



Management of Al-Qur'an-Based Curriculum at Qur'an Hanifah Elementary School Semarang

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Article Info

History Article:
 Received 03th April
 2021
 Accepted 28th July
 2021
 Published 15th August
 2021

Keywords:
 Curriculum, Planning,
 Organizing,
 Implementing,
 Evaluating

Abstract

This study aims to analyze and describe how management of Qur'an-based curriculum consisting of planning, organizing, implementing and evaluating at SD Qur'an Hanifah Semarang. The research design used is a qualitative case study with data collection techniques through observation, interviews and documentation. The data used are primary and secondary data. Validity test of the data using source triangulation and data analysis using a flow model consisting of data collection, data reduction, data presentation, and verification or drawing conclusions. The research subjects are the principal, vice principal of the curriculum section, educators and education staff. The results of this study indicate that SD Qur'an Hanifah has implemented a Qur'an-based curriculum management process through four stages, namely planning, organizing, implementing and evaluating. Curriculum management planning at SD Qur'an Hanifah is carried out through an annual initial meeting involving various stakeholders through school-level and grade-level planning. The implementation and organization of the curriculum is carried out by the principal and the curriculum staff through the division of tasks, workloads and observations of the ongoing learning process based on the Qur'an-based curriculum. The evaluation which is the final stage is carried out by the principal using the CIPP (Context, Input, Process and Product) model. Overall, SD Qur'an Hanifah has carried out the stages of curriculum management well, although there are still some shortcomings and obstacles.

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INTRODUCTION

The phenomenon that occurs in the world of education today is that many private schools integrate the Qur'an in their curriculum, or schools based on the Koran but are no less competitive with public schools or senior schools. This is often found at various levels of school, including elementary school (SD). These schools are in great demand considering the importance of inculcating Islamic knowledge and character from an early age so that they become the basis for students at the level of further education. Realizing how important the role of religion is for human life, the internalization of religious values in the life of every individual becomes a necessity, which is pursued through education, both informal education, non-formal and formal education (Komariah, 2016).

The curriculum component in education has an important role and position, because it is the operationalization of the aspired goals, even the goals will not be achieved without the involvement of the educational curriculum. The curriculum is one of the main components of education, and the curriculum itself is also a system that has certain components that complement each other. The curriculum at least includes objectives, structures, programs, implementation strategies concerning the lesson presentation system, assessment of learning outcomes, counseling, administration and supervision of education (Makmun, 2017).

Al-Quran education is education that applies the values contained in the Koran which are seen in the attitudes and activities of students wherever they are (Lamaoane, 2016). In schools, Al-Quran Education functions as an introduction, habituation, prevention, and inculcation of values. While the scope of Al-Qur'an education is writing, reading, and memorizing short verses and selected verses as well as exemplifying the values contained in the Qur'an as well as training and getting used to reading the Qur'an to students in everyday life. - day. There are several benefits of an al-qur'an-based curriculum including preventing juvenile

delinquency problems, being able to improve religious education in schools, increasing student awareness of the need for religious guidance and a sense of belonging to religious activities, especially about the Koran; and open employment opportunities for alumni or people who are obliged to provide knowledge (Muhaimin, 2003).

Hanifah Qur'an Elementary School is a school that has a vision of becoming one of the favorite schools in Indonesia, through its superior curriculum integrating the national curriculum with the Qur'an-based curriculum. In its implementation, this school is guided by the planning of quality targets to achieve the target of quality graduates. SD Qur'an Hanifah has 9 outcomes including being accustomed to praying five times a day, fluent in reading the Koran, memorizing at least 5 juz of the Koran, Asma'ul Husna, hadith, daily prayers and prayers, routine Duha prayers and alms, excels in academics, regularly reads, dares to convey ideas, produces work according to talents and interests (passion), and has a basis for entrepreneurship. This school has a few differences with public schools. At the Integrated Islamic school there are several additional subjects, namely Arabic, Qur'anic Hadith, Fiqh and Tahsin Tahfidz Al-Qur'an. In the Qur'an elementary school curriculum, Hanifah has its own curriculum for memorizing the Qur'an, namely each student is required to memorize at least one chapter in one semester starting from chapter 30, chapter 1 and so on gradually.

