

Primary School Curriculum Management Based on Islamic Character Building Value and Science Technology at SDIT Dauroh, Tangerang Regency



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ABSTRACT: Curriculum management is the main management substance in schools. Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system designed to make it easier for education managers to carry out teaching and learning activities through the stages of planning, implementation, evaluation, and program improvement so that teaching and learning activities are well directed. The basic principle of curriculum management is to strive for the quality and learning process to run well, with a benchmark for achieving goals by students and encouraging teachers to develop and continuously improve their learning strategies. The stages of curriculum management in schools are carried out through four stages. These stages are the planning, organizing and coordination, implementation, and control stages. This study aims to analyze the curriculum development process, analyze learning principles and describe the learning model of elementary schools based on Islamic character value and science technology at Dauroh Integrated Islamic Elementary School (SDIT), Tangerang Regency. This research is focused on three things; First, the process of developing the JSIT curriculum in elementary schools based on Islamic character value and science technology at the Dauroh Integrated Islamic Elementary School (SDIT), Tangerang Regency.

Second, the application of the learning principles of the Integrated Islamic School (SIT) carried out by the Dauroh Integrated Islamic Elementary School (SDIT) Tangerang Regency. Third, the implementation of an Islamic character value and science technology-based learning model at the Dauroh Integrated Islamic Elementary School (SDIT), Tangerang Regency. The design of this study uses a qualitative approach with a case study method. Data collection is carried out by interviews, observations, documentation studies. Then the informant was determined by purposive sampling technique. The data analysis in this study was carried out with a procedure that adopted the interactive model of Miles, Hubberman, and K. Yin which was carried out at the time of data collection and after the completion of data collection in a certain period. This study produced the following findings: SDIT Dauroh as a school that implements curriculum management based on Islamic character value and science technology which includes 1) curriculum development is carried out through the feasibility test stages, concept preparation, curriculum plan development and curriculum trial implementation. 2) The application of learning principles consists of the stages and achievements of students, lifelong learners, relevant learning and future-oriented learning. 3) the implementation of learning models, among others; discovery learning, project-based learning, self-directed learning (SDL), contextual learning, role-playing and simulation, cooperative and collaborative learning, small group discussions, and problem-based learning. In the development of the curriculum, it was found that the peculiarities of the curriculum were based on Islamic character value and science technology where the school combined the national curriculum with the JSIT (Integrated Islamic School Network) curriculum based on Islamic value character. The implementation of the Islamic character value and science technology-based curriculum is found in the form of the implementation of the 2013 national curriculum and the independent curriculum which is strengthened by the application of Islamic character values through habituation.

KEYWORDS: Curriculum Management, Islamic Character, Integrated Islamic Primary School

I. INTRODUCTION

Character education is an effort to develop students' character from an early age through formal and non-formal education. Character education is expected to help students develop positive personalities such as a sense of responsibility, honesty, tolerance, hard work attitude, and so on. Character education is also expected to help students overcome the problems they face in everyday life. To support this, it is necessary that the presence of a teacher has not yet been replaced, even though in the current condition teachers carry out their duties and functions in conjunction with digital technology. The main direct functions of teachers are (1) as culture builders, (2) as coaches/developers of children's personalities and (3) as democratic mediators (Nasrudin Endin, 2022). Apart from that, character education has long been considered as part of the moral education provided in schools. However, character

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education is considered to be inadequately implemented in schools, so it needs to be improved again. Developing students' character education is also an important part of implementing the curriculum that must be implemented by schools. In addition, with character education it is hoped that it can improve the quality of students in facing global competition, because students who have positive character are formed so that they can become quality future leaders who are beneficial to society.

