

Separated Subject Curriculum (Curriculum in Learning Islamic Religious Education at Darussalam Boarding School Purwokerto)

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Abstract

The curriculum is an important element that acts as a guide to achieve maximum and quality educational results. One of the implementations of the curriculum in learning Islamic agam education is the Separated Subject Curriculum. Darussalam Islamic boarding school applies Separated Subject Curriculum in learning Islamic religious education materials such as nahwu, shorof, Arabic, fiqh, aqidah akhliah, etc. The advantages of using the Separated Subject Curriculum, the students focus on by one Islamic religious education materials, a more detailed understanding, more broadly scientifically. As for the aspects of the shortcomings of applying the Separated Subject Curriculum, it takes a longer time. The purpose of this study is to find out and get to know Islamic education at the Darussalam Islamic boarding school. The research method used is qualitative, using a descriptive methodology. The presentation of data is carried out by qualitative analysis. The results showed that the implementation stage of separated subject curriculum in learning Islamic religious education has advantages and disadvantages. So that in facing obstacles, pesantren are able to maintain the quality of education to the students of Darussalam Islamic boarding school.

Keywords: curriculum, separated subject curriculum, Islamic religious education, islamic boarding schools

1. Introduction

In the world of Islamic religious education, education is very important. Sulking on the purpose of education in the Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in CHAPTER II Article 3, namely: to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sugiana, 2019, p. 19). Meanwhile, the curriculum is an important element in plans and arrangements related to learning materials that can be used as a guide for teaching and learning activities. The curriculum as an educational design has a fairly central position in the overall learning activities, determining the implementation process and educational outcomes. According to (Amri, and Ahmadi 2010, 61-62) Given the importance of the role of the curriculum in education and in the development of students' lives later, curriculum development cannot be arbitrary, it must be oriented towards clear goals so that it will

produce good and perfect results (Hatim, 2018, p. 141). One of the Islamic religious education curricula is a fragmentary curriculum or called separated subject curriculum. The meaning of Separated Subject Curriculum is to separate several teaching materials that are still one family in Islamic religious education. The use of Separated Subject Curriculum aims to present teaching materials systematically. According to (Taufik Rizki Sista, 2017) This fragmentary curriculum where teaching materials are presented separately as if there are boundaries between the same field of study in different classes (Sugiana, 2018, p. 265). The curriculum focuses on knowledge aka teaching materials so that the pattern is a fragmentary subject.

According to (Gunawan, 2013) This Curriculum Organization is the oldest and most widely used in Islamic Educational institutions until this sat. Basically, the design of this curriculum refers to the concept of classical education that emphasizes the knowledge, skills, and values of the past and has the opportunity to pass on to the next generation. Because this curriculum prioritizes the content of learning materials, the curriculum organization is called Subject academic (Hutomo & Hamami, 2020, p. 151). Based on the description above, the author is interested in studying more deeply the use of a fragmentary curriculum in learning Islamic religious education at the Darussalam Purwokerto Islamic boarding school, so the author chose the research title "SEPARATED SUBJECT CURRICULUM (Curriculum in Learning Religious Islamic Education at Darussalam Boarding Schools Purwokerto).

2. Research Methods

This research uses qualitative research methods. According to (Walidin, Saifullah & Tabrani, 2015:77) Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carried out in a natural setting setting (Fadli, 2021, p. 35). It is descriptive, because the data collected is in the form of words, or images. Even if there are numbers, they are just supporting data. The data obtained includes interview transcripts, field notes, photos, personal documents, and various other similar data (Harahap, 2020). In this study, it used a type of qualitative data in the form of descriptive, in the form of spoken or written words about human behavior that can be observed. data sources from (Taylor and Bogdan, 1984). Qualitative data can be sorted into three types (Patton, 1990): 1. Observation results: a detailed description of the situation, events, interactions and behaviors observed in the field. 2. The result of the conversation: a direct quote from people's statements about their experiences, attitudes, beliefs and thoughts in an in-depth interview opportunity 3. Written materials: passages or entire documents, correspondence, recordings, and historical cases (Agusta, 2003, p. 1). This study used data collection techniques with interview techniques to several teachers at Pondok Darussalam Purwokerto. This interview starts from the issues covered in the interview guidelines. Interview guidelines are not schedule as in quantitative research. The sequence of questions is not the same for each participant depending on the interview process and each individual's answers. However, the interview guidelines guarantee that researchers can collect the same type of data from participants (Rachmawati, 2007).

The instrument in the study is the researcher himself who acts to collect data and process data. The purpose of qualitative research is to capture and understand the meaning of a construct in the conditions as it is. Therefore, the method used must support the researcher in finding the actual data, behind which it looks before the eyes, to capture its meaning. For this reason, this study does not prioritize generalizations, but prioritizes meaning (Nugrahani & Hum, 2014, p. 19).

