

Aswaja Local Content Curriculum Management in Forming the Character of Students in Madrasah Aliyah Nu Indramayu

Masduki, Alvin Maulana Al Bahri

*Corresponding author: masdukiduryat@syekhnurjati.ac.id

Abstract

The moral and ethical crisis in Indonesia, as well as the rising crime rates, highlights the importance of character education. The implementation of the Aswaja -based local curriculum at Madrasah Aliyah NU Indramayu focuses on ethical and moral values, aiming to build students' character. This study aims to examine the management of the local curriculum at the school, covering the planning, implementation, and evaluation stages. In the planning phase, the school establishes the subjects, appoints teachers, and allocates resources. Implementation includes reviewing the syllabus, preparing lesson plans, and conducting assessments. However, challenges such as frequent changes in teaching staff and limited innovation by the school principal in developing teaching methods have been identified. Additionally, the supervision of the curriculum's implementation is not optimal. Despite these issues, the application of Aswaja's local wisdom values is expected to address the nation's moral crisis effectively.

Keywords: Management; Curriculum, Madrasah, Local Content

INTRODUCTION

Corner view reflected homogeneous in method management centralized education impact on reducing diversity Indonesian society . This is often causes student feel isolated from environment social when finish formal education (Ahmadi & Supriyono , 2020). For overcome challenge this , the Indonesian government has do various breakthrough , one of them with apply *curriculum load local* designed For enrich experience Study student through introduction aspect culture and wisdom local . However , in its implementation , curriculum load local Still face various obstacles , especially in matter relevance material with need local as well as difficulty to hook material with life daily students (Zamroni, 2021).

Apart from the aspects culture , aspects religion also becomes element important in education , because role spirituality in build character student No can ignored . In this modern era , the emergence of religious radicalism has become a worrying issue in Indonesia. Moderate and inclusive religious education is essential For prevent religious extremism that can break unity nation (Alim & Saifuddin, 2020). Character education based on culture local be one of solution effective For to form a generation that adheres to peaceful and inclusive religious and cultural values .

One of supporting concept education based on culture local is theory *Tricon* from Ki Hajar Dewantara . This theory consists of from three principle main : *continuity* (continuing) inheritance culture local), *convergence* (open to influence positive outside), and *concentric* (constant maintain identity national). With implementation theory this , students expected can adapt with the global world without lost teak self culture they (Rahmawati, 2022).

Load local in curriculum school No only aiming For to preserve culture local , but also for develop skills social students . Research conducted by Sulistyaningrum (2020) shows that implementation curriculum load local help increase skills social students , especially in context religious and cultural learning local . Implementation curriculum This done through method that integrates skills *soft* and *hard* , and evaluation curriculum in a way periodic For increase quality learning .

In addition , planning curriculum load local also aims For blend potential local areas , especially

in areas where the majority its population Muslim , for the purpose to form behavior moderate and inclusive religion (Bahri, 2020) . Implementation curriculum load local No only become not quite enough the teacher answers , but also involves society and government area For ensure his success in increase values tolerant and respectful religion diversity .

With Thus , development source Power human based culture local and values religious can help reduce gap between formal education and life social , so that student can more Ready contribute in society (Susanto & Hidayat, 2020).

METHOD

Study This use method descriptive qualitative with approach studies case , which aims to For understand phenomena that occur in the field in a way in-depth and holistic (Sugiyono , 2018). This method is very suitable used in study This Because give room for researcher For digging up data detailed and contextual related implementation Curriculum Load Local Aswaja in to form character participant educate . In the process of data collection , researchers use three technique main , namely interviews , observations , and studies documentation .

