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Islamic Religious Education Learning Model Based On The Cambridge Curriculum In Improving The Quality Education

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Abstrak

This study aims to improve the existing curriculum which the curriculum in an education is the heart or subject that is very vital in determining where to go where the output of the results of education is in the formation of the quality of students through the curriculum, including a curriculum that is able to answer the demands of the times, one of which is formulating a curriculum in collaboration with or integrating with the curriculum. international curriculum which is believed to be able to bring superior educational progress, namely the Cambridge curriculum, then integrated with the national curriculum, namely the 2013 curriculum, the Ministry of Religion curriculum in Islamic values that can provide output that is religious, modernist, progressive, and has multi talented integrity in a science, this research uses a qualitative approach by using the method of literature carried out on him, analyzing some of the literature both books, journals, and other scientific works which are then processed and analyzed to draw a conclusion from him Pucang Sidoarjo.



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Keywords : Cambridge Curriculum; Islamic Education.

Abstract

Penelitian ini bertujuan untuk meningkatkan kurikulum yang ada dalam sebuah pendidikan yang mana kurikulum merupakan hati atau pokok yang sangat fatal dalam menentukan hendak dibawa kemana output hasil dari pendidikan tersebut, banyak di antara peserta didik Indonesia masih hanya menguasai keilmuan dalam tingkat lokal atau daerah saja hal ini perlu adanya peningkatan mutu pembelajaran melalui kurikulum pembelajaran, antara lain kurikulum yang mampu menjawab dari tuntutan zaman diantara salah satunya ialah dalam merumuskan kurikulum, dengan menggandeng atau mengintegrasikan kurikulum internasional yang dipercaya dapat membawa kemajuan pendidikan yang lebih unggul dan berkemajuan yaitu kurikulum Cambridge. Yang dapat memberikan output yang agamis, modernis, berkemajuan dan berintegritas multitalenta dalam sebuah ilmu, penelitian ini menggunakan pendekatan kualitatif dengan menggunakan metode kepustakaan yang dilakukan padanya analisa beberapa literature buku, jurnal dan karya ilmiah lainnya yang kemudian diolah dan di analisa di ambil sebuah kesimpulan padanya, adapun tehnik yang di pakai dalam penelitian ini ialah menggunakan tehnik observasi di lapangan, wartawan kepada kepala sekolah, waka kurikulum, kesiswaan di MTs Bilingual Muslimat NU Pucang Sidoarjo

Keywords : Cambridge Curriculum; Islamic Education

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INTRODUCTION

The Global Competitiveness Index in 2017-2018 was released in the world economic forum, that at that time Indonesia was ranked 36th out of a total of 140 countries with a score of 4.68 (score range 1-7). According to the calculation of the score range, Indonesia had experienced significant growth. better than the previous year. In 2016, Indonesia was ranked at the top 41 globally in all countries. Education is a pillar in a civilization for the formation of humans who are superior, dignified, have a level of awareness in acting in doing something, think broadly, and also have an attitude of wisdom that is guided and shaped by the knowledge they have learned, hereby in accordance with what was said by Prophet Muhammad *sallallaahu'alayhi wasallam* regarding knowledge, namely: "Seek knowledge from the mother's cradle until you meet the grave" meaning that the obligation to seek knowledge here is not only to finish at the elementary, middle and high school levels but to continue to higher level education, which is being shown and demonstrated with good *muroqqobah* results or feeling watched over by Allah *Subhanahu Wata'ala*, that is the output or main goal of education, apart from humanizing humans, it has a noble goal, namely being able to lead someone or students to know Allah *Subhanahu Wata'ala*.

In improving the quality and quantity of education in Indonesia, many efforts have been made by schools. So far the learning process in schools is still dominated by a paradigm which states that knowledge is something that must be memorized, most schools focus on teachers as the main source of knowledge, and use the lecture method as the main choice (Sudirman, 2021). Ideally, teachers do not enter the classroom empty-handed, teachers must approach students with a set of assumptions, assumptions about themselves, assumptions about the students along with their abilities and interests, as well as assumptions about how learning should be directed. Such assumptions, conscious or unconscious, will help him map out the learning strategies or models that teachers will use in

approaching, designing and organizing the learning process for students.