Character education is very important to help students develop positive personalities and prepare themselves to overcome the problems they face in everyday life. Furthermore, character education can also help students to develop noble characters such as a sense of responsibility, honesty, tolerance, hard work attitude, and so on. Apart from that, character education instilled in schools has a role in overcoming problems faced in everyday life such as social, economic and environmental problems. Character education is present as a solution to developing problems, such as the low appreciation of Pancasila values, changes in ethical standards in national and state life, increasingly diminishing understanding of the nation's cultural values, and the fragility of national independence (Hamid Abdulloh, 2017). The strategy of establishing independent schools is often carried out by various parties related to the provision of education, this is intended so that schools have the opportunity to develop and improve their quality in accordance with the capabilities of the institution, and not depend on other parties (Susilo, 2017). On the other hand, efforts to implement curriculum management that is in accordance with guidelines from reference sources or organizing communities also appear to be carried out by many related parties, including those who are members of Integrated Islamic Elementary Schools (Raafi in Rusnandi, 2020).

Based on the results of observations, the Dauroh Integrated Islamic Elementary School (SDIT) is an Islamic school based on the philosophy of Islamic religious education which has seven (7) Graduate Competition Standards (SKL) that are unique to Integrated Islamic Schools, namely; have a straight Aqidah, perform correct worship, have a mature personality and noble character, be a serious person, be disciplined and understand the Koran well, have broad insight, and have life skills. Apart from that, the Dauroh Integrated Islamic Elementary School (SDIT) is a school that uses a combination of the national curriculum (2013 curriculum) which is required and deepened by the Indonesian Integrated Islamic School Network (JSIT) as a development of the integrated Islamic school curriculum content. The results of initial observations also show that the Dauroh Integrated Islamic Elementary School (SDIT) is a school that aims to form an Islamic personality, increase the role of fiber and initiative of students to protect and develop themselves and their environment so as to avoid efforts and cultural influences that are contrary to Islamic values. Meanwhile, the scope of coaching at the Dauroh Integrated Islamic Elementary School (SDIT) is to develop students to have a spirit of leadership and national character, foster business and entrepreneurship skills, form natural healthy lifestyle patterns, foster a lifestyle that loves worship and is proud of Islam, fosters development and development interests and talents as well as the development of reasoning and research skills.

In line with that, the presence of the Dauroh Integrated Islamic Elementary School (SDIT) with character values that are fostered as the goal of a school based on Islamic education is one way to answer the challenges of the times. This is because Islamic education is often faced with and trapped in the same problems, even if it is observed, Islamic education is trapped in setbacks, backwardness, helplessness and poverty, as is also experienced by most Islamic countries and communities compared to those who are non-Islamic. Let's just say, Islamic education is trapped in an endless circle, namely the issue of demands for quality, relevance to needs, changing times, and even if education is given "Islamic frills", it is considered to have connotations of decline and backwardness, although now gradually many of them Islamic educational institutions that have shown progress. This is a reality that has been faced by Islamic educational institutions in Indonesia. Therefore, there is a demand from the community as users of Islamic education that there be efforts to organize and modernize the Islamic education system and process so that it becomes education that is quality, relevant, and able to respond to changes to improve the quality of Indonesian people. Various efforts to build quality schools/madrasahs that have high integrity, progress, excellence, competitiveness and are able to produce graduates as a generation who provide many benefits to others wherever they are, have been and continue to be carried out.

In implementing the educational process, the Integrated Islamic School refers to Minister of Education and Culture Regulation number 22 of 2016 concerning Process Standards. This process standard is based on the SIT learning principles, namely Present, Internalize, and Apply, which are implemented in the "Integrated" Islamic School curriculum approach, which stands for Study, Explore, Formulate, Present, Apply, Worldly, and Learn (JSITIndonesia.com). Apart from that, JSIT also refers to Minister of Education and Culture Regulation Number 21 of 2016 concerning content standards and was developed referring to the uniqueness of JSIT. SDIT Dauroh has conceptually implemented an Integrated Islamic School curriculum following the characteristics of JSIT since the publication of the Quality Standards for Unique Islamic Schools guidebook in 2010. After implementing "integrated" learning, school leaders saw a decrease in the number of problematic students, a decrease in the number of disciplinary actions, as well as reducing the number of conflicts that occur between students. On the other hand, there is an increase if we look at the good behavior of students, such as students appearing to be more polite, more respectful of teachers, easier to direct and more successful. Integrated Islamic Schools try to pave the way to build quality education, one of which is by trying to create balanced teaching between science and Islamic values, by integrating various components of Islamic activities that are able to form education with

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strong and effective character. Integrated Islamic School is a model of educational institution that seeks to combine general science and religion in one integrative curriculum package.