1. Interview : Interview techniques done with interact direct with informant key , such as head of madrasah, supervising teacher eye lessons , as well as participant educate . Interview This aiming For get information deep regarding the planning , implementation and evaluation process Curriculum Load Local Aswaja at NU Indramayu Senior High School . Interview help dig information that is not can revealed through observation or documents , so that enrich research data (Creswell, 2014).
2. Observation : Observation techniques used For observe in a way direct activity classroom learning , interaction between teachers and students , as well as use source Study in eye lesson Aswaja . Observation can provide accurate and valid data regarding current behavior researched in the environment experience without intervention (Moleong , 2017). Observation done in a way participatory and non- participatory , so that researcher can get description real about implementation curriculum in the field .
3. Documentation Study : Apart from interviews and observations , researchers also use... technique studies documentation For obtain data based on archives and documents official from the madrasah. Documents accessed such as syllabus , lesson plans, madrasah work programs , and document evaluation results study . Documentation study This important For provide additional data that does not Can obtained through interviews and observations directly (Miles & Huberman, 1994).

In data analysis , researchers apply technique data reduction and data display. Data reduction is done with method filter and simplify the data that has been collected to be more focus on relevant aspects with objective research . According to Miles and Huberman (1994), data reduction is part important in qualitative data analysis Because help researcher organize relevant information . After the data is reduced , the data is then served in more form organized through data display techniques , so that researcher can more easy do analysis and draw conclusion .

For ensure data validity , researcher apply technique triangulation , which is method For verify and compare the data obtained from various source or technique data collection (Patton, 2002). In the research this , technique triangulation used is triangulation source , namely with compare information obtained from various sources and result data observation as well as documentation . Triangulation source ensure that the data generated No only originate from One corner look , but from various mutual perspectives complement . Triangulation technique this is very important Because help reduce bias and improve credibility results research (Denzin, 1978).

RESULTS AND DISCUSSION

A. Data Exposure

1. Aswaja Local Content Curriculum Planning

In local content curriculum planning activities, madrasahs carry out several stages starting from determining subjects, determining teaching teachers and determining learning resources and funding sources.

a. Setting Subjects

In determining and establishing subjects at MA NU Indramayu based on the curriculum drafting team meeting and the internal Madrasah Committee which is compiled based on the vision of the madrasah, namely, "forming students who are knowledgeable, faithful, pious and have noble morals who are guided by Ahlussunah Waljama'ah". Based on these data in the development of local content subjects at MA NU Indramayu is as following :

1. The Aswaja of NU

The purpose of this subject is to introduce the teachings of *Ahlussunah Waljama'ah*. The scope of the Aswaja subject includes: 1) Introducing the teachings of *Ahlussunah Waljama'ah*, 2) Aqidah *Ahlussunah Waljama'ah* 3) Fiqh-firqoh developed by Islam, 4) Introducing the history of NU, 5) Knowing and teaching the teachings of NU, 6) Knowing the Organization of NU. This subject is arranged based on the standards set by the Ma'arif Education Institution (LP Ma'arif).

2. *fath al-qorib*

This subject aims to introduce students to religious teachings and it is hoped that students can understand and deepen and internalize the religious commands of the Syafi'i school. The scope of this subject is about Purification, Prayer, Dhikr, prayer, and activities. daily.

3. Local language

The regional language subject aims for students to at least understand local wisdom and potential in their respective environments, especially in Indramayu Regency. It is hoped that by implementing this subject, students can manage, develop and maintain local wisdom which includes customs, local culture, language, and the environment. as place his residence.

b. Appointing Teachers

To determine teachers who teach local content subjects at MA NU Indramayu based on appropriate qualifications, competencies and teacher character, through a teacher meeting led by the head of the madrasah.

Researchers found data related to the recruitment and eligibility of teachers to teach local content subjects at Madrasah Aliyah NU Indramayu with several indicators as follows:

1. Teachers must map the competency standards and basic competencies for the subjects they teach. To review, identify the material from the subjects that are considered to be difficult for students. Then teachers are required to make planning, implementation, and evaluation of learning and determine effective time allocation.

2. Teachers set assessment standards that are in accordance with educational taxonomy, cognitive, affective and psychomotor.

c. Determining Funding Sources and Learning Resources

Based on the data obtained, researchers found some information related to the flow of funds entering the madrasah, both from the government and from donations from parents.

