

Curriculum Management of Aqidah Akhlak Local Content in Improving Students' Moral Character: Evidences from Junior High School in Situbondo Indonesia

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Abstract

Nurul Huda Junior High School applies the subject of Aqidah Akhlak as a local content curriculum in schools. Apply additional subjects in order to encourage proficiency in the formation of student character as the moral responsibility of the institution. From several lessons of local content at Nurul Huda Junior High School, aqidah akhlak is one of the materials that provides understanding to students how to behave well. The purpose of this study is to determine the curriculum management of local content of aqidah akhlak in improving the moral character of students in Nurul Huda Kapongan Junior High School, Situbondo, East Java, Indonesia. Based on the results of this research, in the planning stage this curriculum is manifested in making learning tools such as syllabi, prota, promissory notes and lesson implementation plans. Prepare materials used in learning local content of aqidah akhlak. In the planning process, Nurul Huda Junior High School involved several parties such as the school committee, principal, curriculum waka and teachers. The implementation of learning follows the procedure of starting lessons, managing teaching activities, organizing time, students and learning facilities, carrying out assessments of lesson processes and outcomes, and ending lessons. In the evaluation process is carried out by evaluating from planning, implementation and evaluation. Learning aqidah akhlak has a major influence on Nurul Huda Junior High School students, not only in the school environment, but also has a positive impact by becoming ethical students both in the school, family and social community environments.

Keywords: Curriculum management, Aqidah Akhlak, Student character

INTRODUCTION

Management is a series of processes from planning, coordination, organization, and evaluation. The curriculum is a guideline or guide in the process of Teaching and Learning Activities (Agus, Juliadharma, & Djamaluddin, 2023; Ardiansyah & Erihadiana, 2022; Gea, Setiawati, Sukriyah, Siahaan, & Amiruddin, 2022). One aspect that can affect the success of the curriculum is the empowerment of the field of management or management of the educational curriculum concerned. Thus, curriculum management is a series of activity processes in a curriculum (Fidayani &

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Ammar, 2023). Curriculum according to Law no. 20 of 2003 According to Law no. 20 of 2003, curriculum is "A set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for the implementation of learning activities to achieve certain educational goals (Rusman, 2018).

General Understanding of the 2013 Curriculum National education, as one of the national development sectors in an effort to educate the nation's life, has a vision of realizing the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactive to respond to the challenges of an ever-changing era. The meaning of qualified human beings, according to Law Number 20 of 2003 concerning the National Education System, is an educated human being who believes and fears God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. Therefore, national education must function optimally as the main vehicle in nation and character building. The implementation of education as mandated in Law Number 20 of 2003 concerning the National Education System is expected to realize the process of developing the personal qualities of students as the nation's next generation in the future, which is believed to be a determinant factor for the growth and development of the Indonesian nation and state throughout the ages. Of the many elements of educational resources, the curriculum is one element that can make a significant contribution to realizing the process of developing the quality of student potential.

So it is undeniable that the curriculum, which is developed based on competence is indispensable as an instrument to direct learners to: (1) qualified human beings who are able and proactive to respond to the challenges of an ever-changing era; and (2) educated human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent; and (3) democratic and responsible citizens. The development and implementation of competency-based curriculum is one of the national education development strategies as mandated in Law Number 20 of 2003 concerning the National Education System. The 2013 curriculum is a simplified, and thematic-integrative curriculum, adding lesson hours and aims to encourage students or students, able to better observe, ask, reason, and communicate (present), what they obtain or they know after receiving learning material and it is expected that our students have much better attitude competencies, skills, and knowledge (Komalasari & Yakubu, 2023; Komariah & Nihayah, 2023). They will be more creative, innovative, and more productive, so that later they can succeed in facing various problems and challenges in their time, entering a better future. The Role of the Curriculum. There are three very important curriculum roles, namely the conservative role, the critical or evaluative role, and the creative role (Puji Ariyanti, 2021).

