

PAUD RELIGIOUS VALUES-BASED CURRICULUM MANAGEMENT

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Abstrak

Dalam proses pendidikan, manajemen kurikulum harus dilaksanakan untuk memastikan bahwa perencanaan, pelaksanaan, dan evaluasi kurikulum terjadi secara efektif dan efisien. Penelitian ini berfokus pada Lembaga Pendidikan Pra-TK (PAUD), sebuah program layanan pendidikan yang ditawarkan oleh berbagai kelompok pendidikan formal dan informal, yang ditargetkan terutama pada anak-anak kecil untuk mempromosikan perkembangan fisik dan psikologis mereka. Penelitian ini bertujuan untuk mengeksplorasi pengelolaan kurikulum berdasarkan nilai-nilai agama yang digunakan dalam Raudatul Athfal Miftahul Ulum Terpadu Suren Jember serta perencanaan, pelaksanaan, dan evaluasinya. Hasil penelitian menunjukkan: (1) perencanaan pengelolaan kurikulum berdasarkan nilai-nilai agama di RA Miftahul Terpadu Suren meliputi Hablum minallah seperti melaksanakan shalat dhuha, membaca AL-Qur'an dll; Hablum minannas seperti berbicara sopan, berperilaku baik, dan menyapa orang lain; Hablum minannafsi seperti memiliki rasa cinta diri, Hablum minal alam seperti peduli terhadap lingkungan. Proses perencanaan ini merupakan hasil dari evaluasi sebelumnya. (2) Pada sekolah ini, penerapan kurikulum berbasis nilai-nilai agama terdiri dari dua tingkatan, yaitu tingkat sekolah dan tingkat kelas. (3) Evaluasi pengelolaan kurikulum berbasis nilai-nilai keagamaan memerlukan evaluasi proses dan hasil.

Kata Kunci: Manajemen Kurikulum, Pendidikan Anak Usia Dini, Nilai Agama

Abstract

In educational process, curriculum management must be implemented to ensure that curriculum planning, implementation, and evaluation occur effectively and efficiently. This study focuses on Pre-Kindergarten Education Institutions (PAUD), an educational service program offered by formal and informal a variety of educational groups, which is targeted particularly at young children in order to promote their physical and psychological development. This study aimed to explore the curriculum management based on religious values used in Raudatul Athfal Miftahul Ulum Terpadu Suren Jember as well as its planning, implementation, and evaluation. The result of the study showed: (1) the planning of curriculum management based on religious values at RA Miftahul Terpadu Suren includes Hablum minallah such as

carrying out the dhuha prayer, reciting AL-Qur'an etc; Hablum minannas such as speaking politely, behaving well, and greeting to others; Hablum minannafsi such as having a sense of self-love, Hablum minal alam such as caring to the environment. These planning processes are the outcome of previous evaluations. (2) At this school, the implementation of religious values-based curriculum consists of two levels, namely school level and grade level. (3) Evaluation of religious values-based curriculum management entails both process and outcome evaluation.

Keywords: Curriculum Management, Early Childhood Education, Religious Values

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A. INTRODUCTION

Pre-school education (PAUD) is an educational service program provided by various educational organizations, both formal and non-formal. It is specifically aimed at early childhood, therefore their physical growth and psychological development are optimal (Wiyani, 2018). PAUD can be organized through formal, non-formal and informal education channels. PAUD in informal education channel comes in family education. PAUD in non-formal education path comes in Daycare (TPA), Play Group (KB), or other equivalent groups. PAUD in formal education comes as Kindergarten (TK) and Raudhatul Athfal (RA) (Wiyani, 2018). In an effort to develop PAUD units, it is necessary to have a basic curriculum framework and early childhood competency standards applied nationally. The basic curriculum framework and competency standards are signs used as references in preparation of curriculum and syllabus (learning plans) at the level of the education unit (Suryana et al., 2021).

In this case, we need a curriculum that is adapted to the process of growth and development of early childhood. The PAUD curriculum must refer to exploring the potential for intelligence possessed by children, hence the role of the teacher is only to develop, channel, and direct them. Curriculum in education is a tool to achieve educational goals, so this means that the curriculum has supporting components that support each other. One component of the curriculum is content component. The components of the content and structure of the program/material are materials programmed to achieve predetermined educational goals. The content or material in question is usually field of study material (Abdullah, 1999).