From the interview results, the researcher obtained information in determining the learning resources for the Aswaja subject, namely the Book of NU-an *Ahlussunah Waljama'ah* for Madrasah Aliyah (MA), Senior High Schools (SMA) and Elementary Schools (SMA). Intermediate Vocational (SMK). *Fath al-Qorib* subject, for learning resources using the *Fath al-Qorib* book Ahmad bin Husaain's work. The Regional Language subject for learning resources uses regional language books published by the Ministry of Education and Culture of the Republic of Indonesia. While for the Tahfidz subject, it uses source Study *The dough is*.

2. Aswaja Local Content Curriculum Planning

a. Reviewing the Syllabus

In developing the syllabus of the Aswaja local content subject at MA NU Indramayu, it is based on the decision of the madrasah-level curriculum development team which is adjusted to the characteristics of students, the madrasah environment, and the potential of existing resources. As stated by Saekhu:

"The syllabus used by the madrasah for the local content subject of Aswaja at MA NU Indramayu is compiled by the curriculum development team with the teaching teachers by considering several things concerning the adjustment of the subject to the characteristics of the participants. students and their environment."

In developing the syllabus, the curriculum development team has set standardization according to national standards, which includes setting competency standards and basic competencies as the basis for developing local content subjects, as well as setting effective time allocation and setting assessment standards according to the characteristics of the participants. different education.

b. Creating a Learning Implementation Plan

In designing learning tools for local content subjects, researchers found information related to teachers preparing learning plans in madrasahs, namely by referring to the syllabus that has been developed and adjusted by the madrasa.

The implementation plan for local content subject learning begins with compiling SK, learning, learning steps, learning methods, learning resources, and assessment standards. Basically, the points developed in the learning plan or RPP are used to achieve learning standards that are in accordance with competency standards and basic competencies that are oriented towards the development and formation of *Ahlussunah Waljama'ah values*.

In its implementation, teachers often experience difficulties in preparing learning plans in

madrasahs, this is because some teachers are not yet able to operate computers and do not understand the important things that have been determined by the Ministry of Education and Culture of the Republic of Indonesia regarding the development of Learning Plans. This is in line with what Usman said:

"If it is said to be in accordance with the regulations of the Ministry of Religion in the preparation of learning devices, yes not yet, because on average the teachers (MANU Indramayu) are graduates of Islamic boarding schools who have a bachelor's degree. So to follow the rules set rather A little difficulty ."

That's the way it is in line with the curriculum document that consists of several teachers whose educational standards are not evenly distributed and on average are alumni of Islamic boarding schools whose educational degrees are in Islamic Religious Education, so that in the process and implementation it must be reviewed so that teachers who are given the task can carry out their duties easily.

c. Preparing for Assessment

In preparing an assessment, teachers usually arrange several assessment stages including basic competencies, learning outcomes and assessment indicators. The assessment stages are arranged based on the learning objectives in the madrasah.

In carrying out the assessment, teachers carry out two types of assessments, tests and non-tests which aim to improve teacher competence and students' abilities in dealing with problems and pressure. As for the implementation of the assessment based on the time and schedule that has been prepared in the subject syllabus. This is in accordance with the results of the interview with the principal:

"We usually use any type of assessment based on what we will assess in the lesson plan that we include. We carry out assessments based on indicators in the 2013 curriculum. Usually we develop assessments according to the type of questions from each teacher with the standard content of the questions in accordance with MGMP."

That's the way it is reinforced with the subject grid document that exists in each subject teacher from the results of the teacher meeting. In this case, each teacher will receive a grid from the MGMP team which will then be reviewed by the subject teacher.

This is reinforced by the results of interviews with local content subject teachers at Aswaja:

"The implementation of non-test assessments consists of oral exam assessments where we compile grids based on standards that we agree on, such as the weight of each subject. Therefore, non-test assessments are implemented by compiling assessment quality criteria based on critical thinking standards according to with curriculum 2013"

So from That Assessments should be based on and structured according to the subject grid and established madrasah standards.

