

Curriculum Change in Indonesia: Study on Competence-Based Curriculum in Islamic Education (An Overview from Theoretical and Practical Points)

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Abstract

With regard to the quality of students and graduation, T. Raka Joni (1992) states that the educational process is an effort to produce Indonesian people who have self-confidence and have a learning culture in society so that they can kill creative, innovative behavior, and the desire to progress in accordance with which is listed in the 1993-1998 GBHN. There are 4 (four) learning models, each of which is very creatively used according to the type of material being taught, as well as the extent to which the material is sufficient. The four models are as follows: procedural, hierarchical, horizontal, and combination. By presenting this simple article, it is hoped that teachers can carry out learning activities effectively and efficiently by combining (an effort to combine several strategies in one learning time). So that the use of varied learning strategies will be able to create pleasant learning conditions

Keywords

Strategy; learning model; KBK A.



I. Introduction

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in

the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

Teaching is essentially a process of transferring values (transference of knowledge) from a teacher to his students. the term value in this context can be understood as the overall information that comes from a teacher in the form of knowledge (cognitive), attitude/exemplary (effective), and skills (psychomotor) (Gagne, 1976).

To achieve the above, a teacher needs to have a valid and reliable teaching strategy (instructional strategies), meaning that it is correct and reliable. Thus, understanding and mastery of teachers on various learning methods and strategies is an absolute that must be done from the start. Good and correct mastery of the teaching strategy is expected to produce quality teaching which is marked by the quality of teaching which is characterized by the quality of students and graduates. This is in line with the opinion of Slameto (1991), which states that one of the efforts to improve teaching can be done through improving the method and framework of learning, because these two things are indicators of the quality of responsible learning. A good learning media is the one which can adapt various student learning styles in order to achieve the learning goals – one of them is digital flipbook. It is an electronic learning media in which text, audio and visuals are included. Flipbook is one of the classic animations made by a piece of paper, mostly found in the form of ‘thick’ book, and each paper aims to describe something – its appearance is designed in some specific ways so that the within objects may move or pop-up when opened (Nafiah in Afwan, B. et al, 2020).

With regard to the quality of students and their graduation. T. Raka Joni (1992) states that the educational process is an effort to produce Indonesian people who have self-confidence and have a learning culture in the community so that it can kill creative, innovative behavior, and the desire to progress in accordance with the tartara in the 1993 GBHN. The education process is an effort to create a learning climate in society so that independent human formation is achieved.

II. Review of Literature

2.1 Some Definitions of Instructional Strategy

In this paper, several definitions and understandings of instructional strategy will be presented. Among the definitions that the author cites are those put forward by:

a. George L. Cropier, 1973: 5

Instructional strategies are: prescriptive rules for designing learner events that must be able to create the learning experiences needed to achieve various types of specific instructional goals (ICT) that have been set previously.

b. Robert M, Gagne and Leslie J. Briggs, 1977; 21

The instructional strategies are; planning of instructional sequences and events. In addition to designing the learning sequence for each ICT, it also plans instructional actions to achieve the ICT.

Based on the two definitions stated above, it can be stated that the instructional strategy is more directed and emphasizes on teaching activities that are professional in nature, so that the implementation process needs to be designed in such a way as to achieve the learning objectives that have been set previously. Thus, conducive learning conditions will be achieved, namely through the creation of students' own learning experiences.

2.2 Models of Learning

There are 4 (four) learning models, each of which is very relatively used according to the type of material being taught, as well as the extent of the coverage of the material. The four models are as follows:

1. Procedural. What is meant by procedural learning model is teaching that is carried out from the simplest material to the most difficult (BUTOM-UP)
2. Hierarchical is meant by hierarchical learning is a learning model that is hierarchical / tiered in which the achievement of one learning material is a prerequisite for the next material. As an illustration, it can be pointed out that a student has not been able to learn material about Islamic education during the Khulafaurasyidin period before studying Islamic education at the time of the Prophet.
3. Horizontal what is meant by the horizontal learning model is a teaching that can be done by a teacher where the subject matter can be delivered without being selective, because the subject matter to be delivered has the same weight and is linear.
4. Combination while the combination learning model is essentially a learning model which is a combination or combination of the three models above, namely; procedural, hierarchical, and horizontal models.

