

LOCAL CONTENT CURRICULUM MANAGEMENT AT MA AL ASYHAR BUNGAH GRESIK

Muhammad Haris ¹

¹*Institut Pesantren Sunan Drajat Lamongan*
muhammadharis@insud.ac.id

Abstrak: Kurikulum muatan lokal bertujuan untuk membekali peserta didik dengan pengetahuan, keterampilan, dan sikap yang diperlukan untuk memahami masyarakat dan lingkungan sesuai dengan nilai-nilai lokal serta untuk menjaga pembangunan daerah dan nasional. Oleh karena itu, diperlukan upaya nyata untuk memasukkan muatan lokal ke dalam kurikulum, termasuk kajian kitab kuning, guna memperkuat peran muatan lokal dalam melestarikan nilai-nilai budaya di masyarakat. Era globalisasi telah memajukan dan memodernkan pendidikan dan masih mengembangkan pembelajaran modern. Namun lembaga pendidikan seperti MA Al Asyhar Bungah Gresik juga melestarikan warisan ulama terdahulu dengan mempelajari kitab kuning. Pendirian instruktif ini menyampaikan pembelajaran kitab kuning ke dalam materi pembelajaran yang sedang dikaji. Kitab Kuning adalah kitab-kitab karangan para peneliti terdahulu yang memuat contoh-contoh tentang Islam, baik dalam bidang fikih, akidah atau lainnya, yang disusun dengan menggunakan huruf Arab. Kehadiran kitab kuning adalah untuk membantu mempermudah masyarakat dalam memahami Islam melalui karya atau perubahan seorang peneliti.

Kata kunci: Manajemen Kurikulum, Muatan Lokal Kita Kuning

Abstract: The local content curriculum aims to equip students with the knowledge, skills, and attitudes necessary to understand society and the environment in accordance with local values and to maintain regional and national development. As a result, real efforts are required to include local content in the curriculum, including the study of the yellow book, in order to strengthen the role that local content plays in preserving cultural values in society. The age of globalization has advanced and modernized education and is still developing modern learning. However, educational establishments like MA Al Asyhar Bungah Gresik also preserve the legacy of previous scholars by studying the yellow book. This instructive establishment conveys the learning of the yellow book into the learning material being examined. The Yellow Book are books composed by past researchers which contain examples about Islam, be it in the field of fiqh, aqidah or others, which are composed utilizing Arabic letters. The presence of yellow books is to assist with making it more straightforward for individuals to grasp Islam through the work or compositions of a researcher

Keywords: Curriculum Management, Kitab Kuning Local Content

Introduction

A characteristic that enriches the values of Indonesian life is the multicultural diversity of various ethnic groups, including local customs, procedures, languages, arts, crafts and skills. Therefore, this diversity must be maintained and created while maintaining the noble values of the Indonesian nation through educational efforts. Students can gain a better understanding of their environment by learning about the social, cultural and environmental conditions around them. Through education, the environment is introduced and developed to support improving the quality of human resources and ultimately increasing the abilities of students. Rusman: 2009: 403) Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by them, society, citizens and the State, as stated in Chapter I Article 1 paragraph

(1) UU.RI.No.20 of 2003 concerning the National Education System. Arifin Zainal: 2014: 203) It is also stated in Chapter In paragraph 3 it is emphasized once again that the curriculum is developed in accordance with the level of education in the Unitary State of the Republic of Indonesia by paying attention to: increasing faith and piety, developing noble morals, developing students' potential, intelligence and interest in the diversity of regional and environmental potential, demands of the world of work, development science, technology and art, religion, global dynamics, national unity and national values, as well as demands for regional and national development. The essence of these two paragraphs is that regional potential, diversity of regional potential, and the environment must be taken into consideration in developing the curriculum.

The implication is that local content must be included in the curriculum structure. Arifin Zainal: 2014: 203) The fact that Indonesia is home to cultural diversity is the basis for policies regarding the incorporation of local content programs into content standards. Educational programs are implemented in community-based schools. As a result, educational programs in schools must provide students with a comprehensive understanding of the environment around them. Local content cannot be covered by content standards that are all created centrally. As a result, it is necessary to arrange topics according to local content. Rusman: 2009: 403)

In general, the idea of oddballs around is a collection of plans and guidelines with respect to objectives, content, and learning materials structured by study units according to various local potentials, provincial qualities, territorial benefits, local requirements, and each appropriate climate and techniques which are used as rules for carrying out exercises. learning to achieve certain educational goals. Specifically, environmental content is a learning program as a subject whose substance and delivery media are related to the general habitat, social climate and social climate as well as territorial requirements that students must focus on in the surrounding area. (Arifin Zainal: 2014: 203)

As a general rule, the motivation behind developing a nearby happy education plan means providing students with information, skills, and perspectives to life so that they have a solid knowledge of the climate and society appropriate to the qualities prevailing in their space and supporting coherence. the turn of provincial events and the turn of public events. Therefore, real efforts are needed to include local content in the curriculum, including the study of the Yellow Book, in order to strengthen the role of local content in society in preserving cultural values.