In the learning process in class, teachers must of course follow and actualize the applicable curriculum. Where the curriculum is a design, formulation and strategy in the learning process. Where in the curriculum there are designs, strategies, media and types of media in the learning process, all of which have been prepared until the end of the learning in the form of a syllabus, promissory note and prota. The output or graduation standards to be achieved have been prepared and designed in such a way so that the learning process produces innovative, competent, interactive learning and develops students' talents and intelligence. This is the main step that must be paid attention to and applied in all forms of guidance. government graduation standard learning.

According to Oemar Hamalik (2013: 57) emphasizes that "the learning process is a process that involves many components including the students themselves, materials, facilities and infrastructure, equipment, and SOPs or rules that apply in building a system with integrity so that it can achieve learning goals that are effective and communicative and affect students." From the opinion above, it can be concluded that the learning process requires several interrelated elements, building blocks in intellectual development and also soft skills that are integrated into all of them. curriculum. The curriculum and the learning process are one unit that cannot be separated, just like a coin, there are two different faces but cannot be separated. Without a curriculum formulation in the learning process, the learning process will be bland and will not have a goal and ideals to be achieved. below what the graduates will be like.

The Cambridge curriculum is integrated with the Islamic-based 2013 curriculum in Indonesia to answer current educational challenges and needs. This is in line with Astria Ayu Ramadianti's research that the implementation of the Cambridge Curriculum has several advantages if applied in

learning at school, including children being fluent in English, having an international perspective, modern and up-to-date education, and preparing students as future leaders. The obstacle in implementing this curriculum is the use of two languages by teachers, students and parents. To overcome this, school stakeholders should implement various strategies to overcome these obstacles, such as professional discussions, seminars, upgrading, workshops on providing curriculum books, and various other activities that can encourage the use of the curriculum in the field.

The Cambridge curriculum is a curriculum that has been tested for quality, students are required to be active in developing their talents, international development and also their morals, as well as being adaptive and cheerful in the learning process, able to think creatively and innovatively and producing souls who have a mental thirst for science, because the Cambridge curriculum is a curriculum designed to be student centered, namely learning that is centered on students, activeness, agility, speed in learning interactions. By looking at the benefits and advantages of the Cambridge curriculum, if it is successfully implemented, what students will get is that students have global, international insight. This shows that the process of actualizing or implementing the Cambridge curriculum must be truly supervised and integrated with teachers and parents and also between local residents. A researcher intends to conduct research on the Cambridge curriculum and how to implement it. According to Hamalik (2007), the stages of curriculum implementation generally include planning, implementation and evaluation stages. Researchers have conducted a survey of several private schools in Malang City which have implemented the Cambridge curriculum in their learning.

This is in line with research conducted by Rachel Natasya Christiana et al., 2022 in the results of research on the implementation of the Cambridge curriculum. There are three stages in the learning

process, namely: introduction/socialization of the Cambridge curriculum, in the form of student and parent orientation, carrying out learning in accordance with the rules set out. in the Cambridge curriculum, evaluation of the Cambridge curriculum, by providing an assessment of the learning outcomes of students who have been evaluated. [17] The results of implementing the Cambridge curriculum are that students can continue their studies to the next level, namely high school which also follows or uses the same curriculum, namely Cambridge curriculum so that there is continued integration of the previous curriculum towards the Cambridge curriculum with A grade or level. As for the test results from the Cambridge curriculum, many students excel in the academic field, both in national and international schools.

To create an effective and interesting learning atmosphere, it is necessary to package learning models and methods so that students do not feel burdened by the teaching material that must be mastered. If students themselves search for, manage and conclude the problems being studied, then the knowledge that students have will stick to their thinking for longer. Teachers as facilitators have the ability to choose effective learning models. There are many learning models that have been developed to help students think creatively and productively. The learning model must be considered as a structural framework which can also be used as a guide to develop a conducive environment and student activities.

