

The Analysis of Family-Based Curriculum Toward the Implementation of Islami Value at Bani Hasyim Islamic School, Malang City

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Abstract. Bani Hasyim Islamic Elementary School, Malang City applies a curriculum independently developed by emphasizing the implementation of the Islamic values to the students and remains guided by the 2013 curriculum. The curriculum is named a family-based curriculum which integrates the Islamic Religious Education (PAI) subjects in the thematic learning and also the implementation of Islamic values through the daily programs that are monitored by the role of teachers and parents. This research aims to examine the background of the establishment of the family-based-curriculum and its implementation at Bani Hasyim Islamic Elementary School, Malang City. The research method used a qualitative type. The data was obtained through in-depth interviews with school principals, curriculum development teams as well as teachers. The research result shows that the implementation background was risen by the inability of the current curriculum to create a complete human being. Meanwhile, the curriculum implementation is carried out through integrated and contextual.

Keywords: Family-Based Curriculum, Islamic Value, Elementary School.

How to Cite: Lestari, D. K. (2022). The Analysis of Family-Based Curriculum Toward The Implementation Of Islami Value At Bani Hasyim Islamic School, Malang City. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 299-304.

INTRODUCTION ~ Bani Hasyim Islamic Elementary School, Malang City is an educational institution at the elementary school level based on the Islamic values in Malang City. The school shows the specific characteristics which distinguished it from other schools commonly. The characteristics include; (1) Islamic values as the fundamental principle, (2) integrating the Islamic values in the process of learning and extracurricular programs, (3) promoting the value of *qudwah hasanah* which means looking up upon the Prophet Muhammad SAW as the role model, (4) strengthening the value of *ukhuwah* as the output of Islamic characteristics towards the students. These characteristics are shown upon the vision and mission as the efforts for pursuing the goals of Bani Hasyim Islamic Elementary School, Malang City.

In the efforts to achieve the vision and mission to pursue the expected goals, a specific curriculum is designed. The specific curriculum is adapted to the students' characteristics, environmental conditions as well as facilities and infrastructure. (Bahri, 2017). The specific curriculum is designed by a team of curriculum development and named the family-based curriculum program. The curriculum integrates the Islamic Education subject or *Pendidikan Agama Islam* (PAI) toward each subject in the form of thematic learning. The curriculum development expects to provide integrative thematic learning by emphasizing the Islamic values towards the students.

Bani Hasyim Islamic Elementary School, Malang City attempts to design and create the curriculum development due to

specific reasons. The reasons are; (1) the inability of the current national curriculum to provide religious learning, especially for Islamic teaching deeply, considering that the national curriculum for religious learning is taught only one time in a week within 2x35 minutes, (2) the inability of the current national curriculum to fulfil the aspects of characteristics requirement towards the students. Both reasons lead Bani Hasyim Islamic Elementary School, Malang City to develop and create a curriculum with a family-based approach to complete the Islamic learning as well as to grow the Islamic values complexly.

The implementation of a family-based curriculum is clustered into three main programs such as Islamic activities, universal and culture. The implementation is not only conducted in the learning process but also in daily routine. Moreover, the Islamic programs could not be completely held at school. Therefore, to implement it needs the role of parents so that the curriculum called the family-based curriculum. Furthermore, to facilitate the students in the learning process require competent teachers in the field of elementary/primary school (Judiani, 2011). The teachers at Bani Hasyim Islamic Elementary School, Malang City design the lesson plan independently which refers to a specific curriculum.

According to the above explanation, it raises an interesting case to be discussed deeply. The study includes the background, the implementation and the result of the implemented a family-based curriculum at Bani Hasyim Islamic Elementary School, Malang City. This study aims to examine the background of the establishment of the family-based

curriculum, the implementation in the learning process as well as the result of it.

METHOD

The research used the qualitative method. The approach type utilized the descriptive. Both methods and approaches provide the accessibility to the author to deeply explore the data upon the settlement issue (Wijoyo & Nyanasuryanadi, 2020). The data technique was obtained by interviews with the school principal, the teachers and the curriculum development team. Furthermore, the observation was conducted to attain the research data concretely on the spot.