3. Evaluation of Aswaja Local Content Curriculum

a. Local Content Program Evaluation

The curriculum program evaluation is carried out annually based on the regulations of the Ministry of National Education. As stated by the head of the madrasah:

"We usually hold evaluation meetings twice in every school year, at the beginning and end of the school year. This must be done by the madrasah according to government regulations. Because it is important in running the madrasah's work program, perhaps along the way there is something that is not appropriate, and the results are not good, then We will change ."

In line with statement the head of the madrasah, the curriculum evaluation meeting is held twice a year, at the beginning and end of the school year. In the evaluation process, several related parties are involved, such as the head of the madrasah, vice heads of the madrasah, educators, education personnel, madrasah supervisors and supervisors from the foundation. The madrasah supervisor comes from the Ministry of Religion of Indramayu Regency while the foundation is the Asy-Syarifiyyah Sunan Gunung Jati Indramayu Foundation. As explained by Usman:

"In addition to teachers and madrasah officials, the implementation of curriculum evaluation in madrasahs involves external parties including madrasah supervisors and from the foundation. Madrasah supervisors come from the Ministry of Religion of Indramayu Regency, while from the foundation are the Asy-Syarifiyyah Sunan Gunung Jati Indramayu Foundation and the Ma'arif Nahdlatul Ulama Indramayu Education Institution. And usually madrasah supervisors come at the beginning of the school year. year ."

Evaluation curriculum at the beginning of the year is usually only conceptual in nature, which is discussed in the form of preparation for learning at the beginning of the year, the learning process and learning tools used by teachers. As stated by the head of the madrasah:

"The evaluation meeting at the beginning of the school year is usually only conceptual. Usually discussing learning preparation, learning process, and learning tools. Usually we invite the madrasah

supervisor to discuss syllabus and lesson plans.”

Based on the research data obtained, MA NU Indramayu did not conduct a formative evaluation, because in the evaluation process, the Aswaja subject was carried out by the Ma'aif Education Institution (LP Ma'arif). So the madrasah only needs to implement it as directed. the curriculum provided .

"We do not conduct evaluations on Aswaja local content subjects, because that is done directly by the Ma'arif Education Institute (LP Ma'arif)."

Apart from the Aswaja local content subjects, the subjects at MA NU Indramayu are such as *Fath al Qarib* and Regional Languages, are local content subjects that are only local to the madrasah, therefore in the implementation of the evaluation it is sufficient from the internal side of the madrasah at the end year teachings .

b. Evaluation of Local Content Results

Evaluation of local content learning outcomes conducted by MA NU Indramayu, there are two types of assessments, namely written tests and oral tests, with placement on daily assessments and general assessments in each mid-semester and end of semester. As information obtained by researchers from interviews with local content teachers:

"I assess students using two methods, namely written tests and oral tests usually. The exam time is during daily learning and at mid-term and final semester exams use test write ."

Implementation test Writing generally uses questions prepared by each subject teacher. This type of assessment is usually a cognitive value that will later be listed on the student's report card.

Meanwhile, in the oral test assessment, it is carried out incidentally, according to the policies implemented by each teacher and accumulated into affective and psychomotor values, as stated by Usman:

"For oral assessments, I usually do them suddenly and randomly to students, because something like that is a way to assess affective and psychomotor abilities. student ."

Evaluation learning at MA NU Indramayu uses the minimum completion criteria (KKM) as a standard of success and completion of values in learning. For the KKM value of local content subjects for all levels is 70.

Discussion

Analysis Curriculum Load Local Aswaja at MA NU Indramayu

A. Stage Planning Curriculum Load Local Aswaja

1. Determining Subjects

MA NU Indramayu adapt eye lesson with vision of the madrasah which aims to form participant Educate those who have faith , knowledge , piety and morals glorious in accordance with principle Subjects load local applied is Aswaja Ke-NU-an, Fath al-Qorib, and Regional Languages. As stated by Yulianto et al. (2018), the content local in learning can increase understanding participant educate to wisdom local as well as strengthen identity culture .