3. Results and Discussion

3.1. Curriculum

The curriculum is part of a learning system that serves to realize national education goals. therefore, in law no. 20 of 2003 article 36 curriculum in Indonesia is prepared within the framework of increasing faith and piety, increasing noble character, increasing the potential, intelligence, and interest of students, diversity of potential, regions and environment, demands for regional and national development, demands for the world of work, demands for science and technology and art, religion, dynamics of global development, national unity and national values (Ainiyah, 2013). Challenges to the PAI curriculum in madrasahs today must be able to provide answers to the problems of community life and the greater curiosity of students related to the latest issues, including akidah, worship, fiqh and the phenomenon of the development of information technology and knowledge related to the values of Islamic religious teachings.

As there are six abilities that are required today in Islamic religious education learning activities in schools, including (1) data literacy, namely the ability to understand and read, analyze, use data and information (big data) in the digital world, (2) technological literacy, namely the ability to understand how machines work, technology

applications (coding, artificial intelligence and engineering principles), (3) human literacy, namely the ability to understand humanities, communication and design, (4) an understanding of the signs of the industrial revolution 4.0, and (6) an understanding of science to be realized for the common benefit locally, nationally and globally (Nurlaeli, 2020, pp. 624–625). The curriculum is a system that has several components.

As said (Jon Wiles, 2002: 34) Curriculum is a system in which there are several interrelated components in order to achieve educational goals, it is stated that the curriculum components consist of: the objective component, the content component and organization of teaching materials, the component of teaching and learning patterns and strategies, and the evaluation component (Taufik, 2019, p. 84). This is corroborated by Dakir's statement (2004: 3), curriculum is an educational program that contains various teaching materials and learning experiences that are programmed, planned and designed systemically on the basis of applicable norms that are used as guidelines in the learning process for education personnel and students to achieve educational goals (Mukhlisin & Wibowo, 2018).

3.2. Separated Subject Curriculum

Separated subject curriculum because the subject matter presented in a subject or subjects is fragmentary, one is separated from the other. The organization of the separated subject curriculum is thought to date back to the times of ancient Greece. The Greeks have taught various fields of study such as literature, mathematics, philosophy and science coupled with music. They held two triviums (grammatics, rhetoric and logic) and a quadrivium (arithmetics, geometry, astronomy, and music) that became known as "the seven liberal arts" given to general education (Solomon, 2013, p. 62).

According to another expert (Zaini: 2009) The organization of this curriculum consists of separate subjects even though they are in one family of Islamic religious education. In Islamic religious universities, for example, in the tarbiyah faculty of arabic language study program there are courses nahwu, shorof, insha;, kitabah, balaghah, muhadatsah, and muthala'ah. The disadvantages and advantages of using a fragmentary curriculum are: advantages, 1. The subject matter is arranged logically and systematically 2. Easy to rate 3. Easy to plan, implement, and evaluate. As for the shortcomings, 1. Knowledge is given separately, this is contrary to the actual reality of life 2. The role of the learner becomes passive, not in accordance with the interests and needs of the student 3. The subject matter often contains the knowledge and culture of the past 4. This curriculum does not pay attention to the social problems that children face in everyday life in society (Hutomo & Hamami, 2020, p. 145).

It was later reiterated by (Masykur, 2019) that this Curriculum is so called because all the material is presented in a separate subject. It is the emphasis on the presentation of the subject matter or field of study that causes a wide variety of subjects to narrow their scope. In practice, the responsibility lies with each educator. The benefits of this curriculum are: 1) the lesson materials are presented logically and systematically 2) the organization is planned easily 3) easy levels 4) make it easier for teachers as curriculum implementers 5) easy to change. While the shortcomings of this curriculum are: 1) not paying attention to the problems of daily life 2) static and outdated 3) very limited goals (Salafiyah et al., 2022, p. 5145).

3.3. Islamic Religious Education

Islamic education is an education system that was established and organized with the desire and intention to implement Islamic teachings and values, as contained in the vision, mission, objectives, program of activities and in the practice of implementing education.

Every Islamic religious education is always oriented towards Allah. One of the objectives of Islamic religious education is to know Allah closely. As a human being, it is necessary to realize that humans are weak creatures. Thus, man must know Allah and one of his ways through Islamic education. It is as stated (Muzayyin, 2003:12) that education as an effort to foster and develop the human person, spiritual, and physical aspects, must take place gradually. For no creature of God is directly created perfectly without going through a single process (Wafi, 2017). The development of the Islamic religious education curriculum is a manifestation of the development of the Islamic education system (Elman, 2020, p. 118). The subjects of Islamic religious education as a whole within the scope of the Qur'an and the Hadith, faith, morals, fiqh / worship, and history, as well as describing that the scope of Islamic religious education includes the embodiment of harmony, harmony and balance of human relationships with Allah SWT, oneself, fellow humans, other beings and their environment (PAI, 1997, p. 67).

