

THE PROBLEMATICS OF LEARNING THE HISTORY OF ISLAMIC CULTURE IN THE 2013 CURRICULUM IN MADRASAH ALIYAH ISY KARIMA KARANGANYAR SOLO

Moh. Shohibul Umam¹ Rahmat Arofah Hari Cahyadi²
shahibu@gmail.com¹ rahmatmailfile@yahoo.co.id²

Abstract

The thing that must be considered in learning Islamic Cultural History is that the management of teaching must be properly organized and systematically designed. In addition, teachers must be good at packaging Islamic Cultural History lessons and provide insightful awareness of history in accordance with their era. So, learning Islamic Cultural History so far that seems boring can be transformed by the teacher into fun and entertaining lessons. The formulation of the problems in this study are: 1). How is the study of Islamic Cultural History in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo? 2). How is the problem of learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo? 3). How are the efforts to overcome the problems of Islamic Cultural History in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo? This research uses qualitative research with a case study approach. While the data collection techniques used interviews, observation, and documentation. The data analysis techniques include data reduction, data presentation, and conclusion or verification. To check the validity of the data, it uses observation and triangulation persistence. After this research was conducted, several conclusions could be drawn: 1). Learning the History of Islamic Culture at Madrasah Aliyah Isy Karima Karanganyar Solo uses discussion, lecture and question and answer methods. 2). There are learning problems faced by teachers, namely the use of lesson plans, determining media, determining methods, limited learning resources, class management, heterogeneity of students, and learning evaluation. While the problems faced by students, namely learning at the end of class hours, student interests, class conditions, and learning difficulties. 3). Some efforts to overcome the problems experienced by teachers are sharing with other teachers, attending trainings, looking for other learning resources, forming learning contracts, cooperating with other parties, making approaches to students.

Keywords: *Problems, Learning, and Curriculum*

A. INTRODUCTION

Education is one of the important things for a nation. The education sector plays an important role because education can develop abilities and improve the quality of life of the nation. In addition, through good education, skilled, potential and quality human resources will also be realized.

National development in the field of education is continuously carried out as an effort to educate the nation's life and improve the quality of Indonesian people, in order to create an advanced, just and prosperous society, and to enable every citizen to develop himself, both in physical and spiritual aspects.¹ As has been done by the Indonesian people, every year education is always evaluated and improved in order to achieve this goal.

One of the components in the education sector that has paid a lot of attention to the implementation of the national education system is the issue of curriculum. Not even a few consider the curriculum as the core of learning activities. The curriculum is a very important factor in the educational process. Even the curriculum can be said to be an absolute requirement, it proves that the curriculum is an inseparable part of education and teaching.²

The curriculum applied in Indonesia always changes in order to adapt to the times and update the quality for the implementation of education in the future. Since 2000, the curriculum has been implemented three times, starting from the KBK (Competency-Based Curriculum) in 2004, KTSP (Education Unit Level Curriculum) in 2006, and the latest curriculum issued by the minister of education is the 2013 Curriculum which was ratified and issued. in 2013.

One of the changes that distinguishes the 2013 Curriculum compared to the previous curriculum is the learning center. If in the previous curriculum, teacher-centered learning, then in the 2013 Curriculum student-centered learning. This means that students are required to be more active than teachers, while teachers are also required to be creative in processing learning.

The existence of curriculum updates certainly has an impact on changing matters relating to applied teaching and learning. As a result, there are many problems in classroom learning which can be caused by the unpreparedness of other learning components such as teachers, students, learning media, and so on.

Besides the curriculum in the learning process, students and teachers also play a very important role. Without students or teachers the learning process cannot take place. Students are students who try to develop their potential through the learning process available at certain paths, levels, and types of education, so that one day they become good people in accordance with the goals of national education. Meanwhile, the teacher has the duty to lead students to achieve educational goals and educate students to have noble morals.

In learning there are several things that must be done by the teacher, starting from preparation, implementation, to the after learning process. However, the reality that occurs in the field shows the difficulties faced by teachers, especially teachers of Islamic Cultural History. This is because the teacher does not know the characteristics of each student. In addition, in explaining the material, it is difficult for teachers to understand students. The students themselves find it difficult to accept these lessons, because they consider the Islamic Cultural History subject to be a boring subject. Other facts also show that the frequent change of curriculum is a problem that must be faced by teachers in learning. Not to mention the problem of socializing the new curriculum, which usually takes a long time. Naim wrote in

¹ Ali Rohmad, *Kapita Selekta Pendidikan*, (Jakarta: Bina Ilmu, 2004), 5.

