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DEVELOPING TAHFIZ CURRICULUM IN MAN 2 KULON PROGO DURING THE PANDEMIC COVID-19

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ABSTRACT

This research started from curiosity about the role in developing the Tahfiz MAN 2 Kulon Progo curriculum during the Covid-19 pandemic. This study aims to determine the extent of the development Tahfiz MAN 2 Kulon Progo curriculum during the Covid-19 pandemic. The method in this study is qualitative research, the subject of the research is several PAI teachers who also become tahfiz supervisors with data collection techniques using interviews and documentation. The results of this study are 1) the basis for curriculum development based on the mandatory tahfiz from the Ministry of Religion of the Republic of Indonesia, namely creating high-intellectual Qur'an memorizers, 2) the basis for curriculum development based on the number of students who have embryos memorizing the Qur'an, 3) The basic curriculum development aims to explore the potential of students who have a good reading but do not yet have memorized the Qur'an, 4) the basis for curriculum development is to support religious understanding competence, and 5) the basis for curriculum development is to preserve religious, scientific traditions. The conclusion of curriculum development is to create memorizers of the Qur'an, assist students in memorizing the Qur'an and assist students in making it easier to achieve the desired competencies.

Keywords: PAI Teachers, Tahfiz Curriculum, and the Covid-19 Pandemic

INTRODUCTION

Every citizen needs the role of education to obtain a proper education and in accordance with applicable regulations. Schools as educational institutions are required to meet these needs. However, during a pandemic like today, many schools have difficulty implementing learning because, initially, schools were able to meet face-to-face with students, but during a pandemic, schools delivered learning materials that had to be done online. This follows what was stated by Oktawirawan (2020), who stated that students in the implementation of online learning experienced several obstacles, namely difficulties in understanding the material, difficulties in doing assignments, the availability of internet networks, and other technical obstacles that affect the smoothness of online learning. So to help facilitate online learning that is carried out requires the role of parents in helping students when doing the tasks given by the

teacher so that the help provided by parents will ease the difficulties of students in doing the tasks that have been given.

This online learning is still mostly done by schools, but in its implementation, it is not as expected by schools because several obstacles occur, one of which is in mastering technology. After all, there are still some teachers who have difficulty in applying technology in online learning. This is in accordance with what was stated by Rigianti (2020), who stated that the obstacles in implementing online learning were teacher mastery of learning applications, use of devices, learning management, assessment, and supervision of students. For some of these obstacles, the school must train teachers to use the technology they use in the learning process, so it is hoped that after the teacher gets the training, it can improve the quality of learning provided to students. According to Budiana (2015), teachers who have carried out training on the use of technology can use the technology to be used in the learning process more optimally. Thus, schools must carry out training for teachers in mastering the technology used for the learning process; in addition to this, schools must also develop a curriculum that can be used during a pandemic like today.

A curriculum is a tool that schools must own before carrying out the learning process at the beginning of the learning year. The curriculum is the basis and foundation of teachers in carrying out the learning process. Without a curriculum, the learning process in the educational environment will not run smoothly, and the goals desired by educational institutions cannot be achieved optimally. This curriculum is also the basis for schools developing the quality of education that will be carried out. This is in accordance with what was stated by Armiadi (2017) that in the preparation of the curriculum, there are four foundations in making the curriculum in educational institutions, while the four foundations are philosophical and historical; psychological; socio-cultural basis and science and technology. By paying attention to some of the foundations in the curriculum, the teacher can use it in making a plan in implementing the learning process, the learning made by the teacher by paying attention to several aspects contained in a curriculum that has been made by the school, the teacher in carrying out the learning process can run smoothly. Smoothly and in accordance with what has been planned in a curriculum.

The curriculum made by the school is a curriculum that can be used in accordance with the times. A curriculum that is in accordance with the times will make it easier for teachers to carry out learning so that some of the goals that have been planned in making the curriculum can be carried out as expected. Camelia (2020) stated that educational institutions in developing a curriculum must be able to support and anticipate advances in science and technology. Thus, schools must be able to develop curriculum devices that can follow existing developments so that the components in a developed curriculum can improve human resources in the school environment. With increasing competence of existing human resources it will have an impact on the learning process carried out by the teacher because in the delivery of material using various kinds of technology that can be used to support learning so that the learning process is getting better and more interesting, the impact of this learning will result in the competence gained by students increasing and mastery of competence becoming more good.

