FACTORS FOR CURRICULUM IMPLEMENTATION SUCCESS: FOCUS ON PAI LEARNING IN SCHOOLS

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Abstract

The curriculum has a central role in the world of education, in its journey, it always changes to adapt to the current developments in the form of a written and systematic plan. The hope is that it can lead students to become complete human beings. Even though in reality not all students can achieve these goals, it needs to be explored in detail regarding what factors can encourage the curriculum to be implemented to students properly and successfully as a whole. So the purpose of this study is to describe the Success Factors for Curriculum Implementation with a focus on the Islamic Religious Education learning curriculum in schools. The method used in this study is qualitative with a literature study approach, and the data analysis used is descriptive content analysis so that it is relevant to the research topic and then finally concluded. The results of this study indicate that the factors for successful implementation of the curriculum are good and mature planning, the involvement of various parties (principals, teachers, students, and the community) in the running of the curriculum, and monitoring and evaluation as well as feedback. While specifically in PAI subjects the success factor is dominated by teachers, students and the environment.

Keywords: *Success Factors; Implementation; Curriculum*

Abstrak

Kurikulum mempunyai peran sentral dalam dunia pendidikan, dalam perjalanannya ia selalu mengalami perubahan untuk menyesuaikan dengan perkembangan zaman yang ada dengan bentuk sebuah rencana yang tertulis dan tersistematis. Harapannya dapat menghantarkan peserta didik menjadi manusia yang paripurna. Meski realitanya tidak semua siswa mampu mencapai tujuan tersebut, sehingga perlu ditelusuri secara detail terkait faktor apa saja yang mampu mendorong agar kurikulum dapat di implementasikan kepada peserta didik dengan baik dan berhasil secara menyeluruh. Maka tujuan dari penelitian ini adalah untuk mendeskripsikan terkait Faktor Keberhasilan Implementasi Kurikulum dengan fokus pada kurikulum pembelajaran PAI di Sekolah. Metode yang digunakan dalam penelitian ini bersifat kualitatif dengan pendekatan studi literature, dan analisis data yang dipakai ialah analisis isi secara deskriptif agar relevan dengan topik penelitian kemudian terakhir disimpulkan. Hasil penelitian ini menunjukkan bahwa faktor keberhasilan implementasi dari kurikulum adalah adanya perencanaan yang baik dan matang, keterlibatan berbagai pihak (kepala sekolah, guru, peserta didik, dan masyarakat) dalam keberjalanan kurikulum, dan pemantauan serta evaluasi juga umpan balik. Sementara khusus pada mata pelajaran PAI faktor keberhasilannya di dominasi oleh guru, peserta didik dan lingkungan.

***Kata Kunci**: Faktor Keberhasilan; Implementasi; Kurikulum.*

INTRODUCTION

The study of education will never end and never stop being discussed, this is because the educational aspect directly influences everyday human life. In each life, humans need to develop to a certain level to perfect a complete human being by way of education and only education can deliver these human learners to become better individuals and optimize life. Talking about education is always related to curriculum, materials, methods, media, and evaluation of learning. Especially in carrying out educational activities, the curriculum is very important in playing its central role.

It is known that the curriculum is understood as one thing that is connected where teachers and students construct, design, and synergize with each other for the experiences they do in the classroom (Tilley & Taylor, 2013). At a deeper level, the curriculum is understood as the content of beliefs, values, attitudes, skills, knowledge, and all things related to education (Mulenga, 2018). Judging from the explanation regarding the curriculum above, it can be concluded that the curriculum is not just a design document, but it is an overview, road map, and guidance in carrying out learning activities where there is involvement between educators and students to strive to achieve beliefs, values, attitudes, knowledge, and skills to be achieved.

Seeing its central and crucial role because it is part of education, conceptually the curriculum is a link between written ideas and plans with their implementation or implementation in the field and the expected results (Hernawan & Andriyani, 2011). In addition, the curriculum plays a central role because of its position as a plan and arrangement related to content and teaching materials in education (Dhomiri et al., 2023). Therefore, if there is no curriculum component in educational activities, it is certain that learning activities will not run well, even if they are implemented without a curriculum, they will not have clear directions and objectives.

As an inseparable part, the education curriculum in Indonesia continues to experience changes and developments. Based on the literature, it is known that the curriculum in Indonesia has undergone many phases of change twelve times, starting from the 1947 lesson plan, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1973 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, curriculum, 2006, and curriculum 2013 (Human, 2019). As for the 2013 curriculum (kurtilas) development occurs in competencies in

the realm of knowledge, attitudes, and skills (Azhar, 2020). The most recent in 2023 is the implementation of the independent learning curriculum as a quick response to handling education recovery after the COVID-19 pandemic outbreak and improving the quality of learning.

