

ANALYSIS OF LEARNING HISTORY OF ISLAMIC CULTURE (SKI) BASED ON THE 2013 CURRICULUM

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Abstract

The purpose of this study was to determine the understanding of SKI teachers towards the 2013 curriculum, teacher plans and practices, evaluation, supporting and inhibiting factors in SKI learning based on the 2013 curriculum on the topic of Islamic Civilization of the Umayyad Daula in Damascus for class X IPS MAN 1 Bungo. This research is a qualitative descriptive study. The sampling method used was purposive sampling. Data collection was carried out through interviews, observation, and document analysis. The results of the study show that SKI teachers' understanding of the 2013 curriculum is quite good but still needs to be improved; RPP is guided by the 2013 curriculum guidelines; teaching practice according to the lesson plan prepared by the teacher which consists of three stages, namely introduction, core activities covering 5M, and closing. These three stages are carried out by SKI teachers to instill character values in students; SKI learning evaluation includes cognitive, affective, and psychomotor aspects; Supporting factors in teaching SKI include complete facilities, curriculum 2013 training for teachers, and complete learning resources.

Keywords: *Islamic Culture Learning (SKI); Curriculum 2013; Islamic Civilization.*

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INTRODUCTION

Cannot be separated from the school curriculum, because the curriculum is an important component in the educational process that becomes a reference in the implementation of learning, both by managers and organizers, especially by teachers and principals. The 2013 curriculum is a curriculum that was officially implemented by the government with the aim of perfecting the previous curriculum, namely the KTSP curriculum. The development of the 2013 Curriculum, it will later contribute to a productive, creative, innovative, and affective Indonesia; by strengthening integrated attitudes, skills, and knowledge (Mulyasa, 2014: 65).

Education can be done through the learning process. One of the subjects that can instill character values is the subject of Islamic Cultural History (SKI). By studying the History of Islamic Culture (SKI), students can take lessons from events that breathe Islam and are passionate about studying. It is hoped that students can become human beings or someone who has noble character as taught by the prophet Muhammad SAW.

One of the materials contained in the subject of Islamic Cultural History (SKI) is about the Islamic Civilization of the Umayyad Daula in Damascus. It is hoped that by studying the material of the Umayyad Daula Islamic Civilization in Damascus, students can emulate the character values that exist in the Umayyads so that they can be used as a way of life in daily activities. MAN 1 Bungo is an educational and teaching institution at the upper secondary level that makes Islamic Religious Education, especially Islamic Cultural History (SKI) its religious identity with reference to the 2013 curriculum. With the maximum implementation of the 2013 Curriculum, educational goals will be fully achieved, namely to develop the potential of students to become human beings who believe, fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (UU No. 20 of 2003).

In addition, through a scientific approach in the 2013 Curriculum, students will be able to observe, ask questions, explore, associate, and communicate from the material taught by the teacher in the learning process. With the 2013 Curriculum, it is hoped that students can change their views on the subject of Islamic Cultural History (SKI) which seems less interesting, and boring than the learning method more rote learning is interesting because it can increase students' critical power. Students are expected to be able to take lessons from an event which will later inspire students to always have a positive attitude in accordance with the core competencies of the 2013 Curriculum which also emphasizes religious aspects.

METHODOLOGY

Spoken words of observable people and behavior. (Moleong, 2012: 4). In terms of the aspects studied, this study used a case study type of research. This case study research uses a single-slanted approach. A single case study means that this research has been directed at a target with one characteristic. That is, this research was only carried out at one target (one location or one subject), namely learning Islamic Cultural History (SKI) based on the 2013 Curriculum. Meanwhile, it is called embedded research because the goals and objectives as well as the problems to be studied have been determined before entering the field. field, namely the analysis of learning Islamic Cultural History (SKI) based on the 2013 curriculum on the material of the Abassids (Sutopo, 2006: 139).