The presence of the Dauroh Integrated Islamic Elementary School (SDIT) curriculum is in order to answer the challenges that arise due to the increasing development of today's era. Many children grow and develop not based on their age level or not according to their level of development. This can happen because children often gather or socialize with people older than themselves and parents pay less attention to their children's development. The habit of hanging out with older people sometimes makes children tend to imitate or copy what people older than them say or do. Children assume that what older people do will always be right because older people have more experience than themselves. Children, in their behavior without parental supervision, imitate these things which are then implemented in their lives (Anggreni, 2020).

This fact is sufficient to provide information about the low character of students and increases concerns about the development of students' character, character and morals. Creating students with character is the task of education, the essence of which is to develop complete humans, namely humans who are good and have character. The meaning of good and character refers to the norms adhered to, namely the noble values of Pancasila. Ingsih et al, (2018) see that character education is the development of the learner's ability to behave well, which is characterized by improving various abilities that will make humans a divine being (submissive to the concept of divinity), and develop their mandate as leaders in the world. The abilities that need to be developed in learners are the ability to be themselves, the ability to live in harmony with humans and other creatures, and the ability to make this world a vehicle for mutual prosperity and prosperity. Character education in the school environment is a sustainable program and is integrated into the entire education management system (Kusumadewi, 2019). To optimize character education, it is necessary to have educational management as an effort to develop character education in elementary schools.

II. RESEARCH AND METHODS

This research was carried out from August 2023. The research took place at SDIT Dauroh which is located on Jl. Raya STPI Curug No.25, Suka Bakti, Curug District, Tangerang Regency, Banten Province 15810. The determination of SDIT Dauroh is not intended to represent all SDIT, but rather aims to study the social situation, uniqueness and peculiarities of SDIT Dauroh as a school that provides excellent service in order to obtain data which is complete, rich, and has the opportunity to deepen and explore the management characteristics of the SDIT Dauroh curriculum. Starting with a mini tour to SDIT Dauroh, by conducting interviews with the principal, deputy principal for curriculum, and teachers. The choice of place or determination of data sources is carried out by means of purposive sampling. This research uses a qualitative approach, a type of research where the findings are not obtained through statistical procedures or other forms of calculation. The approach used in this research is a qualitative approach in the form of a case study. The research object is matters related to the SDIT Dauroh curriculum. The main activity in this research is to describe comprehensively and in detail the social phenomena and phenomena studied, namely regarding problems related to SDIT Dauroh curriculum management, from the aspects of planning, organizing, implementing and evaluating which were obtained qualitatively. The study of SDIT Dauroh curriculum management will be studied using a case study approach. Case study research is an in-depth investigation of a single phenomenon or a small series of single phenomena and can be a single person, a group of people, also a family, a group of citizens, an institution or an organization. Data was obtained through interview techniques, observation and documentation studies. This is in accordance with the opinion that qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. The research that will be carried out will explain the curriculum management of SDIT Dauroh being researched, the implementation of SDIT Dauroh curriculum management, as well as the learning outcomes obtained when implementing SDIT Dauroh curriculum management, curriculum development carried out at SDIT Dauroh and the Islamic Values-based learning model used in elementary schools (SDIT Dauroh). The subjects in this research were the principal, deputy principal for curriculum, SDIT Dauroh teachers, and SDIT Dauroh students.