Other advantages include entrepreneur and IT-based to foster student independence and skills, intensive small classes so that students get intense attention, course facilities for the development of various interests and talents of students, teacher training so that educators are always up to date with the latest learning, and the existence of a parenting school program. as a means of schools and parents to facilitate the interests and desires of parents with the school for the success of students. This outcome will be achieved through 9 special programs at SD Qur'an Hanifah, namely tahfidz, sima'an al qur'an, dhuha prayer, Friday almsgiving,

parenting day, outing and home visit, outbound, kid area showroom, market day, and family gathering.

Based on observations that have been carried out at SD Qur'an Hanifah, the researchers found several facts, including the school is a newly established school, starting from the 2015/2016 school year so that administratively planning, implementing, organizing and evaluating the integration of the Koran curriculum with the general curriculum has not been neat. and there are still many teachers who have not used lesson plans when teaching, even though in practice the integration of the curriculum has been carried out. The curriculum is implemented through several learning strategies such as thematic teaching, holistic education based on morality, brain based learning, and various other learning models and methods. In addition, monitoring / controlling the progress of memorization is not monitored because it is not based on a boarding school. Another problem is that 60% of Hanifah's Qur'an Elementary School teachers are pesantren graduates who have not or are currently completing their undergraduate education. The majority of lecturers are pesantren graduates, resulting in a lack of knowledge and experience of human resources regarding education management.

However, SD Qur'an Hanifah has made good progress both in terms of quality and quantity. Hanifah Qur'an Elementary School with its Qur'anic curriculum can still excel in the general field, winning various competitions and actively participating in various competitions and olympiads. Some of them are qualifying for the grand final at the national level in the field of English, 1st place in MTQ in Semarang, 1st place in robotics in Semarang, and other championships. In addition, graduates can be accepted in well-known secondary schools. The first graduates of SD Qu Hanifah can be accepted among Islamic boarding schools which are a reference for the wider community in Indonesia. Such as the Turkish Sulaimaniyah Islamic Boarding School under the United Islamic Cultural Center of Indonesia (UICCI)

foundation or the Foundation for the Center for Islamic Cultural Unity in Indonesia and Pondok Tahfidh Yanbu'ul Qur'an.

Based on the problems and background found, this study focuses on how to manage the curriculum based on the Koran at SD Qur'an Hanifah which includes planning, organizing, implementing and evaluating curriculum.

METHODS

This research uses a qualitative approach with a case study research design to examine a symptom, event, or object that occurs at a particular research location. The research was conducted at the Hanifah Qur'an Elementary School, a private elementary school (SD) in the city of Semarang. Research informants consisted of principals, vice principals of the curriculum section, and teachers. The data used are primary and secondary data through qualitative data collection using observation techniques using observation sheets, interview techniques using interview guides and reviewing documentation by collecting some of the required documents. Test the validity of the data by using source triangulation. Data analysis was carried out in a qualitative descriptive manner using the flow model from Miles and Huberman including data collection, data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

Planning and Organizing Hanifah Qur'an Elementary School Curriculum

Qur'an Hanifah Elementary School Semarang in the 2020/2021 academic year uses an Al-Qur'an-based curriculum, which is a combination of the national curriculum or kurtilas with a Qur'an-based school curriculum. The curriculum management activities of the Hanifah Qur'an Elementary School are carried out by the foundation, the committee chair, the school principal, the vice principal for the curriculum and all Hanifah Qur'an Elementary School teachers. The management process begins with curriculum planning activities

carried out at the beginning of the school year led by the principal and assisted by the vice principal in the curriculum field. Curriculum management activities begin with the preparation of the curriculum. In curriculum preparation activities, a curriculum drafting team was formed consisting of the head of the school committee, the principal, the vice principal in the curriculum field, along with teachers so that the curriculum preparation process runs effectively (Saufi, 2019).

Planning is a very important aspect in the curriculum management process. Planning is made by the parties involved before the curriculum is implemented. Planning includes things that must be prepared and the steps that will be taken to realize educational goals. A good curriculum planning must also be based on the results of a SWOT analysis, the school's vision and mission, and have structured stages (Kurniadin, 2012).

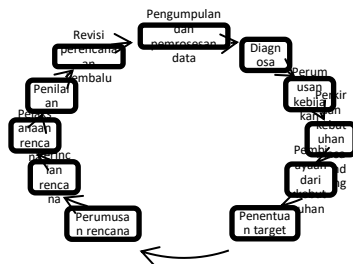


Figure1. Planning Step

Based on the research results, curriculum planning at SD Qur'an Hanifah Semarang includes planning all aspects related to the school curriculum such as rearranging the curriculum, preparing the human resources involved, and others. This is in accordance with what was stated by (Kurniadin, 2012) that planning is an activity process that systematically prepares activities to be carried out to achieve certain goals. SD Qur'an Hanifah uses a core curriculum, which is a curriculum that is prepared based on the problems and needs of students. Integration or integration related to how the knowledge and experience received by students are able to provide provisions in responding to life's challenges,

after students complete the education program at school (Hamalik, 2013).

