

The Relevance of The Madrasah *Diniah Takmiliah* Curriculum to Islamic Religious Education

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Article Information

Abstract

Keywords:

Curriculum Development, Madrasah Diniah, Islamic Religious Education.

This article aims to describe the implementation of the Diniah curriculum in developing student character. The research method that has been used is qualitative with a case study approach. The reason this research was conducted is as evidence that the *Diniah Takmiliah* curriculum is still relevant to the current situation. The method of data collection with interviews, observation, and documentation. The determination of informants in this study is like a snowball from one informant to another so as to get maximum data. The findings of the article will provide a study of the relevance of the Diniah Takmiliah Madrasah curriculum developed with Islamic Religious Education. study). One solution that can be done to overcome the problem of moral degradation is to optimize Islamic religious education for students. But in reality, the learning hours of Islamic religious education in public schools are very lacking. Given the importance of understanding Islamic religious education, SDIT Samawi takes a solution to the problem by implementing the Madrasah Diniah curriculum as a form of Curriculum Development.

Kata kunci:

Pengembangan Kurikulum, Madrasah Diniah, Pendidikan Agama Islam.

Abstrak

Artikel ini bertujuan untuk mendeskripsikan penerapan kurikulum diniah dalam pengembangan karakter siswa. Metode penelitian yang telah digunakan adalah kualitatif dengan pendekatan studi kasus. Alasan penelitian ini dilakukan adalah sebagai bukti bahwa kurikulum diniah takmiliah masih relevan dengan keadaan saat ini. Sedangkan metode pengambilan data dengan wawancara, observasi dan dokumentasi. Penentuan informan dalam penelitian ini yakni seperti bola salju dari informan satu keinforman lainnya sehingga mendapatkan data yang lebih maksimal. Temuan dari artikel adalah akan memberikan kajian mengenai relevansi kurikulum Madrasah Diniah Takmiliah yang dikembangkan dengan Pendidikan Agama Islam. study). Salah satu solusi yang dapat dilakukan untuk mengatasi permasalahan degradasi moral adalah dengan mengoptimalkan pendidikan agama Islam bagi para siswa. Namun pada kenyataannya, jam pembelajaran pendidikan agama Islam di sekolah umum sangat kurang. Mengingat pentingnya pemahaman pendidikan agama Islam, SDIT Samawi mengambil solusi dari permasalahan tersebut dengan menerapkan kurikulum Madrasah Diniah sebagai bentuk Pengembangan Kurikulum.

INTRODUCTION

The quality of a country can be assessed or seen from the quality of the country's education (Alp Christ, Capon-Sieber, Grob, & Praetorius, 2022; Bastas & Altinay, 2019). This is because education is a process of preparing individuals who will bring progress to a country's civilization, including in Indonesia (Alwi & Mumtahana, 2023). However, lately, Indonesia has been faced with various severe challenges. The country, known for its identity as a noble nation, began to be replaced with negative predicates due to moral and personality degradation in various aspects of life (Fikriyati, Katoningsih, & Hasan, 2023). So there are many deviations from social norms in the environment of people's lives. This indicates that today the ideals that had been pursued by the founding fathers before independence have been lost in the Indonesian people (Anderson et al., 2022).

One of the efforts that can be made to overcome these problems is to provide knowledge about Islam to students (Chande, 2023). As we know so far, Islamic religious education in schools is only given to students for two hours of lessons in one week. The lack of Islamic religious education in schools is considered to be the cause of a lack of understanding of Islam among students (Murharyana, Ayyubi, Rohmatulloh, & Suryana, 2023). The impact can be felt is that many students cannot fortify themselves from various negative influences that should be faced and avoided (Azkiyah, Kartiko, & Zuana, 2020; Karim, Siregar, Prayoga, Suyitno, & Kartiko, 2022). Many students are involved in acts that are not commendable and violate Islamic law because of the lack of strong Islamic religious education (Amirudin, Ruswandi, Erihadiana, & Rohimah, 2022; Asse, Putri, Fatimah, Nursyam, & Faqihuddin, 2023). So that increasing the number of hours of religious subjects in schools is one of the efforts that can be implemented to overcome these various problems.