After obtaining the research data, the data was further described and analysed. The analysed case was carried out when identifying and designing the problem, and during on the field until the research result. The next stage is checking the validity of the data which includes credibility, transferability, dependability, and conformity. The research was conducted at the Bani Hasyim Islamic Elementary School which is located on Jl. Perum Persada, Bhayangkara, Pangetan, Kec. Singosari, Malang City, East Java. The research subjects were teachers, students, school principal and the curriculum development team.

RESULT

The Background of Family-based Curriculum Establishment

Nowadays, the phenomenon of social change refers to the shift of social culture values especially the students at elementary school (Ahmadin, 2020). The social culture shift is shown through the behaviours. The students' behaviour which demonstrating the social culture shift are; (1) barely greeting when

meeting with other people, (2) using a high tone or words that tend to be harsh when talking to older people or peers, (3) not asking permission before when walking in front of older people, (4) interrupting and not paying attention when others are talking, (5) barely helping others who are asking for help and (6) tend to be less grateful in daily life. The shift of social and cultural value within the students is caused by the less conducive environment, advancement technology alongside the lack of growing the Islamic values in the current curriculum. The lack of growing and strengthening of Islamic characters and the underage students lead to hardly decide whether good or bad attitude (Sudrajat, 2013). Those conditions created the students' behaviour which is less in accordance with the attitude based on the Islamic values. Considering that Indonesia is a country that adheres to an eastern culture, such a case must be overcome and solved to avoid getting worse and wider (Wahyuni & Berliani, 2019).

To anticipate the shift of social culture values, it is highly required to prepare the students for having strong characteristics, meanwhile, the current curriculum has not been able yet to provide religious learning especially Islamic values. Here are some factors that show the weakness of the 2013 curriculum, they are; (1) the national curriculum in Indonesia, 2013 curriculum, shows the inability to provide religious learning, especially for Islamic learning widely towards the students. This such condition happens due to the learning process especially Islamic learning is held an only one-time meeting within 2x35 minutes a week. Therefore,

the lesson plan for Islamic subjects tends to be less meaningful towards the students, (2) the national curriculum in Indonesia (2012 curriculum) demonstrated its inability to fulfil the Islamic characteristics within the students. Both factors lead the students to face the shift of social culture values.

According to the problem above, it is positively needed a concrete solution based on the age level of students. The solution is to develop a family-based curriculum. Referring that the school-age is regarded as the golden age which closely bonds to the family so that the approach of family-based is the most appropriate solution (Khaironi, 2017). It is also implemented by Bani Hasyim Islamic Elementary School, Malang City. This school developed a specific curriculum that adapted to Islamic values as the school fundamental principles. Through the curriculum development team named a family-based curriculum. Through the family approach, considered as the approach which emphasizes the learning process that integrates the subject of Islamic Education or *Pendidikan Agama Islam* (PAI) with thematic learning. The process of learning encourages the students to become excellent humans, good attitude and also decreases the shift rate of social culture values.

The family-based curriculum program is recognized as the curriculum which promotes Islamic values so that able to drive the four competencies within the students. The four competencies include; spiritual ability, well-behaved as a citizen and also showing great social ability, cognitive and psychomotor ability. Those four competencies are carried out into

three programs in a family-based curriculum. The three-program designs into 17 programs.

The Implementation of Family-based Curriculum Program

The implementation of learning proses involves several prominent aspects such as school principal, teachers, students, learning component and facilities as well as the infrastructure. The various aspects have a purpose to achieve the success of goals in accordance with the vision and mission. The curriculum has the aspects of purpose, material, process and assessment (Dedi Lazuardi, 2017). Those various are implemented all at once.