² Nana Syaodih and Sukmadita, *Development of Theory and Practice Curriculum*, (Bandung: Youth Rosdakarya, 2004), 3.

his book, that many teachers complain that the changes are giving them new burdens. Not until a new curriculum was understood and could be applied by all teachers, had a new curriculum emerged.³

In this study, the researcher chose the Islamic Cultural History subject because the subject was deemed not easy by the Islamic Cultural History subject teacher. This subject tells about events that occurred in the past that cannot be repeated. Even today, what happens in the field only reveals historical knowledge without prioritizing the contents of the events. Even though conveying knowledge alone without conveying moral messages in history learning will not give meaning in student development.⁴

Various fundamental problems have plagued the learning of Islamic Cultural History at Madrasah Aliyah Isy Karima Karanganyar Solo. The thing that must be considered in learning Islamic Cultural History is that the management of teaching must be properly organized and systematically designed. In addition, teachers must be good at packaging Islamic Cultural History lessons and provide insightful awareness of history in accordance with their era. So, learning Islamic Cultural History so far that seems boring can be transformed by the teacher into fun and entertaining lessons.⁵ This is part of the solution to reduce the problems that hit the world of education, especially in learning Islamic Cultural History.

Based on the description above, the researcher is interested in conducting a research entitled "Problems of Learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo". In this case the researcher chose the object of Madrasah Aliyah Isy Karima Karanganyar Solo because this educational institution is one of the schools which is famous for its excellence as Madrasah Tsanawiyah in Bojonegoro Regency.

B. RESEARCH METHODS

The research entitled "Problems of Learning History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo" uses this type of qualitative research. Qualitative research is research that aims to explore or build a proposition or explain the meaning behind reality. In addition, this type of research is also used to examine the conditions of natural objects and the researcher is the main instrument, with the data collection technique, namely triangulation (combined), which is then analyzed inductively / qualitatively. And the results of this qualitative research emphasize 'meaning' rather than 'generalization'.⁶

As an approach, researchers use a case study approach (Case Study), which is a planned and in-depth study of certain symptoms within an organization, institution or individual. This case study is directed to collect data, take meaning, and gain an understanding of the case. The case study conclusions only apply to

³ Ngainun Naim, *Reconstruction of National Education: Building an Enlightening Paradigm*, (Yogyakarta: Teras, 2009), 35.

⁴ M. Hanafi, *Learning the History of Islamic Culture*, (Jakarta: Directorate General of Islamic Education, 2009), 36.

⁵ M. Hanafi, *Learning History*, 4.

⁶ Sugiyono, *Educational Research Methods*, (Bandung: ALFABETA, 2015), 15.

these cases. Each case is unique or has its own characteristics that differ from other cases.⁷

Therefore, in this study the researcher attempted to describe learning and look for problems and solutions in one of the Islamic Religious Education lessons, namely the Islamic Cultural History subject at Madrasah Aliyah Isy Karima Karanganyar Solo according to the facts that occurred in the field.

C. RESEARCH RESULTS AND DISCUSSION

1. The Problems of Learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Kariman Karanganyar Solo

a. The Problems Faced by Teachers

1) The use of RPP

RPP is a learning guide that is a mandatory guide for a teacher. However, in its application, Ustad Khoirul Huda experienced obstacles as explained by him, "RPP is an important thing for you in learning. At the beginning of the school year we are required to make lesson plans about learning for the next two semesters. However, the implementation of the lesson is not always in accordance with the lesson plans that have been made."⁸

The statement above is strengthened by the explanation of Ms. Nanik Puspito as the curriculum representative who said, "The lesson plan is a must have for teachers as a guide for classroom learning. RPP will also make it easier for teachers to teach in class. So the teacher can know what to do, what methods to use, and how long the available allocation is."⁹

Based on observations made by researchers, Ustad Khoirul Huda brought lesson plans during the lesson. There are several things that are not in accordance with what is in the RPP. For example, in the lesson plan, it is stated that using LCD when presenting. However, in practice, students only explain verbally in front of the class without power points or LCDs.

2) Media Determination

Media is an important means of delivering learning material. However, media limitations are a problem in itself for Ustad Khoirul Huda.