Seeing the urgency of Islamic religious education for students as a means of developing the potential to become people who believe and are devoted to God Almighty in accordance with the goals of national education, it is appropriate to increase the allocation of Islamic religious education time in schools (Pakpahan & Habibah, 2021). Policies that can be taken in terms of increasing Islamic religious education lesson hours in schools are through curriculum development (Ashari et al., 2023).

The curriculum is structured to realize educational goals by taking into account the needs of students and conformity with science and technology as well as the types and levels of each level of education. The government gives authority to educational institutions to develop curricula that are in accordance with the conditions of circumstances and needs. In accordance with the National Education System Law in article 38 paragraph 1 which reads: "The implementation of educational activities in educational units is based on the nationally applicable curriculum and curriculum that is adapted to the circumstances and needs of the environment and the characteristics of the education unit."

The law became the basis for schools to carry out curriculum development, such as curriculum development carried out by Samawi Bantul Integrated Islamic Elementary School (SDIT). SDIT Samawi Bantul is a formal basic education institution with Islamic characteristics that participates in the implementation of the development of children's Islamic education at the elementary level and has a vision to realize people who are faithful, intelligent, active, creative, noble morals, and independent. To realize this vision, the school

strives to optimize and maximize Islamic religious education in schools through various programs with religious nuances, considering the lack of religious learning hours in schools. In addition to the implementation of these religious programs, SDIT Samawi develops Islamic religious education through the implementation of the Madrasah Diniyah Takmiliyah curriculum in school learning.

The curriculum is a learning design that must be owned by every educational institution, including madrasah Diniyah educational institutions. Although in practice the head of the madrasah Diniyah does not understand the urgency of the existence of the curriculum in an educational institution, it does not eliminate the important role of the curriculum in the educational process (Agus, Juliadharma, & Djamaluddin, 2023; Ahid & Chamid, 2021; Ali, 2019). As an integrated part of the national education system, madrasah Diniyah is organized to meet the religious education needs of the community. To realize the objectives of religious education, the Ministry of Religious Affairs establishes a directed, systematic and structured madrasah Diniyah curriculum (Ashari et al., 2023; Yanto, 2021). However, the community is given authority and flexibility in developing educational content, approaches, and curriculum content according to needs.

This research answers the question of the relevance of the madrasah *Diniyah takmiliyah* curriculum to Islamic religious education at SDIT Samawi. This paper is expected to be valuable information, especially for parents, education policymakers and education practitioners. SDIT Samawi was chosen to be the focus of research because of its relatively new age and geographical proximity to other elementary schools, but it did not dampen public interest in this school, even increasing from year to year. Thus, SDIT Samawi can be seen as a school that has its own appeal among the Muslim community.

RESEARCH METHOD

This research is conducted using a qualitative approach, which is employed to explore and describe the reality of the events or phenomena under study, facilitating the acquisition of objective data. The research design adopts a case study methodology, involving an in-depth analysis or examination of an individual, place, object, document, activity, or event. Therefore, the findings of this study consist of descriptive analyses – written and oral descriptions of the observed phenomena or symptoms, particularly focusing on the relevance of the Madrasah Diniyah Takmiliyah curriculum to Islamic religious education at SDIT Samawi Bantul. The subjects of this study include the Principal of SDIT Samawi, the Vice Curriculum Director of Madrasah Diniyah Takmiliyah at SDIT Samawi, the Teacher of Islamic Religious Education, and the Teacher of Madrasah Diniyah Takmiliyah at SDIT Samawi.”

