# PRACTISING CURRICULUM MANAGEMENT: THE IMPLEMENTATION OF INTEGRATED CURRICULUM MANAGEMENT INISLAMIC SCHOOL

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# PRACTISING CURRICULUM MANAGEMENT: THE IMPLEMENTATION OF INTEGRATED CURRICULUM MANAGEMENT IN ISLAMIC SCHOOL

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**ABSTRACT**:
*Chongraksat Wittaya School Pattani, Thailand, is one of the most prominent Islamic schools in Pattani, Southern Thailand. This school has a dualism of management, including the applied curriculum, namely the religious and academic curriculum. Although the Thai kingdom regulates these two curricula, schools can adapt to their needs for religious curricula. This article examines the planning, implementation, and evaluation of the curriculum at Chongraksat Wittaya School Pattani, Thailand. It uses a qualitative method and a phenomenological approach with data collecting from interviews, observation, and documentation techniques. Then, data analysis techniques consist of data reduction, model data, and conclusions. The results showed that the Chongraksat Wittaya school implemented an integrated curriculum, namely the religious curriculum (Sassanah), which contained Dirasah Islamiyah, and the academic curriculum (Saman) included general subject matter. This school has regular classes and special classes. Curriculum planning is carried out together with Village Experts at the beginning of each semester. The curriculum is implemented with 40% of the religious curriculum (Sassanah) and 60% of the academic curriculum (Saman). Evaluation is carried out by briefings, daily meetings, early semester meetings, and annual meetings. Student learning is in the form of numeric and descriptive. The evaluation of the model uses the CIPP (Context, Input, Process, and Product) model.*

***ABSTRAK:***

*Chongraksat Wittaya School Pattani, Thailand merupakan salah satu sekolah Islam terbesar di Pattani, Thailand Selatan. Sekolah ini memiliki dualisme pengelolaan, termasuk kurikulum yang diterapkan, yaitu kurikulum agama dan akademik. Meskipun kedua kurikulum ini diatur oleh kerajaan Thailand, namun untuk kurikulum agama, sekolah bisa menyesuaikan dengan kebutuhannya. Artikel ini mengkaji tentang perencanaan, pelaksanaan, dan evaluasi kurikulum di Chongraksat Wittaya School Pattani, Thailand. Penelitian ini menggunakan metode kualitatif dan pendekatan fenomenologi. Pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Teknik analisis data terdiri atas reduksi data, model data dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa sekolah Chongraksat Wittaya menerapkan kurikulum terpadu, yaitu kurikulum agama (Sassanah) yang berisi tentang Dirasah Islamiyah, dan kurikulum akademik (Saman) yang berisi materi pelajaran umum. Sekolah ini memiliki kelas regular dan kelas khusus. Perencanaan kurikulum dilakukan bersama dengan Ahli Kampong setiap awal semester. Pelaksanaan kurikulum (pembelajaran) dilaksanakan secara fullday dengan 40% kurikulum agama (Sassanah), dan 60% kurikulum akademik (Saman). Evaluasi dilakukan dengan briefing, rapat mingguan, rapat awal semester, dan rapat tahunan. Evaluasi pembelajaran peserta didik berbentuk numerik dan deskriptif. Model evaluasi menggunakan model CIPP (Context, Input, Process, and Product).*

***Kata Kunci:*** *Implementasi; Kurikulum terpadu; Manajemen*

## INTRODUCTION

Education in Indonesia is currently advancing (Mustagfiroh, 2020). It is evidenced by the many achievements achieved by students in Indonesia. In July 2018, two gold medals were won by Ong Christopher Ivan Wijaya, a YSKI Christian High School Semarang student in Chemistry at the International Chemistry Olympiad (IChO) in the Czech Republic. Johanes, a Christian Brothers Senior High School student in Surabaya, won the International Physics Olympiad. In addition, educational institutions are increasingly competing to become quality schools, both from management to graduates. Indicators of the quality of education are influenced by the curriculum being implemented. Many people are also critical of this (U. R. Wahyudin, 2020). Many parents are observant and picky about educational institutions sending their children to school. It has become a polemic in society's life. Therefore, one of the things that parents need to pay attention to is how the institution's management is related to the curriculum.