- a. Aswaja of NU aiming introduce teachings Ahlussunnah Wal Jama'ah , including creed , history of NU, and NU organization . Learning This support principle moderation in Islam, such as tawazun (balance) (Latif, 2016).
- b. Fath al-Qorib teaches jurisprudence madhhab Shafi'i about worship such as purification , prayer , and dhikr . Teaching fiqh in Islamic schools plays a role important in to form behavior religious that is measured among participant educate (Usman & Yasin, 2017).
- c. Regional Language aims introduce participant educate in wisdom local , including custom customs , language and culture local , especially Javanese (Krama) language . Like expressed by Rahman (2019), education Language area own function strategic in develop identity local and awareness cultural .

2. Appointing Teachers

- a. The teacher who teaches eye lesson This chosen based on qualifications and competencies . The majority of teachers at MA NU Indramayu is an alumni of the pondok Islamic boarding school , which is considered own understanding deep about discipline the knowledge taught. Choosing the right teacher is very important quality learning and engagement student in the learning process (Aisyah, 2018).
- b. Teachers must capable map standard competence and determine assessment that includes aspect cognitive , affective , and psychomotor (Wahyuni, 2020).

3. Set Sources of Funds and Resources Study

- a. Funds for activity load local originate from BOS and donations guardians . This fund used For development curriculum , allocation time learning , and development character participant Educate . Transparent management of BOS funds become factor support important in implementation optimal curriculum (Haryanto, 2017).

B. Stage Implementation Curriculum Load Local Aswaja

1. Review Syllabus
 - a. Development syllabus done by the team compiler curriculum madrasah level , adjusted with character participant education , madrasah environment , and potential source existing power . Development syllabus This covers allocation time , method teaching , and indicators achievement (Sutrisno, 2019).
2. Make Design Implementation Learning
 - a. Plan learning arranged based on syllabus developed by the madrasah. However , some teachers still experience constraint in compile plan learning , especially related use technology and understanding standard competencies set by the Ministry of Education (Nurdin, 2018).
3. Prepare Evaluation
 - a. Evaluation done through method tests and non- tests , including test written and oral . Assessment This aiming For measure competence basis and results Study in accordance with established standards (Rohman, 2019) .

C. Stage Evaluation Curriculum Load Local Aswaja

1. Program Load Evaluation Local
 - a. Evaluation Reflective done with involving expert like supervisors of madrasahs, foundations , and Ma'arif LP . Evaluation This held every beginning year teachings . Evaluation reflective rated as effective method For increase quality learning based on wisdom local (Amin, 2021).
 - b. Evaluation Formative No carried out at the madrasah level because evaluation Aswaja handled directly by LP Ma'arif NU. Evaluation formative help give bait constructive feedback for participant educate (Mulyasa , 2018).
 - c. Evaluation Summative done For evaluate overall implementation curriculum , including methods , materials , and allocation time used .
2. Evaluation of Learning Outcomes
 - a. Evaluation results Study done with test written and oral , which aims measure achievement participant educate in aspect cognitive and affective , as well as develop character they (Subekti , 2020).

Synthesis Planning and Implementation Curriculum

1. Planning curriculum load local at MA NU Indramayu has follow stages that include determination eye lessons , teacher assignments , as well determination source learning and financial resources . Subjects load local implemented covering Aswaja Ke- NU-an, Fath al-Qorib, and Regional Languages, which became balancer with eye lesson general in curriculum main (Rahman, 2019).
2. Implementation curriculum load local supported with development syllabus and lesson plans that have been prepared based on character participant educate and allocate time available . Assessment done through various stages arranged For ensure achievement competence participant educate (Wahyuni, 2020).