Based on the results of observations made by researchers, MI Muslimat NU Pucang Sidoarjo has been able to apply the Cambridge curriculum in learning, honing children to be fluent in mastering English grammar and Arabic which can open students' horizons on an international scale. This is what the researchers will reveal whether The Play While Learning method can improve students' understanding of basic mathematical concepts.

METHOD RESEARCH

10 This research is an exploratory descriptive research. This research was carried out at MI Muslimat NU Pucang Sidoarjo. This research was carried out in September–September 2023. The subject of this research was MI Muslimat NU Pucang Sidoarjo. Data collection was obtained through three stages, namely observation, documentation and interviews. The observation aims to see the evaluation of Islamic religious education learning. Documentation aims to obtain secondary data as support in conducting research, and interviews aim to collect primary data related to learning at MI Muslimat NU Pucang Sidoarjo

The observations made by researchers at the bilingual MTs Muslimat NU Pucang Sidoarjo were directly involved in the learning process within it, taking part in learning guidance and development along with stakeholders at the bilingual MTs Muslimat NU Pucang Sidoarjo, then the researchers collected field data and literature in the form of curriculum and several journal literature which is then managed and carried out in-depth analysis and then a conclusion is drawn from the results of the analysis.

Result and Analysis

Implementasion curriculum Cambridge MI Muslimat NU Pucang Sidoarjo

MI Muslimat NU Pucang Sidoarjo is an educational institution at the junior high school level which is one of the favorite or most popular places and is targeted by the middle to upper segment of society, from several achievements and also the success of combining the national curriculum, namely the 2013 curriculum, and the Ministry of Religion Ahlus Sunnah wal Jama'ah can be combined and formulated with the international curriculum, namely the Cambridge Curriculum. MI Muslimat NU Pucang Sidoarjo is a continuation or expansion of the success of MI Muslimat NU Pucang which was successful and accredited by the Cambridge

Curriculum in 2012 with registered number ID 276, which means that it has permission and is sufficient to apply the contents of the Cambridge Curriculum, namely an internationally based curriculum. It is already widely used and applied in Indonesia. CIE (Cambridge International Examination) is an institutional organization for educational institutions that have been certified and accredited by the authorities, namely the Cambridge Assessment International Education Group, which is a department under the supervision of Cambridge University, namely a user administrator network that has been used by 150 countries in the world, Cambridge Curriculum is available from the most basic level to the highest level.[5]

37 Mr Dr. M Hamim Thohari, S.Pd, M.M is the headmaster / principal and also Quality Assurance who is the guarantor of good quality. From several brilliant achievements and successes during his tenure, students increasingly achieved achievements and championships at both regional and national levels. This is proof of the results of the learning process carried out by a good system which is supported by the collaboration of the national curriculum and also ahlus Sunnah wal jama'ah combined with the curriculum system in international classes which has a very positive impact and leads to school progress, one of which is achieving the top UNBK score in 2017 at the provincial level, this was influenced by the collaboration of the national curriculum with the Cambridge Curriculum unit which is based at Cambridge University at the MI Muslimat NU Pucang Sidoarjo school[6].

The curriculum is the heart or something that is very vital in the formation or forging of education, which we can shape based on what the ideals in education are. From the following table we can understand that in the Cambridge Curriculum there are things that need to be considered to support success in learning. There are several components that need to be prepared first, including [7]:

Collaboration Curriculum

To become a superior and progressive school, stakeholders are able to ascertain and read what current educational needs are, with the material content contained in the curriculum, in Indonesia there is a curriculum that is always adaptive to follow current developments and needs, including the 2013 curriculum which has metamorphosed into an independent curriculum. , then there is a second combined curriculum, namely the curriculum promoted or issued by the Ministry of Religion which contains the foundations or values of Islamic religion and Indonesian culture [8].

We can combine this curriculum with the standards and culture of the Indonesian government together with the Cambridge Curriculum which has an international scale, namely to combine the needs of the current millennial era. The Cambridge Curriculum is a curriculum that has been proven and many schools have implemented it, no less than 10,000 schools have been registered and accredited using the Cambridge Curriculum which has been proven to be able to answer and meet the demands of educational needs on a modern and international scale [9].