The curriculum is one of the tools to achieve educational goals and a guide in implementing learning at all types and levels of education (Arifin, 2019). The curriculum must be following the philosophy and basis of the state, namely Pancasila and the 1945 Constitution, so that the curriculum can describe a nation's view of life. The curriculum system primarily determines

the goals and life patterns, from the kindergarten curriculum to the college curriculum. If a state administration system changes, it can change the government and education systems, even the applicable curriculum systems (Abidin & Frasandy, 2020).

In general, the curriculum contains the names of subjects and their syllabus. However, the actual curriculum does not have to be the name of the issue. It could be the name of the activity (Ani, 2013), such as welding brass, repairing diesel engines, planting cassava. If the curriculum is competency-oriented, it contains a list of competencies and their indicators. Although the content of the curriculum can vary, the content of the curriculum is still a program in achieving educational goals (Aziz, 2021).

The curriculum is structured according to the level of education within the framework of the Unitary State of the Republic of Indonesia by paying attention to increasing faith and piety, increasing noble character, increasing the potential, intelligence, and interests of students, diversity of regional and national possibilities, demands of the world of work, development of science, technology and art, religion, dynamics global development, national unity, and national values (Sista, 2017). In this regard, the primary and secondary education curriculum must contain religious education, civic education, language, mathematics, science, social studies, arts and culture, physical and sports education, skills/vocational education, and local content. (Wahyono, 2013).

A curriculum usually consists of components such as objectives based on the basic principles and philosophy of education adopted, qualifications of educators, student subject problems, materials and textbooks, curriculum organization, levels, methods, guidance and counseling, administration, infrastructure, costs, environment: Evaluation, development, and follow-up (Fatimaningrum, 2012). Everything is designed to become a process and dynamics towards a predetermined direction, both in organic mechanisms and in the form of systemic tools (Wahab, 2017).

In Indonesia, public education institutions apply the curriculum set by the government, but religious schools (madrasah/Islamic boarding schools) also use their curriculum in addition to the national curriculum. (Ajam et al., 2019). The curriculum of religious schools (madrasas) is material and concerns

the overall learning experience. This learning experience is in the form of adding spiritual knowledge, which is still under the responsibility of the madrasa. Thus, the vision and mission of the madrasa can play a role in the development of the wider community (Santi & Yazid, 2020). The curriculum in its development requires innovation to remain relevant to the times. This innovation can come from factors in the development of information technology (Mospan, 2017) and from within the school itself.

Several similar studies have been conducted by Hogdal related to curriculum management (Hogdal et al., 2021). The closing also examines the differences in curriculum management within an organization (Gulosino & Miron, 2020). Likewise, Igbemi conducted a study on curriculum integration in secondary schools and home school management or home programs (Igbemi & Igbo, 2019). Subandi, in his research, also analyzes the leadership of Islamic education in curriculum development in the current era of the industrial revolution (Subandi et al., 2019). In addition, the emphasis on the importance of an anti-corruption culture is also essential in curriculum management, as revealed by Amann in his research on anti-corruption education curriculum management. (Amann et al., 2017). From the several studies that the authors describe, this research is a development of existing research related to curriculum management. It is complemented by the practice of 2 curricula in an Islamic school in Thailand.

Thailand is a country where the majority of the population is Buddhist. However, Thailand has a Pattani Muslim group located in the Southern Thailand region (Kusuma, 2016). In the 16th century, Pattani was known as one of the essential Islamic kingdoms in the Malay world and became one of the international trade centers. Most education in Pattani takes place in schools based on Islamic religious education, which is packaged with *ma'had* education or Islamic boarding schools.

Chongraksat Wittaya School is the most prominent Islamic school (Ma'had) in Pattani. This school has a management dualism (Mania, 2019) with two administrations, two groups of educative staff, two types of curriculum, and two educational goals for the same students. The curriculum applied is the academic curriculum (Saman) which consists of general material as determined by the Thai kingdom, and the religious curriculum (Sassanah),

which consists of Islamic-based material related to creed, shari'ah, and morals. The curriculum is implemented simultaneously to achieve quality schools. These two curricula are created and regulated by the government. According to its needs and students in the religious curriculum, schools can add it, such as additional local content subjects. Meanwhile, in the academic curriculum, schools must comply without any interference. Thus, the spiritual curriculum is flexible and accessible even though there are provisions from the government that must be obeyed.