This activity began from the issuance of the research permit, namely from January 2022 to February 2022. This research is located at Jalan Sultan Agung km 1, Kampung Tajeman, Peni Hamlet, Kalurahan Palbapang, Kapanewon Bantul, Bantul Regency, Yogyakarta Special Region Province, Zip Code 55781. The presence of researchers in the field is formal and open. The researcher does not act as a full observer, as well as a single data seeker and collector which will subsequently be analyzed by the researcher. In collecting data, researchers visit parties who can provide information directly related to the

relevance of the madrasah *Diniah takmiliyah* curriculum through the process of observation, interviews, and documentation in accordance with the research focus.

Data analysis techniques use qualitative data analysis with data reduction stages, data presentation (data display), and verification or drawing conclusions. Furthermore, to test the validity of the data obtained, researchers carried out several ways as a test of the validity of the data including extending observations, increasing persistence, and triangulation.

RESULT AND DISCUSSION

Implementation of Madrasah Diniah Takmiliyah Curriculum at SDIT Samawi Bantul

Planning is the first step that must be done in curriculum development. A plan can be implemented effectively and efficiently if the plan has been carefully arranged. The preparation of a plan, of course, must be based on the foundation used to formulate plans to achieve a goal. In curriculum planning, SDIT Samawi Bantul applies an integrated curriculum from the Ministry of Education and the curriculum of Madrasah Diniah Takmiliyah. Some of the elements planned in the Madrasah Diniah Takmiliyah curriculum at SDIT Samawi Bantul include strategic planning, program planning, and religious plans. The three plans involve human resources who have different statuses based on their respective functions and roles.

Strategic Planning

Strategic planning is a plan known as activities carried out in order to formulate competency standards, determine the content and structure of the program, and formulate strategies for implementing the curriculum as a whole (Muhammad, Nurjaman, Sukandar, Khori, & Lestere, 2022). In Education in Indonesia, usually, this planning activity is coordinated by the chairman of the foundation with members consisting of foundation members, school principals, and curriculum areas. The contribution and input of each member of the foundation is needed in this formulation (Fathih, Supriyatno, & Nur, 2021).

The task that must be carried out by curriculum designers is to determine the knowledge, attitudes, and skills that are expected to be possessed by students after carrying out education (Eisenschmidt, Kuusisto, Poom-Valickis, & Tirri, 2019; Suhifatullah, 2022). The main source in the formulation is the vision and mission of educational institutions, followed by community expectations, adjusted to policies and regulations from the government on education and in accordance with the demands of the business world and the world of work.

Curriculum development can be done by compiling a plan that is preceded by ideas and then poured and developed in a program. Curriculum ideas can come from 1) A planned vision or statement of the ideals and expectations to be achieved by an educational institution in the long term. 2) The needs of stakeholders (students, communities, graduate users), and the need for further studies. 4) The results of the evaluation of the previous curriculum and the demands of technological developments and the times. 4) The views of experts with various backgrounds. 5) The trend of the era of globalization, which requires a person to have a lifelong learning ethos, and social,

economic, political, cultural, and technological literacy (Nurdiyanti, Yamin, & Mustafa, 2022).

Program Planning

Program planning is an activity carried out in compiling basic competencies and determining the material or subject matter in the learning material. Usually this activity is followed by curriculum fields, principals and several teachers who have expertise in certain disciplines. Basic competencies formulated according to the subjects taught. While in determining the subject matter, the designer is tasked with determining the study and lesson materials to achieve the basic competencies that have been designed (Haekal, W, Hafiz, Cakranegara, & Surahman, 2022; Ro'is & Rokhman, 2021).

In planning the program at SDIT Samawi Bantul, it was carried out by the principal, vice principal of the Madrasah Diniyah curriculum section and the Madrasah Diniyah Team consisting of teachers who teach Diniyah subjects. This preparation is carried out by coordinating regularly through meetings or meetings in accordance with the needs of educational institutions.

