



JELIM

Journal of Education, Language, Social and Management

<https://jurnal.rahiscendekiaindonesia.co.id/index.php/jelim/>



CURRICULUM IMPLEMENTATION AT MADRASAH ALIYAH SWASTA MAQAMAM MAHMUDA TAKENGON

Maulida

¹ State Islamic Institute Takengon, Indonesia

KEYWORDS

Curriculum Implementation, Madrasah

ABSTRACT

This study aims to identify and describe the structure of the curriculum and its implementation in Madrasah Aliyah Swasta Maqamam Mahmuda Takengon. This study uses a descriptive method with a qualitative approach. The problems discussed in this study are how the structure of the curriculum and its implementation in Madrasah Aliyah Swasta Maqamam Mahmuda Takengon. The results showed that the curriculum structure at Madrasah Aliyah Swasta Maqamam Mahmuda Takengon implemented a modern pesantren education curriculum, namely the Gontor curriculum and the ministry of religion curriculum which consisted of religious, language and general subjects. The implementation of the curriculum goes well according to a predetermined schedule. Teachers who teach subjects have expertise in their respective fields. All religious teachers are alumni of modern Islamic boarding schools and master the yellow book. Teachers use various strategies in the learning process. Evaluation of learning through written and practical exams.

INTRODUCTION

One of the most strategic components of education is the curriculum. The curriculum must be properly implemented to achieve the expected educational goals. Currently, in the era of globalization, there are many problems that exist in the world of Islamic education, especially in Islamic educational institutions, one of which is the problem of curriculum. The curriculum is sometimes less intelligent and pays less attention to the needs of students or the needs of the market. This requires revamping, fostering, and structuring aspects of the curriculum in these Islamic educational institutions and implementing the curriculum as well as possible.

Pesantren as one of the Islamic educational institutions that teach Islamic religious sciences to students has an important role in achieving the goals of national education and the goals of Islamic education. In other words, Islamic boarding schools have a responsibility in educating the younger generation, namely the *santri* to build the nation's morals. As in Saiful's opinion (2017: 7), *pesantren* is seen as a tool of cultural transformation with the success of carrying out its function in building the personality of

students and the community. *Pesantren* is an Islamic educational institution to explore Islamic religious knowledge and practice it as a guide for daily life, with an emphasis on the importance of morals in social life (Saiful, 2017: 129).

As an Islamic educational institution, Islamic boarding schools must be able to package the goals of Islamic education and national education goals in the teaching and learning process through the curriculum they develop. Ahmad Arifai (2018: 13) in his journal stated that *pesantren* has its own authority in compiling and developing its curriculum. Likewise at the Modern Islamic Boarding School Maqamam Mahmuda Takengon at the Madrasah Aliyah Swasta to develop their own curriculum to implement the goals of Islamic education through religious subjects in accordance with the teachings of the Qur'an and hadith, and carry out educational goals nationally through existing general subjects in the curriculum. The moral excellence of students is inseparable from the learning system in the curriculum in Islamic boarding schools that is consistent in achieving the goals of Islamic education.

The curriculum is a demand and a special attraction for those who want to entrust their children to an educational institution and this demand can be fulfilled by madrasas (Maghfuri & Rasmuin, 2019: 2), especially madrasas in Islamic boarding schools. The concept of general education and Islamic education in Islamic boarding schools in their madrasas must be well integrated in the learning process through the curriculum, in order to create quality students or graduates who have knowledge (cognitive), and are able to use their knowledge in life as a daily charity (psychomotor) and moral (affective).

So, with the integration of faith, science and charity in each individual student which is applied through the curriculum, it will produce human resources who are faithful, knowledgeable, and moral and can become the nation's future generation.

RESULTS AND DISCUSSION

Profile of Madrasah Aliyah Swasta Maqamam Mahmuda Takengon

Pesantren Maqamam Mahmuda Takengon is one of the modern Islamic boarding schools in Central Aceh which was only established in 2015 and is led by Ustadz Abdiansyah Linge. This Islamic boarding school has two madrasas, namely Madrasah Aliyah Swasta and Madrasah Tsanawiyah Swasta Maqamam Mahmuda Takengon. This Islamic boarding school has a total of 500 students. The numbers of teachers in this pesantren is 54 people. Madrasah Aliyah Swasta Maqamam Mahmuda Takengon has only been opened since 2020. This madrasa is located at Jalan Buntul Gelengang, Simpang IV Village, Bebesen District, Central Aceh Regency. There are only 2 (two) levels of education at Madrasah Aliyah, namely grade 1 and grade 2 with a total of 80 students. Existing facilities in this boarding school such as leadership rooms, mosques, teachers' rooms, administrative rooms, libraries, laboratories, cooperatives, dormitories, classrooms, toilets, and sports fields. These facilities are very supportive of the activities in the madrasa.

