

# IMPLEMENTATION OF PAI CURRICULUM INTEGRATIONAT SMK COMMUNITY-BASED ISLAMIC BOARDING SCHOOLS

Mastur<sup>1)</sup>

<sup>1)</sup>Institut Agama Islam Pangeran Diponegoro Nganjuk

e-mail: [bkdmastur@gmail.com](mailto:bkdmastur@gmail.com)

Received: 11-09-2022

Revised: 18-9-2022

Accepted: 22-9-2022

---

## Info Artikel

## Abstract

This study aims to describe how the 2013 Curriculum Implementation in learning Fiqh class IV subjects using the 2013 curriculum. The curriculum implementation components discussed include: (1) lesson planning, (2) learning activities, (3) evaluation of learning activities. This research approach uses a qualitative approach while the type of this research is in the form of qualitative descriptive research. The results of the study. The implementation of learning is presented with the results of the evaluation of learning by applying the 2013 curriculum. The implementation of learning is going well in accordance with the 2013 curriculum . improvised learning, but teachers who have a high leadership spirit will achieve success in implementing the 2013 Curriculum in student learning in the classroom..

## Keywords:

**Curriculum Integrationat.**

---

## INTRODUCTION

The function of national education, conceptually the draft 2013 curriculum is aspired to be able to give birth to a comprehensive future generation that is intelligent, not only intellectually intelligent, but also emotionally, socially, and spiritually intelligent.<sup>1</sup>. The phenomenon of learning activities at Madrasah Ibtidaiyah (MI) Salafiyah, Kalanglundo Village, Ngaringan District, Grobogan Regency and MI Bustanul Muta'alim, Tanjungharjo Village, Ngaringan District, Grobogan Regency which usually only prioritizes cognitive assessment and conventional learning will be a separate problem for the sustainability of the 2013 curriculum. 2013 curriculum learning there are 4 aspects of assessment of students, namely spiritual values, attitude values, cognitive values, and skills values.

In the learning process of the 2013 Curriculum PAI uses science as a driving force for learning for all subjects, and guides students to find out, not be told (discovery learning). The learning process also emphasizes language skills as a communication tool, carriers of knowledge and logical thinking, systematic, creative, and measures the level of thinking of students from low to high, and allows students to learn relevant to the global context.

Researchers put more emphasis on learning fiqh, because in addition to teachers prioritizing the issue of cognitive values, teachers must also emphasize social and cultural values. attitude. Fiqh is an amaliah science that is always used every day so that in mu'amalat children are accustomed to according to Islamic law contained in the Qur'an and studied in the science of Fiqh.

The number of subject matter requires teachers to compete to spend the target material

---

<sup>1</sup> Sholeh Hidayat, Pengembangan Kurikulum Baru, Bandung: Remaja Rosdakarya, 2013, 113.

so that conventional methods such as lectures, question and answer, recitation are the mainstay to overcome these problems, although now many active learning processes are developing but this is a difficult problem to do with the limited time available. This is where the importance of improving the curriculum from the 2006 curriculum to the 2013 curriculum which requires educators and students to be more active in developing resources in schools, especially in the learning process at MI Salafiyah trying to continuously improve the quality of learning activities that innovate in developing learning effectiveness.

Researchers are very interested in the MI because both MI are private madrasah located in Grobogan and have implemented the 2013 Curriculum since the 2015/2016 academic year until now.

## **RESEARCH METHODS**

The method used by researchers in writing this journal is field research. Researchers examined directly the data sources in the field, namely schools/madrasas. This research is carried out naturally because the object under study is an object that runs as it is without any manipulation by the researcher and the position of the researcher does not affect the existence and dynamics of the object of research. In collecting the data, the writer uses in-depth interview method. Documentation, and participant observation.

## **RESULTS AND DISCUSSION**

Ability to carry out school readiness, namely in teaching preparation, is the first step that must be possessed by teachers and is the estuary of all theoretical knowledge, basic skills and in-depth understanding of learning objects and learning situations. Professional teachers must be able to develop good, logical and systematic teaching preparation because in addition to carrying out learning, these preparations carry out so that teachers can be held accountable for what they do.

Planning is essentially a decision-making process or a number (choices) regarding targets and ways to be implemented in the future in order to achieve the desired goals and monitoring and evaluating the results of their implementation, which is carried out systematically and continuously.<sup>2</sup>

In designing a lesson, there are several things including a syllabus and lesson preparation plans. In this lesson preparation plan, there is a plan for delivery techniques and delivery methods as well as what strategies will be used to transfer what is the initial design. In compiling learning tools, teachers always look for references from various sources, ranging from electronic sources to sources from books.

In the learning design the teacher uses a lesson preparation plan that has character, so that the purpose of this learning clear. For the implementation of the 2013 Curriculum in the implementation of student learning by applying habits - habits starting from coming to going home which are fully supervised by teachers at MI Salafiyah.