Many curriculum changes in the world of education are influenced by adaptation to changing times in various sectors including politics, economics, society, and technology (Hidayat et al., 2017). This happens because based on the principle that the curriculum is flexible, meaning it can be changed at any time to follow the changing times and adapt to needs. The curriculum is a plan that is written, documented, and structured, but it will be very useless if it is not implemented in the field, therefore efforts are needed to be made in implementing the curriculum into the practical realm. Efforts that can be made include updating learning strategies from conventional to learning with the dimensions of multimedia collaboration, designing a new culture in schools, and curriculum development (Sudirman, 2019).

In addition, another effort is to improve the quality of teachers as educators who directly intervene in the field through increasing special competency training by changing times, ensuring the availability of adequate facilities and infrastructure, involving teachers in subject deliberations, and implementing a curriculum culture. new development results, and awards for outstanding teachers (Arifai, 2017). Based on the background explanation above, this article aims to explore the success factors in implementing the curriculum, find out the principles of implementing the curriculum, and specifically describe the success factors of the PAI learning curriculum in schools.

RESEARCH METHOD

The research conducted is qualitative research, namely research that refers to the meaning, definition, characteristics, metaphors, symbols, and description of everything (Salim & Syahrum, 2012). Specifically, the type of research chosen is literature study, namely activities related to collecting library data, reading, recording, and processing research materials (Zed, 2008). The stages of the research carried out in the literature study started from

tracing both primary and secondary sources, classifying based on research formulas, data processing, data appearance, data abstraction, interpretation, and conclusion (Darmamplete, 2020). Data analysis was carried out descriptively while the data collection tool consisted of primary data including journals, books, proceedings, papers, and reports relevant to this study, as well as secondary data using documentation.

RESULTS AND DISCUSSION

Implementation in the Big Indonesian Dictionary is generally defined as implementation or implementation. Usually, the term is often associated with activity in realizing an optimal system to achieve certain goals. Concepts and policies that have been determined, will never materialize without implementation (Mulyadi, 2015). In its implementation, it will certainly be related to mechanisms, routine procedures, and conflicts, and is the result of the leadership's wisdom. Whereas in Webster's dictionary, implementation means providing the means for carrying out and giving practical effect so that when implementing something it must be accompanied by the impact that will arise later (Usman, 2002). Besides that, implementation often leads to activities, actions, actions, or the mechanism of a planned system to achieve the objectives of the activity.

The curriculum itself is essentially derived from Latin, namely curriculum, which means teaching material. Over time, in the end, the curriculum is termed the designation of several subjects that must be taken to achieve a degree or to obtain a diploma (Sanjaya, 2005). In another opinion, it is also said that the curriculum is several subjects that must be taken by students so that they can describe their abilities because only people who are selected and who meet certain criteria will get a diploma.

Meanwhile, Dede Rosyada, said that the curriculum is the core of an education organization that can utilize all learning spaces in a planned manner, then be given to students so they can gain maximum learning experience that they can apply in their daily lives (Rosyada, 2004). So the implementation of the curriculum can be said as a planned activity/ implementation to achieve goals in the implementation of education from schools to students so that they can develop their respective potential to the fullest by certain criteria and standards.

Concept and Function of Curriculum

The curriculum has 3 important concepts which are interpreted as several subjects that must be mastered by students, The planning process usually uses the judgment of experts in the field of study to determine what subjects should be taught to students, the level of difficulty, student interest, sequence of subject matter, and strategy learning that allows students to master the subject matter. Then the second is interpreted as a learning experience which means all student activities both inside and outside of school. Finally, it is interpreted as a learning program that does not only contain program activities but also contains goals that must be pursued along with evaluation tools to determine the success of achieving goals (Sanjaya, 2005).

As for some of the functions of the curriculum in the world of education, among others, the Adjustment Function, namely adjusting to changes that occur in their environment, and the Integration Function, namely being able to produce whole individuals in society. The Differentiation Function is being able to provide services for differences in each student, The Preparatory Function is being able to prepare students for the next level and survive in life, and The Selection Function is being able to provide opportunities for students to make choices of study programs that suit their interests and talents, the last is the Diagnostic Function which implies that the curriculum is an educational tool that can develop the potential and improve the weaknesses of students (Hamalik, 2010).

