

Application of The Curriculum of Religious and General Fusion (Case Study in MA Unggulan K.H. Abd. Wahab Hasbulloh Jombang)

Chusnul Chotimah^{1*}, Imam Taufiq²

^{1,2} Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: chusnulchotimah@unwaha.ac.id

ABSTRACT

Quality education is the hope of every parent towards their child. This is done by choosing a good educational institution for the progress of the child and able to equip the child with character. Among the ways to determine a good school can be seen through the curriculum applied in the school. The purpose of this research is to know the application of religious and general curriculum at the research site and its value of excellence. The research was conducted using qualitative method with phenomenological perspective. Because it is covered in the Kementerian RI then this madrasah uses the curriculum 13 in accordance with the KMA 183. General and religious material content is applied with proportionally according to the program of interest in Religious Sciences, Social Sciences, and Mathematics of Natural Sciences. As a excellence value, students from all programs who are proficient in English and Arabic.

Keywords: *Excellent School; Curriculum Implementation; Arabic; English.*

INTRODUCTION

Quality education is the expectation of every parent towards the child. This is done by choosing a good educational institution for the progress of the child, politeness, and correct religious knowledge. It is wrong to put children in *Madrasah Aliyah* (MA) to be unexpected. Because the value of knowledge, morals, and spiritual intelligence will be obtained by children from the school, friends, and teachers. Among the ways to determine a good school can be seen through the curriculum applied in the school. This is because the curriculum has a large influence on the achievement of educational objectives (Prasetyo, 2018).

The curriculum in this concept is considered as a plan and objective that will be implemented and achieved jointly by educators and students in the school. Documents containing learning objectives, teaching and learning activities, teaching materials, evaluations, and educational schedules can also be part of the curriculum (Huda & Ariffaturakhman, 2021). The scope of the curriculum can cover certain areas such as districts, cities, provinces, or states in accordance with the curriculum builders and education policyholders as well as the community (Aftoni et al, 2021).

In the history of the development of curriculum implementation, the content of religious curriculum was first applied in the community. It was only then that the general curriculum was applied side by side with the religious curriculum. Similarly, the history of the curriculum in Brunei Darussalam (Aslan & Suhari, 2019). Among the formal education institutions at the high school level that are able to apply the curriculum well is MAUWH (Madrasah Aliyah Unggulan K.H. Abd. Wahab Hasbulloh) Tambakrejo, Jombang. Through a mix of religious and general curriculum, students are able to compete in regional and international competitions. At the higher education level, many MAUWH alumni are accepted as students of European and Middle Eastern universities.

To avoid the same research in all aspects, researchers contain several previous studies. Some researchers have previously conducted research on the application of curriculum. As a comparison between previous research and the study of current authors, it will be shown some of the results of

previous research that has some continuity, similarity, and differences in objects or research focus (Ahdi & Ulumuddin, 2021).

Researchers presented three studies in the form of the same thesis examining the application of curriculum. First, the Implementation of Curriculum 2013 in Physics Learning at SMA Negeri Kabupaten Aceh Timur by Mulyadi Gunawan in 2013. Second, The Application of Curriculum 2013 Subjects of Islamic Religious Education and Ethics of Grade IV Deaf Students at SLB Negeri Sragen School Year 2016/2017 by Rifa'IAang Faisal in 2017. Third, The Application of Local Content Curriculum in the Formation of Student Islamic Personality by Siti Maryam in 2008. While the difference between previous researchers and research conducted by researchers today lies in the object, place, and focus of the study (Fodhil & Azizah, 2021). Previous researchers only examined the curriculum in certain lessons (Afidah et al, 2021). Researchers understand the need to examine with the object of research the application of the curriculum as a whole in the superior madrasah along with the superior value of the madrasah curriculum. The attitude of researchers to previous researchers to complete information about the study of curriculum application.

Based on the description, the research was conducted with the aim of knowing the application of the curriculum in its entirety in madrasah superior to the program majoring in Religious Sciences (IIA), Social Sciences (IIS), Mathematics and Natural Sciences (MIPA). And to know the application of the madrasah superior curriculum.