2.3 Levels in the Learning Method

According to Alexander J. Romizowski (1991), states that learning includes 4 (four) levels, namely.

1. Learning strategies (instructional strategies); General approach.
2. Learning plans (instructional plans); a combination of several selected methods
3. Learning tactics (instructional tactics); specific ways to implement certain methods in certain cases.
4. Learning exercises (instructional exercises); actual activities that occur in PBM when certain tactics are chosen.

III. Results and Discussion

3.1 Component of Instructional Strategies

ORGANIZATIONA L STRATEGIES	DELIVERY strategies	MANAGEMEN T STRATEGIES
Macros strategic, scope ,and sequence structure	- Media selection - Grouping strategies	- Scheduling - Acquisition ofresources
Micro strategics, Expended instructional events		

Introduction	Body	Conclusion	Assessment
➤ Active ➤ Attention ➤ Establish Instruction ➤ Pursues ➤ Arouse ➤ Interest andmotivation ➤ Preview lessons	➤ Recall Priorknowledge ➤ Focus Attention ➤ Employ Learning strategies ➤ Parcties ➤ Evaluate feedback	➤ Summativea nd review ➤ Transfer knowledge ➤ Remotivatea nd close	➤ assess performance ➤ Evaluate feedback ➤ And remediate

3.2. Instructional Patterns

One of the activities that need to be done in determining the instructional strategy is to determine in advance the instructional pattern that will be used. There are 4 kinds of instructional patterns that may be chosen, depending on the character of the student/student, available resources, setting conditions, available time and funds, and other external factors. by . More specifically, Jerold Kemp (1985), states that there are four characteristics that a teacher must consider to use a learning strategy, namely: student characteristics, materials / materials being taught, media, and goals to be achieved.

In the following, the four instructional patterns will be presented, namely:

1. Curriculum pattern – teacher (class) – students. The teacher is the sole source of learning in conveying the contents of the curriculum to students.
2. Curriculum pattern – teacher (class) – teaching aids – students. In this pattern, the classroom teacher tries to simplify the student learning process by using teaching aids. The selection and use of these teaching aids completely depends on the ability and willingness of the classroom teacher.
3. Curriculum pattern – teacher (class) that uses teaching aids, in collaboration with media teachers – students. Unlike the previous pattern, in this pattern apart from classroom teachers, students can also learn from various instructional media because these media also convey the same curriculum content. What media are appropriate for working with the classroom teacher is not determined by the teacher concerned, but is designed at the time of planning the instructional system.
4. Curriculum pattern – media teacher – students. This fourth pattern entrusts the delivery of curriculum content through various instructional media. Students can directly interact with these media. This pattern is closely related to an instructional approach that is centered on student abilities.

On the basis of the learning process that occurred, in this case AJ. Romizowski (1981), distinguishes two types of intrusion strategies, namely: (1) strategic expositive (expomtive strategic), (2) strategic experiential (experimental strategic strategic discovery, or inquiry strategies: all three have the same meaning and understanding).

3.3. Expository Strategy

The expository strategy or also known as the lecture method (expository) is the method most widely used by teachers in explaining facts, events, concepts and application of Islamic education history lessons. This method is more effective in teaching the history of Islamic education if it is supported by a combination of facts or evidence, sketches, and pictures via a blackboard, transparent with OHP, FLIM SLIDE, FLIM AND TAPE AND VCD related to the history of Islamic education, research conducted by jalaluddin rahmat (1997) the ability of students to absorb information / subject matter using the expositive method is only + 20%, while 80% of the information / material presented by the teacher will be lost (lost information).

