



## Basic Characteristics And Curriculum Planning Stages At MTS Assalaam Bandung

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Receive: 17/08/2022

Accepted: 19/09/2022

Published: 01/10/2022

### Abstrak

Tujuan penelitian adalah untuk memperoleh gambaran serta menganalisis tentang karakteristik asas tahap dan perencanaan kurikulum di MTS Assalaam Bandung. Penelitian ini menggunakan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa program pembelajaran di sekolah MTS Assalaam Bandung disusun berdasarkan Standar Nasional membentuk generasi Qur`ani yang cendikis, sholeh, terampil dan berakhlak mulia. MTS As-Salaam Bandung memiliki program tahfidz quran dengan orientasi 30 juz dalam kurun waktu kurang dari dua tahun. Kurikulum MTS Assalaam Bandung merupakan kurikulum yang terintegrasi dengan kurikulum sekolah dan kurikulum Kemenag. Dalam kurikulum MTS Assalaam terdapat suatu keharusan yang mewajibkan peserta didiknya mondok dan juga tinggal di asrama dengan tujuan agar dapat menunjang prestasi dan kemampuan peserta didik yang mendapatkan bimbingan selama 24 jam di pesantren. Kajian pengetahuan agama yang diajarkan di MTS Assalaam Bandung dengan rujukan kitab kuning yaitu kitab Akhlakul banin, banat, tijan, ta'lim, tashrif dan taqrib. Semua kitab-kitab tersebut diintegrasikan dengan pelajaran-pelajaran umum agar peserta didik tidak hanya memiliki kemampuan dalam ilmu-ilmu umum tetapi memiliki pengetahuan integratif yang mengarah pada kesalehan vertikal juga kesalehan horizontal.

**Kata Kunci:** Karakteristik, Perencanaan, Kurikulum.

### Abstract

*The research objective was to obtain an overview and analyze the characteristics of the stages and curriculum planning at MTS Assalaam Bandung. This study uses a qualitative approach. The results of the study show that the learning program at MTS Assalaam Bandung school is structured based on National Standards to form a generation of Qur'ani who are smart, pious, skilled and have noble character. MTS As-Salaam Bandung has a tahfidz quran program with an orientation of 30 chapters in less than two years. The MTS Assalaam Bandung curriculum is a curriculum that is integrated with the school curriculum and the Ministry of Religion curriculum. In the Assalaam MTS curriculum there is a requirement that requires students to study and also live in dormitories with the aim of being able to support the achievements and abilities of students who receive 24-hour guidance at Islamic boarding schools. The study of religious knowledge taught at MTS Assalaam Bandung with reference to the yellow book, namely the book Akhlakul banin, banat, tijan, ta'lim, tashrif and taqrib. All of these books are integrated with general lessons so that students do not only have general knowledge skills but have integrative knowledge that leads to vertical piety as well as horizontal piety.*

**Keywords:** Characteristics, Planning, Curriculum.

### Introduction

Curriculum planning must be based on management functions and must be carried out carefully. To prepare quality students, the curriculum should go through management functions which

according to Henry Fayol in (Hasbi, 2021) are related to Planning, Organizing, Direction, Coordination and Control. Careful and systematic and integrated planning, good organization, implemented in the field, and supervised implementation. Meanwhile,

according to Terry in (Fardiansyah, 2022) management, there are four management functions, namely: 1) Planning, 2) Organizing, 3) Actuating, 4) Controlling.

According to Syam in (Abdurrohman, 2022) that in order to achieve the educational goals that have been proclaimed, a design and plan is needed which is called a curriculum. According to (Apiyani, 2022) that the curriculum includes plans, designs, processes that are used as guidelines during the learning process. It is an important element that is used as a reference for educating the character of students in educational institutions.

According to (Abdurrohman, 2022) that the difference between Islamic education and other education lies in its orientation towards life after death. Islamic education curriculum planning according to him must be based on divine values and based on the sources of Islam itself, because Islamic education is part of the mission of Islam which is rahmatan lil 'alamin. The propositions from the Qur'an and Hadith are the spirit and wisdom in planning the curriculum of Islamic education. Abdurrahman added that good Curriculum Planning would make the output of Islamic education in line with the stated educational goals.