The data sources in this study were (1) informants, including Islamic Cultural History (SKI) subject teachers, vice principals for the curriculum section, and students of class X IPS MAN I Bungo; (2) Places, events, or activities, namely Islamic Cultural History (SKI) learning activities based on the 2013 Curriculum on the material of the Umayyad Daulah Islamic Civilization in Damascus in class X IPS Social Madrasah Aliyah Negeri (MAN) 1 Bungo which is seen from the aspects of learning methods, the media used, learning resources, teacher and student interactions, and evaluation systems; (3) Documents or archives in the form of annual programs, semester programs, syllabus, lesson plans, textbooks, relevant study companion books, questions for evaluation and documents that support other research.

The sampling technique used in this study is purposive sampling, namely selecting samples that really know or are considered to be related to what is being studied by the researcher. While the data collection techniques in this study were (1) in-depth interviews with informants; (2) passive role observation, and (3) analysis of documents related to SKI learning on the material of the Abbasids. Data validation uses source triangulation and method triangulation.

The data analysis technique used is an interactive model with data reduction components, data presentation/display, and drawing conclusions/verification. The three components of data analysis are interrelated and interactive, and cannot be separated from the data collection activities (Sutopo, 2006: 113).

RESULTS AND DISCUSSION

SKI Teachers' Understanding of the 2013 Curriculum

MAN 1 Bungo has implemented the 2013 Curriculum since the 2014/2015 school year. Before the 2013 Curriculum was implemented, teachers at MAN 1 Bungo had participated in various pieces of training. Even after the 2013 Curriculum has been implemented, training and socialization are still being carried out to continue to increase the understanding of Bungo 1 MAN 1 teacher towards the 2013 Curriculum. Mrs. Ani as a class X teacher of Islamic Cultural History (SKI) admits that she has participated in several socialization and training of the 2013 Curriculum. SKI has attended training both at school and outside of school.

Based on the results of observations in the class, the SKI teacher can create a learning process that is in accordance with the 2013 Curriculum. This is proven by the implementation of the SKI learning process in the class according to the lesson plan made by the teacher. The learning resources used by teachers in the learning process of Islamic Cultural History (SKI) are also in accordance with the 2013 Curriculum. In addition, character education in the 2013 Curriculum is well implemented by teachers in the SKI learning process. The teacher not only conveys the substance of the material but also instills character values in students. In the material on the Islamic Civilization of the Umayyad Daula in Damascus, character values can be emulated through historical figures or caliphs at that time. The results of the document analysis show that SKI teachers have complete learning tools that have been adapted to the 2013 curriculum. These learning tools are prota, promissory notes, syllabi, lesson plans, learning resources, assessment instruments, and other learning tools.

Based on the explanation above, it can be concluded that based on document analysis, interview results, and observation results, Mrs. Ani's understanding as a SKI teacher at MAN 1 Bungo is quite good but still needs to be improved. This is because teachers are less able to create optimal SKI learning. Teachers do not use creative and innovative learning models and methods. In addition, the teacher only occasionally displays video media during the learning process. The thing that needs to be improved is the creation of evaluation questions.

In simple terms, the term learning (instruction) means an effort to teach a person or group of people who initially do not know but eventually know through various efforts and various strategies, methods, and approaches that can achieve the goals that have been planned. Learning is also referred to as programmed teacher activities in instructional design to make students learn (Majid, 2013: 4).

Learning objectives according to Agung & Wahyuni (2013: 5) are a change in student behavior, both changes in behavior in the cognitive, affective, and psychomotor fields. The parties involved in learning are educators (individuals or groups), as well as students (individuals, groups, and/or communities) who interact educatively with one another.

In accordance with the attachment to the Minister of Religious Affairs Number 000912 of 2013 that the History of Islamic Culture is a record of the development of the journey of Muslim human life from time to time in terms of worship, muamalah, and morals as well as in developing life systems or spreading Islamic teachings based on faith. The characteristic of Islamic Cultural History is that it emphasizes the ability to take Ibrah or wisdom (lessons) from Islamic history, emulate outstanding figures, and relate it to social, cultural, political, economic, science and technology, and art phenomena, and others to develop Islamic culture and civilization. at present

and in the future. Based on the explanation above, it can be concluded that the learning of Islamic Cultural History (SKI) is essentially an activity of transferring knowledge carried out by the teacher to students which are closely related to past events, be they political, social, or economic events that really happened. in an Islamic country and experienced by Islamic society.