Therefore, curriculum management is as a cooperative, comprehensive, systemic, and systematic curriculum management system in order to realize the achievement of curriculum objectives. In its implementation, curriculum management must be developed in accordance with the context of school-based management (SBM) and education unit-level curriculum (KTSP) (Lubis, Fatmawati, Pratiwi, Sabtohadji, & Damayanto, 2022). Therefore, the autonomy given to educational institutions or schools in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions

or schools does not ignore the national policy that has been set (Rusman, 2018). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality intelligence, noble character, and skills needed by themselves, society, nation and State.

Based on this understanding, the essence of education is to prepare students to be able to realize their potential and use it in life in the future. Education is a vehicle for the younger generation to gain life skills in the hope that students can enter people's lives. Education has a very decisive role not only for the development and growth of individuals, but also for the development of a nation Education that is able to support development is quality education, namely education that is able to face and solve life problems faced. This thinking is increasingly felt when someone will enter the world of work and life in society because students are required to be able to apply what is learned in school and be able to face daily life problems (Wirabhakti, 2021). And character education is implemented into the curriculum of the Education Unit Level of all subjects, especially the subjects of Islamic Religious Education, Civic Education and Counseling Guidance (BK). Character education in religious and moral subject groups is intended to shape students into human beings who believe and are devoted to God Almighty and have noble morals.

Good morals / ethics are very important and decisive in human life. By having a strong character, humans will have virtue and virtue in all aspects of life. Character can be instilled through education both in the family environment, in the school environment and in the community. Therefore, moral cultivation or education for children is important, the formation of this character can be said to be an effort to form character (Mulyasa, 2022). School is considered as the right means to carry out the formation of morals and morals of children in accordance with the morals and morals expected by religion and by society. If schools are not able to produce students with Islamic character, then we need to look at the management and implementation of a character curriculum known as character education (Haq, Wasliman, Sauri, Fatkhullah, & Khori, 2022; Laili, Hasanah, & Roifah, 2022). School is considered as the right means to carry out the formation of morals and morals of children in accordance with the morals and morals expected by religion and by society. If schools are not able to produce students with Islamic character, then we need to look at the management and implementation of a character curriculum known as character education (Aini, 2021).

Schools as an educational institution have a very large social responsibility to this nation, not only for business purposes, the National Education System Law No. 20 of 2003, states that: national education functions to develop abilities and shape dignified character and civilization in order to educate the nation, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, Have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Educational institutions under the auspices of the Nurul Huda Islamic boarding school foundation apply additional subjects in order to encourage the ability to form student character as the moral responsibility of the institution. This great responsibility

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carried by the school is what encourages researchers to want to further research on curriculum management of local content of aqidah akhlak in improving the character / akhlaq of students in Nurul Huda Junior High School. Another reason researchers chose Nurul Huda Peleyan Kapongan Junior High School Situbondo is because this institution is different from institutions in general. Because there are several lessons of local content that are potent such as aqidah akhlak, fiqh, al-qur'an hadith, Arabic, Madurese and aswaja.

From some of the lessons of local content, researchers are more interested in aqidah ahlak, because the materials in it provide understanding to students how to behave well. In addition, aqidah akhlak materials are very useful for students to understand some of the contents of the verses of the Qur'an and Al-Hadith and some rules as guidelines for living a good behavior. And this was also conveyed by the principal of Nurul Huda Junior High School, that the urgency of the local content of aqidah akhlak to educate Nurul Huda Junior High School students in behaving well at school and among the community (Interview: 2003).