Chongraksat Wittaya School Pattani Thailand has different learning materials and teaching methods from other madrasas, such as separating general subject matter (Thailand) and religious subject matter (Islam). This school brings in many teachers from abroad to add heterogeneous knowledge to students. Therefore, researchers are interested in studying curriculum management at Chongraksat Wittaya School Pattani Thailand to increase knowledge and develop science related to curriculum management. In addition, other educational institutions can also apply the curriculum in carrying out the learning process.

## METHODS

This study uses a qualitative method that uses a database based on facts found in the field (Bogdan & Knopp, 2003) and a phenomenological approach. The research was conducted at Chongraksat Wittaya School Pattani, Thailand. The collecting data use in-depth interviews with the head of the madrasa, the director of the curriculum, and the teacher, participant observation, and documentation studies. In-depth interviews were conducted. Researchers made observations by directly involving teaching and learning activities in evaluation meetings. Documentation studies are carried out by looking for supporting data such as curriculum documents, lesson plans, and results of evaluation meetings. The validity of the data was carried out utilizing an extension of participation, persistence of observation, and triangulation. The data analysis technique uses the Miles and Huberman model, which consists of data reduction, data display, and conclusion verification (Miles & Huberman, 1994).

## FINDINGS

### Curriculum Planning at Chongraksat Wittaya School Pattani, Thailand

The curriculum applied at Chongraksat Wittaya School Pattani is the religious curriculum (Sassanah) and the academic curriculum (Saman). These two curricula were developed according to the institution's needs, both the religious curriculum (Sassanah) and the academic curriculum (Saman). Although the government regulates the curriculum, the school still gives freedom to teachers in developing the creativity of the learning process in the classroom.

The first step in planning the curriculum is to design learning that all teachers carry out. It is done at the beginning of each semester. The results of the lesson plans are discussed and presented in front of foundations and the principal. The curriculum is made carefully with foundations, school principals, scholars, and guardians of students who are called village experts.

This school has regular and special program classes. The unique program classes are the ISP (Islamic Science Program) and AESP (Arabic, English, Sains Program) classes. The admission process is determined by examination and filtered based on the highest score. Students who get the highest score will enter the particular course, and students who get the test scores for the lower middle class will join the regular type.

### Implementation of the Curriculum at Chongraksat Wittaya School Pattani, Thailand

Chongraksat Wittaya School has divided the schedule for carrying out the learning process with 40% for religion (Sassanah) and 60% for academics. The learning process is carried out from 08.00 to 16.00 Thai time. Religious subjects (Sassanah) are held in the morning until noon and continue with academic subjects (Saman) until the afternoon. Before entering class, all students and teachers gather in the field to sing Thailand's national anthem, read prayers before studying, and listen to light motivation by the principal and some announcements, if any.
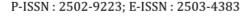
Students must study full day considering the number of subjects they receive is quite a lot. The executive class, namely ISP and AESP types, which are special classes, have a higher level of learning difficulty. It is different from the regular class because each class has another learning achievement goal. In addition to the other learning materials, the teachers who teach are also different. Most of the teachers are from abroad in this particular type, while in the regular class, the teachers are from internal Thailand, and some are from abroad. Students in the ordinary course will have different approaches and friends when they go to class, while they will have the same type and friends for particular classes.

## Evaluation of Madrasah Curriculum in Improving Education Quality at Chongraksat Wittaya School Pattani, Thailand

Evaluation of the learning curriculum is carried out every day before the learning process takes place to minimize errors in the learning process on that day. In addition to internal evaluation and supervision, evaluation is also carried out externally through the supervisory body of the kingdom. At the end of the semester, the school will hold a big meeting to evaluate the implementation of the previous semester's curriculum. It is intended that the stability of the learning process at Chongraksat Wittaya School is maintained, and learning objectives to improve the quality of education can be achieved.