The principal of SD Qur'an Hanifah distinguishes school curriculum planning into two levels, namely school-level curriculum planning and classroom-level curriculum planning. The principal is assisted by the waka of the curriculum to divide the tasks to the teachers according to their competence. The division of tasks is carried out so that all activities can be well planned and structured.

School-level curriculum planning contains planning for the preparation of the academic calendar, lesson schedules, and school activities in one academic year. While in the classroom level curriculum planning the teacher makes lesson plans for the next one year such as learning objectives, materials to be delivered, methods to be used, as well as media and learning resources that support the learning process. The teacher in carrying out his duties to plan the class-level curriculum at least refers to the RI Government Regulation Number 19 of 2005 CHAPTER IV Article 20 concerning Process Standards which states that the planning of the learning process includes the syllabus and lesson plan (RPP) which contains at least learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes.

With careful planning, both from school level and class level curriculum planning, it will certainly have a good influence on the teaching and learning process both in the school environment and the classroom environment so that it will create a good quality education that produces better human resources (Joko et al., 2021). The curriculum planning for SD Qur'an Hanifah also includes curriculum development in schools. The curriculum development of the Hanifah Qur'an Elementary School is adjusted to the principles of curriculum development that have been regulated by the government. The curriculum used is the curriculum managed by the Department of Education, namely the 2013 curriculum and the school curriculum (alqur'an). This curriculum contains more Quranic education subjects than public schools.

The curriculum planning carried out by SD Qur'an Hanifah is in accordance with the characteristics of the school carried out by the curriculum development team at SD Qur'an Hanifah based on the guidelines for preparing the curriculum from the government and the school curriculum. SD Quran Hanifah sets curriculum goals and objectives based on the school's vision and mission. The concept of the goals and objectives of the curriculum is made by the principal together with the waka of the curriculum based on input and considerations from the curriculum development team. In organizing learning materials, schools are guided by the guidelines set by the government and the school curriculum.

The principal and teacher of SD Qur'an Hanifah have planned the KTSP Document 1 and Document 2. The contents of the KTSP Document 1 are generally in accordance with the guidelines but there is still a lack of explanation about life skills education, local and global-based education. Planning Document II, namely the syllabus and lesson plans are still adopted from the examples issued by the BSNP, but most of the teachers have adapted them according to the conditions of their schools. The syllabus and lesson plans are still weak in terms of drawing indicators and assessments and the lesson plans are not yet thematic.

Curriculum management planning prepared by SD Qur'an Hanifah teachers is in accordance with applicable curriculum standards, this can be seen from curriculum management planning starting from syllabus development that follows the Ministry of National Education syllabus development format which includes: identification of subject names, school level, class, semesters, competency standards, basic competencies, subject matter/learning, student learning experiences, time allocation, and reference sources, in addition to developing the teacher syllabus, they also develop an Annual Program, (Prota), Semester Program (Prosem), Lesson Units (Satpel), and Learning Implementation Plan (RPP). Next, formulate innovative learning models, teaching aids, and learning simulations

that are in accordance with the field of study they are caring for.

After planning, the next stage is curriculum organization. Curriculum organization is a tool to make it easier for students to achieve success in learning the subject matter effectively. Teaching and learning activities that take place in the classroom without a clear curriculum will cause students to not understand the lessons delivered. Organizing the curriculum means choosing clear and objective goals and in accordance with the needs and interests of students (Sugiana, 2018a). Curriculum organization is closely related to the arrangement of subject matter in the curriculum that has been set in the planning stage.

The organization of this curriculum plays an important role in determining the order in which the material is taught and how it is presented. Furthermore, the term organizing in the context of this writing is defined as an organizational pattern of curriculum components in the perspective of preparing the scope of curriculum content and the sequence of educational materials based on the order of difficulty level (Mustofa, 2014). Through the curriculum organization, it can determine the direction of further curriculum development, especially from the point of view of content standards or content standards. What subject matter is available, processed as it is, and given to students with what approach and method. With the formation of a mature curriculum organization, of course, you will get better results (Sugiana, 2018a). The organization of the curriculum at SD Qur'an Hanifah uses several stages of development, including: determining the structure and content of the program; selection and organization of materials; organizing learning activities; selection of learning resources, tools, and facilities; and determining how to measure learning outcomes or evaluating student learning outcomes.