METHOD

In this study the authors used qualitative research. According to J.R. Raco, valid method of kuelitatif is used in research as well as quantitative method (Raco, 2018). This study was conducted by authors with phenomenological perspective. This is because this study is based on the participants' embroidery on what is to be the focus of the research. The author strives firmly to lock down the presumption or idea of the author (bracketing) to the essence of the participant's experience.

The efforts made by researchers in this case are to read credible references related to the application of the curriculum and conduct interviews to leaders, teachers, and students mauwh Jombang. In this study researchers used participatory observation methods. This method is that researchers engage in daily activities with the subjects studied or research data sources. The way that researchers do is classified as active participation because researchers participate in what is researched but not complete in all aspects (Sugiyono, 2015).

Data analysis in this study has the meaning of organizing systematically and interpreting the results of digging data so that it becomes a new idea, thought, understanding, or theory. The results of research (findings) can be interpreted as affirmations that have a meaning (statement of meaning). Data analysis can also be interpreted to break down the data of research results into small parts and then grouping them on a particular theme or based on certain similarities. This is as stated by Raco (Raco, 2018).

RESULT AND DISCUSSION

Before discussing the application of the curriculum along with the superior value of MAUWH, first outlined the history of MAUWH.

Starting from the Education System Law (UUSPN) 1989 Chapter V article 15 Point 2 and Government Regulation (PP) Number 29 of 1990 Chapter III Article 4 Point 2 produces a Decree (SK) of the Ministry of Education and Culture of the Republic of Indonesia Number: 084/U/1992. In Chapter I Article 1 point 6 states that Madrasah Aliyah (MA) is a Public High School (SMU) characterized by Islam. So the MA curriculum must be in accordance with the high school curriculum only contains 11 to 16% religious education content.

The impact of restrictions on the content of religious education caused ma to stop the program of interest in religious sciences. So there are only classes of interest in Natural Sciences (IPA), Social Sciences (IPS), and Languages. Ma was forced to close the class program of interest in religious sciences that had previously been a mainstay.

Curriculum changes in national education result in adjustments in the religious curriculum (Irsad, 2016). The Ministry of Religious Affairs (Kemenag) in addressing this issued Decrees (SK) No. 372 and 374 of 1993 concerning Madrasah Aliyah Agama (MAK) and its curriculum. The exit of sk from Kemenag is expected to maintain the content of religious knowledge in pesantren through formal institutions.

In response to skKemenag on Saturday, July 30, 1994 PondokPesantren established MAK. The decision was based on the results of a meeting attended by NyaiHj. MahfudhohAlyUbaid (foundation manager), KH. Imam Asy'ariMuchsin and NyaiHj. MundjidahWahab (MajlisPengasuh), Drs. H. MohSyamsul Huda As. S.H. (head of MAN), along with nine teachers.

After successfully establishing MAK, its operations had to be stopped. This refers to the SIDIKNAS Law of 2003 stating that MAK is Madrasah AliyahKejuruan. So on July 1, 2020 the East Java Kemenag Regional Office issued an operational license of MA WahabHasbullah (MAWH). This madrasah formerly named MAK eventually switched to MAWH.

The name MAWH eventually changed to MA Uggulan KH. Abd.WahabHasbulloh (MAUWH) on April 25, 2016. There is a motivation to change the name from MAWH to MAUWH. Namely the hope of embedding the name "superior" can spur the spirit of all managers towards a positive direction and respect to the owner of the name as the embedding of the title of respect.

The purpose of the implementation of the curriculum is to apply the curriculum from the form of design to be a tangible manifestation in the implementation in the classroom. Starting from 1947 the national education curriculum has undergone eleven changes. Currently the 2013 Curriculum is applied as a national education curriculum(Werdiningsih, 2018). Curriculum 2013 replaces The Education Unit Level Curriculum (KTSP in 2006)(Lestari, 2018). As a madrasah under the auspices of the Ministry of Religious Affairs (Kemenag), MAUWH implemented Decree of the Minister of Religious Affairs (KMA) No. 183 of 2019 on the curriculum of Islamic Religious Education (PAI) and Arabic. Although KMA No. 183 was published in May 2019, the application is valid in the 2020/2021 school year. So that in the 2019/2020 school year still use KMA No. 165 of 2013.