In order run teaching and learning process effectively and efficiently, and to achieve the expected results, program management and teaching are required.

School managers are expected to guide and direct the development of curriculum and teaching programs, supervise their implementation as well (Mulyasa, 2009).

Based on data from the Ministry of Women's Empowerment and Child Protection (PPPA), from January 1 to March 2021, there were 426 cases of sexual violence. Of the total 1,008 cases of violence destroyed women and children. The number of cases continued to increase until June 3, 2021, there were 1,902 cases of sexual violence destroyed women and children.

Based on observations obtained by researchers, Mrs. Holisa Wulandari S.Pd.I as vice headmaster (WAKA Curriculum) RA Miftahul Ulum Terpadu on December 28, 2020, stated that RA Miftahul Ulum Terpadu must carry out curriculum management where the planning is by reprocessing, that is planning what was previously done. It is planned and is also an educational institution implementing early childhood learning based on Islamic values. These values are wearing robes, wearing skirt during sport activity (for teacher), always applying morality such as bowing heads when meeting with teachers, reading Asmaul Husna before entering class, and introducing NU and Walisongo figures. RA Miftahul Ulum Terpadu uses a curriculum from the government, that is 2013 curriculum.

B. RESEARCH METHOD

This study uses qualitative approach, the technique used in selecting informants is purposive. This means determining informants according to selected criteria that are relevant to the research problem. Data collection techniques use observation, interviews and documentation. Data analysis followed the method proposed by Milles and Huberman, these are data condensation, data presentation, drawing conclusions or verification. The validity of the data used source triangulation and technical triangulation.

C. THEORITICAL FRAMEWORK

1. Pre-school Education Curriculum Management

Many experts of management define management. One of them is Henri L Sisk who defines management with the processes of planning, organizing, directing and controlling in order to attain stated objectives (Bissey, 1970). This means that management is the process of coordinating all resources by planning, organizing, directing and controlling to achieve the goals that have been set. Planning, organizing, directing and controlling are then called the principles of management.

Educational institutions, especially Pre-school Education Institutions (PAUD) require control to achieve goals. Management functions are processes

that greatly affect the success of management, there are several kinds of curriculum management functions including the following:

a. Curriculum Planning

According to Oemar Hamalik, curriculum planning is a complex social process that demands various types and levels of decision making (Hamalik, 2006). Curriculum planning has multiple functions (Hamalik, 2006), including: 1). Curriculum planning serves as a guide or management tool to achieve goals; 2) Curriculum planning functions as a driving force for the organization and management to create changes in society according to organizational goals; 3) Curriculum planning serves as a motivation to implement the education system so as to achieve maximum results.

Planning is intended for a future full of uncertainty, due to changing conditions and situations. Therefore, in every activity, action and policy will be planned so that the risks that may occur can be minimized. That is why the role of curriculum planning is very important. The process in curriculum planning needs to pay attention to the basic sources of curriculum goal formulation. These are empirical sources, philosophical sources, and sources of learning materials (Fauzi & Afriansyah, 2019).

b. Curriculum Implementation

The implementation of curriculum is divided into two levels: the implementation of the school-level curriculum and the classroom level. In the implementation of the school-level curriculum, the principal is responsible for implementing the curriculum in the school he leads. The principal acts as a leader, including leading the implementation of the curriculum, the principal is an administrator in implementing the curriculum, the principal is as a drafter of the annual plan, the principal is as coordinator of curriculum implementation. Meanwhile, in implementing the class-level curriculum, the teacher plays a major role including three types of activities. These are activities in teaching and learning processes, extra-curricular development and mentoring in tutoring (Hamalik, 2006).