From the results of the interview, it can be seen that SD Qur'an Hanifah uses a subject curriculum organization pattern (separated subject curriculum). The use of a separated subject curriculum can be seen from the

separation of general subjects, *mulok*, self-development and Qur'anic subjects which include *tahsin*, *tahfidz*, and recitations from al-Qur'an subjects. From the results of the interview, it can also be seen that the reason for the separation of these subjects is to further intensify learning through the addition of more and more diverse lesson content/content to increase students' understanding. In addition to using a separated subject curriculum, in SD Qur'an Hanifah also uses an integrated curriculum.

The concept of an integrated curriculum used at SD Qur'an Hanifah is the empowerment of a more strategic curriculum structure and is very important in the development of Islamic education with all its components of explanation, also based on a learning process that provides integration of general subject matter content into a more Islamic example, so that it is expected to grow and develop a personality born from a diversity of potentials. This pattern of curriculum organization (Integrated curriculum) is the hallmark of the Integrated Islamic School.

Based on the research, there are still some obstacles in organizing the curriculum at SD Qur'an Hanifah. The organization is not well organized, the division of tasks is not appropriate and the human resources are still limited so there are still many teachers who multitask, and the organization still overlaps. Orderly organization and orderly administration will be implemented if human resources and other supporting resources are adequate.

Implementation of Hanifah Qur'an Elementary School curriculum

The implementation of the curriculum is divided into two levels, namely the implementation of the school-level curriculum and the classroom level. At the school level the role is the principal and at the class level the role is the teacher. At the school level, school principals carry out curriculum activities including preparing annual activity plans, preparing program/unit implementation plans, compiling a schedule for implementing

activities, arranging educational equipment, carrying out guidance and counseling activities, planning efforts to improve teacher quality. At the grade level the teacher implements the curriculum by carrying out the process of teaching and learning activities, arranging the implementation of filling out personal report books, carrying out extracurricular activities, and carrying out final stage evaluation activities (Hamalik, 2006).

This can be seen in the results of an interview with the Principal of SD Qur'an Hanifah who stated that the management of the school curriculum is determined by the principal and the curriculum development team in the planning meeting, while learning in the classroom is the responsibility of each teacher. At the school level, the principal who acts as a manager is responsible for implementing the curriculum in the school environment he leads. The principal of SD Qur'an Hanifah is obliged to carry out activities, namely preparing annual plans, leading meetings, making statistics and compiling reports and monitoring the implementation of the class-level curriculum through reports submitted by teachers. The principal of SD Qur'an Hanifah also stated that the principal's role in curriculum management was to lead meetings in preparing annual plans, conducting curriculum development, controlling the implementation of various school programs and providing guidance for teachers.

The implementation of curriculum management is carried out at SD Qur'an Hanifah in the form of teacher documents to carry out learning activities which include syllabus development, Annual Programs (Prota), Semester Programs (Prosem), Lesson Units (Satpel), and Learning Implementation Plans (RPP). Besides that, in the implementation of curriculum management, teacher assignments are also carried out, giving additional assignments, preparing schedules, dividing study groups, filling teacher and student absences, determining extra-curricular activities, conducting exams and filling out report cards, as well as implementing remedial for students who have not been completed. In implementing

curriculum management and decision making as well as implementing teaching programs, principals work closely with other teacher councils to prepare teaching preparation in the classroom and participate in every decision making to promote effective and efficient teaching.

To implement the curriculum according to the design, it takes some readiness, especially readiness for implementation. No matter how good the curriculum design is, it all depends on the teacher. Teachers are the main key to successful curriculum implementation (Rusman, 2009). Three factors affect the implementation of the curriculum, namely the support of the principal, the support of fellow teachers and internal support that comes from within the teacher himself (Suyatmini, 2017). Of these various factors, the teacher is the determining factor in addition to other factors. In other words, the success of curriculum implementation is largely determined by the teacher's factor, because however good the educational facilities are if the teacher does not do their job well, the results of curriculum implementation (learning) will not be satisfactory (Mulyasa, 2006). Although there are differences between the duties of the principal and the duties of teachers in implementing the curriculum and differences in the level of administrative implementation, namely the class level and the school level, between the two levels in the implementation of curriculum administration, they are always hand in hand and jointly responsible for implementing the curriculum administration process.

