INTEGRAL CURRICULUM MANAGEMENT BASED ON TAUHID

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Abstract

Curriculum management is an integral part in educational curriculum development, which also requires concepts and procedures. Integral Elementary School of Luqman Al-Hakim Bondowoso is an educational institution that uses an integral curriculum based on monotheism in its learning process. Based on the results of research conducted at Integral Elementary School of Luqman Al-Hakim Bondowoso, it shows that the tauhid-based integral curriculum used is a combination curriculum from the Service curriculum with the Hidayatullah integral education curriculum and also the school culture developed at Integral Elementary School of Luqman Al-Hakim Bondowoso. Tauhid-based integral curriculum management includes preparation or steps when compiling the curriculum, implementing the curriculum and evaluating the curriculum and the purpose of using an integral monotheism-based curriculum is to produce output that is already listed on the school profile. The preparation process includes all elements of the school, starting from the school principal, vice principal for curriculum, teachers and school committees. In the process of implementation, all subject matter is linked to the propositions in the Al-Qur'an and Hadith. Meanwhile, curriculum evaluation is carried out every three months or every mid-semester regarding the learning carried out by the teacher and evaluation every week to see how far the school program has been successfully carried out.

Keywords*: Management, Integral Curriculum, Based on Monotheism.*

Abstrak

Manajemen kurikulum merupakan bagian integral dalam pengembangan kurikulum pendidikan, yang juga membutuhkan konsep dan prosedur. SD Integral Luqman Al-Hakim Bondowoso merupakan lembaga pendidikan yang menggunakan kurikulum integral berbasis tauhid dalam proses pembelajarannya. Berdasarkan hasil penelitian yang dilakukan di SD Integral Luqman Al-Hakim Bondowoso, menunjukkan bahwa kurikulum integral berbasis tauhid yang digunakan merupakan kurikulum kombinasi dari kurikulum Kedinasan dengan kurikulum pendidikan integral Hidayatullah dan juga budaya sekolah yang dikembangkan di SD Integral Luqman Al-Hakim Bondowoso. Manajemen kurikulum integral berbasis tauhid meliputi penyusunan atau langkah-langkah penyusunan kurikulum, pelaksanaan kurikulum dan evaluasi kurikulum serta tujuan penggunaan kurikulum berbasis tauhid integral adalah untuk

menghasilkan output yang sudah tercantum pada profil sekolah. Proses persiapan mencakup seluruh elemen sekolah, mulai dari kepala sekolah, wakil kepala sekolah kurikulum, guru dan komite sekolah. Dalam proses implementasi, semua materi pelajaran terkait dengan proposisi dalam Al-Qur'an dan Hadis. Sementara itu, evaluasi kurikulum dilakukan setiap tiga bulan sekali atau setiap pertengahan semester mengenai pembelajaran yang dilakukan oleh guru dan evaluasi setiap minggu untuk melihat sejauh mana program sekolah telah berhasil dilaksanakan.

Kata kunci: *Manajemen, kurikulum integral, berdasarkan monoteisme.*

A. INTRODUCTION

The development of the world of education is experiencing changes including in Islamic educational institutions which are always improving so that they can produce the best education in the field of general knowledge and also in the field of religious knowledge (Fauzi et al., 2022). The presence of an integrated Islamic educational institution at this time has at least fulfilled the needs and expectations of some Muslim communities for the obtaining of general education with complete and comprehensive religious education for their sons and daughters, which so far has been held separately (Rahman, 2018). This is interesting from the phenomenon of the proliferation of Islamic educational institutions, in fact not all of these educational institutions are developed in an integrated model that reflects the combination of schools and Islamic boarding schools. This is understandable because not all practitioners of Islamic education do not have a background in Islamic boarding schools, in fact most of the products are from public schools and tertiary institutions, but they have the spirit of making Islam a source and learning system for their institutions, in the end they formulate their own education model of integrated Islamic educational institutions (Habib, 2021).