Sister Schools

Every agency wants excellence in its educational processing, one of which in this case is that improving education must have an example or role model of a school that has implemented and succeeded in using the Cambridge Curriculum so that it can provide an overview and steps in improving education. By having a role model or example, a person can learn lessons, tips or ways to build and improve education based on the implementation that has been carried out in the Cambridge Curriculum which is built in an OECD (Organization, Economic, Cooperation, Development) organization, namely in which there are many schools. in a country that has educational and economic influence in the world[10]

Teacher Competence

The most urgent thing in improving the quality of education across the curriculum is in terms of educator competency, how the educator first understands, applies first, and first has professional teaching skills. So that the quality of teaching can provide students with innovative learning, integrity, growing confidence in students, being brave and starting something new, and continuing to be involved in developing learning based on the ideas they have, so that learning is not only centered on the teacher. or teacher center but rather student center, namely students are given the opportunity to express all forms of creativity that they have [11].

Among the competencies educators must have in this case, as is well known, are four core competencies, including:

Personality Competencies

The personality competency referred to here is having the personality spirit of being an uswah educator, namely being an example and role model within the ethical framework of akhlaqur karimah, having a pious character, having good integration in carrying out a learning mandate, obeying Islamic religious values and also norms. in Indonesian law so

do not commit acts that violate legal norms in Indonesia, especially religious values, namely Islam and Pancasila. So that learning is not only in the classroom but also good morals in daily activities that are used as examples in every life, which also maintains muru'ah or self-respect as an educator [12].

Pedagogical Competence

This competency concerns the expertise of an educator in the scientific discipline he masters, in this case he is able to provide teaching according to the needs and abilities of the various characteristics of existing students, can read students whether they are visual, auditory and kinesthetic. Awareness of learning based on students' abilities is very important in order to achieve maximum and interesting learning which is responded to by

expressing students' learning styles according to their abilities so as to give rise to creativity and a lively learning atmosphere in the classroom that is not monotonous for students.

Social Competence

Social competence in this case is related to communication relationships between students that are good, not stiff and dangerous, as well as relationships between educators, existing employees and also the surrounding community that have healthy, polite and mutually respectful relationships that can accommodate each other according to their position. others, not demeaning each other, criticizing or bringing down or being hostile towards each other, both with students, educators and employees as well as the surrounding community so that they can synergize with each other in realizing superior learning and integrity.

Professional Competency

Professional competence is mastery of learning material in depth and more broadly, in this case an educator is able to apply the scientific disciplines he has mastered well, is able to convey knowledge in accordance with the learning characteristics of students, is able to revive creativity, innovation, and the abilities of students. , so that learning in the classroom can be interactive, interesting and give rise to new ideas that can encourage superior educational achievements, proven by mastery of knowledge that has been understood and participation in competitions at school, sub-district, district and provincial levels as well as international level which can bring and make the name of the school institution proud [13].

Facilities and Infrastructure

Facilities and infrastructure in this case relate to all supporting facilities in the form of learning rooms, multimedia, language rooms, sports fields and media that support the learning process in schools. With the facilities adequate and available educators can provide quality, innovative, creative, integrated

learning according to the demands of current developments. So that it can improve the quality of students who are superior, innovative and creative who have achievements in both academic and non-academic fields [14].

Cambridge Curriculum Learning Model MI Muslimat NU Pucang Sidoarjo

The learning carried out at MI Muslimat NU Pucang Sidoarjo has implemented learning that is student learning Confident/confident, Responsible/Responsive, Reflective/Reflective, Innovative/Innovation, Engaged/Involved, including [15]:

Confident/confident

Learning at MI Muslimat NU Pucang Sidoarjo is to instill a spirit of self-confidence or confidence in students who have confidence in themselves in

express the abilities and potential that exist within oneself, find one's identity in the learning process so that one is always active, interactive with the teacher who has taught, learning becomes comfortable and the classroom becomes lively and not boring for students, this will have a positive impact on the development of the participants students become more advanced and achieve [16].