III. RESULT AND DISCUSSION

The curriculum in educational institutions can be likened to the spirit, while the body is the educational institution itself. Educational institutions such as schools or madrasas cannot run effectively in achieving their goals if there is no curriculum in their education. In its implementation, an integrated Islamic school is a school that implements an integrated Islamic curriculum. The integrated Islamic curriculum is a curriculum that implements learning activities in Islamic religious subjects and general subjects to provide a beneficial learning experience for students. The integrated Islamic curriculum applied at the IT School provides new hope in teaching and learning activities for students. The integrated Islamic curriculum effectively provides ample opportunities for students to develop their potential so that in the future they can be more active in overcoming the problems they face. Educational institutions, especially integrated Islamic schools, in this case SDIT, are seen as a strategic place to shape character. This is intended so that students in all their words, attitudes and behavior reflect good and strong character. Character education requires a systematic and gradual process or stages, in accordance with the growth and development phases of students. The stages of character education

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must start from an early age, both in the family, school and community environment. School management is an effective medium for character education in schools. The management implemented in Character Education must be participatory, democratic, elaborative and explorative so that all parties experience significant progress.

In research conducted at integrated Islamic schools, there is a special characteristic, namely the Dauroh Islamic elementary school which builds Islamic Value Character, Sciences, and Technology which combines the JSIT Islamic curriculum with the national curriculum. SDIT Dauroh is one of the members of the Integrated Islamic School Network (JSIT) committed to cultivating religious values in schools. This commitment is built by students also receiving assistance at home to prepare students for their future. In its application, SIT is defined as a school that applies an implementation approach by combining general education and religious education into one curriculum.

The character developed at SDIT Dauroh is character education based on Islamic values, characters, science and technology. The Islamic character with a science and technology base at SD IT Dauroh was developed based on the JSIT (Integrated Islamic School Network) curriculum. Integrated Islamic Schools (SIT), as quoted from the Integrated Islamic School Network (JSIT), are schools that implement the concept of Islamic education based on the Al-Qur'an and Sunnah. The operational concept of SIT is an accumulation of the process of civilization, inheritance and development of Islamic religious teachings, Islamic culture and civilization from generation to generation. The term "Integrated" in SIT is intended as a reinforcement (tawhid) of Islam itself. What this means is that Islam is completely comprehensive, in all aspects of life. Not only in the form of formal understanding in the school environment but exemplifying it in aspects of everyday life.

One of the implementations of character education based on Islamic values, characters, science and technology that is carried out is; SDIT Dauroh carries out learning while playing through science experiments. As an effort to increase creativity and encourage Indonesian children's interest in the world of science, Alhamdulillah, in 2024, SDIT Dauroh will have the opportunity to hold Science Day activities again. This science day activity is one of the programs at SDIT Dauroh every year. This year's science day had the theme "Enhancing Creative Thinking Through Science" which was attended by all SDIT Dauroh students. This Science Day activity was held in the form of an experimental exhibition related to the field of science. Research activities were carried out at SDIT Dauroh for some time by observing the management of the JSIT curriculum in elementary schools based on Islamic Character Value and Science Technology at the Dauroh Integrated Islamic Elementary School (SDIT) through the observation stages and initial visits to schools, then continued with interviews with research informants, namely principal, deputy principal for curriculum, and SDIT Dauroh class teacher.

After that, the results of the analysis of research findings were found as follows: JSIT curriculum management development process in Elementary Schools based on Islamic Character Value and Science Technology at Dauroh Integrated Islamic Elementary School (SDIT); Curriculum development is defined as a process, so its implementation consists of several steps that must be carried out as described from the results of interviews with informants, namely; Curriculum planning begins with formulating ideas that will be developed into programs. The steps in planning curriculum development at SDIT Dauroh include; The first stage is a feasibility and needs study, the second stage is preparing the initial concept of curriculum planning, the third stage is developing a plan to implement the curriculum and the fourth stage is implementing curriculum trials in the field.