To develop a plan one must refer to the future. Curriculum planning will certainly have an influence in determining various things, especially related to learning objectives and learning targets themselves. Then in setting goals or final results, developing strategies to achieve the final goals, formulating or setting priorities and sequences of strategies, establishing work procedures with new methods, and developing policies, it will be easy to do after having consistency in curriculum planning based on rational and measurable principles.

Principle is something that becomes the basis of thinking or opinion, while planning is rooted in design which means the framework of something to be done (KBBI). The principle of planning has the meaning of the basic rational foundation which is the reason for a plan to occur. Things that need to be considered in the preparation of the curriculum are the principles of the curriculum. According to Sorimuda Nasution in (Hardianti, 2020) that the principles of this curriculum form the basis for curriculum development. There are four curriculum principles according to Nasution in (Hardianti, 2020), namely: 1) philosophical principles, 2) psychological principles, 3) sociological principles, and 4) organizational principles. So according to Nasution, the preparation of the curriculum for the superior class is based on these principles.

Related to the meaning of curriculum planning, it certainly has aims and objectives that are carried out in a planned and systemic manner. In her scientific article, Marliza Oktapiani explains that planning is a number of activities that are predetermined to be carried out in a certain period in order to achieve the goals set. Bintoro Tjokroaminoto in (Darmawan, 2021) explains that planning is the process of systematically preparing activities to be carried out to achieve certain goals.

According to Hasibuan in (MF AK, 2021) the word curriculum from the word curriculum in English means a lesson plan. Curriculum comes from the word "currere" which means running fast, advancing quickly, creeping, rushing, exploring, undergoing, and trying. Eveline Siregar as quoted (Oktapiani, 2019) explains that curriculum is defined as teaching objectives, learning experiences, learning tools, and assessment methods that are planned and used in education. According to the National Education System Law No. 20 of 2003 states that: "The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning to achieve certain educational goals."

When the words principle, planning and curriculum are combined, they become the principle of curriculum planning, which will have a new understanding or meaning. The Curriculum Planning Principle is a measurable and systemic rationale for planning a learning activity that is used as a guideline for implementing learning to achieve the desired goals. According to Peter F. Olivia, as quoted (Roziqin, 2019) that curriculum planning occurs at various levels, namely employees, disciplinary staff and teaching staff and others who are involved in curriculum planning. However, according to him, teachers participate the most in the curriculum.

## **Methodology**

This study seeks to analyze and describe the characteristics of the stages and curriculum planning at MTS Assalaam Bandung. The writer uses a qualitative approach to analyze the study of the characteristics of the stages and curriculum planning at MTS Assalaam Bandung.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2018) qualitative

research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

#### 1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Arifudin, 2019). The formal object in this study is data, namely data related to a critical review of the study of the characteristics of the stages and curriculum planning at MTS Assalaam Bandung

#### 2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Bahri, 2021) suggests that it is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the characteristics of the stages and curriculum planning at MTS Assalaam Bandung, and secondary data obtained from both national and international journals.

#### 3. Data Collection Tools

In this study, the authors will use observation, documentation and interviews as tools for data collection because this research is library research. In other words, according to (Sulaeman, 2022) this technique is used to collect data from primary and secondary sources.

#### 4. Data Analysis Techniques

Data analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. According to (Mayasari, 2021) that the use of a "qualitative" analysis strategy is meant that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

#### 5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical

descriptive approach. According to (Nasser, 2021) that descriptive analysis (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure according to (VF Musyadad, 2022) is to produce descriptive data in the form of written data after conducting a content analysis of a text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

### **Findings and Discussions**

#### **The Principles of the Curriculum Planning Stage in Schools**

In carrying out curriculum planning, one must pay attention to the principles or theoretical foundations related to the curriculum itself. Like building a house or building a building, it requires a solid foundation so that the building that is being built has solid strength. This is in line with (Arifudin, 2022) which suggests that there are indicators that must be met in making a curriculum in accordance with predetermined goals.

Likewise planning or planning a curriculum, of course, must be based on a strong foundation. According to Wina Sonjaya in (Arifudin, 2021) that mistakes in determining and compiling curriculum foundations mean mistakes in determining education policies and implementation.

