

## THE IMPLEMENTATION OF THE SPECIAL CURRICULUM OF ISLAMIC SD IN THE ESTABLISHMENT OF STUDENTS' RELIGIOUS ATTITUDES

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### ABSTRACT

*Education curriculum policies in Indonesia change with the times, curriculum changes will adapt to the needs of the community, especially in children's knowledge, attitudes and psychomotor, and one that is shifting in the direction of concern is the religious attitude of children at this time, this study aims to analyze the level of effective curriculum that is applied at the Kamila Insan Cita Islamic Elementary School in the context of forming students' religious attitudes, this study uses a qualitative method with a field research approach where researchers manage data through interview documents and observations, interviews conducted are following applicable research methodology guidelines and following research needs. At the Kamila Insan Cita Islamic Elementary School, which is located in Sawangan District, Depok City, West Java, the results of this study indicate that the level of effectiveness of curriculum implementation in the context of forming the religious attitudes of students in the fairly good category is evidenced by the results of interviews with researchers with many research objects such as school principals, teachers, parents of students.*

**Key Words:** curriculum effectiveness, Religious Attitude

### INTRODUCTION

The rise of various social problems in society, such as violence against children, cheating behaviour, student brawls, promiscuity, drugs, sexual abuse, unemployment, murder to the unfolding of corruption cases of state officials, confirms that negative culture is a chronic problem of national and state life. The morals and values of society are degenerating. The weak character of Indonesian society has resulted in our nation being left behind compared to other nations. In the economic field, Indonesia's per capita income is much lower than that of developed nations (Lestari, 2012).

The development of the times and technology makes the shift in character, especially in children of primary school age, it is very concerning, Religion which should be the hope to maintain the positive character of children seems to have moved away a little, the fact of weakening the commitment of Indonesian society to the noble values of Religion is strengthened by the fact that there has been a change in personality from a healthy personality based on religious values to an unhealthy personality based on negative change and self-confidence (Ichsan 2011).

According to John Locke, the school of empiricism argues that a child's development is determined by his environment, education and life experiences. So that a good environment in terms of morality will have a good effect on the morality of children in that environment.

On the other hand, a bad environment will also have a bad effect on children's morality, in line with this thinking (Kurniawan 2015) explaining that religious development in children is largely determined by the environment, whether experience or education at school. At home, the experience of religiousness in the child follows the religious pattern of the parents. Proper religious practice by parents will benefit the child regarding his Religion as an adult. On the other hand, a child's Religion is not good if, during his childhood, he was not introduced to Religion properly.

The development of Religion in childhood occurs through his life experiences in childhood, in the family, in schools, and environmental societies. The more religious experiences (under religious teachings), and the more religious elements, his attitudes, actions, behaviours and ways of dealing with life will be following religious teachings (Kurniawan 2015).

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014, which contains Early Childhood Education Standards based on the scope of child development that further develops aspects of religious and moral values in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 Content Standards concerning the Level of Achievement of Child Development for children aged 5-10 years include: Knowing the Religion adopted, Doing worship, Behaving honestly, helping, polite, respectful, sportsmanship, etc., Maintaining personal and environmental hygiene, Knowing religious holidays Respecting (tolerance) other people's Religion.

## **METHOD**

This research uses qualitative research methods with a descriptive approach. This research was conducted at SD Islam Kamila Insan Cita which is located at jalan anggrek – jalan abdul wahab kavlin 9 Cinangka Village, Sawangan District, Depok City. The time used by the researcher for this study was carried out from the date of issuance of the research permit within a period of less than 6 (six) months, from January to July 2021. The informants in this study consisted of key informants, the main informants, namely the principle of SD Islam Kamil Insan Cita, and additional informants, namely parents of students of SD Islam Kamila Insan Cita. The data collection techniques used in this study were observation, interviews, and documentation. According to Miles and Huberman in Setiawan Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification (Setiawan 2021)

## **RESULTS AND DISCUSSION**

SD Islam Kamila Insan Cita is an elementary school level that has a creative, independent and devout vision whose address is on jalan anggrek – jalan abdul wahab kavlin 9 Kelurahan Cinangka Kecamatan Sawangan Kota Depok, this school has a lofty ideal of developing a religious child's personality by implementing social piety in his daily life.