While the purpose of the researcher in writing this thesis is to find out the curriculum management of local content aqidah akhlak in improving student behavior (Sechandini, Ratna, Zakariyah, & Na'imah, 2023). The concept of curriculum management of local content of aqidah akhlak in its implementation to improve the moral character of students is adjusted to the theme / subject matter in the book / material aqidah akhlak. And here are some of the reasons why researchers chose the title of the thesis "Curriculum Management of Local Content of Aqidah Akhlak in Improving the Moral Character of Students in Nurul Huda Kapongan Junior High School Situbondo. This research focuses on: 1. how is the management of the Aqidah Akhlak Local Content Curriculum in improving the moral character of students at Nurul Huda Kapongan Situbondo Junior High School?, 2. how is the impact of the Aqidah Akhlak Local Content Curriculum in improving the moral character of students at Nurul Huda Kapongan Situbondo Junior High School?. The written purpose of this study is to determine the curriculum management of local content of aqidah akhlak in improving the moral character of students in Nurul Huda Kapongan Junior High School Situbondo and to determine the impact of curriculum management of local content of aqidah akhlak in improving the moral character of students in Junior High School Nurul Huda Kapongan Situbondo.

Research with this theme has been carried out such as: Ofa faturohman, scientific journal of educational sciences, Management of Regional Language Local Content Learning Curriculum to Improve Sundanese Language Proficiency at SMK Perjuangan Bangsa Ligung. The results of the study stated that the management applied by the principal to the field of study of local content of Sundanese language at SMK Perjuangan Bangsa Ligung strongly supports the learning of Sundanese language applied in schools, so it can develop Sundanese culture as a national cultural asset, therefore, the principal prepares a careful learning plan in the form of various media, facilities that support learning in schools such as, Contextual package books as needed (Faturohman, Sudrajat, & Ghoer, 2022a).

Akbar Muharom, Procceding International Conference, internalized the value of Islamic moderation through the development of the local curriculum Aswaja An-Nahdiyah at Mts Raudlatut Thalabah Kediri. The result of his research was the development of a local content curriculum using a bottom up strategy, the school was

assisted by LP regional administrators. Ma'arif determines the type and material of the study of its local content, through the stages of identification, determination of the type of local content and implementation. The internalization process is through the delivery of Aswaja and NU-an subject matter, habituation and motivation programs (Muharom, Fiddini, & Nurfalah, 2022).

Andhika Wirabhakti, Journal of Islamic Education Management, Implementation of Curriculum Management and Learning of Local Content of Pesantrenan Programs in Schools. The results of this study show that: (1) Curriculum planning in improving religious science in Daarushofa Integrated Islamic Junior High School (2) Curriculum implementation in improving religious science in Daarushofa Integrated Islamic Junior High School includes the implementation of programmatic activities consisting of: implementation of Fiqh skills, BTQ, Arabic, and Aqidah Akhlak. (3) Form of curriculum evaluation in improving religious science at Daarushofa Integrated Islamic Junior High School (Wirabhakti, 2021).

METHODOLOGY

This research is qualitative research, using descriptive methods, collection techniques include interviews, observations, and documentation. Analysis is done through descriptive interpretation.

RESULTS AND DISCUSSION

Curriculum Management of Local Content of Aqidah Akhlak

So based on the results of interviews that explain that curriculum planning for local content of aqidah akhlak is carried out at the beginning of each semester, it is very appropriate because a plan will be used in one semester, so it is more effective. According to Permendiknas No 22 of 2006, in general, the purpose of developing local content curriculum in KTSP aims to provide knowledge, skills, and life attitudes to students to have a solid insight into the environment and society in accordance with the values prevailing in their regions and support the continuity of regional development and national development.

Because the purpose of the local content is to provide knowledge to students about the pillars of faith, the pillars of Islam and how to have good blessings. as the local content of aqidah akhlak applied at Nurul Huda Kapongan Junior High School Situbondo because aqidah akhlak is a local content that is in accordance with the circumstances and needs of the community. In accordance with the explanation above, the principal added: choosing aqidah akhlak as a local content applied in this institution to produce virtuous students and for religious deepening, even though the majority of students here are from outside (santri plugkan), and also to understand and implement the teachings of Islam (Sukanto, Interview, Situbondo, September 25, 2022).

Implementation of the Local Content Curriculum of Aqidah Akhlak

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Learning or teaching and learning process is a process that is arranged with certain stages, so that its implementation achieves the expected results. The stages of learning activities include initial activities, core activities and closing activities (Majid, 2004). Describe the implementation of learning following the procedure of starting lessons, managing teaching activities, organizing time, students and learning facilities, carrying out assessments of lesson processes and results, and ending lessons (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022).

