
The Role Of The Teacher In Curriculum Development Islamic Education At Smpps Islamic Assirojiyah Omben Sampang

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Abstract

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educators have duties and responsibilities for the learning process by conveying knowledge and various beliefs to students so that they implement their knowledge in everyday life. The success of the learning process can be seen from the applied curriculum, the curriculum has two sides, namely as a document and as an implementation. From the problems above, the researcher interpreted and created a title " the role of the teacher in curriculum development islamic education at smpps islamic assirojiyah omben sampang." in this study, the researcher used qualitative and data obtained by observation, interviews and documentation. the formulation of the problem in research 1) what is the role of the teacher in the development of Islamic education at smpps islamic Assirojiyah Omben Sampang. 2) what are the forms of teacher activity in the development of the Islamic Education curriculum at smpps islamic Assirojiyah Omben Sampang. 3) what must be mastered by a teacher in developing the Islamic Education

curriculum at smps islamic Assirojiyah Omben Sampang. The research aims at what are the roles of the teacher, the forms of activities and what must be mastered by the teacher in the development of the Islamic education curriculum

Abstrak

Kata Kunci:
peran guru,
kurikulum,
keislaman,
pendidikan

Pendidik mempunyai tugas dan tanggung jawab terhadap proses pembelajaran dengan cara menyampaikan ilmu pengetahuan dan berbagai keyakinan kepada peserta didik agar mereka dapat mengimplementasikan ilmunya dalam kehidupan sehari-hari. Keberhasilan proses pembelajaran dapat dilihat dari kurikulum yang diterapkan, kurikulum mempunyai dua sisi yaitu sebagai dokumen dan sebagai implementasi. Dari permasalahan diatas peneliti menafsirkan dan membuat judul "Peranan Guru Dalam Pengembangan Kurikulum Pendidikan Agama Islam Di SMP Islam Assirojiyah Omben Sampang". dalam penelitian ini peneliti menggunakan kualitatif dan data diperoleh melalui observasi, wawancara dan dokumentasi. rumusan masalah dalam penelitian 1) apa peran guru dalam pengembangan pendidikan agama islam di smps islam assirojiyah omben sampang. 2) bagaimana bentuk aktivitas guru dalam pengembangan kurikulum Pendidikan Agama Islam di SMP Islam Assirojiyah Omben Sampang. 3) apa yang harus dikuasai oleh seorang guru dalam mengembangkan kurikulum Pendidikan Agama Islam di SMP Islam Assirojiyah Omben Sampang. Penelitian ini bertujuan untuk mengetahui apa saja peran guru, bentuk kegiatan dan apa saja yang harus dikuasai guru dalam pengembangan kurikulum pendidikan Islam.

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Introduction

School as a formal educational environment includes all of these components in the curriculum. The curriculum concept develops along with the development of society and technological advances.

Curriculum development takes place as a positive step to meet the challenges arising from these developments, taking into account not only the norms that apply in society, but also the conditions of the context and framework. The curriculum's developmental stages are tailored to the student's personality

so that as part of their learning they develop the appropriate competencies to master technology and use it when needed.

Teachers and curriculum are important components in an education system. The success or failure of an education system is strongly influenced by these two factors. Certification of education personnel and curriculum development which are currently being carried out are efforts to improve the education system through the two aspects above. (Oemar hamalik, 1992:57)

Teachers make a very important contribution to the success of learning in schools. Teachers play a very important role in supporting the development of students so that they can optimally achieve their life goals. In this case, teachers need to be able to choose and combine compelling approaches to address classroom management cases that are appropriate to the problem at hand.

Decision-making in curriculum development is not only the responsibility of curriculum planners, but also the responsibility of teachers in schools. Curriculum planners need to make appropriate, rational, and systematic decisions. The decision-making cannot be made haphazardly and without consideration, but must be based on objective information and data on the current curriculum. Evaluation plays an important role in making curricular decisions, so that the results of the implemented curriculum can be identified, what are its weaknesses and strengths and can then be considered regarding the necessary improvements. .(Oemar hamalik, 2006:20)

From the discussion above, it can be concluded that in the formulation of the problem 1) the role of the teacher in the development of the Islamic education curriculum, has an important role in the curriculum which will be applied to students with the aim of producing quality human beings, 2) the form of teacher activity in the development of the Islamic Education curriculum , from the beginning the teacher made the curriculum and who designed the curriculum, the teacher must understand very well how these activities are carried out based on the previously made curriculum, this has the goal that the use of the curriculum goes well as it should be like what was planned beforehand, 3) what

must mastered by a teacher in the development of the Islamic Education curriculum, there are a number of things that must be mastered by every teacher in curriculum development these will be explained in more detail in the findings of the article in the discussion.