Implementation of Curriculum Development is adjusted to the school objectives at SDIT Dauroh, namely following the Educational Unit Level Curriculum Reference based on Ministry of Education and Culture regulations, JSIT Indonesia Quality Standards and school-specific development based on the School's Vision and Mission. In implementing the educational process, the Integrated Islamic School refers to Minister of Education and Culture Regulation number 22 of 2016 concerning Process Standards. This process standard is based on the SIT learning principles, namely Present, Internalize, and Apply, which are implemented in the "Integrated" Islamic School curriculum approach, which stands for Study, Explore, Formulate, Present, Apply, Worldly, and Learn (JSITIndonesia.com). Integrated Islamic School (SIT) is defined as a school that applies an implementation approach by combining general education and religious education into a curriculum. Integrated Islamic schools also emphasize integration in learning methods so that they can optimize the cognitive, affective and conative or psychomotor domains. In its implementation, it combines involvement and active participation in the learning environment, namely school, home and community. To maintain the authenticity of the vision and mission of all Integrated Islamic Schools (SIT), the Integrated Islamic School Network (JSIT) has compiled a book on Quality Standards for the Specifics of Integrated Islamic Schools. One of the goals is to build excellence or differentiation and distinctiveness as a quality Islamic school.

SDIT Dauroh uses quality standards unique to Integrated Islamic Schools in the manual for standard process processes unique to Integrated Islamic Schools that to produce good learning requires a learning design that is full of process experiences for students through well-planned activities in order to achieve school goals. The aim of the learning process at SDIT Dauroh is to bring students closer to the guidance of Allah Subhanahu Wa Ta'ala. Therefore, teachers must teach students with a basis of sincerity, love and concern for all their students. As in the word of Allah in Qs. An-Nahl: 125, as follows:

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أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْخَيْرِ وَأَلْ سُنَّةَ وَبِجِدْلِ مِمَّا بَأَلْتُمْ هِيَ أَحْسَنُ نُنُورًا إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: "Call (people) to the path of your Lord with wisdom and good teaching and debate with them in a good way. Indeed, your Lord, He knows better who goes astray from His path and He knows better who is guided."

SDIT Dauroh integrates religious character values and is outlined in the syllabus and lesson plans for each lesson. There are 4 implementations of religious character at SDIT Dauroh, namely: [a] providing examples and role models (al-uswah and alqudwah); [b] learning and assignments (al-qishshah and at-tathbiq); [c] daily habits and routine activities; and [d] school culture that is integrated into the school's vision, mission and goals. Then, the application of the principles of Integrated Islamic School (SIT) learning carried out by the Elementary School based on Islamic Character Value and Science Technology at the Dauroh Integrated Islamic Elementary School (SDIT); The JSIT curriculum is used by grade 2, 3, 5 and 6 teachers and the independent curriculum is used by grade 1 and grade 4 of elementary school and is a combination of the JSIT curriculum and the National Curriculum (Kurikulum 2013 dan merdeka) and the school combines the national curriculum with the JSIT curriculum by implementing the JSIT curriculum. prioritizing Islamic values, both worldly and spiritual, which are advantages, and also looking at the formation of student character according to the character developed in the independent curriculum. Furthermore, the implementation of the learning approach carried out at SDIT Dauroh is by carrying out worship habituation activities for students at SDIT Dauroh and using learning books published by JSIT. Students not only study in class, but also perform obligatory and sunnah prayers in congregation. When learning to recite the Koran, there is a special teacher who teaches it. Not just reading but actually teaching in detail how to read correctly according to the tahsin and tahfidz. Students are also trained to memorize the AlQuran. Later there will be a special report book to record how much children have memorized and this will be an important academic value.

The learning model used at SDIT Dauroh is discovery learning, project based learning, learning based on one's own experience (Self Directed Learning/SDL), contextual learning (doing), role playing and simulations, cooperative learning, collaborative learning, small group discussions, and problem based learning. The steps taken to improve the quality of educators are that the school holds regular training every day or according to the needs of educators. Training is carried out at schools which includes: Training which is carried out regularly, namely tahsin and tahfidz, computer training, In House IKM Training, and as follows. Involving teaching staff in training activities and workshops outside the school. The application or implementation of the JSIT curriculum in the formation of religious character at SDIT Dauroh is carried out using an integrated teaching method (integrated learning) by integrating all aspects that will support the achievement of goals and provide various complete and comprehensive basic abilities to students.