3.4. The Main Steps of the Positive Strategy

1. Reception of information (with respect to general principles and rules with examples) (reception of information)
2. Understanding of these general principles (Understanding)
3. The special application of the principle to a particular case (particularising) .
4. The actual application of information and principles obtained to existing problems (acting)

Based on this, the steps that need to be taken in implementing an expository strategy are,

1. Presentation of inform; can be through explanations, or practice with demonstrations
2. Presentation of student acceptance, memory, and understanding of, inform, re-explanation can be given if necessary.
3. Providing opportunities to practice applying these general principles to certain situations. mistakes can be corrected and if it feels difficult the problem of implementation can be simplified

3.5. Experimental Strategy

The experimental strategy starts from the learning process of experience processing or discovery learning. The experiential learning model is a teaching strategy that is more specific than the expository (lecture) method or model, group and individual. This method requires students to find a formulating the history of Islamic education that is researched and studied. The use of this method in Islamic teaching must also be directed according to the basic competencies, indicators of learning success, and the subject matter of the history of Islamic education is in accordance with the competence aspects of knowledge, skills, concepts, and values that must be embedded in students.

To achieve this success in teaching with this expository method, the problem, topic or material of the history of Islamic education that is sought is investigated. And found the answer must be clear. The clarity contains at least 6 elements of the statement, namely: what? (what),(who)(who), where (where) , when?(when), why? (why), and how?(how).

These questions can be emphasized as follows:

1. What is meant by the history of Islamic education?
2. Who was the person who brought Islamic education to Indonesia for the first time?
3. Where, the first time Islamic education began to develop?
4. When did Islamic education begin to be developed?
5. Why did Islamic education begin to develop or not develop in Indonesia?
6. How has the development (ups and downs) of Islamic education in Indonesia since it was first entered until now?

By raising some of these questions which are carried out systematically, it is hoped that they will be able to provide information to the students. The students correctly and systematically too, and in the end students' understanding of the history of Islamic education.

The main steps and experiential strategies

1. Do certain activities and see the results: is it a reward/punishment or just a cause-and-effect relationship.
2. Understanding the case so that if similar situations and conditions arise students can predict the consequences.
3. Drawing general conclusions (generalizing) . New things can be implemented if there are enough cases studied.
4. Applying the principles he has learned in new situations and anticipating the results

This method can be applied in the form of individual, group, or class assignments. If applied in the form of individual assignments, it will stimulate a balanced and equal individual spirit between fellow students and the part of them who are not serious in carrying out their duties as can be seen clearly in the final act of the final report. If applied in the form of groups, diligent students eagerly seek and investigate and try. Find answers to problems from the history of Islamic education being studied. To increase the success of

teaching Islamic education using this experiential method, there are at least four steps taken, namely:

1. Formulate problems or questions about the historical method of Islamic education to be studied
2. Find procedures for collecting SPI data and information, namely: when, where, type in the form of the SPI data and information referred to.
3. Plunge into the field to transfer, investigate, research, and find information data to answer the problems and questions that have been determined in the first step and carried out with the procedures that have been determined as. determined in the second step.
4. Arrange the results of the investigation, search, and determination to be presented, compared, and compared with other individuals and groups.

Thus, the implementation of the experiential strategy is carried out by taking into account the following matters.

1. Giving the opportunity to act or do something and see the results
2. Measuring students' understanding of existing causal relationships.
3. Train or guide students to draw general principles from what has been done. When done, students are given examples with other cases.
4. Provide opportunities to apply the newly acquired information to real situations and problems.

IV. Conclusion

Due to the teaching activities of students/students are professional activities, understanding and mastery of one of the learning strategies is very important absolutely determined by the learning situation both internally and externally, which include: student characteristics, materials/materials to be taught, media, and goals to be achieved. Learning effectively and efficiently, namely by combining (an effort to combine several strategies in one learning time). So that users of varied learning strategies will be able to create pleasant learning conditions.

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