The implementation of the curriculum carried out by teachers to carry out learning which includes teacher assignments, giving additional assignments, preparing schedules, dividing study groups, filling teacher and student absences, determining extracurricular activities, conducting exams and filling out report cards as well as remedial must be implemented into operational actions, so that it is necessary to have the ability to develop the curriculum into things that are more technical in nature, for that the existence of a forum that can maximize the

role of teachers in compiling or developing curriculum is very necessary such as the KKG forum (Teacher Working Group). Through this KKG, teachers can easily discuss and develop plans, as well as curriculum development in schools, especially plans related to improving the teaching and learning process in the classroom.

SD Qur'an Hanifah uses a Qur'an-based curriculum originating from the Education Office which is combined with the school curriculum and modified so that the learning targets contained in the curriculum and special targets desired by the school and foundation have been conveyed by the principal in his interview. In practice, curriculum teaching materials are still taught in their entirety as in elementary schools in general. The subjects of tahfidz, thasin, tajwidz and other Qur'anic subjects are taught separately to further intensify learning in these subjects through the addition of more and more diverse lesson content/content. In implementing the Qur'an Hanifah Elementary School curriculum using the Mutual Adaptive model, namely the implementation of the curriculum by making changes or adjustments that are tailored to the conditions, needs and demands of the community as graduate users.

Based on an interview with one of the subject teachers (thematic), and analysis of curriculum documents (syllabus and lesson plans), the lesson plans are prepared by each teacher based on the SK and KD from the Education Office. The syllabus and lesson plans used are essentially the same as those used by teachers in public schools. As with learning activities in general, the stages of learning in the classroom begin with preliminary activities, core activities and closing activities which include exploration, elaboration, and confirmation activities.

In developing the syllabus, the Hanifah Qur'an Elementary School teacher adopted the syllabus model from the BSNP. However, if the syllabus is not in accordance with school conditions, the syllabus will be revised to suit the existing school conditions. The results of the study indicate that there are still several

components of the syllabus that are not in accordance with the provisions, such as there are still some indicators that are not in accordance with the demands of basic competencies, and the assessment technique is not in accordance with the indicators.

The syllabus that has been compiled is then translated into RPP. Most teachers prepare lesson plans, but some use lesson plans that have been prepared by others and have not been changed at all. In preparing the RPP, the teacher has not paid attention to the principles of preparing the RPP because the teacher's understanding is still lacking in implementing the curriculum. In addition, teachers are still lacking in terms of making indicators that are in accordance with the demands of basic competencies, choosing teaching materials, compiling exploration and elaboration activities and designing assessments that are in accordance with the demands of indicators, this can be seen during the documentation study. In addition, the RPP is also not attached with the assessment instrument. The teacher only makes questions to measure knowledge skills, not yet accompanied by assessment rubrics, scoring and assessment guidelines. The teacher has not yet developed an attitude and skills assessment instrument. Teachers assess attitudes and skills by observation alone.

The results of the documentation study of several lesson plans also show that the learning methods have varied, the most frequently used are the question and answer group discussion and demonstration methods. Exploration, elaboration and confirmation activities are also not described in detail. Not all of the learning implementation plans in the classroom use thematic lesson plans. The school has implemented the program planned in the KTSP Document. Subjects, *mulok* and self-development are taught as planned. The face-to-face time per lesson is 35 minutes. The school provides several kinds of self-development programs, then students are directed to choose those programs with limitations so they don't accumulate in one program. Schools have not maximized computer extracurricular activities

because of the limited facilities and infrastructure. Supervision for *tahfidz* activities is also not optimal because schools are not based on *pesantren*. The school also does not have a counseling guidance program because it does not have a BK teacher, if a problem occurs it is directly handled by the homeroom teacher.

Based on the results of observations and interviews, classroom teachers have not taught in the right thematic way, subject-based learning is still visible. The selection and use of strategies or learning methods used by teachers has led to the selection of strategies or learning methods recommended in the KTSP. To create fun, challenging and contextual classroom conditions, the teacher has reduced the lecture method in learning. Although, the teacher uses the lecture method only to deliver students in understanding the material. Teachers in learning have applied various lecture methods, discussions, questions and answers, observations and assignments. The selection of learning methods is adjusted to the competencies or materials that students must master and the time available (Utomo, 2018). However, there are still some teachers who are still too dominant in learning, do not design activities for students.