According to Law Number 20 of 2003 concerning the National Education System Article 1 number 19, the curriculum is a set of plans and arrangements regarding objectives, content, and teaching materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. The current curriculum implemented in schools is the 2013 Curriculum. The development of the 2013 Curriculum is a follow-up to the Competency-Based Curriculum Development which was initiated in 2004 and the 2006 KTSP which includes attitudes, knowledge, and skills competencies in an integrated manner. According to Mulyasa (2014: 167), the 2013 curriculum is a curriculum that can produce productive, creative, innovative, and affective Indonesian people through strengthening integrated attitudes, skills, and knowledge.

The word character in the Big Indonesian Dictionary (KBBI) is a prominent and famous person (in politics, culture, and so on). While exemplary has the meaning of deeds or goods and so on that should be imitated or exemplified. Thus, a role model is someone who is prominent or someone who plays an important role in a certain aspect of life in society and who has good qualities so that others can emulate and set an example. There were several figures who made achievements during the Umayyad Daula in Damascus (Elfa Tsurroya, 2020: 87-90).

Muawiyah bin Abu Sufyan was born 15 years before the Hijriyah and converted to Islam on the Fathu Makkah event with his family and other Makkah residents. His real name was Muawiyah bin Abu Sufyan bin Harb bin Umayyah. After converting to Islam, he became a friend of the Prophet Muhammad and became one of the scribes of the Qur'anic revelation. Muawiyah served as the caliph of the Umayyad Daula for approximately 20 years. Some of Muawiyah bin Abu Sufyan's policies: Moving the capital of the Umayyad Daula caliphate from Medina to Damascus, Syria; Building government administration and establishing postal service rules; Managing army affairs with reference to the rules of the Byzantine army; Creating a caliph election system by way of monarch heredity; Changing the function of the baitul mal, during the khulafaurrasidun period the baitul mal functioned as the people's wealth, then changed during the Umayyad period to become the wealth of the royal family; Forming Diwanul Hijabah; Establishing Diwanul Barid; and Formed Diwanul Kharraj.

Marwan bin Hakam, the fourth caliph of the Umayyad Daula, took power after Muawiyah II gave up his position. During the time of Caliph Usman bin Affan Marwan served as head of the secretariat institution namely ad-Dawawin who had very decisive authority in every decision of the caliph. During Muawiyah's reign as caliph, Marwan served as Governor of Medina. Marwan is a person with a big heart and high aspirations, he only served for 9 months. The following are Marwan bin Hakam's policies: Reducing movements in various areas that hinder stabilityhis government, including the Abdullah bin Zubair movement in the Hijaz, the movement Mus'ah bin Zubair in Palestine, movements in Sham who want toappointed Khalid bin Yazid as caliph; Appointed his son Abdul Aziz as governor in Sham; Restore the position of the tribes in the Arabian Peninsula intohis power; and Defeating the Khawarij and Shia movements

Abdul Malik bin Marwan became caliph in 65 H in Syria and Egypt, and he ruled for 21 years. By the time Muawiyah became Caliph, Abdul Malik bin Marwan had been appointed as governor in Medina even though at that time he was only 16 years old. He studied religion from the Fuqaha, scholars, and Zuhud experts, and narrated hadith from Jabir, Abu Sa'id al Khudri, Abu Hurairah and Ibn Umar. Many people learn and take knowledge from him because of his faith.

Abdul Malik is a person who is firm in his stance and is not easily swayed under any circumstances. He managed the wheels of government with full trust and always maintained security and stability, during his time the life of the Muslims was in peace, and many countries were successfully conquered. Among several policies of Abdul Malik bin Marwan: Print dinar money to replace Byzantium and Sasanian money; and Carrying out the Arabization of archives and records of state administration from Persian and Greek into Arabic.