3.4. Education Curriculum in Islamic Boarding Schools

Based on the interview to Ustadz Yamni Yunus (Interview of the Director of Madin, 2022) is as follows: The educational curriculum of the Darussalam Purwokerto Islamic boarding school Curriculum for Islamic religious education at the Darussalam Islamic boarding school uses a fragmentary curriculum. The use of the curriculum, so that each student can focus on learning materials systematically. With the existence of Islamic religious education, students are expected to be able to understand, practice Islam well wherever anything. In line

with what was conveyed by Zakiyah Darajat (1987: 87) Islamic religious education is an effort to foster and nurture students so that they can always understand the teachings of Islam thoroughly. Then live up to the goal, which can ultimately practice and make Islam a view of life (PAI, 1997, pp. 66–67).

In the learning process, the teacher has prepared the materials before entering the classroom. This is so that the teacher is able to connect the material that has been taught to students before, master the subject matter, and be able to convey the material actively and communicatively. The process of delivering learning materials by the teacher is carried out for 1 hour or 60 minutes. The method used is almost the same as learning in schools in general. Pondok Darussalam Purwokerto in the learning process in the classroom uses Islamic boarding school books, this makes students get a broad knowledge (Interview of the Director of Madin, 2022). In carrying out learning in the classroom, according to (Majid, 2012) teachers must have the ability to open lessons, provide material, use methods, use teaching aids, use communicative language, provide motivation to students, organize activities, act with students properly, provide lesson conclusions, provide rewards, carry out assessments and maximize time optimally (Sodik et al., 2019, p. 102).

Then for educators, Pondok Darussalam provides opportunities for senior students who have completed Islamic religious education at Darussalam huts for 4 years and take educators from several alumni who are competent in their respective fields. This is to maintain quality, unite the vision and mission, strengthen (Interview of the Director of Madin, 2022). In the implementation of learning Islamic religious education material with the separated subject curriculum method, it requires many teachers so that the implementation of the curriculum runs well. However, sometimes there are obstacles in the implementation of learning. As is the case when the teacher cannot teach because there is another task so that he cannot continue the material that has been given before. The solution to this problem is to find a replacement teacher to fill the vacant class. Usually, substitute teachers are taken from senior students (Interview of the Director of Madin, 2022). Then on the other hand, such as the data obtained through an interview of one of the teachers of Pondok Darussalam Purwokerto, Ustadz Ilham that the selection of the Separated Subject Curriculum curriculum was because it provided facilities for students to explore Islamic religious education in detail and in detail. Some of the benefits of the Separated Subject Curriculum applied in the Darussalam Purwokerto hut are: 1) deeper understanding of the material 2) adjusting the needs of students who have the ability among one of the Islamic religious education materials 3) providing material that is in line with the lives of students in the cottage and in the community (Teacher Interview, 2022). The segregated curriculum is commonly used in other educational institutions, because the organization of the fragmentary curriculum is the oldest curriculum. This is undeniable by Ustadz ilham as a teacher of Islamic Religious Education at Pondok Darussalam Purwokerto. The implementation of separated subject curriculum is indeed very suitable to be applied in Darussalam huts because it is one of the goals of educational institutions here because the time spent by students is quite a lot so that the use of the curriculum is very appropriate (Teacher Interview, 2022).

Of course, with the existence of a separate subject curriculum, it has inhibiting and supporting factors, according to Ustadz Yunus Yamni, the inhibiting factors are: 1) lack of educators, because the implementation of separated subject curriculum requires many teachers. This can lead to hampered curriculum development for pondok Darussalam purwokerto 2) different backgrounds of the students, so not all students are able to understand the subject matter given 3) students need a long time to understand the subject matter given by the teacher. Meanwhile, the supporting factors of the use of separated subject curriculum are: 1) the students have a long time in the cottage, because they live 2) a supportive environment. Because the hut is a means to learn from morning to night 3) the background of the Darussalam purwokerto hut which in fact is a cottage that from the beginning of its establishment has applied a separate subject curriculum (interview of the Director of Madin, 2022).

4. Conclusion

Curriculum is an important element in an Islamic religious education. Because it is related to the management, planning, and vision and mission of a learning. The Islamic religious education curriculum has several organizations to regulate learning materials, one of which is the Separated subject Curriculum or called the segregated curriculum. The use of the curriculum is commonly applied in various non-formal educational institutions, such as Islamic boarding schools.

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