Education as a system, of course, must be supported by all the components contained in educational tools. Starting from the vision and mission, goals, curriculum, teaching staff, management, learning strategies and approaches, methods to evaluation issues. Of these problems related to the curriculum. Does the curriculum mean a course of outline, an outline of the learning program or includes the experience given to children in the process given by the teacher. Curriculum means an educational program that contains various teaching materials and learning experiences that are programmed, planned and designed systematically on the basis of applicable norms which are used as guidelines for the learning process for educational staff and students to achieve learning objectives (Fauzan & Press, 2017).

With the existence of a curriculum, it is hoped that it will be able to make learning more effective and able to provide sufficient provisions for students. This provision is not only in the form of intelligence but mental and spiritual intelligence. The curriculum in an Islamic educational institution is adapted to the conditions of the community or the habits of the local community. One of the curricula that meets the needs and expectations of the Muslim community by obtaining a balanced general and religious education is the integral curriculum at the Hidayatullah Educational Institute. Materialistic education is the fruit of an incomplete and secularistic perspective on the system of life, namely an anthropocentric-secularistic perspective. This perspective has proven to have failed to lead humans to become complete personal figures, which are in accordance with the purpose of human creation as caliphs on earth (Habib, 2021).

Factually, education involves three implementing elements, namely: family, school and community, according to the proportion of roles and involvement as well as their influence on the growth and development of students. The current educational objective factual condition, where the three implementing elements have not run synergistically and each of these elements cannot function properly. Because in the midst of society there is an interaction of the three, then negative things affect other elements of implementing education. That is, poor children's education at home places a burden on schools and adds to problems in society such as student brawls, free sex, drugs, and so on. Meanwhile, the bad situation in society has clearly made the values that were successfully instilled in the family and school no longer effective. Moreover, if the education received at school is less intensive and optimal, it will become a problem for the three pillars of education. From this basis Integral Elementary School of Luqman Al-Hakim Bondowoso has become a partner for parents to educate their children to form individuals who are superior in spiritual and religious character, able to understand basic Arabic and English languages and have Qur'anic character.

Based on the introduction as described by the researcher. Then a number of questions arise, How is the planning of an integral curriculum based on monotheism at Integral Elementary School of Luqman Al-Hakim Bondowoso How is the integral curriculum based on monotheism implemented at Integral Elementary School of Luqman Al-Hakim Bondowoso How is the evaluation of an integral curriculum based on monotheism at Integral Elementary School of Luqman Al-Hakim Bondowoso. Thus, Integral Elementary School of Luqman Al-Hakim Bondowoso deserves to be studied with the title: *"Integral Curriculum Management Based on Tauhid at Integral Elementary School of Luqman Al-Hakim Bondowoso."*

B. METHOD

This research is field research, which means that it is research whose data is obtained by collecting it from various empirical experiences in the field or research scene using a qualitative approach. This type of qualitative research is descriptive, hereinafter referred to as descriptive-qualitative research. In addition, this research emphasizes the process rather than the results of the research itself. Research Data Sources In this study, data sources were explored based on three main sources, namely: First; interviews with informants. Second; Archives and documents. Third; places and events. Secondary data is data that is usually arranged in the form of documents or archives. Secondary data obtained by researchers are data obtained from related parties, namely; observation of learning activities and school activities such as regular meetings, learning tools.

In this study, researchers obtained information from the Principal, Deputy Principal for Curriculum, BTQ Coordinators, PAI (Islamic Religious Education) Teachers and Homeroom Class 1A and the School Committee. In research activities, researchers were not directly involved but experienced the implementation of existing educational activities at Integral Elementary School of Luqman Al-Hakim Bondowoso as well as important documents in the process of planning, implementing and evaluating an integral curriculum based on monotheism at Integral Elementary School of Luqman Al-Hakim Bondowoso.

The results of what researchers did with the observation method, namely researchers saw directly the activities contained in the school environment. Furthermore, the researcher was able to conduct in-depth interviews with the Principal, deputy head of Curriculum, BTQ Coordinator, PAI Teacher and Homeroom Teacher for Class 1A and the School Committee. The data obtained from the field is quite a lot, for this reason, the data needs to be recorded carefully and in detail. Then the data is summarized, the main ones are selected, focused on the important things and the themes and patterns are sought. The reduction results are presented in the form of display data. For data presentation, the researcher used a descriptive narrative description with the aim of knowing the research data.

