

CURRICULUM DEVELOPMENT MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION IN JUNIOR HIGH SCHOOL (SMP) MUHAMMADIYAH 3 BONTOALA

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Abstract: This research examines curriculum development management in improving the quality of Islamic religious education. This research was conducted at Muhammadiyah 3 Bontoala Middle School. This research examines curriculum development in improving the quality of Islamic education at SMP Muhammadiyah 3 Bontoala. The type of research is field research, taking data sources in the field through interviews as the main source, and school data, supporting data related to curriculum development—second source. The researcher then explained several research findings regarding curriculum development in improving the quality of Islamic religious education. The results of this thesis research show that the offer for curriculum development in improving the quality of Islamic religious education at SMP Muhammadiyah 3 Bontoala is the implementation of learning through several basic learning approaches based on social juridical and pedagogical principles. The relevance of developing an Islamic education curriculum to improve the quality of Islamic education at SMP Muhammadiyah 3 Bontoala is the

self-development program, counseling, and extracurricular Tadarus activities.

Keywords: Curriculum Development, Quality of Education, Islam Religion

BACKGROUND

Islamic Religion Education (PAI) plays an important role in helping students form moral principles and prepare for a virtuous life. Therefore, PAI cooperation in schools is a crucial aspect of the Indonesian education system. One school that is committed to providing quality education in the PAI field is SMP Muhammadiyah 3 Bontoala. However, various challenges related to managing PAI curriculum development in schools are still problems that need serious attention. In this research, several aspects that are behind the problem will be discussed, including the need for better curriculum development management to improve the quality of PAI at SMP Muhammadiyah 3 Bontoala. First, the importance of PAI in forming students' values and morals, confirms the importance of effective management in the development of the PAI curriculum. Islamic schools have a special responsibility to ensure quality Islamic religious education and good curriculum development management is key to achieving this goal. Second, rapid changes in the world of education, technology, and social developments create the need for changes in PAI that continue to develop and be relevant. In an era where information is available quickly and

easily accessible, the PAI curriculum needs to be adjusted to keep up with changing times. Third, a lack of resources, including human and material assets, can hinder the progress of the PAI program as a whole. The availability of quality teachers and adequate teaching materials is an important factor in the implementation of effective Islamic religious education. Fourth, a curriculum that does not suit students' needs and development can reduce their interest in learning and harm academic results. Therefore, so that the current PAI curriculum can meet the needs of students at SMP Muhammadiyah 3 Bontoala, efforts need to be made to review and improve it. Fifth, challenges in integrating technology in PAI teaching can become an obstacle in efforts to increase synchronization. Technology can be a useful tool to encourage PAI learning, but to get maximum results, synchronous integration with technology requires careful planning. Sixth, schools must continue to improve the standards of Islamic religious education to compete in an increasingly competitive world of education. If schools want to continue to be attractive place to send students to study Islam, then schools must be able to overcome these problems with better curriculum development management. Lastly, the high expectations of society and parents regarding the teaching of Islam in schools have resulted in an increasing need for effective curriculum development management. At SMP Muhammadiyah 3 Bontoala, careful and results-oriented management of curriculum development will be critical to meeting these needs and offering high-quality Islamic

teaching. When viewed collectively, these variables indicate the need to concentrate on managing PAI curriculum development in order to improve the standards of Islamic religious teaching in the school. Some data shows the existence of disparities which is the reason the author conducted this research, including:

Level of Students' Understanding of Islamic Religious Material: The previous year's test results showed that students' understanding of Islamic Religious Material was still lacking. For example, only 40% of students scored better than average on the 2021 Islamic religious exam. Lack of Quality Curriculum Development: Data shows that this school's curriculum development has not been optimal. The majority of educators only use ordinary textbooks, do not contain any content related to Islamic religious ideals or carry out any revisions. Teacher Participation in Curriculum Development Training: Teacher training data shows that the majority of teachers have never attended special training regarding quality curriculum development. Only about 20% of all teachers have undergone such training. School Achievement in the National Islamic National Examination: Data on the results of the Islamic National Examination shows that the average score of Muhammadiyah 3 Bontoala Middle School students is below the national average. Only 40% of students were able to exceed the national average in 2021. Parental Satisfaction with Islamic Religious Education: Opinion surveys show that the Islamic religious education program at this school receives low support from parents. More than 25% of parents are

satisfied with the quality of Islamic religious education provided at SMP Muhammadiyah 3 Bontoala.

RESEARCH METHOD

This research is qualitative research with analytical descriptive techniques which is the research approach used. This research seeks to clarify and examine the circumstances surrounding curriculum creation to improve the quality of Islamic learning at Muhammadiyah 3 Bontoala Middle School. The researcher will collect information for this research regarding the learning process, learning outcomes, curriculum creation management, and other elements that influence how well Islamic religion education is provided in the classroom. To provide recommendations or improvements in curriculum management and the quality of Islamic religion education at SMP Muhammadiyah 3 Bontoala, descriptive research seeks to provide a comprehensive picture of the current situation. Scenarios or phenomena can be described and analyzed using descriptive research without modifying the variables studied. One definition of analytical descriptive research can be found in the book entitled "Research Methods in Education" written by Louis Cohen, Lawrence Manion, and Keith Morrison. Descriptive research is defined as "a research method that describes and interprets what exists" by Cohen, Manion, and Morrison." In this type of research, researchers try to collect data that allows them to provide an in-depth and accurate picture of the phenomenon under study, however without

carrying out significant manipulation or experimentation. Descriptive research is often used in social sciences, education, and various other disciplines to identify patterns, trends, and relationships between variables without trying to change those variables to describe an existing situation, and the results can be used as a basis for decision-making, planning, or improvement in various contexts.