From the statement above, it can be understood that the implementation of learning begins with opening the lesson, opening the lesson is intended to motivate students, focus attention and know what has been mastered by students related to the material to be learned (Harahap, 2017).

The next step is to deliver learning materials, in delivering lessons the main activity is to instill and develop knowledge, attitudes and skills related to the study material concerned. Core activities include at least a. Delivery of learning objectives, b. Delivery of teaching materials / materials using appropriate approaches, methods, facilities and media tools, c. Providing guidance for student understanding and d. Conduct examinations / checks on student understanding. From the above opinion, the teacher argues that, "after opening the lesson then conveying the core activity, namely delivering the lesson with learning methods in accordance with the syllabus and lesson plan this is evidenced by the lesson plan that has been made by the teaching teacher (Julaeha, 2019).

The end of the learning process is the closing or evaluation of learning. Closing learning activities are activities that provide affirmation or conclusion and assessment of the mastery of study materials given in the core activities. These conclusions are made by the teacher and/or together with the students. Activities that must be carried out in the final and follow-up activities include:

Carry out the final assessment and review the results of the assessment.

- Carry out follow-up activities with alternative activities including: giving assignments or exercises, assigning learning certain subject matter, and providing motivation / tutoring.
- End the learning process by explaining or telling the subject matter to be discussed in the following lesson (Faturrohman, Sudrajat, & Ghoer, 2022b).

• In evaluation there are various ways to do so that the evaluation can get the desired results and see how the development of students, there are oral tests, written tests and others in accordance with the objectives of the evaluation to be achieved. This is in accordance with the presentation of the teacher who teaches moral aqedah, who said that: "In learning, rote oral tests such as nadham shorof written knowledge tests such as writing sentences Indonesian into Arabic writing and others are partly in accordance with the learning material. Based on this explanation, it can be understood that in evaluating the implementation of the curriculum the local content of aqidah akhlak uses various ways in accordance with the desired objectives in learning. If you want to achieve knowledge, then by using a written test. The evaluation must use tests that are in accordance with the learning material being given. What is meant in accordance with the subject matter is that if the subject matter wants evaluation with

a written test, a written test evaluation will be carried out (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Saputro & Darim, 2022)

From the statement above, it can be concluded that those involved in evaluating the implementation of the local content curriculum of aqidah akhlak are teachers in their daily learning, while the evaluation during the middle of the semester questions used in is made by the teachers who teach aqidah akhlak themselves through the teacher working group meanwhile if the questions used in the final semester evaluation are from the government. Here the researcher can see that the most important thing in evaluating is the teacher who owns it because the teacher knows how the learning goes as long as he teaches, then the teacher knows to what extent the development of knowledge of his students (Rofiq & Nadliroh, 2021).

From some of the opinions above, it can be understood that the results of the evaluation of aqidah akhlak learning result is that children who come from madrasah education backgrounds, the results are above average or good, while for children who come from general education backgrounds, the results are still below standard values or Minimum Completeness Criteria values. The entire implementation is evidenced by the syllabus and lesson plan that have been made in the initial planning. So that in the process of implementing the local content of aqidah akhlak runs as it should. Starting from the opening of learning to the end of the evaluation of the learning process (Harahap, 2017).

Evaluation of Aqidah Akhlak Local Content Curriculum Management

The last management process is to conduct an evaluation. In Law no.20/2003 concerning the National Education System Chapter I article 1 paragraph 21 it is explained that education evaluation is an activity to control, guarantee, and determine the quality of education on various components of education in each path, level, and type of education as a form of accountability for the implementation of education. Evaluation of local content curriculum is carried out from planning and implementation to determine the effectiveness and efficiency of the curriculum system both regarding objectives, content / material, strategies, media, learning resources, the environment and the assessment system itself (Amelia et al., 2022; Sirojuddin, Ashlahuddin, & Aprilianto, 2022).