To implement and test the curriculum in classroom learning activities is the embodiment of a real curriculum form. The embodiment of concepts, principles and aspects of the curriculum entirely lies in the ability of teachers as curriculum implementers. Curriculum implementation is curriculum characteristics, implementation strategies, assessment characteristics, teacher knowledge about the curriculum,

attitudes towards the curriculum and skills in directing (Fauzi & Afriansyah, 2019).

c. Curriculum Evaluation

Evaluation is an act of consideration based on a set of agreed and accountable criteria (Hamalik, 1993). There is one general and important principle in evaluation activities, that is the existence of triangulation or a close relationship of three components. The three components are (a) learning objectives; (b) learning activities or KBM, and (c) evaluation (Arikunto, 2021). There are two evaluations carried out on the results or curriculum products, and an evaluation of the curriculum process. Evaluation of results of the objectives assesses the extent to which the curriculum is successful and leads students to achieve their goals. While the process evaluation assesses whether the curriculum implementation process runs optimally, so as to enable the achievement of objectives (Ali, 2008). The evaluation functions are (Ali, 2008):

- 1) In terms of students individually, the evaluation of:
 - a) Knowing the level of achievement of students in a teaching and learning process;
 - b) Determining the effectiveness of teaching and activity plans;
 - c) Giving the results of reports on the progress of students;
 - d) Eliminating obstacles or correct errors that occur during practice.
- 2) From the point of view of the teaching program, evaluation functions:
 - a) Providing the basis for consideration of the increase and promotion of students;
 - b) Providing the basis for the preparation and placement of homogeneous groups of students;
 - c) Diagnosis and remedial teaching of students;
 - d) Providing the basis for guidance and counseling;
 - e) The basis for providing numbers and report cards for the progress of students;
 - f) Motivating students' learning;
 - g) Identifying and regarding the abnormalities of students;
 - h) Interpreting school activities into the community;
 - i) Administration of the school;
 - j) Developing curriculum;
 - k) Preparing educational research in schools.

2. Religious Values

According to Nurcholis Madjid in Ahmad Baso, Islamic values is every value that is in line with humanity, or *fitri* or *hanif* based on piety to Allah. Values will be considered Islamic if they, by nature, do not conflict with faith and piety and are good according to humanity, in accordance with their development (Baso, 2006).

In Islamic law, there are values of Islamic teachings. If these values are attached to the human soul, then the human will get true happiness (Rofi'ah, 2020). At least these values can be grouped into four things, these are:

- a. Values related to *hablum minallah* (the relationship of a servant to Allah), such as obedience, sincerity, gratitude, patience, trustworthiness, *mahabbah*, and so on;
- b. Values related to *hablum minannas*, the values that a person must develop in relation to fellow human beings, such as mutual help, empathy, compassion, cooperation, praying for and forgiving each other, respecting respect, and so on;
- c. Values related to *hablum minannafsi* (self), such as: honesty, discipline, trustworthiness, independence, *istiqamah*, exemplary, authority, optimism, *tawadhu'*, and so on;
- d. Values related to *hablum minal-alam* (relationship with the surrounding nature), such as: balance, sensitivity, concern, sustainability, cleanliness, beauty, and so on (Asmaran, 2002).

D. RESULTS AND DISCUSSION

1. Planning a curriculum based on religious values at Raudatul Athfal Miftahul Ulum Terpadu Suren Jember

Planning a curriculum based on religious values at RA Miftahul Ulum Terpadu is a very important first step to provide the right direction in the implementation of the learning process and provide guidance in preparing activities that are in accordance with the abilities of children in RA. The planning is prepared by taking into various aspects, especially related to the needs, growth and development of students.

Curriculum planning at RA Miftahul Ulum Terpadu conducts a prior evaluation of the work plan at RA Miftahul Ulum Terpadu, especially curriculum issues, after a new evaluation carrying out a meeting of things that have become an evaluation. What, how and when will the implementation be carried out to prepare curriculum planning thus in the preparation the tasks can be divided. Some are assigned the task of

compiling PROTA, and some are tasked with compiling a new PROSEM after finding the design in PROSEM proceed to make the RPPM. In RPPM, tasks are also divided according to their respective groups to make and prepare RPPH. Curriculum planning at RA Miftahul Ulum Terpadu is carried out in joint deliberation between the foundation, heads, committees, teacher councils and student guardians. The curriculum at RA Miftahul Ulum Terpadu based on religious values is planned to include: *hablum minallah* such as students performing dhuha prayers every day. Surely before performing the dhuha prayer, the children already has ablution, thus the child is taught how to perform ablution properly and then practice it. Then, the children are taught to read prayers and short letters which have become a child's obligation to memorize. The next point is visiting Masayikh Miftahul Ulum's cemetery. *Hablum minannas* comes in speaking and behaving well, greeting and greeting well. Then *hablum minannafsi* comes in respecting yourself. The last aspect is *hablumminal nature*, that is loving nature.