The era of globalization has advanced and modernized education and is still developing modern learning. However, educational institutions such as MA Al Asyhar Bungah Gresik also preserve the legacy of previous scholars by studying the yellow book. This instructive stance conveys the learning of the yellow book into the learning material being studied.

The Yellow Books are books written by previous researchers which contain examples of Islam, both in the fields of jurisprudence, aqidah or others, which are compiled using Arabic letters. The purpose of the yellow book is to make the work or writings of a scholar more easily understood by the general public.

One of the schools under the umbrella of the MA Al Asyhar Bungah Gresik Educational Institution, MA Al Asyhar Bungah Gresik has the characteristics of Islamic education. The institution's Islamic background makes it ideal for including local religious-based content subjects into the curriculum, which strongly supports this. At MA Al Asyhar Bungah Gresik, the local content curriculum includes a number of yellow book lessons, including Ta'limul Muta'allim, Bulughul Marom, and Kifayatul Akhyar. The aim of learning from the yellow book is so that students at this madrasah, apart from excelling in general subjects, also do not lose in religious knowledge.

Method

The procedures for conducting research are known as research methods. This research is field research with a type of subjective exploration. Using scientific logic, qualitative research analysis places more emphasis on deductive and inductive inference processes as well as dynamic analysis of relationships between observed phenomena. Azwar, Saifuddin: 2007; 204).

This kind of subjective exploration is seen as a testing system that produces explanatory information as words composed or expressed from the individual and the behavior observed. Primary Data and Secondary Data are used as the desired data sources according to the research object. The standard and systematic method for obtaining the required data is data collection. Information gathering is an important stage in research. (Moleong, Lexy J.: 20026: 6)

The information collected will form the basis of the investigation. Consequently, data collection must be planned, organized, and aligned with the research problem. This research data collection method includes interviews, observation, and documentation. Information investigation is a method involved with assembling information so that it tends to be elaborated. Organizing information implies organizing it by examples, subjects or classifications. Researchers are responsible for conducting analysis of the data collected to determine its meaning.

In this research, descriptive analysis methods were used to analyze the data.

The procedure or method for solving research problems by describing the state of the object under study (a person, institution, community, factory, etc.) is known as descriptive analysis techniques. because it is based on real evidence. In this research, researchers used the following data analysis methods: Information Derivation, Information Show and Inference Making. In addition, seeking the legitimacy of information is an important idea that is rebuilt from the ideas of legitimacy and interest (Legitimacy). The degree of confidence in the validity of the data (data credibility) can be determined by carefully examining triangulation and observation methods.

Findings and Discussion

Local Content Curriculum Management for Yellow Book Learning at MA Al Asyhar Bungah Gresik

A board is the act of overseeing something regardless of the field of training. In the field of education, management is needed to control or regulate things so that they do not run alone and are not directed. Like the nearest happy education program for studying the yellow book at MA Al Asyhar Bungah Gresik, there must be an implementer so that everything can run as expected and be consistently maintained. The nearest yellow book happiness education program at this madrasah has been around since we first settled. The reason is, this madrasa was previously part of the Mu'alimin-Mualimat madrasa, which was later split into MTs and MA Al Asyhar Bungah Gresik. As a result, it is not surprising that the students at these two madrasas learn various lessons from the yellow book, especially the MA. The management of the environmental content education program for studying the yellow book at MA Al Asyhar Bungah Gresik is divided into three stages, namely the preparation stage, the implementation or execution stage, and the assessment stage.

a. Planning

The process of describing the actions to be taken to achieve a desired outcome is known as planning. In planning, every resource needed for implementation, whether natural resources, human resources, or other resources, has been arranged to make implementation easier for the implementer.