"Supposedly in the 2013 curriculum we are required to be able to use technology in learning. However, the school only has presentation media such as LCD and projectors for a few units. So we have to take turns using it."¹⁰

3) Determination Method

The method used in learning is one of the determining factors in the successful delivery of material to students. However, there were obstacles felt by Ustad Khoirul Huda, as he expressed,

"Learning in the 2013 curriculum requires students to be more active than their teachers, in contrast to the previous curriculum, KTSP. So that the methods used for learning Islamic Cultural History are very many. I try to adapt the method

⁷ M. Djunaidi Ghony and Fauzan Almansur, *Qualitative Research Methodology*, (Yogyakarta: Ar-Ruzz Media, 2012), 62.

⁸ Interview with Ustad Khoirul Huda, 2 March 2020, at 13.00 WIB, BK Room.

⁹ Interview with Ms. Nanik Puspito as Deputy Curriculum, 3 March 2020, 11.00 WIB, in front of the Teacher's Room

¹⁰ Interview with Ustad Khoirul Huda, 2 March 2020, at 13.00 WIB, BK Room.

used with existing learning materials. However, in practice, I often use the lecture and question and answer methods to deliver learning. Every now and then use the discussion method. "¹¹

4) Limitations of Learning Resources

Each teacher has a material manual for each subject that is held. Likewise with Ustad Khoirul Huda as a teacher in the subject of Islamic Cultural History, but the material that is published is very little. "Every teacher has a handbook for the lessons being taught, miss. But the material contained in the teacher's handbook is very little, sometimes only the points. Many of the teacher's handbooks are learning steps in the classroom. "¹²

5) Class management

One of the factors that influence class comfort is the class condition. If the class conditions are comfortable and quiet, learning will run smoothly. But in practice students also experience boredom, so that some cause noise when learning in class takes place. "Sometimes the children are busy when in class. So we as teachers also have to be smart in providing interlude so that the children don't get bored in class and the mind becomes fresh again. "¹³

This is the same as what the researcher observed when making observations, namely in the middle of a discussion session there were some students who talked to themselves with their next door friends and some other students did not pay attention.

6) Heterogeneity of Students

Previous school graduates were one of the factors that influenced students in receiving learning, especially learning in the field of Islamic Religious Education. Students who are graduates of Madrasah Tsanawiyah are on average accustomed to receiving religious lessons such as Islamic Cultural History with a larger and more detailed portion than students who are junior high school graduates. "Students who previously graduated from junior high school are usually a bit surprised when studying religion which is quite a lot at madrasas. It's different from students from MTs who are used to receiving large portions of religious lessons. "¹⁴

This was also expressed by one student named Raffi who said, "There are some of my friends who are continuation from junior high school sis. Meanwhile, when we were in Aliyah, we couldn't help accepting broader religious education subjects. So he often complained that it was a bit difficult for him to follow lessons with his religion."¹⁵

7) Learning Evaluation

One of the problems felt by Ustad Khoirul Huda as a teacher is that there are many aspects that must be evaluated. As it is known that in the 2013 curriculum there are 3 aspects that must be evaluated by the teacher, namely aspects of knowledge, aspects of skills, and aspects of attitudes and behavior. As stated by Ustad Khoirul Huda, "In the 2013 Curriculum, we as teachers are required to assess students based on 3 aspects, namely aspects of knowledge, aspects of skills, and

¹¹ Ibid.

¹² Interview with Ustad Khoirul Huda, 2 March 2020, at 13.00 WIB, BK Room.

¹³ Ibid

¹⁴ Interview with Ms. Nanik, 3 March 2020, 11.00 WIB, in front of the Teacher's Room

¹⁵ Interview with Class X Student Raffi, March 2, 2020, at 12.30, Class X Class

aspects of attitude, sis. We as teachers have a little trouble if we have to assess all these aspects in each lesson "¹⁶

b. The Problems Faced By Students

1) End of Study Hours

The next problem is the learning that occurs at the end of class hours. This is because the focus of students at the end of learning has begun to decline, as expressed by Aisyah, a class X student, "I like to be less focused when the Islamic Cultural History lesson is at the end of class. Maybe because during the day the weather is hot and since the morning the lesson has continued to become sleepy when the lesson is at the end, especially the Islamic Cultural History lesson which reads quite a lot. "¹⁷

2) Student Interests

Student interest can be one of the factors determining whether or not the material can be mastered and accepted quickly by students. There are students who really like Islamic Cultural History lessons, there are also those who think that Islamic Cultural History is a boring subject.