Mauwh educators participated in the socialization of KMA 183 organized by the Ministry of Education. The socialization activity is in the form of training through application zoom. The event was attended by teachers based on a group of certain subjects in accordance with the determined socialization team of the Central Ministry.

In addition to getting socialization from training organized by the Ministry of Education, teachers also participated in socialization organized by madrasah with the deputy head of mauwh curriculum, Dr. MiftakhulArif, M.H.I.. The presenter is considered to have the capacity to deliver the KMA 183 curriculum because he got the mandate to be the author of the KMA 183 curriculum textbooks of Hadith Science subjects. Overall the subjects contained in mauwh teaching and learning activities are in accordance with the KMA 183 curriculum.

- Supporting Factors for The Application of Curculum

KMA 183 on Islamic Religious Education (PAI) and Arabic curriculum was published by the Ministry of Education in May 2019 and implemented in the 2020/2021 school year. The distance of time is considered sufficient to make preparations at the regional, city / district level, up to the very end level of educational institutions.

Armed with Technical Guidance (Bimtek) organized by the Ministry of Central Affairs facilitates educators in understanding and implementing KMA 183 related to PAI and Arabic subjects. The workshop was held effectively because there is a division based on a group of subjects and essential themes.

MAUWH educators as a major milestone in implementing the curriculum consists of young teachers who are still productive and energetic. This makes it easier for MAUWH to implement the curriculum in accordance with KMA 183. Human Resources (HR) advantages are able to be optimized by the curriculum by holding various trainings to support the implementation of the curriculum at MAUWH.

The availability of learning media provides convenience in implementing the curriculum at MAUWH. There are whiteboard media, sepidor, eraser, LED smart TV, projector, projector screen, wifi, and router. LED smart TVs can be connected directly to teachers' phones to support easy and efficient application of curriculum and teaching.

- Curriculum Implementation Barriers

Delay in publication of material books in accordance with KMA 183 becomes a factor inhibiting the application of the curriculum. Teachers and students should have the main reference in the form of textbooks from kemenag. With the delay of teaching books in certain subjects, the teaching in those subjects becomes less maximal.

Problems are also felt by graders ten and eleven. Because they when the tenth grade gets the material does not sync with their material in the eleventh grade. In working on the final class exam

questions also feel confusing for students. They felt they had applied KMA 183 but at the time of the exam got a question whose material was not in accordance with the material provisions of KMA 183.

Students' proficiency in Arabic and English is one of the reasons for the existence of a madrasah (Rohmah & Arifin, 2017). MAUWH's superior value in the field of science is the excellence of Arabic and English. Since the beginning of the pioneering with the name Madrasah Aliyah Agama (MAK) to become MAUWH Language excellence has been attached. It is quite well known in the inner and outer environment of BahrulUlum boarding school. Focus and experts in the field of Arabic and English become distinctive and value more madrasah this.

With a focus on developing Arabic and English MAUWH does not open language language program classes. There is only interest in Religious Sciences (IIA), Social Sciences (IIS), and Mathematics and Natural Sciences (MIPA). Arabic and English skills are instilled in students of all interest programs.

- **Supporting Factors of Superior Curriculum**

There are several MAUWH alumni who after completing their college education also devote themselves and help language development in madrasah. Alumni service is not only done by alumni who have just graduated in a short period of time but alumni in 1994 participated in devoting themselves and becoming drivers in the field of language development. Being a teacher in a madrasah where he was once educated gives his own spirit of sincerity.

Devotion by alumni other than MAUWH also helps madrasah development efforts. Like the devotion done by graduates of boarding school GontorPutri. To get a graduation diploma there are conditions that require graduates to perform devotion. Madrasah chosen as a place of devotion is MAUWH.