Curriculum evaluation is done not only internally but also externally. The evaluation process is carried out through a briefing before the learning process begins. Every Wednesday, each teacher, both teachers in the religious curriculum (Sassanah) and the academic curriculum (Saman), holds weekly meetings. This meeting discusses the obstacles faced by all teachers during the past week and discusses the solutions provided. Evaluation with all teachers on the religious and academic curricula is carried out once a semester. It is usually held in April and October. An assessment is held once a year with village experts to discuss the learning curriculum for the following year.

Assessment of learning in the classroom uses tests (exams) to measure students' abilities. With the existence of these two curricula, schools carry out end-semester examination activities longer. In addition, students will also receive two reports of learning outcomes, namely the religious curriculum (Sassanah) and the academic curriculum (Saman). Evaluation of student

learning in the form of numeric and descriptive. The evaluation model uses the CIPP (Context, Input, Process, and Product) model.

## DISCUSSION

Islamic School (Ma'had) Chongraksat Wittaya School begins curriculum planning by formulating a learning program's vision, mission, and curriculum objectives. The program must lead to improvements and changes for the better. Following Rusman's opinion, curriculum planning is planning learning opportunities intended to foster students towards the desired behavior changes and assess how changes have occurred in students (Rusman, 2008).

According to Din Wahyudin in Hamalik, six principles of curriculum planning must be considered, including 1) Curriculum planning is related to and closely related to the experiences of students; 2) Curriculum planning is made based on various decisions about content and process, which cannot be separated from the content, material, subject matter, field of study and is closely related to the process and method of delivering the content; 3) curriculum planning contains decisions about issues and topics; 4) curriculum planning involves many parties, including groups of subject teachers, school principals, education observers, parents, stakeholders and other related parties; 5) curriculum planning is carried out at various levels/levels; 6) curriculum planning is a continuous process (D. Wahyudin, 2016).

This principle follows the implementation of curriculum planning at the Islamic School (Ma'had) Chongraksat Wittaya School. First, the making and designing lesson plans for both the religious curriculum (Sassanah) and the academic curriculum (Saman) are always related to the students' experiences. Such a model is included in the humanistic curriculum, where the curriculum's function is to provide students with the knowledge to support learning objectives. In this regard, subjects in the Mutawasith level (religious curriculum) or lower secondary 1-3 (academic curriculum) use separate subject models.

Second, curriculum planning is always based on program plans that have been made at the beginning of the semester. One of them is in the learning process in the classroom. The teacher must make a learning plan as a guide in carrying out the teaching and learning process. It is also supported by Din

Wahyudin's opinion that curriculum planning is a guide, a driving force, and motivation to reach the goal of education. The curriculum is like a map. Maps with unclear directions will guide the boat sailing on a pier that is not the destination. Likewise, if the curriculum applied in education is not well planned and precise, of course, the learning objectives will never be appropriately achieved. (D. Wahyudin, 2016).

Third, the curriculum planning process involves the topic discussed and the assumptions formed. Curriculum planning also adapts to the times and demands of society. It is evidenced by a program that balances the theory with practice to answer society's needs. Thus, the graduates produced by Chongraksat Wittaya School can be competent, both in theory and practice.

Fourth, the curriculum planning process involves all interested parties in it. Apart from the royal side, the school also involves all parties concerned with curriculum development, known as the Kampong Experts. Kyai, local communities, school principals, foundations, teachers, and student guardians.

Fifth, Chongraksat Wittaya School is a multi-level educational institution. This school has education levels from Elementary School (SD) to High School (SMA). The curriculum planning process is based not on levels but all levels. Sixth, curriculum planning is a continuous process. It can be proven by a meeting held annually to design and continue the curriculum.

Chongraksat Wittaya School applies a humanistic curriculum design/model in the curriculum planning process. Designing a curriculum means compiling a design or compiling a curriculum model following the school's vision and mission. Humanistic curriculum design can contribute to students' ideal personal growth, integrity and autonomy, stable personality, intuitive experience, and developing self-actualization.