Program Relivery Plans

Learning activity planning is an activity carried out in the context of learning implementation consisting of: compiling indicators of competency achievement, determining material, determining learning strategies, and determining learning evaluations (Arifin, Desrani, Ritonga, & Ibrahim, 2023). The party in charge and responsible for planning learning activities is the teacher involved. The urgency of planning learning activities for students includes: 1) knowing the expectations of educators or teachers clearly, 2) being a guide in learning focus, 3) knowing clear indicators in measuring success. As for educators or teachers, among others: 1) to choose learning strategies, success measurement techniques and appropriate evaluation in learning, 2) make clear and directed feedback and evaluation, 3) can communicate achievement indicators to other teachers who teach the same subject, 4) to find out the extent of learning at a higher level.

Driving and Inhibiting Factors for the Implementation of the Madrasah Diniyah Takmiliyah Curriculum at SDIT Samawi Bantul

In this study, researchers found that the application or implementation of the curriculum must be inseparable from encouraging factors and inhibiting factors. As well as encouraging factors and inhibiting factors in the implementation of the Madrasah Diniyah Takmiliyah curriculum at SDIT Samawi Bantul. There are several factors that encourage and hinder. These driving factors include the hopes and desires of schools that want to have plus values in the community through the flagship programs of the Quran and Madrasah Diniyah. This is because SDIT Samawi Bantul, which has a school branding, is the school "Generation of Ulama Scholars". The manifestation of the branding is curriculum development through optimizing religious education with excellent programs including the al-Quran program with the tahfidz program and the Madrasah Diniyah program. In addition, other driving factors are facilities and infrastructure in schools, books and books as teaching materials that are quite adequate, the interest of students with Madrasah Diniyah is very good and good

because students never discriminate between general learning and Madrasah Diniyah learning, and the quality of madrasah Diniyah teachers who are very good because they have Islamic boarding school backgrounds are also very helpful for the learning process (Annisa, Akrim, & Manurung, 2020).

While the inhibiting factor in the implementation of the Madrasah Diniyah Takmiliah curriculum at SDIT Samawi Bantul is the qualification of qualified education personnel who are difficult to obtain due to limited human resources and uncondusive school environment conditions because there are no boundaries with the community, the school is still looking for the right formula for students that suits their level of thinking, parental support and guidance that is lacking in Madrasah Diniyah subjects, Problems that occur in the learning process, especially during this pandemic. Teachers have to work extra and harder to understand the students. On the other hand, not all students have good learning facilities with their own constraints considering that the learning material of Madrasah Diniyah is not relatively easy coupled with the different conditions of students, direct or face-to-face learning is needed to achieve optimal understanding (Arif, Munfa'ati, & Kalimatusyaroh, 2021).

Implementation of Madrasah Diniyah Takmiliah Curriculum at SDIT Samawi Bantul

SDIT Samawi Bantul educational institutions are increasingly in demand by the community. The proof is the increase in the construction of school buildings due to the increase in students from year to year. In addition, students who attend SDIT Samawi come from various sub-districts and some even come from outside the region. This is because SDIT Samawi Bantul is seen as an Islamic-based school that not only excels in formal education. In addition, the existence of Islamic boarding schools in the school environment is also an alternative that can help students from outside the area or students who are relatively far away but want to study at SDIT Samawi Bantul.

The development of the Madrasah Diniyah curriculum gave birth to an excellent program that became the main attraction for the school. The manifestations of this development are the Tahfidz al-Qur'an Program and the Madrasah Diniyah Takmiliah Program. Nevertheless, the existence of formal education is no less superior to Islamic education. This is because the development of Islamic education which includes learning material is not much different or still in the same scope as Islamic religious education or PAI, it's just that the material is delivered more broadly and structured in accordance with the guidebook issued (Hermawan, 2021; Muawanah, Said, Furqoni, Muzayanah, & Mustolehudin, 2022).