"I don't really like the subject of Islamic Cultural History, because in my opinion it tends to be boring and has lots of stories to memorize."¹⁸

3) Class Conditions

Class conditions have an influence on the ongoing learning process. Comfortable and orderly conditions will make learning run in an orderly manner too. However, when in the middle of learning, some students made a scene, as stated by Rafli, "Sometimes when I was enthusiastic about receiving Sis' lessons, the other friends were busy and hard to tell me to be quiet."¹⁹

This is also what the researcher observed when observing in class, there were some students who were enthusiastic about participating in the lesson and some were talking to their own peers. Some are yawning or leaning against the wall.

4) Difficulty learning

In addition to the focus and interest of students, the ability of students to accept learning is also a factor that influences student learning. There are students who quickly absorb the material received and there are students who are slow to absorb the subject matter. "I really like the Islamic Cultural History lesson. But on some materials I have difficulty learning it. Maybe because I memorized quite a lot."²⁰

Based on the data that the researcher has obtained during the observation and conducting interviews in accordance with the focus of the research, this chapter will elaborate the discussions regarding the collected data. The focus of this research is the problematics of learning Islamic Cultural History in the 2013 Curriculum at Madrasah Aliyah Isya Karima Karanganyar Solo.

¹⁶ Wawancara dengan Ustad Khoirul Huda, 2 March 2020, at 13.00 WIB, BK Room.

¹⁷ Interview with Class X Student Aisyah, March 2, 2020, 11.00, Class X.

¹⁸ Interview with Class X Student Wisnu, 11.30, Class X.

¹⁹ Interview with Class X Student Rafli, 12:30, Class X

²⁰ Ibid.

2. Learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isya Karima Karanganyar Solo

Learning the History of Islamic Culture at Madrasah Aliyah Isya Karima Karanganyar Solo uses two curricula, namely the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum. The KTSP is used for class XII only, while the 2013 Curriculum has been applied to grades X and XI. But what will be the discussion and focus of this research is only those in class X.

In general, learning the History of Islamic Culture consists of three stages of activities, namely preliminary activities, core activities, and closing activities. In the preliminary activity, the teacher begins the lesson by saying greetings and then praying together. Then the teacher took the students one by one to find out the student's condition, both neatness and readiness to start learning. After the attendance is over, the teacher provides motivation to students. This aims to provide enthusiasm and positive energy to students and teachers so that in future learning students are expected to be more active.

Based on the observations made by the researcher, the teacher has carried out preliminary activities coherently, starting with greetings, prayers, attendance, then giving motivation. However, there are things that have not been done by the teacher, namely apperception or connecting the material to be studied with the material that has been previously studied. Even though in the 2013 Curriculum, apperception is one of the things that must be present in preliminary activities when learning takes place.

The next activity, namely the core activity which contains a series of lessons. The Islamic Cultural History Lesson conducted by Ustad Khoiril Huda used the discussion method. In this case students have been divided into several groups at the previous meeting to be given problems that must be looked for and made papers in groups. Then the results of the paper were presented briefly to the class. During the discussion, members from other groups are invited to comment or refute what has been said.

Based on the researchers' observations, learning activities have taken place in accordance with the characteristics of the 2013 Curriculum, which is to make students more active than teachers. The teacher has also used the right method, namely the discussion method. However, during the discussion and question and answer session, only a few were actively asking questions. Most of the students were only passive discussion participants.

The closing activity begins with drawing conclusions together. Then at the end of the lesson, the teacher provides an explanation of the lessons learned. Then proceed with a brief question and answer assignment from the teacher as a form of knowing the depth of material absorbed by students. Furthermore, the lesson is closed with prayer together and saying greetings.

3. The Problems of Learning the History of Islamic Culture Curriculum 2013 at Madrasah Aliyah Isya Karima Karanganyar Solo

Every lesson will certainly never be separated from problems or problems, both problems faced by teachers and problems faced by students. Likewise with learning the History of Islamic Culture at Madrasah Aliyah Isya Karima

Karanganyar Solo. This sub-chapter will examine further the learning problems faced by teachers and learning problems faced by students.

