Islamic Education Management Based on Curriculum Atsma Muhammadiyah 4mariso in City of Makassar

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Abstract: This study aimed to explain the subject matter discussed, among others: (1) Applying the Islamic education management based on the curriculum at Senior High School Muhammadiyah 4; (2) Management of the curriculum in Islamic religious education teaching program in SMA Muhammadiyah 4 Mariso; (3) application integration model KTSP, KBK, and Curriculum 2013 in SMA Muhammadiyah 4 Mariso Districts Mariso Makassar. The research method used was descriptive, to describe the social phenomena associated with the implementation of Islamic education management. Analysis of the data used to assess the data and information obtained is qualitative.

Our research found that management implementation of Islamic education based curriculum at SMA Muhammadiyah 4 Mariso still refer to the Competency Based Curriculum (KBK) and the Education Unit Level Curriculum (KTSP), the principles that should be concerned, among others: (a) objectives to be achieved should be clear, the operational goals, the more easily visible and more appropriate programs are developed to achieve the goal; (B) learning programs should be simple and flexible; (C) a program conceived and developed in accordance with the objectives set; (D) the developed program is comprehensive, clear and sustainable; (E) there must be coordination between the components of the program managers at SMA Muhammadiyah 4 Mariso, Makassar City.

Keywords: Islamic education management, curriculum-based competence, (KBK), the education Unit level curriculum (KTSP).

I. INTRODUCTION

In Islam everything should not be done carelessly. Everything must be organized and carried out in an orderly manner. Moreover, processes, everything had to be planned properly and regularly. Direction clear job also clear foundation and its methods were transparent will made deeds done obtain the blessing and guidance of God. Actually, management in the sense that something was a regular set and run effectively and efficiently is something that is pleasing to Allah, and was recommended in the Islamic Shariah, and even can be said that the category of Sunnah. Because the Prophet Muhammad SAW, never do anything carelessly let alone without a plan. Indeed, humans can only plan, but without a plan the order of things would be meaningless.

Moreover, in the process of learning, where it was a noble deed, which many hadiths praising as to say these activities more important than the Sunnah worship, everything must be orderly and transparent so that the learning process can run smoothly, effectively and efficiently. Which was the core curriculum and the content of learning should also be regulated through the management so that implementation can be significant, so if the curriculum was not set by the management, the learning process cannot take place with the maximum and will be an obstacle. Much more in the process of Islamic learning, the curriculum must be arranged with management regularly in order to produce human consistent with the objectives of Islamic education, the perfect man. Especially in the current conditions, where the curriculum often changes with the times and technological advances.

In addition, the Islamic education curriculum plus or enriched again, because it's better like the words of scholars that Islamic tradition is to maintain a good long while and take a new one was better, the management was also set for the implementation of Islamic learning successfully. Because without a good curriculum management, it was impossible the implementation of learning can take place effectively and efficiently. Therefore, as researchers felt called and try to elaborate on the management of curriculum and learning Islamic education taken from the literature on Islamic education management.

Along with the times constantly changing towards the direction of progress, in the era of globalization characterized by increasingly fierce competition like today, educational institutions was required to provide quality education good-quality for educational institutions inferior gradually be abandoned by society and marginalized
automatically. Therefore, the form of improving the quality of education by the government was to set policy based on improving the quality of curriculum with the delegation of authority from the center to the regions, where schools were given the freedom and authority to organize and carry out the till on evaluating the education undertaken.

Realizing this, the study was conducted in SMA Muhammadiyah 4 Districts Mariso Makassar City with the title: "Applying the Islamic education management based on the curriculum at SMA Muhammadiyah 4" with a variety of phenomena and facts encountered related to the learning process developed and remain guided by the provisions of regulations regulation. In other words, based on this background, the purpose of this study is to describe the actualization of Islamic education curriculum-based management with reference to the madrasa curriculum, describe enabling and inhibiting factors in actualizing Islamic education management. It is very interesting in Islamic curriculum to know the effectiveness of management and how it used of the school in improving teaching program in the school

II. LITERATURE REVIEW

Teaching management was the overall process of implementation of the activities in the field of teaching which aimed for all teaching activities implemented effectively and efficiently. Islamic school managers were expected to guide and develop the curriculum and teaching programs and symbolize Islamic school program. The school principal was a manager at the school. He must be responsible for the planning, implementation and assessment of changes or improvements in teaching programs in schools. For this purpose, there were at least four steps that must be done, namely: assessing the suitability of the existing program with the cultural demands and needs of students, improve program planning, choosing and implementing the program, as well as the rate of change of the program. To ensure the effectiveness of curriculum development and teaching programs in the management of Islamic education, the school principal as the manager of the teaching program along with the teachers must describe in more detail the content of the curriculum and program operations into the annual, quarterly and monthly.