According to Oemar Hamalik, as also quoted (Arifudin, 2020) by that in curriculum planning in schools, there are several aspects that must be considered. The aspects that characterize the principles of curriculum planning in schools and in madrasas are as follows:

1. Curriculum planning must be based on a clear concept of various things that make life better, the characteristics of present and future society, and basic human needs.
2. Curriculum planning must be made by considering and coordinating the essential elements of effective teaching and learning within a comprehensive framework.
3. Curriculum planning must be both anticipatory and reactive. Education must be responsive to the needs of students, in order to help students lead a good life.
4. Educational goals should emphasize the needs of society.

5. The formulation of the various objectives of the approach must be clarified with concrete illustrations, so that they can be used in the development of specific curriculum plans. otherwise, the perceptions that emerge are unclear and contradictory.
6. In curriculum planning, continuous evaluation of decisions that have been planned for the curriculum, which also includes an analysis of the process and content of the curriculum.
7. All levels of schools, from Kindergarten to Higher Education, should respond to and accommodate the changes, growth and development of students. For this reason, it is necessary to reflect on the organization and procedures in various ways.

The seven Principles of Curriculum Planning above have many variables which must be used one by one as a theoretical basis to guide the formation of the curriculum so that the desired goals can be achieved properly. Hamalik is quoted (Ulfah, 2022), mentioning ten principles that must be considered in curriculum planning. The ten principles are objectivity, integration, benefits, efficiency and effectiveness, suitability, balance, convenience, continuity, standardization, and quality.

### **Principles of the Curriculum Planning Stage at MTS Assalaam Bandung**

Al-Quran as a guide for Muslims in which there are instructions that lead to a happy life in this world and the hereafter. Because the Al-Quran is a guide and also a way of life that must be studied and studied, especially by Muslims, it is necessary to have a program or curriculum on how to understand it. Of course, in order to understand the Al-Quran, a method or method is needed as the scholars do it.

Step by step in learning the Koran must be carried out based on the planned curriculum starting from memorizing, understanding, and also practicing it in everyday life. MTS Assalaam Bandung carries out careful curriculum planning in making students memorize, understand and practice the Al-Quran. Of course the main goal is for Assalaam MTS students to become students who have broad insight in religious knowledge, memorize and understand the Koran, but also students who have a Quranic personality or have Quranic morals so that a beautiful attitude is seen as a student with Quranic character.

A number of programs from the curriculum were reduced to practical programs which have their own advantages reflected in the activities of the students who continue to be equipped with religious insights originating from classical books as an

implementation of the curriculum plans made. Some programs that are mandatory for students or students at MTS Assalaam Bandung as explained below:

#### **a. Compulsory Curriculum for Studying**

The learning program at MTS Assalaam Bandung school is structured based on National Standards and Norms which aims to form a generation of Qur'ani who are educated, pious, skilled and have noble character. Madrasah Tsanawiyah As-Salaam is an Islamic Education Institution that has a tahfidz quran program with an orientation of 30 chapters in less than two years. The Tsanawiyah curriculum or MTS Assalaam is a curriculum that is integrated with the school curriculum and the Ministry of Religion curriculum. In the MTS Assalaam curriculum there is a requirement or instruction that requires students to study and also live in dormitories with the aim of being able to support the achievements and abilities of students who receive 24-hour guidance at Islamic boarding schools.

Madrasah Tsanawiyah As-Salaam is a boarding school-based formal junior high school-level educational institution that focuses on Tahfidz Al-Quran. Learning planning is carried out in five stages, namely: 1) Determining targets for memorizing students, 2) Determining learning strategies and methods for learning and memorizing the Koran, 3) Determining learning schedules, 4) Determining instructors or coaches, and 5) Determining learning evaluations.

The five plans mentioned above were carried out consistently and directed according to the instructor's instructions and directions. Organizing in terms of coordination is done by involving people starting from the head of the madrasa, teachers, and instructors or mentors. Then in the implementation of learning at MTS Assalam consists of 4 stages. The four stages are Ibtida Class, Tahsîn Class, Tahfiz Class, and Mumtaz Class.