The teacher has tried to apply active, creative, effective and fun learning (*Pakem*). The class has been laid out very neatly. The walls of the classrooms are affixed with posters and pictures of student work, besides that, a map containing a portfolio of student work is also displayed. Study table settings are often adjusted to the learning method used. During the learning activities, the teacher has used a variety of learning media to support students' understanding of the subject matter. Teachers have used learning media such as historical maps, pictures, concept maps from manila paper, OHP, LCD, Powerpoint, and so on. The use of media is adjusted to the material and time available. There are also teachers who have not utilized and used a variety of media.

There are many factors that support curriculum implementation such as the availability of complete infrastructure, support from parents and school principals, high student

motivation, and collaboration between teachers (Sugiana, 2018). Inhibiting factors such as the still weak ability of teachers in terms of planning thematic lesson plans, thematic application and designing teaching and assessment materials.

Evaluation of the Hanifah Qur'an Elementary School

Evaluation is the systematic application of scientific procedures to assess the design, implementation and effectiveness of a program. Curriculum evaluation is intended to improve curriculum substance, curriculum implementation procedures, instructional methods, and their influence on student learning and behavior (Adnan, 2017). Evaluation is an activity that seeks to control so that implementation can go according to plan and ensure the achievement of organizational goals (Mastur, 2017). SD Qur'an Hanifah always conducts curriculum evaluations at the end of each school year. This routine evaluation is carried out with the aim of knowing the results of implementing the curriculum for one year, the effectiveness of the curriculum used, achieving the goals that have been set, knowing the obstacles that arise in the management process and finding the right solution to overcome these obstacles.

Evaluation aims to collect, analyze and present data for determining decisions regarding the curriculum whether to be revised or replaced (Suluh, 2019). Curriculum evaluation plays an important role both in determining educational policy in general, as well as in decision making in the curriculum. The results of the curriculum evaluation can also be used by teachers, school principals and other education implementers, in understanding and assisting the development of students, choosing lesson materials, choosing learning methods and aids, assessment methods and other educational facilities (Wahzudik, 2020). Important components to be evaluated include: evaluation of educational objectives; evaluation of curriculum content/materials; evaluation of learning strategies; and evaluation of the assessment program. Evaluation of educational objectives, evaluation of curriculum

content/materials, and evaluation of the assessment program are carried out at the end of each school year and before entering the new school year (Ismail, 2014). This evaluation is carried out prior to the curriculum planning process at the beginning of the new school year. While the evaluation of the learning strategy which is an evaluation of the implementation of learning carried out by the teacher, especially in the classroom to find out whether the learning strategy implemented can be successfully implemented at the end of each supervision activity carried out by the principal.

Based on the results of research on the supervision of curriculum implementation, school principals and school supervisors carry out supervision once a year. Supervision techniques used vary starting with class supervision, providing guidance with examples and also discussion. The results of teacher supervision found that there were still teachers who did not master the subject matter. In addition, most of the learning is still dominant in the teacher's explanation, while the learning methods are quite varied, teachers generally have utilized the IT facilities available in each classroom. Likewise exploration and elaboration activities. Following up on the results of supervision, teachers are given training in both the KKG and other relevant agencies that carry out training/ToT/workshops/seminars/socialization or workshops. Training in the development of teaching materials can effectively improve the pedagogic competence of teachers (Sutarto, et al., 2021)

The principal of SD Qur'an Hanifah is assisted by a teacher or educator in this case the curriculum development team, conducts evaluations in the development and implementation of the curriculum. In addition to evaluating from direct observation of the implementation of the curriculum in the school environment, the principal also evaluates through the results of observations and supervision of learning in the classroom. The results of the evaluation are useful for improving the preparation and development of the curriculum at the next level and year.

Based on the research results obtained data that the curriculum evaluation conducted by SD Qur'an Hanifah uses the CIPP model which has 4 types of evaluations, namely: Context evaluation (context), Input (input), Process (process), and Product (results). the same written by Zhang et al. (2011: 79) at the conclusion of their research, it was stated that the CIPP evaluation model from Stufflebeam has the potential to direct educational institutions in evaluating curriculum and learning processes systematically. The following are the details of the curriculum evaluation conducted by SD Qur'an Hanifah.