CONCLUSION

Implementation management Curriculum Load Local Aswaja in to form character participant educated at the NU Indramayu Islamic Senior High School covers three aspect main : planning , implementation , and evaluation . At this stage planning , madrasah determines eye lesson like Aswaja Ke-NU-an, Fath al-Qorib, and Regional Languages, with appointment of supervising teacher based on appropriate standards with characteristics and objectives of the madrasah. The source of funds comes from from BOS and parental donations as well as organization society . Source learning used covering the NU book Ahlussunnah Wal Jama'ah An- Nahdliyah and the book Fath al-Qorib. At stage implementation , curriculum developed through study syllabus , lesson plan development , and preparation standard assessment . Syllabus compiled by the team compiler curriculum with consider characteristics participant educate . RPP is developed For reach understanding , appreciation , and practice Aswaja . Evaluation done through program evaluation (reflective , formative , and summative) and evaluation results learning that includes test written and oral For evaluate understanding participant educate to load local .

REFERENCES

- Aisyah, N. (2018). *Selection of competent teachers as factor support learning effective* . Indonesian Journal of Education, 9(1), 33-41.
- Alim, M., & Saifuddin, M. (2020). *Moderate religious education in prevent radicalism in Indonesia* . Journal of Islamic Education, 28(1), 101-115.
- Amin, H. (2021). *Evaluation reflective in development curriculum load local* . Journal Educational Management , 15(2), 109-121.
- Bahri, M. (2020). *Planning curriculum load local based on Islamic religion for to form behavior moderate religion* . Journal of Character Education , 12(3), 76-88 .
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill.
- Haryanto, A. (2017). *Management of BOS funds in schools : A review* . Journal of Economic Education, 5(3), 45-60.
- Latif, M. (2016). *Principles humble in Ahlussunnah Wal Jama'ah and its implementation in education* . Journal of Islamic Education, 12(2), 77-85.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE Publications.
- Mulyasa , E. (2018). *Evaluation formative in Education : Strategy for providing bait come back constructive* . Bandung: PT Remaja Rosdakarya .
- Moleong , LJ (2017). *Methodology study qualitative* (Revised ed.). Teenagers Rosdakarya .
- Nurdin, A. (2018). *Constraints in compilation plan learning in madrasah* . Journal Science of Education, 6(4), 99-110.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). SAGE Publications.
- Rahman, M. (2019). *Language education area and wisdom local* . Journal Culture and Education, 10(2), 22-30.
- Rahmawati, A. (2022). *Implementation theory Ki Hajar Dewantara's Tricon in curriculum based on culture local* . Journal of Education and Culture , 30(4), 198-210.
- Rohman, S. (2019). *Assessment techniques in learning based on wisdom local* . Journal of Education, 7(3), 14-21.
- Subekti , R. (2020). *Evaluation results learning and development character students* . Journal of Character Education , 12(1), 88-98.
- Sugiyono . (2018). *Research methods education : Approach quantitative , qualitative , and R&D* . Alfabet .
- Sulistyaningrum , D. (2020). *The Influence curriculum load local to skills social students at school based on religion and culture local* . Journal of Social Education , 25(2), 54-69.
- Sutrisno, A. (2019). *Development syllabus in madrasah based on potential local* . Journal Educational Management , 5(1), 50-60.
- Susanto, A., & Hidayat, M. (2020). *Development source Power man based on culture local and values religious in formal education* . Journal of Community Education, 18(1), 90-102.
- Usman, A., & Yasin, I. (2017). *Fiqh education in Islamic schools : Challenges and opportunities* . Journal of Islamic Studies, 11(3), 72-81.
- Wahyuni, S. (2020). *Mapping standard competency and assessment in learning in schools* . Indonesian Journal of Education, 8(1), 55-65.
- Yulianto, D., et al. (2018). *The effectiveness of audiovisual media in learning based on wisdom local* . Journal Educational Technology , 16(3), 23-33.
- Zamroni, M. (2021). *Challenges and constraints in implementation curriculum load local in Indonesia* . Journal of Local Education , 11(2), 77-89.