There are various tahfidz learning methods. This is intended so that there is mutqin memorization or solid memorization of students or MTS Assalaam Bandung students. Those methods are wahdah method, sima'I, jama' and muraja'ah method.

The wahdah method is a method that memorizes one by one the verses to be memorized. To achieve initial memorization in the wahdah method, that is, each verse can be read ten times, or twenty times, or more so that this process is able to form a pattern in its shadow. Then the Sima'I Method is a method of memorizing by listening to each other either the teacher who reads it or the students who read it as a form of deposit from the verses that have been memorized. Then the Murajaah method is a

method of memorizing by means of murajaah or reciting it regularly by the students themselves so that the memorization of the Al-Quran that has been memorized becomes stronger and stronger in memory.

At MTS Assalaam Bandung in tahfidz Al-Quran there is something called Evaluation, namely Evaluation which uses an assessment in the form of a rote deposit system. By repeating daily deposits, also by repeating deposits in every mid-semester and semester and deposit at the end of graduation. The results obtained with the above methods had a good impact on the memorization of the students so that many students already had memorized 5 chapters. In addition, this method also has an impact on the formation and instilling the attitude of students to become good and correct Al-Quran readers according to the science of recitation.

At MTS Assalaam there are supporting factors, namely professional teachers, a very supportive dormitory environment where students live, sufficient media for students, and also the learning methods used in each lesson have many variations. This has an impact on learning that is fun and enjoyable.

#### **b. Religious Knowledge and General Knowledge**

Study of religious knowledge taught at MTS Assalaam Bandung with reference to the yellow book, namely the book Akhlakul banin, banat, tijan, ta'lim, tashrif and taqrib. All of these books are integrated with general lessons so that students do not only have general knowledge skills but have integrative knowledge that leads to vertical piety as well as horizontal piety. Then there are also several fiqh studies. whose teachers are directly from Al Ahgaf Yemen Alumni. Learning religious knowledge with an applicative model means that religious lessons are not only given or taught theoretically but lead to everyday attitudes at school.

The development of Arabic is given in the classroom which is combined with direct learning through classic books or what we know as the yellow book makes students accustomed to writing and speaking Arabic well. The blended curriculum between classic and modern taught at MTS Assalaam Bandung makes religious and general learning easier and more enjoyable. This is proven by the enthusiasm of the students and the enthusiasm of the students to study religion and general science at MTS Assalaam Bandung.

The general learning used at MTS Assalaam refers to the 2013 National Curriculum standard under the auspices of the Ministry of Religion. As is the government's decision that requires all schools/madrasas to carry out learning activities

based on the 2013 National Curriculum. General learning also focuses on a number of general subjects as well as procuring extra-curricular hours. Then there is special guidance for students to participate in the national level Olympiad. Intensive learning with special guidance by professional instructors with more extensive time.

#### **Conclusion**

From the explanation of the results of the research above, it can be concluded that the learning program at MTS Assalaam Bandung school is structured based on National Standards to form a generation of Qur'ani who are intelligent, pious, skilled and have noble character. Madrasah Tsanawiyah As-Salaam is an Islamic Education Institution that has a tahfidz quran program with an orientation of 30 chapters in less than two years. The Tsanawiyah curriculum or MTS Assalaam is a curriculum that is integrated with the school curriculum and the Ministry of Religion curriculum. In the Assalaam MTS curriculum there is a requirement or instruction that requires students to study and also live in dormitories with the aim of being able to support the achievements and abilities of students who receive 24-hour guidance at Islamic boarding schools. The study of religious knowledge taught at MTS Assalaam Bandung with reference to the yellow book, namely the book Akhlakul banin, banat, tijan, ta'lim, tashrif and taqrib. All of these books are integrated with general lessons so that students do not only have abilities in general sciences but have integrative knowledge that leads to vertical piety as well as horizontal piety. The general learning used at MTS Assalaam Bandung refers to the 2013 National Curriculum standard under the auspices of the Ministry of Religion. As is the government's decision that requires all schools/madrasas to carry out learning activities based on the 2013 National Curriculum. General learning also focuses on a number of general subjects as well as procuring extra-curricular hours. Then there is special guidance for students to participate in the national level Olympiad. Intensive learning with special guidance by professional instructors with more extensive time.

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