Walid bin Abdul Malik is the son of Abdul Malik bin Marwan, he was appointed caliph in 86 H. Walid has a very wide territory because he inherited the kingdom of Malik bin Marwan, his father. In his time he made many expansions into several areas which at the same time became his policy and strategy in leading, including the Conquest of Andalusia under the leadership of Governor Musa bin Nusair, warlord Tharif, and also warlord Tariq bin Ziyad; Conquest of the Kashgar region under the command of Khurasan leadership, Qutaibah bin Muslim al-Bahili who had served as governor of Iraq, Persia, and Khurasan; Conquest of Sind State under the command of Muhammad bin Qasim al-Tsaqafi; Develop cultural arts so that they become works of art with an Islamic style and become the highest culture at that time; Building hospitals, nursing homes, orphanages, and government buildings as well as establishing madrasas; and renovating the Grand Mosque, carrying out repairs to the tomb of Rasulullah SAW, as well as renovating the Prophet's Mosque and the Umayy Mosque in Damascus.

Umar bin Abdul Aziz was born in Halwan, Egypt in 61 H, he is the great-grandson of Umar bin al-Khattab. Since childhood, he often heard stories about the greatness of his grandfather, Umar bin al-Khattab, this inspired him to be like his grandfather. Umar bin Abdul Aziz served as caliph for approximately 2 years and 5 months. Some of Umar bin Abdul Aziz's policies: Trying to collect hadiths to choose between authentic and fake hadiths and appointing Imam Muslim bin al-Hajj as the coordinator. Thanks to this effort, hadith bookkeeping was achieved; Stop collecting taxes from converts and cut taxes from Christians, this policy makes people flock to embrace Islam; Revive the teachings of the Qur'an and as-Sunnah; Establish laws based on Islamic Shari'ah firmly; Moving medical schools from Alexandria (Egypt) to Antioch and Harran (Turkey); Sending delegations to oversee the performance of governors in various regions so that they always apply justice and truth in leading; and Replacing the position of governors who do not obey religion.

Learning Planning

Learning planning is a teacher's plan to teach certain subjects, at certain levels and classes, for certain topics, and for one or more meetings (Agung & Wahyuni, 2013:4). With the learning plan outlined in the RPP, it is hoped that the learning objectives can be achieved perfectly, especially in learning Islamic Cultural History (SKI). The RPP made by the SKI teacher is not made every time he enters class, but is made at the beginning of the semester for plans for one semester. The RPP made is also in accordance with the curriculum implemented at MAN 1 Bungo, namely Curriculum 2013. In general, the RPP made by SKI teachers contains madrasa identity, subject identity, class or semester, subject matter, time allocation, core competencies, basic competencies & indicators, learning objectives, learning materials, learning methods, learning media, learning steps, and assessment of learning outcomes.

Implementation of Learning

History (SKI) learning based on the 2013 Curriculum on the material of the Umayyad Daulah Islamic Civilization in Damascus class X IPS at MAN 1 Bungo conducted by SKI teachers in class consists of three stages of activity, namely preliminary activities, core activities, and closing activities. In the preliminary stage, the teacher starts the lesson with a greeting. In the SKI learning process, the teacher does not pray with the students because the prayer activity has been carried out in the first hour of class. In the next activity, the teacher checks the presence of students and conditions students and the class. In this preliminary activity, the SKI teacher reviewed the material that had been studied at the previous meeting by asking questions to students. In addition, the teacher also explains the topics and objectives of the learning process that will be carried out. Based on observations made by researchers, in accordance with the prepared lesson plan, in the core learning activities of Islamic Cultural History teachers have applied a scientific approach. The core activity consists of 5 activities, namely observing, asking, exploring, associating, and communicating.

The learning method used by SKI teachers is not only the lecture method but also the discussion method. During the learning process, SKI teachers make good use of learning media, namely by using power point media. In addition to the teacher explaining the material, the SKI

teacher also instills exemplary values in students. The exemplary values of the caliphs that can be taught to students are religious attitude, smart thinking, love of science, hard work, assertiveness, generosity, social care, courage, etc. By teaching these exemplary values, students can emulate and apply them in everyday life. In the closing activity, the teacher invites students to conclude the material that has been studied and ask questions as a way to find out the learning objectives that have been achieved. After that, the teacher tells the material that will be studied at the next meeting and asks students to study the material. Next, the teacher greets as a sign that SKI learning has been completed.