Then the Islamic value character built at SDIT Dauroh is also applied through the habit of worship and Islamic etiquette which is part of learning and is carried out repeatedly so that it becomes a habit or commendable behavior that is formed as a result of habituation to Islamic teachings which are based on the Al-Qur'an and Sunnah. Behavior that becomes a habit has characteristics such as being relatively permanent and generally does not require any further consideration or is reflexive in nature. The forms of activities that reflect the habit of Islamic prayer and prayer carried out at SDIT Dauroh include; 1) Saying greetings, 2) Performing recitations of the Qur'an, 3) Carrying out Duha prayers and congregational prayers at school, 4) Carrying out deliberations, 5) Supervising and controlling daily worship, 6) Carrying out daily reflection, 7) Giving each other advice and lastly, use thayyibah sentences and speak polite words in daily activities. Departing from the above reality, it is interesting to observe the implementation of religious character education at the Dauroh Integrated Islamic Elementary School, a school that is committed to educating students with valid knowledge and understanding of the Islamic religion in order to create a generation of Muslims who have good character and can master religious knowledge, science and technology. This school has a very religious atmosphere and it can even be seen from the daily lives of several students who have experienced significant development in carrying out the learning activities they carry out.

IV. CONCLUSIONS

Based on the results of research conducted on "Primary School Curriculum Management Based on Islamic Character Building Value and Science Technology at SDIT Dauroh, Tangerang Regency", it can be concluded as follows:

1. JSIT curriculum management development process in elementary schools based on Islamic character value and science technology at Dauroh Integrated Islamic Elementary School (SDIT); SDIT Dauroh follows the educational unit level curriculum reference based on ministry of education and culture regulations, JSIT Indonesia quality standards and schoolspecific development based on the school's vision and mission. In implementing the educational process, the Integrated Islamic School refers to Minister of Education and Culture Regulation number 22 of 2016 concerning Process Standards. This process standard is based on the SIT learning principles, namely Present, Internalize, and Apply, which are implemented in the "Integrated" Islamic School curriculum approach, which stands for Study, Explore, Formulate, Present, Apply, Worldly, and Learn (JSITIndonesia.com). SDIT Dauroh also contains more religious-based curriculum which is related to religious character

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values. The content refers to K-13 and still refers to the JSIT curriculum by containing subjects on Islamic adab, aqidah, Arabic language, fiqh, hadis, Islamic history, as well as tahfidz of the Quran.

- Application of the principles of Integrated Islamic School (SIT) learning carried out by the Islamic Character Value and Science Technology Based Elementary School at the Dauroh Integrated Islamic Elementary School (SDIT); Dauroh Integrated Islamic Elementary School (SDIT) by implementing the JSIT curriculum and implemented in learning by grade 2, 3, 5 and 6 teachers and the independent curriculum used by grade 1 and grade 4 of elementary school and a combination of the JSIT curriculum and the National Curriculum (Curriculum Merdeka) and the school combines the national curriculum with the JSIT curriculum by implementing the JSIT curriculum which prioritizes Islamic values, both worldly and religious, which are advantages. The learning principles applied at SDIT Dauroh are as a school with an Islamic perspective, taking into account the stages and achievements of students, building capacity to become lifelong learners, then supporting the development of students' competence and character, implementing relevant learning and carrying out sustainable future-oriented activities.
- Implementation of a learning model based on Islamic Character Value and Science Technology at the Dauroh Integrated Islamic Elementary School (SDIT); Dauroh Integrated Islamic Elementary School (SDIT) carries out a science and technology learning process with Islamic values according to the JSIT curriculum which is the reference. Then the learning models implemented at SDIT Dauroh include; The learning model used at SDIT Dauroh is discovery learning, project based learning, learning based on one's own experience (Self Directed Learning/SDL), contextual learning (doing), role playing and simulations, cooperative learning, collaborative learning, small group discussions, and problem based learning. Next, the assessment carried out during the learning process is carried out after each semester's learning is completed or in other words once in 1 semester through 2 stages, namely: 1) self-reflection on the implementation of learning, and 2) self-reflection on the results of assessments carried out by fellow educators, head of education unit or student. Assessment of the learning process is carried out by fellow educators, school principals and/or students.

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