Curriculum Structure at Madrasah Aliyah Private Maqamam Mahmuda Takengon

The curriculum structure includes the substance of learning carried out in one level of education for 1 year. The curriculum structure at Madrasah Aliyah Swasta Maqamam Mahmuda Takengon is based on the authority of the pesantren leadership and refers to the curriculum of modern pesantren and the curriculum of the ministry of religion. As stated by the leadership of the pesantren (Abdiansyah Linge, 2021) that this pesantren carries the

feel of a modern pesantren, the curriculum at this madrasa refers to the curriculum in the Gontor pesantren, because many of the teachers here are alumni of Gontor, there is no separation of curriculum between the pesantren curriculum and the madrasa curriculum, and there is no dichotomy between religious sciences and general sciences, all subjects are integrated in a curriculum that will be taught to students according to their madrasa level. The purpose of the curriculum here is religious education, language education (Arabic and English), prioritizing morals besides giving general subjects to students.

The curriculum structure of Madrasah Aliyah Swasta Maqamam Mahmuda Takengon consists of religious, language and general subjects. The curriculum structure is as follows:

- a. The curriculum structure at level 1 Madrasah Aliyah Swasta Maqamam Mahmuda Takengon are:
 1. Tamrinat Lughah
 2. Fiqh
 3. Ushul Tarbiyah Watt'lim
 4. Ushul Fiqh
 5. Shorof
 6. Nahwu
 7. Insya
 8. Ulumul Hadis
 9. Mutholaah
 10. Tafsir
 11. Mahfudzot
 12. Tarikh Islam
 13. Aqoid
 14. Listening
 15. English
 16. Matematika
 17. PPKN
 18. IPA
 19. IPS
 20. Reading
 21. Bahasa Indonesia (document of Madrasah, 2021).
- b. The curriculum structure at level 2 Madrasah Aliyah Swasta Maqamam Mahmuda Takengon are:
 1. Aqoid
 2. Mahfudzot
 3. Usulul Fiqh
 4. Mutholaah
 5. Tamrin Lughoh
 6. Ulumul Hadis
 7. Ushul Tarbiyah Watt'lim
 8. Lughatul Arabiyah
 9. Balaghoh
 10. Shorof
 11. Nahwu
 12. Insya
 13. Fisika

14. Matematika
15. Interpeunersip
16. Reading
17. Listening
18. Biologi
19. PPKN
20. Kimia
21. Bahasa Indonesia
22. Grammar (document of Madrasah, 2021).

Teachers can carry out learning well if the curriculum structure is clear. The existing curriculum structure must be able to achieve educational goals, then implemented in learning activities delivered by the teacher to students in achieving the expected educational goals. The curriculum structure is useful for clarifying the material to be delivered by the teacher in the learning process to students. Madrasahs can determine what material is taught and adapted to teachers who have expertise in teaching the material. Furthermore, the time allocation in the learning process can also be clearly specified.

The pesantren curriculum structure used by Madrasah Aliyah Swasta Maqamam Mahmuda Takengon is a curriculum structure used to carry out the learning process for one year to achieve educational goals. The structure of the pesantren education curriculum is a program that is prepared as a plan of activities to be carried out in the learning process at the madrasa. With a clear curriculum structure, it will be easier for teachers and students to prepare the subject matter to be studied.

The findings from the research include:

1. The curriculum structure is prepared by the leadership of the pesantren together with the curriculum field, there is no difference in the curriculum structure of the pesantren and the madrasa.
2. The structure of the education curriculum at Madrasah Aliyah Swasta Maqamam Mahmuda Takengon is structured according to the modern pesantren curriculum, namely Gontor boarding school and the ministry of religion curriculum which consists of religious, language and general subjects. Religious subjects such as: Tamrinat Lughah, Fiqh, Usul Tarbiyah Watt'lim, Usulul Fiqh, Shorof, Nahwu, Insha, Ulumul Hadith, Mutholaah, Tafsir, Mahfudzot, Islamic Dates, Aqid, Lughatul Arabiyah, and Balaghoh. Language subjects and general subjects such as: Mathematics, Indonesian, Physics, Listening, English, Civics, Science, Social Studies, Reading, Interpreunersip, Biology, Chemistry and Grammar. All of these subjects have face-to-face hours that have been arranged in class.
3. All subjects taught in this madrasa have their respective goals in accordance with the material being taught to achieve the vision and mission of madrasahs and pesantren.
4. The material to be taught by teachers in madrasahs is determined by the pesantren and textbooks or teacher handbooks are also prepared by the pesantren.
5. The implementation of the learning process according to the curriculum structure takes place from 08.00 am in the morning to 15.20 pm in the afternoon with two breaks.