In general, the implementation of the Madrasah Diniyah Takmiliah curriculum at SDIT Samawi Bantul is relevant to Islamic Religious Education. This is because the development of the Madrasah Diniyah Takmiliah curriculum is guided by Islamic Religious Education and combined with salaf books from Islamic boarding schools. This means that the development of this curriculum is still within the same scope as Islamic Religious Education based on the General Curriculum from the Ministry of Education. In fact, the curriculum of Madrasah Diniyah Takmiliah is broader but detailed and detailed in its delivery because the subjects are separate and developed according to the grade level. So, students have a broader understanding and sufficient provisions to continue into the next

level of education, both provisions for formal education and *pesantren* education. Through Madrasah Diniyah, assessments or examinations for Islamic Religious Education that are carried out get good and satisfactory results. Not infrequently, the results of the PAI SDIT Samawi assessment are superior in the top rank throughout the district because of the ability of students who are good in religious education which is none other than the results of education in Madrasah Diniyah.

Table 1. Matrix of Relevance of Madrasah Diniyah Takmiliyah Curriculum at SDIT Samawi Bantul with Islamic Education

	Curriculum Madrasah Diniyah Takmiliyah	Islamic Education	Relevant	Not Relevant	Information
Purpose	Growing the ability of students to master the field of religion in detail.	Making a Muslim person who is devoted to Allah the Almighty	√		The purpose of the Madrasah Diniyah Takmiliyah Curriculum if collated with the objectives of Islamic Religious Education has compatibility in increasing faith and devotion to Allah
Content	The content of the Madrasah Diniyah program is a development of the Islamic Boarding School program where the learning material includes Islamic knowledge guided by Islamic Religious Education from the 2013 Curriculum and combined with the books of salaf.	In accordance with the policies and regulations of the Ministry of Education	√		The content of the Madrasah Diniyah Takmiliyah curriculum when correlated with Islamic Religious Education is very relevant. Because the development of the Madrasah Diniyah curriculum is guided by Islamic Religious Education combined with the books of salaf.

Methods/ strategies	Based on the results of the research conducted, the method used is the same as the learning method in pesantren, through a combination of wetonan methods, deposits, questions and answers, lectures, and demonstrations.	The method used is the same as usual learning. But accompanied by practice and demonstration in certain materials	√	The curriculum method of Madrasah Diniah Takmiliyah when correlated with Islamic Religious Education is not much different. To better understand the learning material accompanied by practice and demonstration in certain materials.
Evaluation	The form of curriculum evaluation of Madrasah Diniah Takmiliyah is to hold exams both written, practical, and oral exams to find out the ability to read the book and the Qur'an.	Form PAI evaluation by holding a written exam according to the assessment schedule from the agency.	√	The evaluation of the Madrasah Diniah Takmiliyah curriculum when correlated with Islamic Religious Education is not much different. However, the evaluation of Madrasah Diniah is more numerous and specific to determine the ability of students.

CONCLUSION

Based on the data exposure and discussion, the conclusions can be drawn as follows: First, the implementation of the MDT curriculum at SDIT Samawi Bantul encompasses curriculum planning, implementation, and evaluation. Additionally, there are several outstanding programs and extracurricular activities that add value to the school in developing students' abilities. Second, the supporting factors for the implementation of the MDT curriculum include the schools' aspirations for community recognition through superior programs in the Quran and Madrasah Diniah, school facilities and infrastructure, students' strong interest, and the excellent quality of Madrasah Diniah teachers. Conversely, inhibiting factors in its implementation include challenges in recruiting competent teachers

in specific fields, limited parental involvement in supporting children's learning, and the schools' locations lacking clear boundaries with the community. Third, regarding the relevance of the Madrasah Diniyah Takmiliah Curriculum to Islamic Religious Education, the implementation is highly pertinent. This is evidenced by the increased understanding and proficiency of students in mastering religious education. The Madrasah Diniyah Takmiliah curriculum's development is guided by Islamic Religious Education principles and incorporates teachings from salaf books in Islamic boarding schools. Thus, the curriculum's development aligns with Islamic Religious Education based on the General Curriculum provided by the Ministry of Education."

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