The basics of a good arrangement include:

1. Forecasting, namely the process of making assumptions about what will happen in the future;
2. Scenarios, which include figuring out several different possible future events or scenarios;
3. Benchmarking, namely comparing current performance with other companies to see how well it compares with competitors.
4. Participation and involvement, which includes planning for all people who may influence the results of the planning and/or will help implement the plan;
5. Use of staff

There are three stages to creating a curriculum plan, the first is strategic planning, which includes objectives and resources. This is the most crucial aspect because local content itself adapts to the surrounding environmental conditions and will be easier to implement later if the necessary resources are available. Preparation of the subjects to be taught is second. The people who know some of the subjects are the originators who are generally kyai and also regional pioneers who have in-depth rigorous knowledge. Next, the third is to find out the winning program from the nearest yellow book which includes strategy, presentation material, assessment process and then the timing.

The following steps can be taken during local content planning:

1. Determine regional conditions and needs; B. Determine the purpose, arrangement, or composition of local content;
2. Determine local content study materials;
3. Determine subjects for local content; e. Create competency standards, basic competencies, and syllabus and RPP. Rusman: 2008: 40)

Educators must plan the implementation of face-to-face learning after the syllabus is completed. The parts of the learning implementation plan essentially contain learning targets, learning materials, media and learning assets. Also prepare plans that describe the vision and mission or encourage the implementation (functional) of the goals to be achieved in each guarantee of the various components that will be used in the process of implementing educational programs for the dynamic cycle stages which include: 1) can identify evidence of the problems faced (goals to be achieved) 2) Improvement of each elective strategy, assessment, faculty, spending plan and time. 3) Analyze each of these options and decide which one is most suitable.

b. Implementation

Implementation is the implementation of plans that have been made previously. The implementation of the yellow book environmental content education plan at MA Al Asyhar Bungah Gresik has two stages, namely the arrangement of educators and learning tools and the second is the implementation of learning programs or what is usually referred to as learning and learning exercises. The learning training method consists of three training phases, namely initial training, middle training and final training.

The first activity is carried out so that students are interested and motivated to take part in learning so that they are better prepared to learn the material. These include motivating and attracting students' attention, as well as explaining the subject matter to be studied. Next are the central actions, specifically topic structuring. To provide a clear reference point for discussion, the lesson material is modified to suit the established syllabus and lesson plans. The learning technique used is the *bandongan* strategy expected in Islamic life experience schools.

The next stage is the final action through learning assessment. Written test and oral test are two types of evaluation. The exams prepared are from the madrasah program, specifically for mid-semester exams and then final semester exams. This madrasa also offers a book reading test program for class XII students.

In addition, each teacher has his or her own oral exam, which takes place at a predetermined time and requires reading a Javanese translation of the material presented and explaining the main points. Evaluation is very important to maintain high standards of teaching and learning activities and achieve desired results.

Implementing learning as a direct application by educators in the process of interaction with students in class is the next stage of implementing the local content curriculum. A person's development is implied by learning. In learning, the teacher's main task is to condition the climate to help make changes for students. (Oemar Hamalik: 2008: 238).

Learning or educating and growing experience is an interaction that is managed with certain stages, so that its implementation achieves normal results. Initial activities, core activities, and closing activities are stages of learning activities. (Majid Abdul: 2005: 104).

The underlying movement is to advance the implementation of the pick-up following the method to start the example, supervise the demonstration exercise, coordinate the time, students and learning office, complete the evaluation of interactions and learning outcomes, and complete the illustration. (Moh. Uzer Usman: 1994: 120) The next step is teaching the material. The main goal of teaching is to instill and develop knowledge, attitudes and skills related to the subject. Core activities at least include: a) conveying learning objectives; b) Accommodation of material/performance material using appropriate methodology, strategy, office and media equipment; c) Provide instructions for student understanding; and d) Check and verify student understanding.

The end of a growing experience is closure or assessment of learning. Activities that provide confirmation or conclusions and assess the level of mastery of the study material covered in the core activities are called closing learning activities. The teacher or students together come to this conclusion. In the final and follow-up activities, you must complete the following:

- 1) Complete the final evaluation and audit of side effects from the assessment
- 2) Complete the following exercises with elective exercises which include: giving assignments or activities, appointing to concentrate on certain topics, and providing inspiration/concentration for directions.
- 3) Describe or explain the subject matter that will be discussed in the next lesson to conclude the learning process.

The implementation of the local content curriculum has several signs. Local content education can be implemented in educational units in the following ways:

- 1) Nearby happy is instructed at every grade level from preschool unit level to additional training unit level. Local content does not take the form of subjects, especially at the pre-education unit level.
- 2) Local content is taught separately, as study material combined with other subjects, or as self-development.
- 3) If the local content consists of unique local content subjects, the time allotted is two hours per week.
- 4) The duration of local content can be one semester, one year, or even three years.
- 5) The experience of growing contentment combines four perspectives (mental, emotional, psychomotor, and activity).
- 6) Performance, products and portfolio are prioritized in evaluating local content learning.
- 7) For local content subjects, educational units can choose one or several types of learning materials.
- 8) The potential and characteristics of educational units are taken into consideration when implementing local content.