Evaluation of curriculum content, an analysis of the curriculum that has been used for one academic year, if found things that need to be improved or even eliminated, will be reviewed as consideration for the preparation of the curriculum for the next school year. In evaluating the content of this curriculum SD Qur'an Hanifah examines the effectiveness of the structure and content of the curriculum for subjects both general and Qur'anic subjects, compulsory content, local, self-development, competency achievement, various learning levels, KKM, excellent school programs such as tahfidz , parenting, habituation of dhuha prayer, etc.

In addition to curriculum content, evaluation at SD Qur'an Hanifah is also carried out through identification of the teaching and learning process in the classroom, learning achievement, learning motivation, creativity, activity, and obstacles that occur in the learning process. This evaluation is based on student assessments that have been carried out by the teacher. Evaluation is also carried out at the end of each semester. The principal also evaluates the teaching staff through monitoring from the planning of classroom learning to the implementation of learning to see the professional abilities, responsibilities and pedagogic competencies of teachers. This evaluation is also based on the results of the daily assessment and supervision of the principal. Another evaluation was that SD Qur'an Hanifah identified graduation as seen

from the quality and quantity of graduation. In addition, graduation evaluation is also carried out through analysis of the output and outcome of graduates in further education.

Curriculum evaluation can provide information regarding the suitability, effectiveness and efficiency of the curriculum towards the objectives to be achieved and the use of resources, which is very useful information as a decision-making material whether the curriculum is still being implemented but needs revision or the curriculum must be replaced with a new curriculum (Wardani, 2016). It is also important to evaluate the curriculum in order to adapt to the development of science, technological advances and changing market needs. The principal plays a role in controlling the evaluation system, so that the evaluation can be carried out in accordance with the stated objectives Based on the results of the research, the Principal of SD Qur'an Hanifah collaborates with teachers to conduct an objective evaluation so that the evaluation results really show the real student learning outcomes so that the achievements achieved by students are the students' hard work in following the learning process.

The results showed that all aspects or dimensions that existed in the Hanifah Qur'an Elementary School curriculum had been evaluated. The evaluation of curriculum ideas is intended as an effort to obtain information about the main ideas of the curriculum consisting of philosophical, sociological, psychopedagogical, theoretical, juridical, systems, and curriculum models that are used as the basis and framework for curriculum development. In addition to the suitability of curriculum ideas, evaluation activities are also intended to determine the suitability between curriculum ideas and curriculum design (Yusuf, 2015). Curriculum design is usually in the form of a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

Evaluation of the curriculum document is carried out to obtain information regarding the suitability between the substance of the Curriculum Document and the Curriculum Design. Curriculum documents as a collection of documents that function as curriculum operational devices in each school consist of KTSP documents (books 1,2 and 3) or educational programs, curriculum documents for each subject, curriculum implementation guidelines, textbooks, teacher manuals, and documents other curriculum. This is in line with what was conveyed by Ornstein & Hunkins (2013) which states that the traditional definition, curriculum means subjects or subject matter that will be taught in schools, including preparation methods and teaching materials. Evaluation activities on the dimensions of curriculum implementation are intended to obtain information regarding the suitability of curriculum documents with curriculum implementation, for example in the learning process in class. Curriculum implementation can be interpreted as a process of realizing curriculum design which is translated into aspects of providing documents, books, training, mentoring, and monitoring for the smooth implementation of learning. The curriculum document (ideal curriculum) will not be meaningful for the development of learning if it is not implemented or realized in real learning or commonly called the actual curriculum (Hamdi, 2020). By evaluating learning activities, schools can determine their relevance to the ideas and curriculum documents that have been developed by each educational unit. The fourth dimension that is no less important in curriculum evaluation activities is the evaluation of the results and impacts of implementing a curriculum. The results of the curriculum can be interpreted as a form of behavior change as a result of learning which is usually grouped into attitude competence, knowledge competence, and skill competence as learning outcomes that are manifested in the form of personal qualities and behavior in everyday life (Ikhsan, 2018) Through this evaluation, schools will get important information regarding the suitability

of learning outcomes with Core Competencies and Graduate Competency Standards. While the impact of the curriculum is a change in the collective behavior of the community around where a curriculum is applied. With this evaluation, the school will get information about the implications of acquiring attitude competence, knowledge competence, and skill competence of students on changes in the attitudes of the collective behavior of the surrounding community.