The presence of overseas guests also contributed to the positive impact of language development in MAUWH. There are two Singaporean statesmen who have visited MAUWH. The first was a male statesman named Muhammad Zuhaili on the board of MZ Qur'an Centre & MZ Academy Singapore. He met as a material filler at a seminar. The second is a young female statesman named Tim Tim Cong who was later given the name Fathimah as the name that was carried while in Indonesia. Fathimah's presence in addition to providing a positive role to develop English is also for the purpose of learning Religious sciences to mauwh senior teachers.

MAUWH's success in managing excellent language programs is also reinforced by madrasah neighborhood dormitories that organize Arabic and English course programs. With the arabic and English language courses in the dormitory students make them faster and more capable in receiving materials when in madrasah. Students in the dormitory can also receive proficiently thanks to their passion and perseverance.

Madrasah head makes an important impact in managerial and curriculum implementation (Khasanah & Arifin, 2017). The support of the madrasah head was given entirely to the Language Team. The spirit that is always updated becomes the provision of the Language Team in developing Arabic and English. When there is no good news from the Language Team, the leadership provides support and solutions to achieve new successes in the language field.

The victory achieved by students in the Arabic and English language competitions is a great contribution of competent teachers in their fields. Teachers in the field of Arabic language have knowledge and broad insights related to Arabic language along with the science of tools including nahwu, sharaf, and language rules. Among the teachers in arabic language had studied at al Ahzar Cairo Egypt. So there are several teachers who have the title Lc. And have the capacity as a lecturer. There were also several Arabic teachers who taught in universities and became teachers in tarjamah classes.

In the field of English there are teachers taken from educators majoring in English either graduates of higher education or post-graduate. With the spirit of developing the language there are also language teachers who have English language course institutions. Indirectly this has an impact on teaching English to be more varied and innovative. In this case it can be understood that exemplary giving and habituation have a good impact on student achievement (Yunianto et al., 2020).

- **Factors Inhibiting the Application of Superior Curriculum**

Programs planned by language teams are sometimes bumped up with other programs. Indirectly the implementation of language teaching was also affected. The involvement of students in the implementation of programs other than language programs has an impact on the achievement of results in certain students.

The lack of discipline of students in following language learning greatly influences their success in mastering Arabic and English. Because student discipline is an important factor in achieving success for arabic and English language. Disciplined students will achieve more than the Language Team targets. The discipline of students in following group and individual learning can lead students to reach their best potential to be able to win several language championships. Discipline of interacting with Arabic and English is required in every language teaching activity especially in carrying out language days. The lack of discipline of students resulted in a decrease in the number of student achievements in the language field.

The lack of Arabic and English environment around madrasas and dormitories makes achievements sometimes not in line with those targeted. If the Arabic and English environments are only created in teaching then it will be difficult to reap optimal results. Because language is the ability to interact verbally or through writing.

The lack of supervisory teachers in implementing language programs also caused the lack of optimal implementation of the program. Arabic and English language habits are more optimal with intense teacher supervision. Students will be more disciplined in language even because of the coercion of the supervisory teacher. With the supervision of teachers the mistakes of learners in interacting with Arabic and English can also be minimized.

MAUWH students are able to develop their knowledge and talents well. There are many championships in the Olympics. Student championships in non-academic fields can also be obtained. Success and championships are often achieved by students in the field of Arabic and English either at the regional, district, or national level.

MAUWH alumni are able to continue their studies to universities both Europe and the Middle East. In the country, many MAUWH graduates continue their education in public or private universities. Their existence is also easy in finding professions in non-academic and academic fields such as writers, teachers, lecturers, even to boarding school caregivers to rectors. With the spirit of learning that has been instilled since the madrasah bench many alumni are able to complete the education until graduating post-graduate program until achieving a doctorate.

CONCLUSION

The application of MAUWH curriculum in accordance with the national education curriculum in the frame of the provisions of the Ministry of Finance based on KMA 183. There are superior values in the field of Arabic and English that become the typical value of MAUWH. With a variety of obstacles and capabilities MAUWH is able to print students and graduates who are competent in their fields. Students and graduates are equipped with Arabic and English skills to be able to lead them in achieving achievements, entering universities both at home and abroad.

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