Planning is the process of compiling subject matter, using teaching media, using teaching approaches and methods, and assessing in a time allocation that will be carried out at a certain period to achieve predetermined goals.<sup>3</sup>

---

<sup>2</sup> Husaini Usman, *Manajemen; Teori, Praktik, dan Riset Pendidikan*, Jakarta: Bumi Aksara, 2009, 66

<sup>3</sup> Abdul Majid, *Perencanaan Pembelajaran; Mengembangkan Standar Kompetensi Guru*, Bandung: Remaja Rosdakarya, 2012, 17.

The implementation of the Fiqh Subject curriculum at MI Salafiyah is adjusted to the KTSP curriculum structure as explained by the Head of Madrasah at MI Salafiyah, then the Fiqh Subject at MI Salafiyah is carried out 2 hours of lessons per week according to credits. The Head of Madrasah distributes SK and KD to teachers of Fiqh Subjects, and submits material and book references to be processed and adapted to the existing syllabus, prota, promissory note and become lesson plans to be used as a reference in carrying out the learning process in class.

Movement is the actualization of planning and organizing that has been done previously. According to Terry, actuating means stimulating group members to carry out tasks with enthusiasm and good will.<sup>4</sup> Routinely, the head of Madrasah always checks the preparation of learning tools prepared by the teacher; starting from the syllabus, lesson plans, which must be in accordance with the 2013 curriculum, with the hope that the applied curriculum can be completed with maximum results.

According to Mulyasa, the implementation function is a managerial function that influences other parties in an effort to achieve goals, which will involve various interpersonal processes, for example how to motivate and provide illustrations to students, so that they achieve learning goals and form their personal competencies optimally.<sup>5</sup>

"Indeed, in learning the 2013 Curriculum, it is not only children who are required to be creative, but teachers also have to be creative in treating their students, for example when there are students who are quiet, the teacher must be creative to make how this child at least wants to have an opinion even if a little, on the contrary there are students who overactive, then we must also look for a formula that is able to process the overactive into something useful for him and his friends".

In this study, researchers can describe the evaluation of learning which includes: mastery, readiness for application and the obstacles faced by MI Salafiyah in implementing the 2013 curriculum in the learning process, especially in Fiqh subjects in class IV.

Evaluation is the last series of the learning process, meaning that the evaluation here is intended as an assessment to find out how far the success of the learning process from input, process and output. Assessment in the learning process includes; formative evaluation, summative evaluation, reporting of value results and implementation of improvement and enrichment programs.<sup>6</sup>

The 2013 curriculum includes the form of an integrated curriculum. In the 2013 curriculum, the factor of children's needs is a major concern so that the development of the curriculum is based on in the social environment of children. Learning activities have functions and meanings in the daily lives of students that are inseparable from the real conditions of society. In accordance with modern developments, learning is carried out with a scientific approach so that students are more creative.<sup>8</sup>

## CONCLUSION

Preparations before implementing the 2013 curriculum have been carried out by madrasas, namely; (a) Madrasas always attend training or workshops and mentoring for the 2013 curriculum,

---

<sup>4</sup> Syaiful Syagala, *Administrasi Pendidikan Kontemporer*, Bandung: Alfabeta, 2008, 52

<sup>5</sup> E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, Bandung: Remaja Rosdakarya, 2007, 75-78

<sup>6</sup> M. Saekhan Muchith, *Pembelajaran Kontekstual*, (Semarang: Rasail Media Group, 2008), hlm. 120-121.

(b) Madrasas always strive for completeness of school facilities and infrastructure, (c) Madrasas provide learning resources in the form of teacher and student books for the 2013 curriculum. The implementation of learning is carried out by elaborating the syllabus into a Learning Implementation Plan (RPP), then applied through initial activities, core activities, and closing activities. assessment of learning outcomes, at MI Salafiyah has used test and non-test assessments that cover three aspects, namely: cognitive, affective, and psychomotor. The assessment is carried out in order to achieve student learning completeness based on the basic competencies that have been determined. However, in reality PAI teachers have not fully implemented the form of continuous and comprehensive assessment in accordance with the 2013 curriculum references and guidelines.