Curriculum evaluation activities that cover all aspects of the curriculum are new in curriculum evaluation activities in Indonesia. Prior to the implementation of the 2013 Curriculum, curriculum evaluation activities were still limited to evaluating learning outcomes including daily tests, midterm exams, final semester exams/grade promotions, and national exams. Overall curriculum evaluation activities that cover all aspects of the curriculum do not necessarily run smoothly without obstacles in the field, especially the school curriculum development team (Lubis, 2015). To support curriculum evaluation activities in schools where this research was carried out, it has succeeded in identifying any urgent needs to be realized by schools, government and other education stakeholders. These needs include the need for the development of standard curriculum evaluation instruments, curriculum evaluation guidebooks, training on curriculum evaluation techniques, curriculum evaluation budget support and curriculum experts who are expected to be in every school.

The school's understanding of the concept and urgency of curriculum evaluation can be said to be good. Curriculum evaluation includes all aspects of the curriculum which include ideas, documents, implementation and outcomes as well as the impact of the curriculum by adopting various curriculum evaluation models (Bahtiar, 2019). Schools need support from various education stakeholders in terms of budgets, training in curriculum evaluation techniques, guidebooks and curriculum evaluation instruments as well as support from curriculum experts in schools. Based on the

results of this study, it is necessary for the government through the Ministry of Education and Culture and universities to organize special training on curriculum evaluation techniques for elementary schools, considering the importance of competency evaluation of a curriculum in order to create quality National Education.

CONCLUSION

Based on the focus of the problem, exposure to data, research findings in the field as well as data analysis and discussion of the thesis entitled "Al-Qur'an-based Curriculum Management at SD Qur'an Hanifah Semarang", it can be concluded that SD Qur'an Hanifah has implemented the process Al-Qur'an-based curriculum management goes through four stages, namely planning, organizing, implementing and evaluating. At the planning stage, the principal holds a meeting at the beginning of the new school year with the foundation board, committee, teacher council, community leaders, religious leaders, and academics. Curriculum planning at SD Qur'an Hanifah runs in a structured manner, both school level and class level planning, such as the completeness of curriculum documents, teaching preparation, and other school programs. However, it is still necessary to develop human resources, especially the knowledge and experience of the curriculum as well as the alignment of the plans that have been made so that all can be implemented. At the organizing stage, the principal is in charge of supervising activities that are the goals of the school and dividing work tasks to educators through the waka curriculum with the division of professional work tasks. Furthermore, organizing classes, designing classes, using learning methods that can stimulate the involvement and activities of students.

At the implementation stage (Actuating), it is carried out through pre-instructional, instructional (core/content) and follow-up/evaluation activities based on the planned curriculum. The implementation of the curriculum at SD Qur'an Hanifah has two levels,

namely the implementation of the school-level curriculum and the implementation of the classroom-level curriculum. At the school level, the Principal and Deputy Head of Curriculum are responsible for its implementation, such as coordinating the activities of teachers, guiding teachers in implementing the class-level curriculum, and carrying out all planned activities in an effort to achieve curriculum goals. In implementing the class-level curriculum, the role is as a controller of the teaching and learning process in the classroom and has tasks such as making program plans for one year (prota), one semester program (promissory note), and making lesson plans (RPP). The implementation of curriculum management is carried out at SD Qur'an Hanifah in the form of teacher documents to carry out learning activities which include syllabus development, Annual Programs (Prota), Semester Programs (Prosem), Lesson Units (Satpel), and Learning Implementation Plans (RPP). Besides that, in the implementation of curriculum management, teacher assignments are also carried out, giving additional assignments, preparing schedules, dividing study groups, filling teacher and student absences, determining extra-curricular activities, conducting exams and filling out report cards, as well as implementing remedial for students who have not been completed. In implementing curriculum management and decision making as well as implementing teaching programs, principals work closely with other teacher councils to prepare teaching preparation in the classroom and participate in every decision making to promote effective and efficient teaching. At the evaluation stage (Controlling) the SD Qur'an Hanifah curriculum is carried out by the principal and classroom teachers directly by means of sudden, systematic, periodic, continuous, and thorough inspections using the CIPP (Context, Input, Process, and Product). Evaluation of the curriculum at SD Qur'an Hanifah is carried out at the end of the school year by holding a curriculum evaluation meeting with the entire board of teachers and school staff. The evaluation meeting discussed the

shortcomings and weaknesses of the curriculum used, what needs to be developed and improved, as well as controlling teacher performance for one year and to evaluate educators, about how to implement learning in class, then personality abilities, mastery of teaching materials, and responsibility for teacher's obligations.

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