In humanistic curriculum design, teachers play a role in providing and providing warm services in developing student potential and based on positive emotions. A quality student is seen from his cognitive skills and the aesthetic and moral side. In this case, the teacher's role is facilitator and meditator. Teachers build positive relationships and conduct teaching and learning processes so that every child can learn. Teachers, ineffective learning, should touch the emotions of students as students who have their uniqueness.

The characteristics of curriculum planning include having a clear concept of things that make life better and meeting basic human needs. It follows the vision and goals of Chongraksat Wittaya School. This school aims to become an educational institution that builds a quality education according to national education standards and Islamic religious regulations to develop students who know, both physically, emotionally, and intellectually in peace and happiness. One of its goals is to become a superior school recognized by the community.

Curriculum implementation can be defined as the actualization of a written curriculum in the form of learning (Fathurrochman, 2017). The completion is the implementation of the planning that has been designed (Sista, 2017). The implementation of the curriculum at Chongraksat Wittaya School, both the religious curriculum (Sassanah) and the academic curriculum (Saman), is carried out with a percentage of 40%: 60%. This comparison is based on a royal regulation that requires the total burden of the academic curriculum (Saman) to be greater than the full burden of the religious curriculum (Sassanah). If this is realized during teaching and learning activities, then 08.00-12.00 for the religious curriculum (Saman), while 13.00-16.00 for the academic curriculum (Saman). This time is not fixed but can change according to the circumstances that occur. If there is a situation that requires the academic curriculum (Saman) to be advanced, then it will still be done. For example, when a supervisor from the royal side comes to carry out supervision.

The implementation of the curriculum is influenced by three factors, namely a) the characteristics of the curriculum, which includes the scope of teaching materials, objectives, functions, properties, and so on; b) implementation strategy, namely the strategy used in curriculum implementation; c) characteristics of the use of the curriculum, which includes the knowledge, skills and values and attitudes of teachers towards the curriculum in learning (Gulosino & Miron, 2020).

First is the characteristics of the curriculum. The lesson plans and program plans guide the curriculum implementation at Chongraksat Wittaya School. They were made at the beginning of the semester: the second, the implementation strategy. Regarding the curriculum implementation strategy,
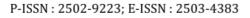
Chongraksat Wittaya School carries out the learning process on a full day basis (morning-evening), both inside and outside the classroom. Third, the characteristics of the use of the curriculum. Chongraksat Wittaya School makes and prepares learning plans as guidelines for implementing its programs. Thus, all attributes of the use of the curriculum are highly considered at Chongraksat Wittaya School.

In improving the ability of teaching staff to implement the curriculum, schools include all teachers to participate in training to increase and enhance their competencies. The government held this activity to develop the skills of the teaching staff, both teachers in the religious curriculum (Sassanah) and the academic curriculum (Saman).

Evaluation is a curriculum component because the curriculum is a guideline for implementing teaching and learning activities. Through evaluation, schools can obtain accurate information about the performance of teaching and learning activities and student learning outcomes. Schools can decide the curriculum based on the evaluation results obtained (Hamalik, 1995). For evaluations to provide an overview of student learning outcomes, in conducting evaluations, it is necessary to pay attention to the following elements :

1.  Results-oriented competence. The evaluation must function to measure students' results in achieving their competencies.
2.  Valid. The evaluation must measure what it is supposed to measure. So, schools need measuring tools that can produce accurate measurements in conducting assessments.
3.  Fair. The assessment must be honest to all students. Students must get the same opportunities and treatment.
4.  Thorough. The evaluation carried out must evaluate all the competencies contained in the curriculum, including the cognitive, affective, and psychomotor domains.
5.  Meaningful. The results of the evaluation must have meaning for students. The assessment results must provide an overview of students' learning outcomes, the strengths, and weaknesses of students, interests, and students' potential in achieving predetermined competencies. (Khotimah et al., 2020).

The evaluation aims to determine how the curriculum implementation process is being carried out. Chongraksat Wittaya School carries out curriculum evaluation not only internally but also externally. The daily briefing before the learning process begins is one of the evaluation processes carried out by Chongraksat Wittaya School in maintaining the smooth running of learning activities. Evaluation is also carried out periodically, weekly, at the beginning of the semester, and annually.