KTSP was the operational curriculum developed by and implemented in each educational unit. KTSP consists of educational objectives, educational unit level, structure and content of the education level curriculum, educational calendar and syllabus. The syllabus is a lesson plan on a and / or groups of subjects / specific theme which includes standards of competence, basic competence, subject matter / learning, learning activities, indicators, assessment, allocation of time and resources / materials / learning tool. The syllabus was the standard translation of competence and basic competences into the subject matter / learning, learning activities, and indicators of achievement of competencies for assessment.

In 2006 the management curriculum of Islamic education was not unlike equal to the competency-based management (KBK) or Islamic education curriculum KTSP 2004. Because basically a KBK performed at each level of education unit. So management was not unlike the same with the only difference KTSP management implemented at each level of education. As previously explained that the curriculum management 2006 / KTSP SMA Islam, particularly SMA Muhammadiyah 4 Districts Mariso Makassar City, was the KTSP package from the center of the curriculum, then the educational unit which consists of the education unit itself along with the school committee held a development in accordance with development principles.

The understanding of a diverse curriculum can be grouped into three categories. In addition, some understanding of the various experts, among others: (1) Definition of traditional curriculum, the curriculum was all fields of study were given in educational institutions; (2) Definition of a modern curriculum, the curriculum was all actual experience of the students under the influence of the school, and (3) The term of the present curriculum, the curriculum was a strategy used to adapt the cultural inheritance in achieving the goals of the school. In another sense, the curriculum was a set of components of teaching and learning methods, how to evaluate student progress and all changes in the teaching staff, guidance and counseling, supervision of administration, the time, the amount of space, funding and selection was based on the current understanding the lesson. And then Education Law No. 20 In 2003, the Curriculum was a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. The specific purposes include national education goals as well as compliance with a specific, conditions and potential areas, the education unit and learners. Therefore, the curriculum drawn up by the education unit to allow adjustment of educational programs to the needs and the potential that exists in the area.

III. RESEARCH METHODS

The research location was applying the Islamic education management based on curriculum at SMA Muhammadiyah 4. In determining the location of the target outcomes research for consideration of the research that
had been determined, as well as some preliminary studies that have been done related to the main concepts of this study. Thus, the chosen location tailored to the target output and the stages of the research described above. The first year, limited to students (learners) and their third grade be some teachers who had been appointed to provide data and information that had to do with the implementation of management educators Islam.

Other research using data collection techniques, among others: (1) observation, namely the direct observation of applying the Islamic education management based on curriculum at SMA Muhammadiyah 4. In this case, the subject matter, methods, as well as the circumstances of learners. In addition, this observation the researchers could see directly the objective conditions and the atmosphere created in the learning process in SMA Muhammadiyah 4 Makassar; (2) direct interviews with informants who had been determined to obtain data and information required. The method was applied in an attempt to obtain data and information on the implementation or management application based Islamic education curriculum (KBK, KTSP, and Curriculum 2013) with an emphasis KTSP subjects of Islamic religious education in high school. This interview was conducted in a structured, was guidelines compiled detailed interviews with some open questions. Analysis of the data used is descriptive qualitative, the data and information obtained can be processed and interpreted in accordance with empirical facts.

IV. RESULTS AND DISCUSSION

Applying the islamic education management based on curriculum at SMA Muhammadiyah 4 Mariso District Makassar City

The history of education in Indonesia has several times held the curriculum changes and improvements so far. One of the closest was the change of Curriculum based (KBK) into education unit level curriculum (KTSP). Apart from whatever cause whether it's because of political problems, changes in leadership / minister or because it was deemed to be a definite change its contents have changed. Therefore, as an academic called upon to analyze the nature of the curriculum. In order to know what and how the KBK and the KTSP.

Knowing the nature of both the comparative analysis can be done. Comparative Analysis of KBK and KTSP views of shared viewpoints. At least with a comparative analysis, we can know what the causes that must be held true change in the curriculum is relevant or not, right or not such changes. With appropriate curriculum and appropriate, it can be expected educational goals and objectives will be achieved to the fullest. The curriculum has components that are not integral, among others:

1) Components of Interest, consisting of goals to be achieved by the school as a whole and the objectives to be achieved in any field of study.
2) Component Content (Content and Structure Program), contains about achieving a clear target, standard materials, standards and procedures for the implementation of learning students.
3) Components Strategies, according to the language strategy was how, engineering and others. While the definition here was the teaching and learning strategies, namely politics or tactics used by teachers in the learning process in the classroom.
4) Component Evaluation, in the education of their evaluation is necessary to determine the success rate of students as well as the feet back to the teachers (educators) in determining the next steps.