Learning Evaluation

The third component in the learning process is evaluation. Evaluation of learning is an activity carried out by the teacher to obtain information objectively, continuously, and comprehensively about the process and learning outcomes achieved by students, the results of which are used as a basis for determining further treatment. This means that the evaluation is not only to achieve a momentary target or one aspect, but is comprehensive and includes cognitive, affective, and psychomotor aspects (Jihad & Haris, 2013: 54).

Cognitive assessment in SKI learning is carried out by the teacher by giving a post-test in the form of questions orally. Giving oral questions is done at the end of the learning activity. Cognitive assessment was carried out to measure the achievement of material on the development of civilization and science during the Islamic Civilization of the Umayyad Daula in Damascus which had been taught by SKI teachers. Assessment of affective aspects in the SKI learning process is carried out by SKI teachers by assessing the attitudes of students. The attitude assessment carried out by the SKI teacher is guided by the attitude observation sheet that has been included in the lesson plan. The attitude observation sheet includes an assessment of spiritual attitudes, a self-assessment of honest attitudes, and a peer assessment. The effective assessment of students outside the learning process does not only depend on the role of the SKI teacher alone but also on collaboration with various parties such as homeroom teachers and guidance counselors. The assessment of the psychomotor aspects of class X IPS students was carried out by the SKI teacher by conducting an assessment of the results of group discussions. For the discussion results assessment sheet, the SKI teacher is guided by the assessment sheet listed in the lesson plan.

Based on the results of the interviews and analysis of the list of grades X IPS 1 and X IPS 2 students, the scores achieved by students in the SKI subject on Islamic Daulah Umayyad Civilization in Damascus are good because they have achieved the specified KKM score. The KKM score on SKI subjects is 75 or a scale of 2.66. The average score of students in class X IPS 1 both in cognitive, affective, and psychomotor aspects is 3.17. While the average value of class X IPS 2 students from the three aspects is 3.21.

Supporting Factors and Inhibiting Factors

In the SKI learning process, there will certainly be several supporting factors and inhibiting factors. The supporting factors found in the learning process of Islamic Cultural History (SKI) based on the 2013 Curriculum on the material of Islamic Civilization of the Umayyad Daula in Damascus Class X IPS at MAN 1 Bungo include: (a). There are complete facilities and infrastructure; (b). Bungo's MAN 1 facilitates training in the 2013 Curriculum for teachers; and (c). Many available learning resources for SKI subjects.

As for the inhibiting factors, among others: (a). The SKI learning hour is only one hour lesson with a lot of material so the SKI learning process in the class is not optimal; (b). Student interest in SKI learning is still low; and (c). The large number of assessment administrations in the 2013 Curriculum has become an obstacle for SKI teachers in the evaluation process.

Solutions or efforts made by SKI teachers to overcome the inhibiting factors above include: (a). In compiling the RPP, the SKI teacher chooses the right learning model and method, for example, occasionally the SKI teacher applies creative and innovative learning models and methods and uses interactive learning media. In addition, the SKI teacher also invites students to study outside the classroom so they don't feel bored. ; and (b). The teacher approaches students so that

the teacher can better understand the abilities and characteristics of the students, making it easier for the teacher in the evaluation process.

CONCLUSION

SKI teachers' understanding of the 2013 curriculum is quite good but still needs to be improved; RPP is guided by the 2013 curriculum guidelines; teaching practice according to the lesson plan prepared by the teacher which consists of three stages, namely introduction, core activities covering 5M, and closing. These three stages are carried out by SKI teachers to instill character values in students; SKI learning evaluation includes cognitive, affective, and psychomotor aspects; Supporting factors in teaching SKI include complete facilities, curriculum 2013 training for teachers, and complete learning resources. On the other hand, the constraints on the inadequate allocation of SKI time, namely only anjam, low student interest in studying SKI, and various assessment administration in the 2013 Curriculum are obstacles for teachers in conducting evaluations. Efforts made by the teacher to overcome this problem are choosing the right learning model and method in lesson planning, carrying out outdoor classes to reduce student boredom, and using certain strategies to approach students to know their characteristics and competencies so that it makes it easier for students to learn. teacher for evaluation.

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