## REFERENCES

- Abd Hamid, S. R., Syed Hassan, S., & Ismail, N. A. (2012). Teaching Quality and Performance Among Experienced Teachers in Malaysia. *Australian Journal of Teacher Education*, 37(11). <https://doi.org/10.14221/ajte.2012v37n11.2>
- Abdullah, M. (2019). School Culture to Serve Performance of Madrasah in Indonesia. *QIJIS (Qudus International Journal of Islamic Studies)*, 7(1), 71. <https://doi.org/10.21043/qijis.v7i1.4809>
- Al-Kiyumi, A., & Hammad, W. (2020). Preparing Instructional Supervisors for Educational Change: Empirical Evidence From the Sultanate of Oman. *SAGE Open*, 10(2), 2158244020935905. <https://doi.org/10.1177/2158244020935905>
- Arifin, H. M. (2006). *Ilmu pendidikan Islam: Suatu tinjauan teoritis dan praktis berdasarkan pendekatan interdisipliner*. Bumi Aksara.
- Asyari, S. (2020). Supervisi Kepala Madrasah Berbasis Penilaian Kinerja sebagai Upaya Peningkatan Profesionalitas Guru. *JIEMAN: Journal of Islamic Educational Management*, 1(2), 149–163. <https://doi.org/10.35719/jieman.v1i2.14>
- Bashori, B. (2017). Modernisasi Lembaga Pendidikan Pesantren Perspektif Azyumardi Azra. *Nadwa*, 11(2), 269. <https://doi.org/10.21580/nw.2017.11.2.1881>
- Daradjat, Z. (1992). *Ilmu pendidikan Islam*. Diterbitkan atas kerjasama Penerbit Bumi Aksara, Jakarta dengan Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, Departemen Agama.
- Darmadi, H. (2016). Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional. *Edukasi: Jurnal Pendidikan*, 13(2), 161–174. <https://doi.org/10.31571/edukasi.v13i2.113>
- Fitriani, M. I., & Hakim, M. V. F. (2021). Principal Leadership Patterns in Collaborating With School Committee. *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 194–205. <https://doi.org/10.31538/ndh.v6i1.1384>
- Fr, A. F., Roesminingsih, E., & Sumbawati, M. S. (2021). The Leadership of School Principal in The Education Era 4.0. *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 244–250. <https://doi.org/10.31538/ndh.v6i2.1413>
- Hamzah B, U. (2007). *Profesi kependidikan: Problema, solusi, dan reformasi pendidikan di Indonesia* (Cet. 1). Bumi Aksara.
- Hasibuan, J. J. (1988). *Proses belajar mengajar: Ketrampilan dasar pengajaran mikro*. Remaja Rosdakarya, Bandung.

- Ismail, S., Zahrudin, M., Ruswandi, U., & Erihadiana, E. (2020). The Competence of Millennial Islamic Education Teachers in Facing The Challenges of Industrial Revolution. *Nazhruna: Jurnal Pendidikan Islam*, 3(3), 389–405. <https://doi.org/10.31538/nzh.v3i3.823>
- Jamal Ma`mur, A. (2012). *Tips Efektif Supervisi Pendidikan Sekolah*. DIVA Press.
- Kartiko, A., & Azzukhrufi, jaya R. (2019). Pengaruh Budaya Organisasi Dan Kompensasi Terhadap Kinerja Pendidik Di Madrasah Aliyah Nahdlatul Ulama Mazro'atul Ulum Paciran. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(2), 207–226. <https://doi.org/10.31538/ndh.v4i2.351>
- Ma`arif, M. A., & Rofiq, M. H. (2018). The Role of Islamic Education Teachers in Improving the Character of Nationalism in Boarding School. *EDUKASI: Jurnal Pendidikan Islam*, 6(1), 064–078. <https://doi.org/10.5281/edukasi.v6i1.323>
- Mahmudi, M. (2013). *Manajemen kinerja sektor publik*. UPP STI YKPN.
- Marimba, A. D. (1987). *Pengantar Filsafat Pendidikan Islam*. P.T. Alma'arif.
- Munir, A. (2008). *Menjadi Kepala Sekolah Efektif*. Ar-Ruz Media.
- Nilda, N., Hifza, H., & Ubabuddin, U. (2020). Peran Kepala Sekolah Sebagai Supervisor dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 12–18. <https://jurnal.staidagresik.ac.id/index.php/attadrib/article/view/160>
- Nurjannah, E., Kuswarno, E., Mudrikah, A., & Kosasih, U. (2021). Teacher Performance Management in Improving Islamic Religious Education (IRE) Lesson Learning. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 400–412. <https://doi.org/10.31538/ndh.v6i2.1312>
- Purwanto, M. N. (1987). *Administrasi dan supervisi pendidikan*. Remadja Karya.
- Sahertian, P. A. (2000). *Konsep dasar & teknik supervisi pendidikan: Dalam rangka pengembangan sumber daya manusia*. Penerbit Rineka Cipta.
- Suprihatin, S. (2015). Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa. *Promosi: Jurnal Program Studi Pendidikan Ekonomi*, 3(1). <https://doi.org/10.24127/ja.v3i1.144>
- Susanto, A. (2016). *Manajemen Peningkatan Kinerja Guru Konsep, Strategi, dan Implementasinya*. Prenada Media.
- WJS, P. (1984). *Kamus Umum Bahasa Indonesia*. Balai Pustaka.