1. The Problems Faced by Teachers in Learning Islamic Cultural History
 - a. The use of RPP
 - b. Media Determination
 - c. Determination Method
 - d. Limited learning resources
 - e. Class management
 - f. Heterogeneity of students
 - g. Learning Evaluation
2. Problems Faced by Students in Learning Islamic Cultural History
 - a. Learning at the end of class hours
 - b. Student interest
 - c. Class Conditions
 - d. Difficulty learning

D. CONCLUSION

1. Learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo

Learning the History of Islamic Culture at Madrasah Aliyah Isy Karima Karanganyar Solo uses the discussion method. Students are divided into several groups at the previous meeting to make a paper then discuss with other groups at the next meeting. Students are also welcome to respond to presentations from other groups. Then the teacher provides a brief explanation in the form of a conclusion at the end of the lesson and continues with a question and answer session.

2. The Problems of Learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo

- a. The problems faced by the teacher, namely the use of lesson plans, determining the media, determining the method, limited learning resources, class management, heterogeneity of students, and evaluation of learning.
- b. The problems faced by students, namely learning at the end of class hours, student interests, class conditions, and learning difficulties.

3. Efforts to Address the Problems of Learning the History of Islamic Culture in the 2013 Curriculum at Madrasah Aliyah Isy Karima Karanganyar Solo

- a. Efforts to overcome the problems experienced by teachers, namely sharing with other teachers, attending trainings, looking for other learning sources, forming learning contracts, cooperating with other parties, making approaches to students.
- b. Efforts to overcome problems experienced by students, namely teachers arouse students' enthusiasm, teachers conduct varied learning, form disciplinary teams, study material before being explained, form study groups.

REFERENCES

- Danim, Sudarwan. 2000. *Become a Qualitative Researcher*. Bandung: Faithful Library.
- RI Department of Religion. 2004. *Special Guidelines for Islamic Cultural History*. Jakarta: Ministry of Religious Education of the Republic of Indonesia.
- Department of Education and Culture. 2002. *Indonesia Dictionary*. Jakarta: Bulan Bintang.
- Department of Education and Culture. 2003. *Indonesia Dictionary*. Jakarta: Balai Pustaka.
- Dimiyati and Mudjiono. 2009. *Learning and Learning*. Jakarta: Rineka Cipta.
- Esha, Muhammad In'am. 2011. *Spark of Islamic History and Civilization Philosophy*. Malang: UIN Maliki Press.
- Fadlillah, M .. 2014. *2013 Curriculum Implementation*. Yogyakarta: Ar-Ruzz Media.
- Ghony, M. Djunaedi and Fauzan Almansur. 2012. *Qualitative Research Methodology*. Yogyakarta: Ar-Ruzz Media.
- Hanafi, M .. 2009. *Learning the History of Islamic Culture*. Jakarta: Directorate General of Islamic Education.
- Hanafi. 2012. *Learning the History of Islamic Culture*. Jakarta; Directorate General of Education, Ministry of Religion.
- Hasbullah. 2001. *History of Islamic Education in Indonesia Historical Trajectories of Growth and Development*. Jakarta: PT Raja Grafindo.
- Kamaraga, Haniswani. 2009. *Information-Based Learning of Islamic Cultural History Is it Necessary?*. Bandung: Youth Rosdakarya.
- Karwati, Euis and Donni Juni Priansa. 2014. *Class Management*. Bandung: Alfabeta.
- Kurinasih, Imas and Berlin Sani. 2014. *Successfully Implementing the 2013 Curriculum*. Surabaya: The word Pena.
- Attachment to Regulation of the Minister of Religion Number 165 of 2014. *About the 2013 Curriculum for Islamic Religious Education Subjects and Arabic in Madrasas*. Jakarta: Director General of Islamic Education /
- Machbubah, Chofidhotul. 2015. Thesis "*The Problems of Moral Education and Efforts to Overcome Them (Case Study at Bumi Sholawat Lebo Junior High School Sidoarjo)*". Surabaya: UIN Sunan Ampel.
- Majid, Abdul. 2012. *Learning and Learning Islamic Religious Education*, Bandung: PT Remaja Rosdakarya.
- Maliyeh. 2015. Thesis "*The Problems of Interactive Islamic Religious Education (PAI) (Case Studies in Grades 1 and 5 SD Al-Falah Surabaya)*". Surabaya: UIN Sunan Ampel.