The students in madrasahs are expected to have religious knowledge and general knowledge through the structure of the modern pesantren education curriculum, so that they are able to face the currents of globalization and the inevitable changes of modern times.

Curriculum Implementation at the Madrasah Aliyah Swasta Maqamam Mahmuda Takengon

Educational goals will be achieved through the implementation of the curriculum in an educational institution. Curriculum implementation requires teachers who are professional in their fields to teach subjects in the learning process in accordance with the existing curriculum. Likewise, Madrasah Aliyah Swasta Maqamam Mahmuda Takengon has teachers who are experts in their respective fields to teach subjects that are in accordance with the curriculum structure that has been prepared by the pesantren. Teachers who teach religious subjects are experts in their fields, understand the yellow book and are all alumni of modern Islamic boarding schools.

The learning process in madrasas is an activity to implement the existing curriculum in realizing educational goals. The teacher prepares a learning process plan at each meeting, so that the learning process will run well, effectively and efficiently. The learning process carried out by the teacher begins with opening activities, core activities and closing activities using various learning strategies such as traditional learning strategies and modern learning strategies.

The implementation of the learning process in this madrasa lasts for six days from Saturday to Thursday, and the day off is Friday. The learning process every day starts from 08.00 am in the morning until 15.20 pm in the afternoon with two breaks, namely at 10.40 am to 11.00 am and at 12.20 pm until 13.30 pm according to the established curriculum. This was conveyed by the Director of Curriculum (Ihsan Mihardi, 2021) that the learning process in this madrasa uses a modern Islamic boarding school curriculum, the lesson hours are very dense starting from the morning at 08.00 am until the afternoon at 15.20 pm. The lesson hours are different from the lessons at other madrasas.^[15]

Some general subject matter is delivered by the teacher in the morning and some in the afternoon. Likewise, some religious subjects are taught in the morning and some in the afternoon according to the learning schedule in the curriculum. The head of the Madrasah (Ismawaty Saragih, 2021) said that there was no difference in the hours of religious subjects with general subjects, sometimes religious subjects and general subjects were taught in the morning and some were taught in the afternoon according to the schedule specified in the curriculum. Everything is integrated in a curriculum that is taught simultaneously to the students from 08.00 am to 15.30 pm. Evaluation of the learning process in this madrasa is carried out in two ways, namely through written exams and practical exams every semester.

Some things that can be concluded from the implementation of the curriculum in this Madrasa are:

1. Teachers who teach religious subjects are experts in their respective fields, understand the yellow book and are all alumni of modern Islamic boarding schools. General subject teachers with S1 and S2 educational qualifications who are brought in from outside the pesantren according to their respective expertise.
2. The learning process at Madrasah Aliyah Swasta Maqamam Mahmuda Takengon starts from the morning at 08.00 am until the afternoon at 15.20 pm.
3. Some religious subjects and general subjects are taught in the morning and some are taught in the afternoon according to the schedule specified in the curriculum.
4. Teachers not only use traditional learning strategies but use various modern learning strategies.
5. There are two learning evaluations used in this madrasa, namely written exams and practical exams.

CONCLUSION

The curriculum structure at Madrasah Aliyah Swasta Maqamam Mahmuda Takengon was prepared by the leadership of the pesantren together with the curriculum field, there was no difference in the curriculum structure of pesantren and madrasahs. The madrasah education curriculum structure refers to the modern pesantren curriculum, namely the Gontor boarding school and the ministry of religion curriculum which consists of religious, language and general subjects. Religious subjects such as: Tamrinat Lughah, Fiqh, Usul Tarbiyah Watt'lim, Usulul Fiqh, Shorof, Nahwu, Insha, Ulumul Hadith, Mutholaah, Tafsir, Mahfudzot, Islamic Dates, Aqid, Lughatul Arabiyah, and Balaghoh. Language subjects and general subjects such as: Bahasa Indonesia, Listening, English, Reading, Grammar, Mathematics, Physics, PPKN, Science, Social Studies, Interpreneursip, Biology, and Chemistry.

The implementation of the curriculum to realize educational goals is carried out by the teacher through opening activities, core activities and closing activities using various learning strategies. Teachers who teach religious subjects all understand the yellow book and alumni from modern pesantren. The learning process in madrasahs starts from the morning at 08.00 am until the afternoon before the Ashar prayer at 15.20 pm. Evaluation of learning through written and practical exams.

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