C. RESULT

Based on the results of the research that the researchers conducted at Integral Elementary School of Luqman Al-Hakim Bondowoso, the research data were adapted to the data collection tools, which were then presented in detail according to the evidence obtained during the study. The data obtained by the researchers were not in the form of numbers but in the form of arguments, namely information obtained from the Principal, Deputy Head of School for Curriculum,

Class Teachers, PAI Teachers, BTQ Coordinators, School Committees and Students. The findings in the field: Planning of Integral Curriculum Based on Monotheism at Integral Elementary School of Luqman Al-Hakim Bondowoso.

The concept of an integral curriculum is implemented at Integral Elementary School of Luqman Al-Hakim Bondowoso in accordance with government regulations in the national education system, namely to improve the success of the education system as a whole. The applied learning applies thoroughly from knowledge integration, system integration, and institutional integration. As Abdul Muhith said that management is the process of planning, organizing and using other organizational resources, in order to achieve the set goals of the organization. Management as the art of achieving goals through the efforts of others (Muhith, 2017).

Monotheism-Based Integral Curriculum Management implemented at Integral Elementary School of Luqman Al-Hakim Bondowoso is very applicable in accordance with what has been conceptualized, this can be seen from the implementation of learning which does not convey material into a handbook but is always linked to the foundation of monotheism that has been prepared by the teacher. Exemplary is one of the rights that is very urgent in educational activities in schools which are not only always in the classroom but in every situation students get a good education. In accordance with what has been stipulated by the institution related to educational goals which coordinates with parents of students as the implementation of the method system used, namely institutional integration which includes schools, families and communities. This is like the goals of the school's vision and mission with the use of an integral curriculum based on monotheism which emphasizes character building which is very visible with the awareness that students carry out their obligations as a true Muslim and obligations as a student.

According to Din Wahyudin in Hamalik, there are six principles of curriculum planning that should be considered: 1) curriculum planning is related to and closely related to students' experiences; 2) Curriculum planning is made based on various decisions regarding content and process, which are inseparable from content, material, subject matter, field of study and are related to the process and method of delivery of said content; 3) curriculum planning contains decisions about issues and topics; 4) Curriculum planning involves many parties, including subject teacher groups, school principals, education observers, parents, stakeholders and other related parties; 5) Curriculum planning is carried out at various levels/levels; 6) Curriculum planning is a continuous process (Wahyudin, 2014).

This is in accordance with the existing conditions at the Integral Elementary School of Luqman Al-Hakim Bondowoso educational institution based on six

principles, namely: First, curriculum planning is concerned with and closely related to students' experiences. Second, curriculum planning is made based on various decisions regarding content and process, which are inseparable from content, material, subject matter, field of study and are closely related to the process and delivery of that content. Curriculum planning at Integral Elementary School of Luqman Al-Hakim Bondowoso is always based on program plans made at the beginning of the semester. One of them is designing learning in class, teachers are required to make learning plans as guidelines for carrying out learning. Third, curriculum planning contains decisions regarding issues as well as topics. The curriculum planning process is certainly carried out with consideration. Curriculum planning at Integral Elementary School of Luqman Al-Hakim Bondowoso adapts to the times and demands of society. This is evidenced by the program balancing the theory given to students with practice in order to answer the demands of society. Fourth, curriculum planning involves many parties, including subject teacher groups, school principals, education observers, parents, stakeholders and also other parties. Curriculum planning in its conception involves all interested parties. The Integral Elementary School of Luqman Al-Hakim Bondowoso institution involved the head of the foundation, the school principal, the vice principal for the curriculum division and the school committee. Fifth, curriculum planning is carried out at each grade level which is divided into upper and lower grades. Sixth, curriculum planning is a continuous process. Of course, this principle can definitely be implemented Integral Elementary School of Luqman Al-Hakim Bondowoso. Evidenced by the meetings that are held every 3 months and annually design the curriculum used.