The curriculum made at SD Islam Kamila Insan Cita has a portion of 60% of the national curriculum and 40% of the typical curriculum, while what is meant by the national curriculum is the curriculum that is being implemented by the Ministry of Education and Culture of the Republic of Indonesia, namely the 2013 curriculum (Kemendikbud, 2018) which one of the goals of the 2013 curriculum is to get life experience in a globalized society and form a tough character in facing life problems in the future (strengthening *soft skills*).

To strengthen character, SD Islam Kamila Insan Cita also applies a distinctive curriculum in the form of practicum and theory, as follows.

**Table 1. Typical Curriculum of SD Islam Kamila Insan Cita**

Subject	Kepala Kolom Tabel	
	Kegiatan	Jumlah JP
Islamic Supplementary	Tahfidz	10 JP
	Hadith	1 JP
	Arabic	2 JP
	Calligraphy	1 JP
	Tarikh	2 JP

From an interview conducted with the principal of SD Islam Kamila Insan Cita, data was obtained that this special curriculum was held to solve the problems and needs of parents of students who wanted their children to remain focused and filled with religious learning so that the strengthening of the character of diversity could be carried out properly.

*"This typical curriculum is carried out in accordance with the research we made at the beginning of the establishment of this school which is in the hope of achieving educational goals in general and the formation of an attitude of togetherness from an early age in accordance with the expectations of parents of students" (Dodi Sutrisno, S.Pd, Head of SD Islam Kamila Insan Cita, interview on May 20, 2021)*

Furthermore, the researcher also interviewed the head of the committee of SD Islam Kamila Insan Cita, namely Dian's mother. In this interview, the researcher asked about the changes in the religious attitude of his son, ananda Adam Khoskano Wardani, class IV, with the following answer.

*"Since following the typical curriculum of SD Islam Kamila Insan Cita, Adam began to have a good religious awareness such as no longer always being reminded when the prayer time was five times, Adam always did the five-time prayer on time, and increased his sense of responsibility by memorizing the Quran every time he spent praying at least 5 verses in one day, and also increased respect for his parents and affection for his younger siblings. " (Ibu Dian, the guardian of Adam, Interview on May 21, 2021, took place at SD Islam Kamila Insan Cita)*

If referring to permendikbud No. 137 of 2014 above, the answer from the school committee can be concluded that there are indications of an increase in the religious attitude of students after following the typical curriculum applied by SD Islam Kamila Insan Cita.

Furthermore, the researcher also took data from the results of the survey with a questionnaire that was distributed to all parents of students of SD Islam Kamila Insan Cita. The distribution of this questionnaire was carried out to find out the results of satisfaction with the achievement of the application of a typical curriculum, especially to form the religious attitudes of students with the following results:

## **SIMPULAN DAN SARAN**

From the discussion and research results, it can be shown that the level of effectiveness of curriculum application in the formation of religious attitudes of students at SD Islam Kamila Insan Cita is appropriate and has increased significantly. Still, some parents of students are not satisfied with its application due to several factors including not

embracing time for parents of students who are busy working. In contrast, the curriculum is required to involve the role of parents in the house.

The suggestion for the implementation of the curriculum, in this case, is that the principal and educators of SD Islam Kamila Insan Cita are encouraged to continue to increase the creativity of curriculum implementation, especially in the typical curriculum of SD Islam Kamila Insan Cita so that it continues to be a motor in achieving educational goals in general and educational goals in particular.

For further research, there is still a research room in the form of analyzing the role of parents or the role of teachers in the formation of students' religious attitudes.

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