The efforts to achieve the curriculum is needed the role of the school principal and competent teacher (Alsubaie, 2016). The efforts can be shown through the workshops as an attempt to facilitate in creating the innovative learning process. The program provides the knowledge and guidance for the students to create the lesson plan and learning media. Considering that every learning process uses the lesson plan and learning media which used in the learning process guided upon the implemented curriculum.

Besides the school principal and teachers, guidance and exercises are given to the students' parents. Each student's parents are guided through the parenting program. The parenting programs aim to educate the students' parents about the program as well as build collaboration in controlling the learning activities. Considering that the family-based curriculum so that is needed the strong contribution from the student's parents. Through the family approach, the learning activities cover the whole daily

routine optimally. The implementation of a family-based curriculum is categorized into three programs, they are Islamic, universal and culture.

The three main programs are designed into 17 programs and the culture program have six programs. The Islamic programs include; (1) Obedience, (2) Tahfidz, (3) Islamic studies, (4) fasting of Sunnah, and (5) together praying. The universal program includes; (1) social practice, (2) healthy lifestyle, (3) agro, (4) recycling, (5) *tholabul ilm*, and (6) psychology of chess. The last program is a universal program which includes; (1) fashion week and local language, (2) traditional games, (3) national anthem, (4) the Islamic scholars, (5) caliph, and (6) sports and outbound activities.

The universal programs, one of them is *tolabul ilm* program. *Tolabul ilm* is a literacy and numeracy program (*calistung*). This program emphasizes the daily activities, where the students are given the lesson plan of reading and numeric literacy. The program aims to provide various studying sources for the students and encourage the students to conduct reading and numeric literacy activities in daily life.

The whole programs integrate the Islamic value through the family-based curriculum based on the Islamic characteristics building within the students. Considering that the development technology so that it is possibly the students will attain the insight from around the world. By educating the Islamic value towards the student, it helps them to mindfully think about the information gained. The programs and curriculum aim to create

well-behaved, intelligent, and skilled students.

The Whole Students Characters Building

According to the findings on the field, the implementation of a family-based curriculum enables to create the students' characteristics in Islamic values. It can be shown through the students' behaviour of Bani Hasyim Islamic Elementary School, Malang City by doing the prayer together at school, this habit is built due to the school compulsory for students to pray together on *dhuhur* and *ashar*. The habit is also conducted at home by the students of Bani Hasyim Islamic Elementary School, Malang City. The religious values also can be seen through the implementation of reciting Al-Qur'an together. The activities are also done by the students at home and are monitored by their parents.

The other religious behaviour upon on the social sensitivity capability owned by the students which can be shown through the giving charity or *shadaqoh* conducted on Fridays. Not only the religious behaviour but also the strong sense of social capability of students which can be demonstrated through the good attitude to always greet to teachers, peers or others, use the polite intonation when communicating with others, ask for permission when walking in front of others, not interrupt and par attention to others when talking, help others needed, as well as show the gratitude for every single thing had in life.

CONCLUSION

The background of the family-based curriculum establishment is the ultimate solution to response towards the shift of social culture values especially within the

student at the elementary school level. The social culture values shift is highly required the Islamic values building through the curriculum. Through the family approach, it is positively considered as the approach which promotes the learning process that integrates the subject of Islamic Education or *Pendidikan Agama Islam* (PAI) with thematic learning. That such a learning method can encourage the students for being excellent humans, well-behaved and also decrease the rate shift of social culture values.

The implementation of the family-based curriculum consists of three main programs, including Islamic, universal and culture. The three main programs are designed into 17 programs. The Islamic programs have five agendas, the universal programs have six programs as well as the culture programs have six programs. The curriculum programs are not only addressed for the students but also the teachers and parents. The workshop programs are addressed for the teachers to improve the competency, meanwhile, the parenting programs are for the parents to build collaboration in controlling the learning process.

According to the result on the field, it can be said that the implementation of a family-based curriculum is positively able to build the Islamic characters and socialism within the students. It can be shown through the students' habits of Bani Hasyim Islamic Elementary School regarding the well-behaved performance.

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