Responsible/responsive

Responsible in this case is that MI Muslimat NU Pucang Sidoarjo students are required to be quick and responsive to stimuli or responses around them during learning time, if given an opportunity or a quiz given by the teacher they will be quick to try to respond and answer the instructions or assignments given. given by the teacher, so that learning can be lively and the classroom atmosphere can be interactive between teachers and students, resulting in quality learning.

Reflective/ Reflective

Students at MI Muslimat NU Pucang Sidoarjo are also required to be active and reflective, teachers provide space for students to reflect on students'

abilities, so that teachers can provide the best response to students.

Innovative/Innovation

MI Muslimat NU Pucang Sidoarjo also really considers the potential or development and talents that exist within students, in the form of providing space and also opportunities and freedom for students to express ideas and innovations as well as positive thoughts that exist in students to develop. responded and continued and provided support to the school for the student's innovation based on the findings or novelty of the creations of MI Muslimat NU Pucang Sidoarjo students[17].

Engaged/Involved

Engaged is what is meant here is the MI Muslimat NU Pucang Sidoarjo teacher who really emphasizes and provides opportunities for all students to be involved or active in learning at school, so that not only one or two students can experience learning in class but all students in the classroom. encourage and revive the spirit of courage to start and be involved in active and quality learning.

7 EDUCATION CONCEPT MI MUSLIMAT NU PUCANG SIDOARJO

MI Muslimat NU Pucang Sidoarjo is an educational institution that carries three elements of the national curriculum under the auspices of the ministry of education and culture and the ministry of religion as well as the Cambridge Curriculum [18]. The results of the analysis developed at MI Muslimat NU Pucang Sidoarjo were formed in five components of the standard teaching formula held at MI Muslimat NU Pucang Sidoarjo as a quality Madrasah institution, following the attachment of the five

components of the formula for MI Muslimat NU Pucang Sidoarjo [19] namely :

SmartSchool

English proficiency measured based on independent English and Arabic institution test results, namely proficiency or fluency in English and Arabic which has been certified or recognized by the language institution, namely Pare English Kediri, which in this case is capital in learning at MI Muslimat NU Pucang Sidoarjo . Fluency in English and Arabic is in the framework of mastery of both grammar and conversation, which of course means that if students have this ability, they will already have the provisions to learn broader knowledge from various literature which can support improving the quality of students. education both at district, national and international levels.

The linguistic aspect is a very vital thing that occupies a very important place because Arabic is the language of the Al-Qur'an which can also be interpreted or translated into deep English as capital in studying it and also preaching it in the surrounding community, so that the knowledge gained MI Muslimat NU Pucang Sidoarjo students don't just stop within themselves but apply it to life and preach it.

Coding Materials

The second aspect is the ability to be creative in making new products, whether in the form of learning innovations, innovations in new applications and the ability to create new programs or IT that may not have previously existed.

MI Muslimat NU Pucang Sidoarjo presents ICT subjects that are based on making products so that they don't just take advantage of the market but are able to create, which are supervised by teachers who are truly competent and are known to have many new products so that they can provide maximum learning based on experience and also professional teacher development.

Construct essential learning for ahluSunnah wal jama'ah

The basis for learning Aqidah and also shari'ah in this case which is instilled by MI Muslimat NU Pucang Sidoarjo is AhluSunnah wal Jama'ah, namely those who follow and adhere to the teachings of the Al-Qur'an and As-sunnah which have a legal basis and also the basis of practice in Islamic law according to the Qur'an and As-Sunnah.

The purity of the teaching given by students before that is to properly refine the aqeedah or understanding of the Islamic religion of an educator when applying, not only that seen from the yaumiyah worship and the reading texts in prayer which are the main aqidah which are carried out carefully and carefully, so that can provide teaching and model guidance for MI Muslimat NU Pucang Sidoarjo students.