The concept of the model and paradigm of Islamic education, including:

a) Basic education, Islamic education should base Theocentric, by making anthropocentric as an essential part of the concept of theocentric.
b) The purpose of education, working to build worldly lives through education as the embodiment serve him.
c) The concept of human, educational Islam regards human nature has to be developed, unlike the secular education that sees humans with tabularasa.
d) Values, Islam-oriented education in science and technology as a relative truth and IMTAQ as absolute truths.
e) The approach and methodology.

The results of the analysis and the search field (observation) related to the effort management implementation of Islamic education-based curriculum, especially in SMA Muhammadiyah 4 Mariso, described by one teacher (Muri Khalid), in an interview dated May 20, 2015, penerapa management Islamic education curriculum-based fixed reference the KBK and KTSP aimed to:

1) Developing the potential of students and optimally utilize opportunities for self-realization or self-actualization.
2) Develop a rational method, empirical, bottom up, and "to".
3) Material doctrine (Nash) should be given the doctrine, deductive, top down, and "own".
4) Provide a strong foundation stock or up to upper secondary level, which is ready to be developed into a wide range of expertise.

Further explained that, teaching materials: blends traditional and modern aspects in accordance with the nature of the style and needs. Educators: be 3 things:

a) Having the high committed, dedicated, and experience of education as the call of duty.
b) Professional complete with mission sensitivity and sharpness of vision and sophisticated methodology.
c) Have enough income to actually have 30 calendar days in a month.

Based on the above, that the output: Educated people or cultured man within the framework of a knowledge society, the alumni of SMA Muhammadiyah 4 can be expected to have:

1) Learning ability further;
2) The penchant to learn;
3) Ability to look different, new and value-added;
4) Having 3 capability which was a unity, trustworthy and wise, high intelligence and a comprehensive, professional;
5) Ability to devise and develop science and technology in perspective and outlines IMTAQ IMTAQ in the language of science and technology.

**Curriculum Management in Islamic Education Teaching Program**

Curriculum management and Islamic education teaching program includes planning, implementing and evaluating the curriculum. Planning and development of Islamic education curriculum had generally been carried out by the Ministry of Education at the central level and the Ministry of Religion. Because the level of the school of Islam's most important was how to realize and adjust the curriculum to the learning activities. In addition, Islamic schools were also duty and authority to develop a local curriculum in accordance with the needs of the community and local environment.

The development of local curriculum had been conducted since 1984. In the curriculum uses the curriculum of local content inserted in various fields of study accordingly. More intensified implementation of local content in the curriculum of 1994. Local content will no longer be inserted in any field of study, but using a monolithic approach in the form of fields of study, both compulsory and optional subjects. Curriculum development was intended to offset the centralization of curriculum and aimed to make the students loved and familiar surroundings, as well as the nature, quality social and cultural support national development, regional development and local development so that learners cannot be separated from the root socio-cultural environment.

As for the latest curriculum today, the results of this study can be seen the curriculum includes subjects, local content, and self-development were reached within one level of education, for three years from class X to class XII. The development of local content is because local content subjects aims to provide a stock of knowledge, skills and behaviors to students so that they have the insight steady on the state of the environment and the needs of the community in accordance with the values / rules that apply in Makassar and support the sustainable development of the area as well as national development.

In addition, both the KBK and KTSP also refers to the content standards, it's just a standard SBC contents enhanced through Permandiknas number 22 of 2006 on the Content Standards. Standard content includes basic framework and structure of the curriculum, the burden of learning, educational unit level curriculum, and calendar education / academic. The curriculum for this kind of general education, vocational, and specialized in primary and secondary education is organized into five groups, namely: (1) The group of religious subjects and noble character; (2) Group of subjects of citizenship and personality; (3) A group of subjects in science and technology; (4) The group of subjects aesthetics, and (5) Group of physical subjects, sports, and health is to say the SBC is CBC enhanced, as the curriculum in 1999 supplements the 1994 curriculum is enhanced, because the basic juridical same, but added some changes as needed.

Curriculum development at the high school in the implementation phase is already done, but there needs to be more attention to the mastery learning, because learning plan is still unresolved and a limited portion of teaching hours, so the implementation of teaching and learning less than the maximum. Curriculum development in high school at the evaluation stage still needs to be improvement (Muhsin. A, 2016). Monitoring the implementation of well yet. Assessment of student learning outcomes assessment still tends to be on the test results, so the value still not optimally. In documentation, SMA has prepared the curriculum document, but the document was still not perfect and has not been implemented to the maximum. This is proven by the KTSP PAI documents that have not been implemented to the fullest. In documentation SMA has set up the KTSP PAI, but the document is still not
implemented to the fullest, because it turns out the existence of the document RPP still not been implemented yet. Various problems faced by the curriculum development in the high school curriculum development efforts to onset less than the maximum development of the curriculum in high school.

