriculum. Broadfield is already a combination or function of a number of similar subjects with the same characteristics, so this view is correct. In fact, subjects that have been integrated no longer have boundaries. Because all subjects have been formulated as problems or units in this integrated curriculum, the

boundaries between them are no longer visible at all (Taufik, 2019).

Development of the Islamic Education Curriculum in Tanjungpinang City

The curriculum development strategy to create schools that are efficient, productive and high achieving is the curriculum at the education unit level. Educational plans at the educational unit level are another perspective for the progress of educational plans that provide broad independence to each educational unit, and local regional contributions to make the learning experience and growth and development in schools more successful. Each educational unit and school is given autonomy to be more responsive to regional needs and manage resources, funding sources and learning resources according to priority needs. Therefore, Islamic Religious Education is a very important means for students to learn and practice religious values and norms in public schools. Islamic Religious Education also helps students to learn the five pillars of Islam and the six pillars of faith.

Articles 36 and 37 of Law Number 20 of 2003, Republic of Indonesia Article 3: Developing students into human beings who believe and are devoted to God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become democratic citizens and Responsibility is the goal of National Education. Articles 36 and 37 state that religious education must be included in the curriculum, especially at the primary and secondary levels, to increase Faith, Piety and Noble Morals.

Religion is a way of life that must be followed by all humans. They believe that Allah SWT is the only one who can help and protect them, and practicing their religion will help them feel calm and peaceful. There are two types of psychological contributions to curriculum studies. First, educational planning that builds conceptual models and data. Second, it contains a variety of techniques that can be adapted for instructive exploration. Questions regarding the subject develop, models and approaches change, and data are often inadequate and, surprisingly, inappropriate. There are only psychological

studies and theories of varying sophistication regarding the curriculum. There is no psychological theory. Nonetheless, some fields have developed enough to offer direction for teaching and organizing educational programs. Goals and objectives, according to Hamalik, are terms used to describe the objectives of curriculum development. The goal of the goal is stated abstractly and broadly, and achieving it will take time. In contrast, objective goals are short-term, more specific, and operational. The first step in developing a curriculum is setting goals, because goals can help direct all development efforts and activities carried out (Hartati & Supriyoko, 2020).

Several education experts stated that in order to develop a curriculum it is necessary to pay attention to several components, according to Nasution, including: 1) objectives, 2) learning materials, 3) teaching and learning process, 4) assessment. Meanwhile, according to Hamalik, curriculum development carried out includes: 1) objectives, 2) curriculum materials, 3) curriculum methods, 4) curriculum organization, and 5) curriculum evaluation.

There are four steps towards developing the Rogers educational program model, specifically (1) Selecting the focus of the school system. In determining this objective, the main standard used as a rule is the readiness of school authorities to take part in serious collection exercises; (2) Increased educator cooperation in instructor meetings and group meetings; (3) Creating concentrated group meetings for one class or illustration unit; and (4) Parental support in group exercise. According to (Arifin et al., 2024), there are two steps in developing a curriculum: (1) determining objectives, which is the first step because objectives are the direction or aim of education. (2) determine learning experiences, which are student activities that involve interaction with the environment and activities that are part of the learning process. Organizing Learning Experiences: there are two types of organizing learning experiences: a) vertical organization, which connects learning experiences in the same study at different levels; b) horizontal organization,

which connects learning experiences in geography and history at the same level. There are several principles in determining student learning experiences, namely: a) Student experiences must be in accordance with the goals to be achieved; b) Every learning experience must satisfy students; c) Every design of student learning experiences must involve students (Sari et al., 2023).

First of all, educational experiences are to form natural creations that can shape or change students' mental constructions. The setting in this environment is intended to help students practice using facts through experiential learning. Second, it relates to the type of information that needs to be learned. There are three types of knowledge, each of which requires its own unique learning environment.

Learning steps based on operant conditioning theory developed by Skinner as quoted by Dimiyati include the following:

1. Study the student's situation. Teachers look for and find behavior
2. Positive or negative students, where positive student behavior will be strengthened while negative behavior will be weakened or reduced.
3. Make a list of positive reinforcers. Teachers look for behavior that students prefer, behavior that is punished and activities outside of school that can be used as reinforcement.
4. Selecting and determining the sequence of behaviors to be learned and the type of reinforcement.
5. Create a learning program.

A general statement about the expected educational results is called an objective. Goals provide the pillars for providing a learning experience and contain learning objectives. The following requirements must be met by learning objectives: objectives must define student behavior that can be measured and observed; objectives must provide learning situations and conditions; and goals must determine the minimum level of expected behavior (Artilita & Saniah, 2022).

CONCLUSION

Through the results of the analysis carried out through the results of the literature review carried out, the researcher draws the conclusion in this research that to develop Islamic education management in Tanjungpinang City is (1) To carry out development based on Islam with the concept of in-depth learning regarding the content and meaning from the yellow book and the Al-Qur'an as a basic source of understanding for children in Integrated Public and Islamic Elementary Schools, (2) Educators are expected to carry out Continuous Professional Development (PKS) so that students can carry out adaptive learning and can develop slowly. And (3) Doing *upgrade* learning with the development of the times, separating learning styles that are too rigid, and learning related to the independent curriculum must be filtered so that old learning methods can be used well and efficiently.

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