Islamic education as part of the institutional structure of Islam is very interested in functioning and actualizing the values of monotheism in the educational process. In the curriculum setting, the values of monotheism can become a spirit in formulating the basic principles that Islamic education wants to build. The principles of the Islamic education curriculum include the principle of universality, the principle of linkage with religious values and also the principle of balance between all elements. Tauhid values are also useful in formulating curriculum principles. More than that, monotheism animates the development of the Islamic education curriculum structure. By prioritizing the concept of monotheism, it has a systemic link with Islamic teachings, also distinguishes it from other educational characteristics.

All forms of goals, in this case, which become the school's vision, are achieved if they are prepared properly. There are several things that are done in planning an integral curriculum based on monotheism at Integral Elementary School of Luqman Al-Hakim Bondowoso. The preparation includes a meeting regarding the program

that will be carried out in one year involving components in the school. Planning at the beginning of the year through work meetings. In the work meeting there were discussions on a number of matters such as determining and establishing programs for the coming semester, creating a curriculum content structure, mapping basic competencies, creating an educational calendar. Integral Elementary School of Luqman Al-Hakim Bondowoso curriculum is a curriculum that was developed in accordance with the objectives of Integral Elementary School of Luqman Al-Hakim Bondowoso, namely the Hidayatullah Islamic Education Institute. Curriculum provisions are used in accordance with the provisions of the Ministry of National Education. Development planning is carried out because each school has the autonomy to develop the curriculum used. Planning is action for the future. Planning aims to achieve a consistent and coordinated set of operations to obtain the desired results. Fundamentally, planning is an intellectual process that can involve making decisions. This process requires a mental predisposition to think before acting, act based on reality, and act regularly. according to planning requirements (Hamalik, 2010).

This is in accordance with government regulations, which are contained in the Law on the National Education System (UUSPN) in article 38 paragraph 1 that the implementation of educational activities in educational units is based on the curriculum that applies nationally and the curriculum is adapted to the conditions and environmental and cultural needs of the school in the unit. education. In other words, in the implementation of education, the government gives authority to the educational institutions concerned to be able to develop a curriculum that is adapted to circumstances, needs and the environment.

Implementation of the Tauhid-Based Integral Curriculum at Integral Elementary School of Luqman Al-Hakim Bondowoso.

Implementation of the curriculum is divided into two levels, namely implementing the curriculum at the school level and class level. At the school level, the role is the principal and at the class level, the role is the teacher. The responsibilities of the school principal are as the role of leader, administrator, annual planner, curriculum implementation coordinator and coach, while the teacher's duties include three types of administration, namely in the form of division of teaching tasks, distribution of extracurricular tasks and division of guidance tasks. Even though there are differences between the duties of the principal and the duties of the teacher in implementing the curriculum, there are different levels of administrative implementation, namely the class level and school level, but the implementation of curriculum administration is always jointly responsible for

carrying out the curriculum administration process. The implementation of the curriculum has three influencing factors, namely a) the characteristics of the curriculum, which includes the scope of teaching materials, objectives, functions, characteristics, and so on; b) implementation strategy, namely the strategy used in curriculum implementation; c) the characteristics of the use of the curriculum, including knowledge, skills and also the values and attitudes of teachers towards the curriculum in learning (Wahyudin, 2014).

First, the characteristics of the curriculum, which includes the scope of teaching materials, objectives, functions, characteristics, and so on. This is also contained in the curriculum at Integral Elementary School of Luqman Al-Hakim Bondowoso, where the implementation of the curriculum is guided by existing learning designs and program plans. Second, the implementation strategy, namely the strategy used in implementing the curriculum. Regarding the curriculum implementation strategy at Integral Elementary School of Luqman Al-Hakim Bondowoso, the learning process is carried out for 8 hours starting at 07.00-15.30 WIB. Considering that Integral Elementary School of Luqman Al-Hakim Bondowoso is an elementary school that uses a full day school system. Third, the characteristics of the use of the curriculum, including knowledge, skills and values and attitudes of teachers towards the curriculum in learning. In accordance with the previous discussion and also the data previously described, Integral Elementary School of Luqman Al-Hakim Bondowoso created and designed a learning plan that was contained in the 2013 Curriculum Plan. Thus, all characteristics of the use of the curriculum were taken into account.