DISCUSSION AND RESULT

Management of PAI Curriculum Development at SMP Muhammadiyah 3 Bontoala

Based on the above, an analysis of local and global environmental conditions was carried out to compile and compile the Muhammadiyah 3 Bontoala Middle School Curriculum for the 2023–2024 Academic Year. From the results of interviews conducted by researchers, according to informant Andi Marliah as the school principal: "In developing the curriculum at this school we carried out an analysis process so that from this process it can be explained that the Muhammadiyah 3 Bontoala Middle School Curriculum for the 2023-2024 Academic Year was prepared and prepared by taking into account the basic -the foundation." The basis that researchers obtained from the informants above regarding curriculum development is as follows:

a. PAI Curriculum Development Planning

The planning process for developing the PAI curriculum at SMP Muhammadiyah 3 Bontoala was carried out in 3 stages, namely the needs analysis stage, developing the curriculum vision and mission, and determining and structuring the curriculum content. As said by Mrs. Andi Mardiah the Principal: "We continue to strive to carry out various development programs at this school, at SMP Muhammadiyah 3 Bontoala in its development management we created a planning program. "There are several programs related to analysis, including needs, development of vision and mission, determination, content structure." The researcher tries to explain the results of the findings in this research regarding the PAI curriculum development planning program at Muhammadiyah 3 Bontoala Middle School.

1. Analysis Community Requirement

To find out what is expected from society regarding Islamic religion education. This may involve surveys or consultations with communities and relevant stakeholders, such as parents, teachers, religious leaders and clerics. From several analyses carried out by the school through several activities, both through discussions and through form sheets, several hopes were obtained in the future development of the PAI curriculum, namely:

Parents' Expectations and Requisite

- a) Relevant Content: Parents aspire to the PAI curriculum that includes material that is relevant to everyday life and

provides an in-depth understanding of Islamic teachings and religious practices

- b) **Character Education:** Parents want the PAI curriculum to pay sufficient attention to the formation of children's character and morality, including the development of values such as honesty, discipline, mutual assistance, and tolerance.
- c) **Spiritual Development:** Parents hope that the PAI curriculum can help children develop their spiritual side, including an understanding of the meaning of life, the purpose of life, and their relationship with God.
- d) **Integration with the General Curriculum:** Parents want the PAI curriculum to be well integrated with the general curriculum so that children can develop holistic knowledge and skills.
- e) **Use of Effective Learning Methods:** Parents want to use interesting and interactive learning methods so that children can learn more effectively and have fun.

Teacher Requirements:

- a) **Comprehensive Teaching Materials:** Teachers need comprehensive and well-structured teaching materials to facilitate an effective learning process.
- b) **Flexibility in the Use of Materials:** Teachers want flexibility in the use of learning materials that allow them to adapt learning according to students' needs and interests.

- c) Competency-Based Learning: Teachers need a PAI curriculum that is oriented towards developing student competencies, not just mastering theory.
- d) Support and Training: Teachers need adequate support and training in implementing the new or revised PAI curriculum.
- e) continuous Evaluation: Teachers need an ongoing evaluation system to monitor and improve the effectiveness of learning in the PAI curriculum.

2. Literature Study

In conducting literature studies, schools identify Islamic religious education standards, Islamic education theories, as well as the latest research in the field of Islamic religious education.

3. Analysis of Student Needs

Understand student characteristics, including age, cultural background, level of religious knowledge, and learning needs. This can be done through observation, interviews, or competency assessments.

Quality of Islamic Religion Education at SMP Muhammadiyah 3 Bontoala

In developing educational institutions, quality education is very necessary to attract the public's needs for their children's education, because a child's success depends on his education. So parents need to pay attention to where

their children will be sent to school. At Muhammadiyah 3 Bontoala Middle School, as a religious education institution, we continue to strive to develop the quality of education, both in terms of learning planning, implementation of learning, and achievement of learning objectives. As Mrs. Andi Marliah, S.Pd., M.Pd said, "We here at SMP Muhammadiyah 3 Bontoala continue to strive to improve educational institutions through priority design programs for the educational purposes of SMP Muhammadiyah 3 Bontoala. Such as learning planning programs, implementing learning, and achieving learning objectives."

The Relevance of PAI Curriculum Development Management in Improving the Quality of Education

Curriculum activities that are intended to produce competent attitudes, knowledge, and abilities that can be applied in everyday life are a reflection of how learning is carried out at school. This is necessary so that students can gain valuable experience in a global environment. Extracurricular activities, the Pancasila Student Profile (P3) initiative, and intracurricular activities all provide learning opportunities. As stated by Rostia Jafar, Deputy Head of Curriculum, whom the author interviewed: "In developing the PAI curriculum to improve the quality of education, we are trying to carry out various kinds of programs that may be relevant to this, learning activities like this are extracurricular activities that carry out student profile projects. Pancasila which is accompanied by (P3) is also extracurricular. "So the

programs in question are centered on aspects of Miki, such as the students who are the main activities, as well as the implementation program, as well as many more programs."

CONCLUSION

The process of creating and compiling the Muhammadiyah 3 Bontoala Middle School Curriculum for the 2023–2024 academic year is the basis for developing the curriculum at Muhammadiyah 3 Bontoala Middle School. This process is carried out by assessing local and global environmental factors. moreover, it is based on foundations, including instructional, social, and legal considerations. Improving the Islamic religious education curriculum at SMP 3 Muhammadiyah Bontoala is carried out through school initiatives such as learning planning programs, implementing learning objectives, and achieving achievements. The importance of creating an Islamic religious education curriculum to achieve quality education stems from several factors, including the way learning is organized through the use of activity programs such as extracurricular activities, self-development, Pancasila student profiles, extracurricular activities, counseling programs, Hizbhul. Wathan, extracurricular Tadarus, and development. student career.

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