- 9) Training units that do not have dedicated staff for environmental content can collaborate or use staff from different groups.

Execution means completing the outline (point by point structure) that has been drawn up in the setting using various existing strategies and assets and was not completely set in stone in the previous planning stages. Depending on previous planning, the results of this work can achieve the objectives of the activities that have been set. Implementation is carried out by an integrated team, in accordance with each department, division or section, or jointly.

c. Supervision

Supervision is the final stage of management. For this situation an assessment of the educational program has been carried out. At MA Al Asyhar Bungah Gresik, evaluation of the local content curriculum for learning the yellow book is carried out at evaluation meetings at the end of every semester even and odd along with evaluations of other subjects.

The approach taken is to find as much data as can be expected about the current problem from intent to execution. After getting a lot of data, answers will be sought together. This aims to perfect aspects that have not been optimal so that they become even better in the following semesters. Student learning outcomes, on the other hand, are the main focus of evaluation for educators. Through student learning outcomes, teachers can measure how strong the arrangement is and the subsequent development experience that has been carried out.

There are two types of assessment in implementing environmental content, namely a special assessment of satisfactory learning outcomes in the environment and an assessment of environmental content projects. Local content learning outcomes are evaluated in the same way as evaluation of other subjects. There are three ways to evaluate local content programs, namely:

- 1) Reflective evaluation, or evaluation carried out before local content is implemented.
- 2) Evaluation, especially evaluation carried out during the implementation of new local content.
- 3) Summative evaluation, which is carried out after all local content has been implemented. Dakir: 2004: 160)

The purpose of this stage is to examine two things, namely 1), the ongoing process is seen as a control task to determine whether the implementation of the evaluation is in accordance with the plan; secondly, it is seen as a repair function if deficiencies occur during the process. 2) check the results achieved. When compared with the planning stage, this final result refers to the time requirements and results achieved. Methods, infrastructure, personal budget, and time all determined during the planning stage are used for evaluation. Wahyudin Dinn: 2006: 104). The consequences of this assessment become a reference with the aim that future training implementation will be better than anyone expected. Therefore, completing evaluation activities is very important.

Supporting and Inhibiting Factors for Management of the Yellow Book's Local Content Curriculum at MA Al Asyhar Bungah Gresik

Community support and extensive teacher knowledge of the yellow book subject are two supporting factors in managing the local content curriculum program for learning the yellow book at MA Al Asyhar Bungah Gresik. Indeed, community support really determines the success of madrasas in teaching the yellow book. When there is no support, bad things might happen, such as the madrasah will not have many students, and the learning process will be better if the teacher knows a lot about religion.

Regarding inhibiting factors, the limited time allotted, the lack of learning resources available to teachers, and the fact that some students have difficulty following lessons, While this madrasa only allows one hour of study per week, the typical weekly time allotment for local content subjects is two hours.

Teachers will be less free to convey and explain the material presented as a result of which it will have an impact on the implementation of teaching and learning activities. Apart from that, not all teachers have a lesson plan and syllabus. This makes it somewhat difficult for madrasa leaders to control educational and learning exercises, especially as far as the material introduced.

Finally, there are some students who struggle to understand the material. In madrasas, teaching and learning activities on the yellow book are considered advanced learning. This means that students are considered to have a premise in studying the yellow book, such as composing Javanese with Arabic content. Teachers find it difficult to pay special attention in class because there is not enough time for teaching and learning.

Conclusion

Management of the Educational Plan Contents of the Neighborhood Unit for Learning the Yellow Book at MA Al Asyhar Bungah Gresik, specifically: Arrangement, implementation, supervision, evaluation or assessment.

- a. There are three stages in preparing an educational program, namely essential preparation, planning the subjects to be taught and the third, namely preparing a learning program considering the near completion of the Yellow Book.
- b. The implementation of the yellow book local content curriculum consists of two stages, namely preparation which includes teacher preparation for yellow book subjects, and preparation of learning tools such as lesson plans and syllabus.
- c. At the end of each semester, an evaluation meeting is held. The steps are to collect as much information as possible to solve it together, and for a teacher, student learning outcomes are the most important aspect of evaluation.

Supporting elements are assistance from the surrounding area and teaching staff which shows that yellow book subjects have very strict information, and the inhibiting factor is the number of study hours that have been determined, not all teachers have an illustration plan and there are some students who experience the following problems, for example .