The problems that must be addressed is the problem of curriculum planning, the problem of curriculum implementation and curriculum evaluation problematic. Solution problems of curriculum development at the planning stage of the curriculum is to prepare a curriculum planning in advance. Coordinating the team of curriculum developers with the school involving external parties that are able to contribute positively to the development of the curriculum.

**Model Integration Competency Based Curriculum (KBK)**

In accordance with the principles underlying the development process of the KBK should be done with respect to some principles. Each principle is the development and implementation of the KBK who formulated the basic framework curriculum Ministry of Education in 2004, namely: a) the principle of development; b) the balance of ethics, logic, aesthetics, kinesthetic; c) strengthening national integrity; d) knowing development and information technology; e) the development of life skills; f) pillars of education; g) a comprehensive and sustainable manner; h) Study abroad throughout life, and i) the diversification of the curriculum.

The principles of curriculum development include: (1) centered on the needs, the needs and interests of learners and the environment; (2) a diverse and integrated; (3) responsive to science and technology and the arts; (4) relevant to the needs of life; (5) The comprehensive and sustainable; (6) for lifelong learning; (7) balanced between the interests of national and regional interests. Each curriculum has certainly the principle, because the principle was the foundation or reference for developing the curriculum. As well as 13 newly initiated curriculum had several principles:

a. Curriculum education units or levels of education were not a list of subjects. On the basis of the principles of the curriculum as a plan was a plan for the educational content should be owned by all learners after completing his education in one unit or level of education. Curriculum as a process was the totality of the experience of learners in one unit or level of education to master the educational content designed in the plan. The result of learning is the behavior of learners as a whole in implementing the placement in the community.

b. Competency standards set for one unit of education, level of education, and educational programs. At the discretion of the Government regarding the 12-year compulsory education Graduates Competency Standards were the basis for curriculum development was the ability to be possessed learners after participating in the educational process for 12 years. Moreover according to the functions and objectives of primary education and secondary education as well as the function and purpose of each educational unit at every level of education, curriculum development was based also on Competency Standards Graduates basic education and secondary education as well as educational unit Competency Standards.

c. The curriculum was based on the principle that every attitude, skills and knowledge outlined in curriculum shaped Foundational Skills can be learned and mastered every learner (mastery learning).

d. The curriculum is centered on the needs, the needs and interests of learners and the environment.

e. The curriculum must be responsive to the development of science, culture, technology, and art. The curriculum was developed on the basis of the awareness that science, culture, technology, and art growing dynamically. Therefore the curriculum content should always follow the development of science, culture, technology, and art; build curiosity and the ability for learners to follow and appropriately utilize the results of the results of science, technology and art.

f. The curriculum was developed by taking into account national interests and the interests of the region to build a society, nation and state. National interests developed through the determination of the structure of the curriculum, Standard Capabilities / SK and Capability Association / KD and syllabus.

**V. CONCLUSION**

Based on the research and discussion above, a number of conclusions as follows: (1) a competency-based learning efforts to implement broad-based education-oriented life skills (life skills), where the curriculum was developed with competency-based education (KBK); (2) The author argues that the field of study of science and religion can be developed based on the development of the KBK by adhering to the dimensions of competence in general. Because the results of religious education were the ability or competence useful for life. That was the result of religious education was the possession of knowledge and scientific concepts, values and attitudes and skills, integrated, which can be used in public life; (3) the KTSP was an idea about the development being put in the
position closest to the learning, the school and the education unit. KTSP was a form of education reform that gave autonomy to schools and education unit to develop a curriculum in accordance with the potential, the demands and needs of each.

The purpose was for the implementation of KTSP independence and empower education unit through the granting of authority (autonomy) to educational institutions and encouraging schools to make decisions in curriculum development. Furthermore, on the Curriculum 2013 had the objective to encourage learners or students, better able to make observations, ask questions, reason, and communicate (present) what they earn or they know after receiving the subject matter. Implementation of curriculum 2013 is part of the continuing development of competency-based curriculum (KBK) which were initiated in 2004. Reason for changes in the curriculum of KTSP into the curriculum of 2013 is the curriculum should be based on the strengthening of reasoning, no longer a mere rote. According to the author of this curriculum Given the new thing, indeed it felt should learn more when teachers have to teach thematic early potential. Curriculum 2013 stresses the attitude, skills and knowledge. Hopefully with the implementation of the new curriculum, the educations we were more advanced and better again. The next researcher should to analyze and develop the management to apply suitable program in other school and other curriculum

VI. REFERENCES