Based on the discussion above, curriculum planning is a very important first step. Rusman stated that planning aims to guide students towards the desired level of behavior change and assess the extent to which changes have occurred in students. A leader needs to do a careful, thorough, and detailed planning, especially in curriculum planning. The planning carried out at RA Mifathul Ulum is used to provide the right direction in the implementation of the learning process and provide guidance in preparing activities that are in accordance with the child's abilities. Therefore, they do not fail to achieve their goals. Every activity, action and policy will be planned, thus the risks that may occur can be minimized. That is why the role of curriculum planning is very important. Moreover, planned curriculum based on religious values includes *hablum minallah*, *hablum minannas*, *hablum minannafsi* and *hablum minal alam*.

2. Implementation of a curriculum based on religious values at Raudatul Athfal Miftahul Ulum Terpadu Suren Jember

The implementation of the curriculum explained by Oemar Hamalik that the implementation of the curriculum is divided into two levels, these are school level and class level. The implementation of school-level curriculum is the principal who is responsible for implementing the curriculum in the school environment he leads because the principal is the leader and administrator in implementing the curriculum. Meanwhile, the implementation of the classroom-level curriculum is the responsibility of

the teacher because the teacher plays a major role in implementing the classroom curriculum. The implementation of the curriculum at RA Miftahul Ulum Terpadu is carried out in accordance with existing technical guidelines, in accordance with existing regulations, in accordance with existing standard indicators. The implementation is surely carried out every day as long as there is no holidays because it has been demanded by the RPPM and RPPH. Teachers at RA Miftahul Ulum Terpadu participated in giving encouragement to students.

The implementation of a curriculum based on religious values carried out every day is greeting when meeting with the ustadzah and shaking hands. The children line up while reading Asmaul Husna, then the teacher invites all students to the prayer room to carry out the Dhuha prayer together, then recite the Koran. Based on the discussion above, the implementation of curriculum is the embodiment of a real curriculum. The implementation of the curriculum is carried out in accordance with existing technical guidelines, existing regulations, existing standard indicators.

3. Evaluation of the curriculum based on religious values at Raudatul Athfal Miftahul Ulum Terpadu Suren Jember

Evaluation is a curriculum activity such as assessing to find out what percentage of the goals can be achieved. From that assessment we know the achievement of goals. If from the assessment we know the level of achievement is low, then we have to examine the teaching and learning process, there may be deficiencies here. We also may consider the content of teaching whether it is less relevant to the purpose of the content or not. We may even have to revise the objectives, maybe the formulation is not clear, too deep, too broad, or maybe we should look again at evaluation techniques and tools. Hence, evaluating is actually evaluating the achievement of goals, content, process and evaluation itself. In other words, evaluating is evaluating the curriculum itself.

Evaluation of the curriculum based on religious values at RA Miftahul Ulum Terpadu consists of evaluating the process and evaluating the results. Process of evaluation is carried out by the teacher seeing what the child's attitude is like, the teacher at RA Miftahul Ulum is integrated to build character with the Qur'an, namely how children are able to behave and behave as instructed in the Qur'an. Those involved in the evaluation are principals, foundations, committees and all teachers. Curriculum evaluations are carried out by the principal, in every semester and every

year for the delivery of their assessments. While the assessment is done from time to time by the principal. Meanwhile, the teacher's evaluation of the students of RA Miftahul Ulum Terpadu is carried out every lesson.

E. CONCLUSION

Based on the research above, it can be concluded that Curriculum Management Based on Religious Values in Raudatul Athfal (RA Miftahul Ulum Terpadu Suren) is as follows:

- a. The curriculum planning based on religious values includes *hablum minallah*, *hablum minannas*, *hablum minannafsi* and *hablum minal alam*. The process of planning a curriculum based on religious values at RA Miftahul Ulum Terpadu Suren begins with an evaluation before planning after an evaluation, then carrying out a meeting of things that have become an evaluation to develop curriculum planning;
- b. Implementation of the curriculum based on religious values consists of two levels, these are school level and grade level. Those two levels are carried out with plans that have been prepared with the control of the principal;
- c. Evaluation of the curriculum based on religious values includes evaluation of the process and evaluation of results.

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