Reference

- Acep, Hermawan, (2011). *Metodologi Pembelajaran Bahasa Arab*, Bandung: Remaja Rosda Karya.
- Arifin, Zainal, (2014). *Konsep dan Model Pengembangan Kurikulum*, Bandung: Remaja Rosdakarya.
- Bruinessen, (1995). *Martin Van, Kitab Kuning, Pesantren dan Tarekat*, Bandung: Mizan.
- Dakir, (2010). *Perencanaan dan Pengembangan Kurikulum*, Jakarta: PT Rineka Cipta.
- Danim, Sudarwan, (2002) *Menjadi Peneliti Kualitatif*, Bandung: CV Pustaka Setia.
- Gunawan, Heri. (2013). *Kurikulum dan Pembelajaran Pendidikan Agama Islam*, Bandung: Alfabet.
- Hamalik, Oemar. (2011). *Dasar-dasar Pengembangan Kurikulum*, Bandung: Remaja Rosdakarya.
- Handoko, T. Hani, (1995). *Manajemen*, Yogyakarta: BPFE Yogyakarta.
- Hasibuan, Malayu S.P., (2001) *Manajemen Sumber Daya Manusia*, Jakarta: PT Bumi Aksara.
- Hidayat, Sholeh. (2013). *Pengembangan Kurikulum Baru*, Bandung: Remaja Rosdakarya.
- Hoeve, Van. (2000) *Ensiklopedi Islam*, Jakarta: PT. Ichtiar Baru.
- Kahmad, Dadang. (2000) *Metode Penelitian Agama: Perspektif Perbandingann Agama*, Bandung: Pustaka Setia.
- Kompri, (2014). *Manajemen Sekolah: Teori dan Praktik*, Bandung: Alfabet.
- Majid, Abdul. (2005). *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*, Bandung: PT Remaja Rosdakarya.
- Margono. (1997). *Metodologi Penelitian Pendidikan*, Jakarta: CV Rineka Cipta.
- Mas'udi. (1986). *Direktori Pesantren*, Jakarta : P3M.
- Meleong, Lexy J. (2014). *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. (2006) *Kurikulum Tingkat Satuan Pendidikan*, Bandung: PT Remaja Rosdakarya.
- Munip, Abdul, (2008) *Transmisi Pengetahuan Timur Tengah ke Indonesia; Studi Tentang Penerjemahan Buku Bahasa Arab di Indonesia 1950-2004*, Yogyakarta : Bidang Akademik UIN Sunan Kalijaga.
- Nawawi dan Martini. (1994). *Penelitian Terapan*, Yogyakarta: Gadjah Mada University Press.
- Nurdin, Syarifuddin. (2005). *Guru Profesional dan Implementasi Kurikulum*, Ciputat: Quantum Teaching.
- Rahardjo, M Dawam. (1985). *Pergaulan Dunia Pesantren*, Jakarta: P3M.
- Rusman. (2009) *Manajemen Kurikulum*, Jakarta: Raja Grafindo Persada.
- Turmudi, Endang. (2004) *Perselingkuhan Kiai dan Kekuasaan*, Yogyakarta: LkiS.
- Saleh, Abdurrahman. (1982) *Pedoman Pembinaan Pondok Pesantren*, Jakarta: Departemen Agama RI.
- Sastrawijaya, A Tresna. (1991). *Pengembangan Program Pembelajaran*, Jakarta: Rineka Cipta.
- Sugiyono. (2007). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D)*, Bandung : Alfabeta.
- Sugiyono, (2013) *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi*, Bandung: Alfabeta.
- Suharsaputra. (2012) *Uhar, Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*, Bandung: Refika Aditama.
- Sukmadinata, Nana Syaodih. (2014) *Pengembangan Kurikulum Teori dan Praktek*, Bandung: PT Remaja Rosdakarya.
- Terry, George R. dan Leslie W. Rue. (2010). *Dasar-Dasar Manajemen*, Jakarta: Bumi Aksara.
- Usman, Moh. Uzer. (1994) *Menjadi Guru Profesional*, Bandung: PT Remaja Rosdakarya.
- Wahyudin, Dinn. (2016). *Manajemen Kurikulum dalam Pendidikan Profesi Guru*, Yogyakarta: LPPMUN.
- Widyastono, Herry. (2014). *Pengembangan Kurikulum di Era Otonomi Daerah*, Jakarta: Bumi Aksara.
- Yafie, Ali, *Mengagagas Fiqih Sosial*, Bandung: Mizan, 1989.