Methods

In this research, researchers used qualitative research in the form of descriptive with the title " THE ROLE OF THE TEACHER IN CURRICULUM DEVELOPMENT ISLAMIC EDUCATION AT SMPS ISLAMIC ASSIROJIYAH OMBEN SAMPANG" in research to find out what the role of the teacher is in developing the Islamic Education curriculum, teacher activities in developing the Islamic Education curriculum, and what are the that must be mastered by teachers in the development of the Islamic education curriculum. The data obtained by observation, interviews, and documentation. In checking the validity of the data, trigulation was carried out.

Result and Discussion

The Role Of The Teacher In The Development Of The Islamic Education Curriculum

The curriculum has two equally important aspects, the curriculum as a document and the curriculum as an implementation that can benefit all who need it. As a document, the program has the function of guiding the teacher, and the program as a performer is the realization of the material in the form of classroom learning activities. Those two cannot be separated, having a curriculum means learning and vice versa learning means having a curriculum. The implementation of the teaching program requires someone to act as the implementer, namely the teacher.

Teachers are the executors of the curriculum and are therefore an important factor in the implementation of the curriculum. Therefore, teachers are required to be able to do so. Curriculum is useless as a teaching tool without

teachers. Conversely, learning is not effective without the syllabus as a guide. Teachers have the following roles in curriculum development:

1. As an implementer

The teacher's task is to apply the existing curriculum. Here teachers simply accept different guidelines for creating curriculum. Teachers do not have the authority to set curriculum content or curriculum goals. The teacher's role is limited to the implementation of the prepared curriculum.

2. As adapters

Teachers don't just implement the curriculum, they tailor it to the characteristics and needs of their students, as well as to the needs of the community. Teachers are empowered to adapt existing curricula to school characteristics and local needs.

3. As a curriculum researcher (curriculum researcher)

This role is carried out as part of the teacher's professional obligations with responsibility for improving performance as a teacher. In this role, teachers are responsible for testing various elements of the curriculum. For example, this includes collecting data on student success in meeting curriculum goals, such as testing curriculum materials, testing program effectiveness, testing strategies and learning models.

4. The role of the teacher in developing an independent curriculum.

In essence, an independent curriculum is an evolution of previous curriculum developments and must meet the curricular goals of the turn of the 2000s. Curriculum changes target none other than the direct enforcers of the classroom, the teachers. Therefore, the discussion will focus more on the role of teachers in independent curricula.

5. Teachers as learning designers

As a professional teacher, the teacher designs how the learning style will be carried out. The learning design has been recorded in a structured, practical and applicable learning tool.

6. Teachers as Learning Artists

Learning in the classroom has values and a touch of art that creates a sense of joy for students. Previously the teacher had designed learning that contained elements of art so that the design could be carried out by the teacher.

7. Motivator of learning in curriculum development

The most difficult task for teachers is to keep students excited and motivated to explore as much content as possible. With the right motivation, students learn at their best.

8. Learning mediator

Presence of teachers as intermediaries between learning resources and students. Teachers present materials to students, and students absorb, study, discuss, and make them their own.

9. Curriculum learning inspiration

Teachers are the main source of inspiration for students to master the subject matter. The ideas and strategies that teachers convey encourage students to learn independently and creatively. . (Uranus Zamili, 2020: 313-314)

Thus, the central role of teachers is that they must organize active learning, condition students to gain as much experience as possible in the cognitive, affective, and psychomotor domains, and evaluate students holistically by considering performance in class and outside the classroom. The teacher's task is not only limited to the classroom when teaching, but also outside the classroom and even outside the school. It can be seen how important the role of teachers is and how hard their duties and responsibilities are, especially the moral responsibility to "imitate and imitate", that is, follow their words and imitate their actions or behavior. At school, the real task and role of a teacher is not as a holder of power, a person who orders forbids and punishes his children/students, but as a guide and servant of the children, that is, the teacher must always be ready to meet the physical-spiritual needs of children in their growth, the The board of teachers at the smps islam Assirojiyah plays an important role as a teacher,

namely in developing the Islamic education curriculum so that school goals can be achieved to the fullest.

Forms Of Teacher Activity In The Development Of The Islamic Education Curriculum

Teachers certainly play a very important role in curriculum development as no curriculum can be implemented without them. Teaching and learning activities need facilitators, facilitators, and message recipients. The success or failure of a curriculum clearly depends on the quality and professionalism of the teachers.

The role of the teacher in curriculum development in terms of management is distinguished between those that are centralized, decentralized and centralized.