Integral Elementary School of Luqman Al-Hakim Bondowoso is a school that uses the official curriculum and the curriculum of the hidayatullah institution, namely the Tauhid-Based Integra Curriculum. This curriculum integrates every activity and learning material based on monotheism to Allah. Teaching and learning activities use a full day school system which is carried out Monday to Friday from 07.00-15.30 WIB. The institution considers the planning and implementation of the curriculum in learning in accordance with the standards set by the school to achieve optimal results in learning according to national education goals. Structured lesson hours in the school's curriculum. The structure and content of the curriculum at Integral Elementary School of Luqman Al-Hakim Bondowoso is a hallmark of the integration of tauhid values into subject matter and the implementation of daily habituation. The integrated curriculum is a curriculum whose implementation is structured as a whole to address a particular subject matter. This discussion can be done by using a variety of relevant subjects in one field of study or between fields of study.

The use of learning methods varies according to the theme and learning content to be carried out, learning methods that are able to make children active in learning. There are several principles that need to be considered using teaching methods related to student development factors, that the method must make students have a deeper curiosity about the subject matter, provide opportunities for creative expression and motivate learning, the realization of active learning in the classroom begins with the procedure teachers organize learning in an innovative way. The implementation of good learning starts from the teacher's expertise in motivating students, whether related to intellectuality, personal, social, emotional, and cultural. The implementation of the school-level curriculum is indicated by the implementation of work meetings. While the implementation of the class level, namely the division of teachers to teach in each field of study and prepare materials, lesson plans and all the needs needed in learning.

Evaluation of the Tauhid-Based Integral Curriculum at Integral Elementary School of Luqman Al-Hakim Bondowoso.

The purpose of evaluation is to perfect the curriculum by revealing the implementation of the curriculum that has succeeded in achieving its stated goals. Curriculum evaluation is intended to check the performance of the curriculum as a whole in terms of various criteria. Performance evaluation indicators are the effectiveness, efficiency, relevance and feasibility of a program. Evaluation is carried out to find out which programs are implemented well or not implemented properly, through the evaluation it is found that there are obstacles to the ongoing program so that they become a reference in implementing the next program. Curriculum evaluation is a process carried out to determine the quality of learning and the implementation of the program properly.

Evaluation has its own procedure, which is more appropriate to be seen as an ongoing process, its function is to find out what procedures are the connecting points of an ongoing process. This is done so that the implementation of the curriculum at Integral Elementary School of Luqman Al-Hakim Bondowoso is in accordance with the goals that have been set. Process evaluation, including identifying procedural problems in the implementation of events and activities. Any changes that occur in activities are monitored honestly and carefully. Process evaluation is an ongoing check on the implementation of the plan. Furthermore, it can be explained that in process evaluation the aim is to provide information as a basis for improving programs and to record, and also assess procedures for activities and events.

E. CONCLUSION

Based on the background of the problem, it can be concluded that integral monotheism-based curriculum management, namely: First; Integral curriculum planning based on monotheism is a combination of the official curriculum with an integral education curriculum based on monotheism nationally and also the curriculum that has been stipulated by the Al Fajri Hiyatullah Bondowoso Foundation which is the hallmark of Luqman Al Hakim Bondowos Integral Elementary School. Planning is done at the beginning of each semester and every time you do a lesson. Second; The implementation of the tauhid-based integral curriculum in Elementary School Integra Luqman Al Hakim Bondowoso is an integration of general knowledge with Islamic knowledge, all subjects are associated with the foundation of monotheism that has been made by each teacher in each lesson. The implementation of this curriculum includes the process of compiling the school's KTSP to synchronize with the conditions of the school that have become provisions. Third; Evaluation of monotheism-based integral curriculum into learning which includes preparation, namely preparing learning materials and tools. For curriculum evaluation, supervision is carried out from the Deputy Principal of the Curriculum Section or the Principal for each teacher and each lesson so that if there is an obstacle a solution will be found. The aim of implementing an integral curriculum based on monotheism is to be able to prioritize character education by involving all aspects of education from schools, homes and communities.

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