The curriculum must be made by the times. This is following what was stated by Syam (2019) that the curriculum is an important component in the world of education, the curriculum as a guide and guidance for teachers in carrying out learning, and the curriculum is an important system in education because, without a curriculum, teachers will experience difficulties. While carrying out their duties. In addition, according to Qolbi (2021) that the curriculum in curriculum making requires a series of appropriate developments to become a strong foundation and have clear goals in accordance with various school needs and in accordance with technological developments so that a curriculum is obtained that is in accordance with the existing situations and conditions in the curriculum. Implementation of learning. Based on this

description, the curriculum must be developed continuously and adapted to the needs and technological developments.

Schools in developing the curriculum must comply with applicable rules and existing technical guidelines, and schools must involve several policymakers and stakeholders both from within the school and from outside the school. This is following Fajri (2019) stated that in developing a curriculum, one must follow the steps in curriculum making from curriculum planning to curriculum evaluation. In addition, according to (2019), developing a curriculum must refer to a strong foundation, involving several parties including school supervisors and several teachers involved in curriculum-making, and the curriculum made must be in accordance with technological developments. Thus, the school that will develop the curriculum must follow the applicable procedures and involve several parties related to the curriculum users in the school, and the curriculum created must be able to keep up with the times.

The curriculum can be defined as a series of plans and arrangements relating to goals, basic abilities, material standards, and learning outcomes and those used as guidelines in carrying out learning activities to achieve basic abilities and educational goals. The curriculum is a series of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines in carrying out learning activities to achieve certain educational goals. The curriculum is meaningful because of the guidance from educators. All experiences that students have in schools that positively affect student behavior can achieve educational goals. A curriculum is a tool used to consider the stages of development of students and their suitability to the environment, the needs of national development, and the development of science and technology according to the type and type to achieve the goals of national education. The level of each educational unit. Based on these regulations, it should be added that national education is rooted in national culture and national education based on the Pancasila and the 1945 Constitution. (Mustofa, 2015: 90) The curriculum can be viewed from two different perspectives, namely, the old view and the new view. The old or traditional view is expressed as the subjects students have to take to earn a diploma. Whereas in the new view, the curriculum is all school activities and experiences and is the school's responsibility. outside of the classroom. (Halut & Utara, 2020: 4) The curriculum is an educational plan containing various teaching materials and learning experiences. The teaching materials and learning experiences are programmed systematically and planned in accordance with applicable norms. These norms are used by educators and students in the learning process to achieve educational goals (Choli, 2019: 121) The curriculum is a set of topics and educational plans provided by education providers in this case is the government, which contains learning designs that will be given to students during take education.

Many factors affect the curriculum, so the curriculum is always changing and perfecting according to needs. If a country changes from a colonial state to an independent state, then education can change as a whole. Curriculum development is a broad term that includes planning, implementation, and evaluation. Lesson plans are the first step in curriculum structuring, namely plans in which curriculum staff make decisions and develop plans for use by teachers and students in implementing learning.

RESEARCH METHOD

The method used in this research is descriptive qualitative research. The research subjects are PAI teachers who are also tahfiz recipients at MAN 2 Kulon Progo. Data collection techniques were performed through interviews and documentation. This study describes the development of the tahfiz curriculum in MAN 2 Kulon Progo during the covid 19 pandemic

by conducting interviews with the head of the madrasah, the waka curriculum, and the religious coordinator tahfiz coordinator in MAN 2 Kulon Progo.

RESULTS AND DISCUSSION

According to Mrs. Isnani Nur Khaimah, S. Ag as the coordinator of the field of tahfiz, there are at least six that are the basis for the development of the tahfiz curriculum in MAN 2 Kulon Progo. The development of the tahfiz curriculum in MAN 2 Kulon Progo was first based on the mandatory tahfiz from the Ministry of Religion of the Republic of Indonesia, which is to create highly intellectual memorizers of the Qur'an. Thus, the ministry of religion calls on all madrasahs to appreciate the memorizers of the Qur'an with the graduation of tahfiz. So that students can continue to compete to increase their memorization to meet the desired target. At the same time, when interviewed with the deputy head of the madrasah in the field of curriculum, he explained that mandatory is a program that has been set by the central religious ministry, which is then asked to implement the decision, such as e-learning, digital madrasah, skills madrasah, including existing tahfiz programs in the madrasah. Thus, MAN 2 Kulon Progo must be ready to run the central ministry program.

The further development of the tahfiz curriculum is due to the large number of MAN 2 Kulon Progo students who already have embryos memorizing the Quran before entering MAN 2 Kulon Progo. Their hope with the supply of memorization of the Qur'an that they have can make it easier to maintain memorization as well as increase the memorization of the Qur'an. This can be seen from the many fans who want to enter the religious major classes where this class is dedicated to students who focus on memorizing the Quran. This year, MAN 2 Kulon Progo is very selective in selecting students who want to enter the religious department because of the high amino of prospective students to improve their memorization.