Components in the Curriculum

Components in the curriculum are formed with 4 important elements, namely: **1.** Destination Component. The goal component becomes the basic thing in a learning system because the success or failure of the system is measured by the number of goals that have been achieved. Meanwhile, the objectives of the education curriculum listed in Permendiknas No. 22 of 2007 at the unit level of primary and secondary education are as follows (Sanjaya, 2011): a. The purpose of basic education is to lay the foundation of knowledge, intelligence, noble character, personality, and skills for independent living and follow further education. b. Secondary education aims to improve intelligence, knowledge, personality, noble character, and skills for independent living and to participate in further education. c. Vocational

secondary education aims to increase intelligence, knowledge, personality, noble character, and independent living skills and to follow further education according to the department. d. Institutional educational goals are educational goals that are developed in the curricula for every subject at school. **2**. **Content Component (teaching materials).** The curriculum in the content component is something that is given to students for teaching and learning materials to achieve goals (Nurhuda & Prananingrum, 2022). The curriculum has criteria that help plan the curriculum. The curriculum criteria are as follows: a. Appropriate, appropriate, and meaningful for the development of students. b. Reflect social reality. c. Contains scientific knowledge that stands the test. d. Support the achievement of educational goals. **3. Strategy Component.** Curriculum is a component of a strategy that refers to approaches methods and tools in the teaching and learning process. The strategy in learning is illustrated by the method used in learning, conducting assessments, carrying out guidance, and organizing activities both general and specific (Nurhuda & Setyaningtyas, 2022). The Implementation Strategy is teaching, assessing, guiding, and educating school activities. The achievement of this goal requires good implementation in delivering students to these goals which are the benchmarks of the learning program (curriculum). **4. Evaluation Component.** The evaluation component in the curriculum is to check the level of achievement of the goals of a curriculum in the process and the learning outcomes of students who have an important role in making decisions from the results of the evaluation to develop a curriculum model to be able to determine the level of success of a student in achieving his goals (Nurhuda & Putri, 2023). Thus, it can be concluded that the curriculum is several activities that contain goals, content, and subjects that must be achieved by students both inside and outside of school.

Factors Influencing the Success of Curriculum Implementation

The curriculum as a strategic plan that is arranged systematically and in writing will not work if it is idle without being implemented. The success of a curriculum implemented in an educational institution or institution is influenced by several factors which are more clearly explained as follows: 1. Planning, content (content) curriculum, education, school climate and culture, facilities and infrastructure, and the role of school leaders (Salabi, 2020). 2. Other factors are influenced by the leadership of the principal, teachers, student activities, supporting

resources, learning resources, and the school committee (Munthe, 2020). 3. Other literature explains the determining factors for the success of curriculum implementation are school management, utilization of learning resources, and learning activities (Maimunah, 2014). From some of the factors above, we can describe it through the following flowchart:
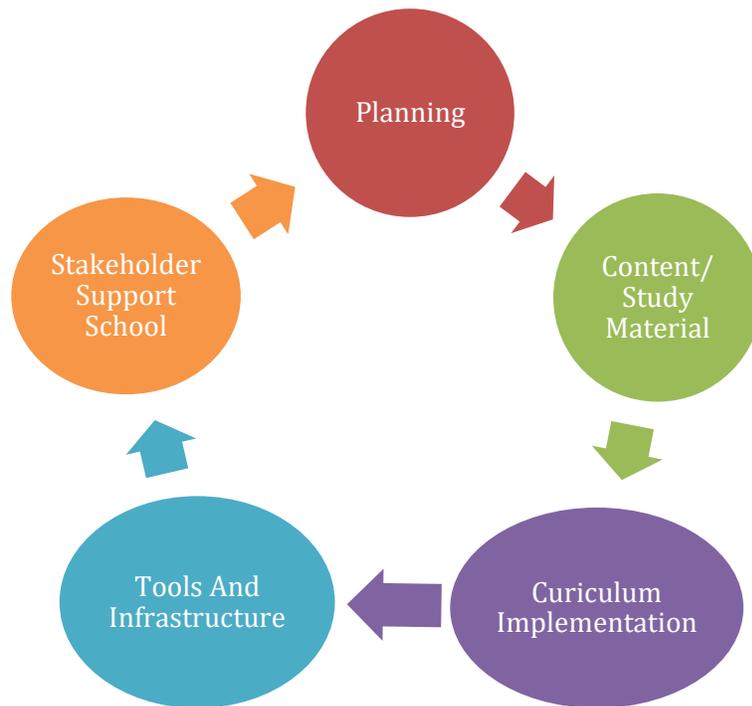

Figure 1. *Factors supporting the successful implementation of the curriculum*

The factors above cannot be separated from each other because they are intertwined with one another. How will the curriculum be implemented in educational units without good, mature planning? The planning of the curriculum must absorb all the aspirations of many parties, adapted to the conditions and potential of each educational institution, and the existence of a legal basis/legal umbrella that protects from the stage of preparing the curriculum to its implementation.