There are three forms of evaluation often used: tests, measurements, and assessments. The test is one way to indirectly estimate a person's ability, namely through a stimulus or question. The test is one of the tools for measuring and the narrowest part of the evaluation (Sanjaya, 2015). Chongraksat Wittaya School conducts classroom learning assessments using tests (exams) to measure students' abilities. Evaluation of learning in class aims to determine the extent to which students have taken the success of learning that

Researchers evaluate the curriculum at Chongraksat Wittaya School using the CIPP evaluation model developed by Stufflebeam. CIPP is an acronym for Context, Input, Process, and Product. The CIPP model is an evaluation model that views the program being evaluated as a system, as a scientific approach.

The CIPP model has a holistic approach and provides a detailed and broad picture of a project, from context to implementation. This model can move in the area of formative and summative evaluation, thus helping to make improvements during the program and providing final information.

Summative evaluation is used to see the success of a planned program. Thus, summative evaluation relates to achieving an outcome that reaches the program after the end of a learning program. It is usually done at the end of the semester. While formative evaluation is carried out during the learning process to see student learning progress. Therefore, formative evaluation is carried out during the learning program to improve the learning process. The productive assessment results can be used as feedback for teachers to enhance their performance (Ruslan Wahyudin, 2020).

The CIPP model can not be implemented when the innovation has not been implemented. The CIPP model can still be carried out even though an academic unit has implemented the curriculum development. (Muttaqin, 2020). It is the background of researchers using the CIPP evaluation model because the curriculum is being executed when researchers arrive in the field.

The curriculum evaluation at Chongraksat Wittaya School uses the CIPP evaluation model as follows:

*Context*. Context evaluation is the basis of evaluation which aims to provide rationale in determining goals. Chongraksat Wittaya School conducts an evaluation every year to decide the curriculum for the next year and the achievement of the previous year's curriculum objectives.

*Inputs*. Input evaluation includes personal analysis of using available resources and alternative strategies that must be considered to achieve a program. The input evaluation component comprises human resources, supporting facilities, infrastructure, and various procedures and rules required. Chongraksat Wittaya School holds an evaluation meeting with Kampong Experts every year and semester. The panel discussed all components of the curriculum in the institution, both from its human resources, namely teaching staff, learning places, facilities and infrastructure, and so on.

*Process*. Process evaluation is identifying procedural problems in the implementation of events and activities. Every change that occurs in activities is monitored honestly and carefully. Stufflebeam also said that process evaluation is an ongoing check on the plan's implementation. Process evaluation aims to improve programs, record and evaluate procedures for activities and events. Every Wednesday, all teachers at Chongraksat Wittaya School hold weekly meetings to discuss the obstacles that occurred during the past week related to the learning process.

*Products*. Product evaluation aims to measure, interpret, and assess program achievements. In product analysis, a comparison is needed between the goals set in the design and the program results achieved. The outcomes evaluated can be in the form of test scores, percentages, observation data, data diagrams, sociometry, and so on, which can be traced to more detailed goals. Furthermore, a qualitative analysis was carried out on why the results were so.

Product evaluation can be done by making operational definitions and measuring the results that have been achieved. It can be done by collecting values from stakeholders using quantitative and qualitative analysis. On student learning, the evaluation is in the form of numerical and descriptive. Thus, students can see the learning outcomes they receive and evaluate the extent of their competence. In addition, formative and summative evaluations will facilitate the learning evaluation process.

## CONCLUSION

Implementing curriculum management at Chongraksat Wittaya School Pattani, Thailand, is carried out with a good planning process, integrated curriculum implementation, and internal and external evaluation. The curriculum planning process involves school residents and ulama, Kyai, residents, and guardians of students. All parties involved are called Kampong Experts. The implementation of the integrated curriculum, namely the religious curriculum (Sassanah) and the academic curriculum (Saman), is adjusted to the needs of the school (adjusted to the school's vision and mission) but still follows the rules of the Thai kingdom.

The curriculum design used is a humanistic curriculum, which is student-oriented. Curriculum evaluation (learning implementation) is carried out carefully and in detail every semester and yearly. This evaluation is carried out to determine the extent to which the curriculum targets have been achieved. If there are deficiencies, they will be used as material for improvement in the following semester.

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