Improving SIM and SIMAS services digitally

Increasing digital-based education services that can be accessed by guardians or the surrounding community, starting from school information, achievements and championships, educational training from the government, ongoing activities, as well as school administration costs can be known by parents of students whose privacy is maintained.

Applying meaningful learning through digital media

Implementing meaningful learning through media in the form of learning activities documented in the form of photos or videos uploaded on the MI Muslimat NU Pucang Sidoarjo website, so that they can be seen or known by parents and the public who want to know what activities are carried out by students at MI Muslimat NU Pucang Sidoarjo, so that people can be confident and happy to see the development of their children and give full trust to the MI Muslimat NU Pucang Sidoarjo educators.

Obey Worship

Obedience to Islamic teachings and sharia is an obligation for all followers of the Islamic religion, so that what is learned is mandatory to be applied in the lives of students, so that it can bring about pious and pious students at MI Muslimat NU Pucang Sidoarjo. A person with character and excellence is a tagline or culture that must always be maintained and instilled so that it can become ingrained in the students' daily lives.

Basic Al-Islam

Islam is the basis of education carried out at MI Muslimat NU Pucang Sidoarjo, which is the center of teaching and education in MI Muslimat NU Pucang Sidoarjo, but in this case if there are students who are known to be not Muslim, MI Muslimat NU Pucang Sidoarjo still welcomes if it is known that he wants to send his child to school in order to see the excellence of learning at MI Muslimat NU Pucang Sidoarjo, which in essence MI Muslimat NU Pucang Sidoarjo is an educational institution that does not intimidate certain groups because in Islam it teaches and comes as Islam Rahmatan Lil 'alamin.

English and Arabic Language

The basis of learning delivered by teachers at MI Muslimat NU Pucang Sidoarjo is an introduction to English and often also Arabic so that in addition to their habituation and teaching, students receive intensive language familiarization in their daily school life, in addition to receiving language material. In classes conducted by English and Arabic teachers, they can be supported in habitual conversations with teachers who have conversations which become part of the habit of learning every day at school [20].

The teaching and material content and development of this language curriculum have a weight of levels that are integrated with the Cambridge curriculum so that the curriculum at MI Muslimat NU Pucang Sidoarjo has an international standard curriculum, which has tested and trusted accreditation. Apart from that, it is supported by bringing in speakers or speakers from outside, both

from the government and abroad, to be able to reflect on students' language skills in both English and the language of the Koran, namely Arabic.

Conducting Learning in Accordance with STEAM

STEAM is a structure of scientific disciplines which is the superior program or highlight of the program taught at MI Muslimat NU Pucang Sidoarjo, some of the main ones are adab or character education, science, technology, networking/machinery, arts or religion and mathematics which are formulated here to producing students who are multitalented, progressive, have a broad view of knowledge, and are technologically literate regarding developments over time [21]. Students are able to be adaptive to the demands of the times, have high intelligence and IQ by learning the scientific disciplines studied, then be polite and full of morals and ethics in everyday life, so that they become uswah or examples in Islamic da'wah. The following are the five disciplines that are the flagship programs of MI Muslimat NU Pucang Sidoarjo:

STEAM is a scientific formulation from several curriculum absorptions, both the ministry and culture curriculum, namely the 2013 curriculum and combined with the ministry of religion, namely the Islamic religious curriculum, Ahlus Sunnah wal Jama'ah, then integrated with the Cambridge Curriculum, which is directly affiliated with Cambridge University under the auspices of the OECD (Organization for Economic Cooperation and Development) namely where there are many schools in a country that have educational and economic influence in the world.

With the formulation and integration of these three curricula, it appears that there have been many changes and progress both in competition achievements, achievements that can now be won both on a regional and national scale and on an international scale in terms of progress.

Conclusion

The implementation of the Cambridge Curriculum with the 2013 National Curriculum and the Ministry of Religion Curriculum MI Muslimat NU Pucang Sidoarjo has greatly increased the intelligence, activeness, wisdom and intellectual excellence of students at large, because the learning is carried out by competent and professional teachers supported by the system. an international quality curriculum that is based directly on Cambridge Assessment International Education.

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