1. The role of the teacher in developing a centralized curriculum.

Here, teachers do not play a role in the design and evaluation of macroeconomic properties, but in the microcurricular. A macro-curriculum is created by a special team and teachers create the curriculum within a year or semester. The teacher's task is to come up with and formulate appropriate goals, to select and arrange teaching materials according to the needs, interests and stages of development of the child, to prepare a variety of teaching methods and media, and to formulate systematically structured is to create education. A detailed curriculum that is easy for teachers to implement.

2. The role of the teacher in the development of the decentralized curriculum.

A decentralized curriculum is created by a specific school or group of schools within a region. This development is based on school characteristics, needs, local developments and capacities. Therefore, the curriculum, especially the content, is very diverse and each school has its own curriculum. The teacher's role goes beyond central control. Teachers are involved not only in the development of the school year, semester and program of classes, but also in the organization of the

school's overall curriculum. Teachers act not only as users, but also as planners, thinkers, editors, developers, and curriculum implementers and evaluators.

3. The role of the teacher in developing a centralized curriculum

To overcome the weaknesses of the two formats of curriculum, a hybrid format between the two formats, or a centrally distributed format, can be used. Centralized and decentralized curricula also have certain limitations. The teacher's role in curriculum development is greater than that centrally managed. The teacher is involved not only in the implementation of the core her curriculum in the grade program/semester/unit of study, but also in the development of the school's overall curriculum. Teachers also contribute to the formulation of all the components and elements of the curriculum. In such activities, students develop a sense of belonging to the curriculum and are encouraged to further develop their knowledge and skills in curriculum development.

Because teachers are involved in curriculum development from the beginning, they truly understand and master the curriculum, resulting in more accurate and smoother implementation of the curriculum in the classroom. Teachers act not only as users, but also as curriculum planners, thinkers, editors, developers, implementers and evaluators. (Nana Syaodih, 2005:200)

After the curriculum was developed by the teacher and implemented properly, it can be seen that the teacher's understanding in implementing it at the Assirojijah Islamic Middle School.

Things That Must Be Mastered By A Teacher In The Development Of The Islamic Education Curriculum

Teachers are an important part of education. His students' expectations of the lessons he teaches rest on his shoulders. Students either dislike or like a lesson depending on how the teacher teaches. Teachers are said to be at the head of the education system. Of course, the role and charisma of being a teacher in front of the students is expected.

Educational processes and outcomes are determined not only by schools, curriculum patterns, structure and content, but also largely by the competence of the teachers who lead the education. Effective teachers are better able to create an effective and enjoyable learning environment and better manage their classes to ensure optimal student learning outcomes.

To be able to carry out these tasks effectively and efficiently, teachers must have certain competencies. In Indonesia, ten competencies must be possessed by teachers as instructional leaders, namely:

1. has an ideal personality as a teacher.
2. master the foundation of education
3. master the learning material
4. able to compile a learning program
5. able to carry out learning programs
6. able to assess the process and learning outcomes
7. able to organize a guidance program
8. Able to organize school administration
9. Able to cooperate with colleagues and the community
10. able to carry out simple research for learning purposes. (Saudarwan danim, 2006:199)

Those, teachers and curriculum are important components in an education system. The success or failure of an education system is strongly influenced by these two factors. Certification of education personnel and curriculum development which are currently being carried out are efforts to improve the education system through the two aspects above. Based on observations and interviews at the Assalamiyah Islamic Middle School, the teachers carried out their role as teachers in developing the Islamic education curriculum. Such as having the personality of a teacher who can be used as an example for students, class mastery in the learning process even though each student is different in how he reacts, preparation of material before being distributed to students such as syllabus preparation, lesson plans and other materials. The teacher council at the

Assirojiyah Islamic Middle School prepares the things discussed above before carrying out the learning process.

Conclusion

The role of the teacher in developing the Islamic Education curriculum, namely as follows: 1) As an implementer, 2) As an adapter, 3) As a curriculum researcher, 4) The role of the teacher in independent curriculum development, 5) The teacher as a learning designer, 6) Teachers as Learning Artists, 7) Learning motivators in curriculum development, 8) Learning mediators, 9) Curriculum learning inspirations.

The role of the teacher in curriculum development is manifested in the following forms of activity: 1) Formulate specific teaching objectives based on the curriculum objectives above and student characteristics, subjects/fields of study, and characteristics of the school/class situation. 2) Planning learning activities that can effectively help students achieve the goals set. 3) Implement learning plans/programs that are formulated in real learning situations. 4) Evaluate the results and learning processes of students. 5) Evaluate the interactions between the implemented curriculum components.

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