Planning evaluation

The planning does not discuss training or initial coaching for new teachers. Early training and coaching are important so that teachers and students are able to adapt quickly so that they do not interfere with the implementation of the teaching and learning process. However, on the other hand, this has a positive impact because the teaching teacher is a student who has a good understanding of religion (Hermawan, Setyaningsih, & Hardhienata, 2022).

Implementation Evaluation

The evaluation of the local content curriculum at Nurul Huda Junior High School was carried out twice, namely after the teaching and learning process of the semester was completed, both the semester and the semester even. Information in the form of obstacles experienced during the learning process. Collecting information is very

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important so that obstacles can be known. As said by Muhammad Nasir, in his research entitled "Development of Local Content Curriculum in the Context of Islamic Education in Madrasa" in his research said the problem in the implementation of local content curriculum until now is quite complicated. It deals with its planning, implementation and evaluation. In terms of energy, the implementation of local content requires special organization because it involves other parties to the school. For this reason, maybe team teaching as an alternative can be thought of development. In addition to routine teaching methods by class teachers, there must be integrated cooperation between coaches, field implementers and resource persons (Azwar, 2022; Hasanah, Yusuf, Istiqomah, & Fatahillah, 2022).

The Impact of the Aqidah Akhlak Local Content Curriculum on Improving Student Moral Character at Nurul Huda Junior High School Situbondo, Indonesia

Teachers are not only as facilitators of students to help develop or understand a lesson, but also as *qudwah*, educators and play an active role in setting an example and improving the morals of their students. The above is as stated by Yogik D.H that an educator not only fulfills his obligation to teach (transfer of knowledge) in the classroom, but his role as a role model (transfer of attitude and values) to students and other schools becomes a more important and more beneficial role. Character education strategies must be integrated into various school activities so that this strategy becomes a more effective and holistic approach. Educating students knowledge of ethics becomes light carried out by all parties by inserting moral messages in learning materials, examples from teachers, advice and positive habits shown daily when interacting both between fellow educators, and educators with students (Hermawan, 2012).

School is a place and means for the educational process. School is also a means of interaction and teaching and learning carried out by students and teachers and other parties involved in it There are several behavioral things taught at Nurul Huda Junior High School such as morals in dressing, talking to teachers and fellow students, and coming to school on time. Learning *aqidah akhlak* has a great influence on students Junior High School Nurul Huda, not only in the school environment, but with the learning of *aqidah akhlak*, can make a better personality, in family and social, moral cultivation from early childhood and so on is very necessary, so with the learning of *aqidah akhlak*, it is very supportive of student character (Fawzi & Dodi, 2022; Yulianengsih, 2023).

From the results of the theoretical analysis, the formation of students' moral character in Nurul Huda Junior High School is as follows:

- 1) Religious and devout worship. As teachers, they should be able to set an example for students to be religious and obedient to carry out religious orders and worship.

- 2) Discipline: The teacher's discipline attitude that can be used as an example for students at school is to enter and leave the classroom on time. Punctuality can be an indicator for teachers to reflect discipline.
- 3) Honest: Teachers can teach and exemplify honest attitudes to students in schools. Teachers can behave as they are and keep promises. By habituating an honest attitude and keeping promises, the teacher directly and indirectly provides a good role model for the formation of student character (Mappaenre, Hasanah, Arifin, Nuraini, & Wiwaha, 2022).

CONCLUSION

From some of the findings or research data that have been analyzed above, a conclusion can be drawn in the following scenario. Management of the local mutant curriculum of moral creed in Nurul Huda Junior High School goes through 3 aspects, namely planning, implementation and evaluation. Learning aqidah akhlak has a great influence on students Junior High School Nurul Huda, not only in the school environment, but with the learning of aqidah akhlak, can make a better personality, in family and social, moral cultivation from early childhood and so on is very necessary, so with the learning of aqidah akhlak, it is very supportive of student character.

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