Once planned, the next stage is to ensure that the content contained in the curriculum must adapt to the dynamics of changing times and develop the attitudes, knowledge, and skills of each learner. Then after the two stages have been arranged, it is necessary to think about the

process of implementing the curriculum in detail in detail, it cannot be ambiguous and must be clear from the starting point of implementation to the endpoint which must be clearly described.

In addition, it is also necessary to pay attention to the carrying capacity in the implementation of the curriculum, in this case, the meaning is supporting facilities and infrastructure starting from physical, and non-physical, to complementary supports. The most crucial thing in the successful process of implementing the curriculum is that the parties involved in its implementation, starting from the school principal, teachers, students, government, school committee, to the community, all become a succession of successful curriculum implementation.

Curriculum Implementation Principles

Based on some literature from international journals, in the process of implementing the curriculum, it is necessary to have several signs as guidelines for its implementation, which researchers have compiled as follows: 1. Support is needed from various parties, starting from the leadership of school principals, deputy principals, and the optimism of supervisors in supporting curriculum changes and reforms, support from teachers is also not spared in the successful implementation through various professional development programs, as well as other additional supporting resources (Mitchell, 2016). 2. What the curriculum wants to achieve includes objectives, so it must be expressed as certain knowledge, skills, and attitudes that have been achieved by students at the end of learning. As a result, the curriculum needs to be stated clearly, and precisely and allows design in determining learning experiences that facilitate the achievement of results. And as a competency, the curriculum needs to be stated and assessed (Grants, 2010). 3. Another source said that in implementing the curriculum, it is necessary to identify problems, goals and objectives, strategies, implementation, and evaluation which includes feedback (Grants, 2018).

From the several sources of literature above, it can be understood that basically in the implementation of curriculum implementation in school institutions, it is necessary to adhere to guidelines, including the existence of careful planning in advance, then the involvement of all parties in overseeing the implementation of the curriculum, up to evaluation as the goals

and results to be achieved.

Factors for the Success of the PAI Learning Curriculum in Schools

Islamic Religious Education in all educational institutions ranging from elementary, middle, and high levels is a constitutional mandate through Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education (Government Regulation Number 55 of 2007 Concerning Religious Education and Religious Education, 2007). Therefore religious education cannot be separated and underestimated. Islamic Religious Education as a subject in the world of Indonesian education provides its main guidance for students and all school stakeholders with Islamic status need to be jointly supported. Searching through some of the literature, several factors were found and identified in the success of the PAI learning curriculum implemented in schools, including: 1. The success of implementing the PAI curriculum is due to teacher professionalism, successful classroom management, and the creation of a religious feel in schools (Jannah, 2017). 2. PAI teachers provide teaching Islamic values that are practiced in religious forms such as Islamic dress and there is a bond between the teacher and students in the learning process, then after they understand the teaching material it is immediately practiced in everyday life (Falah, 2015). 3. Muhaimin in Hatim (2018) Some of the achievements of the PAI curriculum in schools include achieving the ideals of national education in fostering religious education in public schools, not entirely secular schools where students study religion and practice it, and there is openness to see that general knowledge is no longer considered something that is haram. taboo, and should not be studied. 4. Finally, the application of the PAI learning curriculum aims to shape Islamic personal character through direct and indirect learning strategies (Elihami & Syahid, 2018).

From the literature review above, it can be concluded that the PAI learning curriculum in schools is crucial. Looking at the position and goals to be achieved is very noble, namely to make students and all educational parties with Islamic status able to absorb the values and teachings of the Islamic religion through practical efforts that are directly practiced in everyday life such as worship, giving advice, helping each other, and building Islamic character.

CONCLUSION

Implementation is implementation or application, in this case, it means that what is implemented and implemented is a curriculum that has been designed or designed to be fully implemented. The notion of curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. There are seven general principles related to the learning process, namely attention and motivation, activeness, direct involvement and experience, repetition, challenge, reinforcement, and individual differences. These principles have also begun to be applied in the Competency-Based Curriculum. The process of implementing the PAI curriculum in teaching and learning activities in the classroom is strongly influenced by several factors supporting the success of implementing the curriculum. The success factors for the implementation of the PAI Learning Curriculum in schools are from teacher factors, student factors, and environmental factors.

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