The subsequent development of the tahfiz curriculum is to explore the potential of students whose reading is good but has not yet memorized the Qur'an due to lack of motivation from the family and school environment in the past. So that some students who are able to read the Qur'an fluently can increase their knowledge, namely memorization of the Qur'an. PAI teachers give very high motivation to students to want to memorize the Quran. However, for students whose way of reading the Qur'an is still not good but also want to memorize the Qur'an, the teachers instruct them to improve their reading of the Qur'an so that their reading is good from *makhrojul letters* to tajwid.

Supporting the competence of religious understanding is the basis for developing the next curriculum because memorizing the Koran will make it easier for students to receive religious lessons. Because in MAN, there are five branches of PAI described, namely fiqh, skiing, Al-Quran Hadith, Aqidah morals, and Arabic. Memorizing the Koran will automatically help them accept all branches of Islamic religious lessons that will be taught. That way, it will be easier for them to get a better value of knowledge.

Furthermore, they can cultivate their love for the Koran. We as Muslims should practice the third pillar of faith by believing that the Koran is truly a book brought by the Prophet of the last days, namely the Prophet Muhammad. That way, we as Muslims should imitate all his actions. We as Muslims must keep and defend the Koran by memorizing it. If you love the Koran, it will make it easier for anyone to memorize it.

The last thing that is the basis for developing the tahfiz curriculum is to preserve the tradition of religious knowledge. By memorizing the Qur'an, PAI teachers hope that there will be new seeds that will later continue their struggle to continue teaching the Qur'an and other religious sciences. This is all-important in developing a tahfiz curriculum considering the current era where young people are experiencing a moral crisis. Memorizing the Qur'an at least

helps us all to improve our morals and invite them to goodness. That will be the provision we all face in the last few days.

The results of the author's mini reset on the role of PAI teachers in MAN 2 Kulon Progo based on interviews with tahfiz coordinators regarding the role of PAI teachers in the development of PAI curriculum, namely PAI teachers as conceptors as well as implementers. Thus, PAI teachers are given full authority to design curriculum development and implement the curriculum. So that PAI teachers can easily see students' ability to follow the lessons, especially PAI also memorizing their Quran. So that PAI teachers can easily take the next step whether students with the competence they possess can memorize the Qur'an or enough to improve their reading of the Qur'an.

The results of the next interview were the process of developing the tahfiz curriculum at MAN 2 Kulon Progo during the COVID-19 pandemic. The Tahfiz Coordinator said that during the current COVID-19 pandemic, the tafhiz program was still running, but the curriculum was more flexible in its implementation. During the covid-19 pandemic, students continue to deposit their memorization by sending *voice notes* or making *video calls* to continue to deposit their memorization every day with PAI teachers assigned to each class as tahfiz supervisors for the students of MAN 2 Kulon Progo. However, if there are students whose homes are close to the madrasa, they can go directly to the madrasa to deposit their memorization with the tahfiz teacher in their class. During the covid-19 pandemic, *thank God*, there have been no significant obstacles encountered by PAI teachers in the process of developing the tahfiz curriculum and implementing the curriculum. It is proven that at the end of the 2020/2021 academic year, MAN 2 Kulon Progo has graduated tahfiz class XII students who already have the provision of memorizing the Koran as many as 43 students with a maximum of 17 juz of memorization. The tahfif graduation activity can be accessed on the MAN 2 Kulon Progo web page.

The next interview was conducted with the coordinator of the religious field, Mr. H. Suyasman, MA. Regarding the history of the development of tahfiz in MAN 2 Kulon Progo, he said that the history of tahfiz in MAN 2 Kulon Progo went through a long process because in the beginning, tahfiz was only an extracurricular lesson but although extracurricular, students must follow the program to get tahfiz. However, along with the curriculum development from the central ministry, a mandatory tahfiz was issued where tahfiz was not included in the extracurricular program. However, tahfiz enters the intro lesson, and all students must reach their memorization target if they want to get good grades or even go up the grade.

CONCLUSION AND RECOMMENDATION

The role of PAI teachers in MAN 2 Kulon Progo in developing the tahfiz curriculum is very important because PAI teachers are the conceptors and implementers of the curriculum. The covid-19 pandemic did not discourage teachers or students from continuing to learn and teach the Qur'an. As evidenced by the implementation of tahfiz graduation in MAN 2 Kulon Progo, it was still during the covid-19 pandemic.

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