CURRICULUM DEVELOPMENT MANAGEMENT IN IMPROVING THE ABILITY TO READ THE QUR'AN IN QURAN HADITH LESSONS AT MTs TAMAN PENDIDIKAN ISLAM MEDAN

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Kata Kunci:	ABSTRACT
Al-Qur'an Hadis, Manajemen, Pengembangan Kurikulum	Penelitian ini bertujuan untuk menganalisis manajemen pengembangan kurikulum dalam meningkatkan kemampuan membaca al-Qur'an pada pelajaran Quran Hadits di MTs Taman Pendidikan Islam Medan. Penelitian ini adalah jenis penelitian kualitatif dengan menggunakan pendekatan deskriptif. Penggalian informasi ini peneliti akan melakukan observasi dan wawancara dengan kepala Madrasah, wakil kepala madrasah bagian Kurikulum, dan guru-guru serta pihak-pihak yang bersangkutan dengan penelitian ini. Hasil penelitian menyimpulkan bahwa perencanaan Pembelajaran Alquran di MTs TPI Medan dilakukan oleh masing-masing guru ketika akan mengajar, meliputi program tahunan, program semester, silabus dan rencana pelaksanaan pembelajaran (RPP). Pengorganisasian pembelajaran Alquran berada di bawah koordinasi Bidang Al-qur'an, yakni bagi siswa yang belum dapat membaca Alquran dengan mengadakan kelas remedial Iqra, sedangkan kegiatan pengayaan pembelajaran Alquran bagi siswa yang telah lancar membaca Alquran melalui kelas Tahfiz Alquran yang dipadukan dengan tilawah. Pelaksanaan pembelajaran Alquran di Kelas Terpadu MTs TPI Medan dalam pelaksanaannya, guru menggunakan metode yang bervariasi, model belajar kelompok, memanfaatkan media pembelajaran dari yang standar seperti spidol dan papan tulis, buku paket sampai laptop dan multimedia. Evaluasi Pembelajaran Alquran di Kelas Terpadu MTs TPI Medan, meliputi akhlak keseharian siswa dan atau akhlak yang sesuai dengan materi pembelajaran. Evaluasi juga dilaksanakan harian, bulanan, tengah semester, dan semester

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Keywords:	ABSTRACTS
Al-Qur'an Hadith, Management, Curriculum Development	*This research aims to analyze curriculum development management in improving the ability to read the Koran in Quran Hadith lessons at MTs Taman Pendidikan Islam Medan. This research is a type of qualitative research using a descriptive approach. In gathering this information, the researcher will carry out observations and interviews with the head of the Madrasah, deputy head of the Madrasah for Curriculum, and teachers and other parties concerned with this research. The research results concluded that planning for Al-Quran learning at MTs TPI Medan was carried out by each teacher when teaching, including the annual program, semester program, syllabus and learning implementation plan (RPP). The organization of Al-Quran learning is under the coordination of the Al-Quran Sector, namely for students who cannot yet read the Al-Quran by holding remedial Iqra classes, while enrichment activities for Al-Quran learning are for students who can read the Al-Quran fluently through Tahfiz Al-Quran classes combined with recitations. In implementing Al-Quran learning in the Integrated Class at MTs TPI Medan, teachers use various methods, group learning models, utilizing standard learning media such as markers and whiteboards, textbooks to laptops and multimedia. Evaluation of Al-Quran Learning in the Integrated Class at MTs TPI Medan, including students' daily morals and/or morals that are in accordance with the learning material. Evaluations are also carried out daily, monthly, mid-semester and semester*

A. INTRODUCTION

Character formation and human resource development are the main goals of education. Furthermore, civilized humans and the civilized world also start from the education process (Susanti, 2016). In this context, education becomes a learning tool that provides experiences for students in the form of physical-motor, artistic-cultural, social-emotional, religious-moral and language development. In another sense, education is a process of transforming values, knowledge and skills (Husni, 2018).

Education as a series of processes or systems cannot be separated from the principles contained in the curriculum. This is also the basis for the need to redesign the curriculum periodically, at least once every five years. Apart from upgrading educational studies, curriculum redesign is also an evaluative means of aligning the educational process with the needs of society (the world of work) (Laila, 2023). It is very important for education providers to pay attention to the needs of the community, because the community is the user or users of the results of graduates of educational institutions (Harahap, 2019).

The implementation of the national education curriculum applies equally to formal education institutions in Indonesia. This is systemized starting from primary education, secondary education, to higher education. Likewise, non-formal educational institutions such as Islamic boarding schools are not exempt from implementing the national curriculum. However, Islamic boarding schools have a distinctive characteristic of developing Islamic-based teaching materials that are more flexible and dynamic (Mawardi, 2018). Integration of the national curriculum and Islamic studies is also a necessity for the implementation of learning in Islamic boarding schools (Ma'rifah & Mustaqim, 2015).

The Islamic boarding school curriculum model and system has so far been seen as incomplete because it "half-heartedly" implements the national curriculum alongside an Islamic-based education curriculum. Even though it is written that learning in Islamic boarding schools integrates science and Islam, its implementation does not reflect the same thing. As time progressed, Islamic boarding schools again showed ghirah as institutions producing a golden generation that was Qur'anic and Rabbani. This can be seen from the awareness of education administrators in Islamic boarding schools who seriously make Islamic boarding schools the "mecca" for implementing Islamic education in Indonesia (Abdullah, 2014).

At the applicable stage, Islamic boarding schools are not only a means of Islamic study based on Madrasah Diniyah Awaliyah, Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah. Where, Islamic boarding schools also exist as educational institutions which include integrated Islamic schools, vocational high schools and general schools. Uniquely, several Islamic boarding schools have high schools, institutes and universities that reflect the holistic efforts of Islamic boarding schools in providing the best Islamic education for the community (Rasyidin, 2020).

It is in this context that the urgency of developing the madrasa curriculum in Islamic boarding schools is developed comprehensively. With the foundation of the Koran as the main source of law apart from being a holy book. Therefore, all applicable legal provisions must not conflict with the laws contained in the Koran. Hadith is the second source of law after the Koran. Thus, hadith has a very important function in Islamic law. So, Islamic education makes the study of the Qur'an and hadith as proof in every science (Maskur, 2019).

Learning the Koran and Hadith at school is a learning that is very necessary in Islamic schools, because learning the Koran and Hadith can improve learning to read and memorize and even write verses from the Koran correctly. Considering the importance of learning the Qur'an and Hadith in schools, it is a learning that is very necessary in schools, especially schools that are Islamic in nature, because learning the Qur'an and Hadith can improve learning to read and memorize and even write verses of the Qur'an well. and correct according to the mahroj and tajwid (Rachman, 2015).

With the Al-Qur'an and Hadith learning curriculum, one can improve the quality of a person's character to deepen their Islamic faith and learn more about the Al-Qur'an and Hadith (Fananie & Purnama, 2023). The curriculum itself is a set of programs provided by an educational institution that contains a learning plan, where the Al-Qur'an and Hadith learning curriculum is able to increase the level of knowledge and increase one's love for studying the Al-Qur'an and Hadith so that one can interact with the outside world by being able to demonstrate in society and the world, everyone can study the Qur'an and Hadith and can even penetrate international glass with the knowledge they have in studying the Qur'an and Hadith so that it can be useful for many audiences. Not to mention that its status as a non-formal educational institution means that Islamic boarding schools in society are not the main choice for parents for their children's education (Budiyanto, *et.al.*, 2022). In the curriculum aspect, Islamic boarding school curriculum management is not yet well organized (Qomar, 2010).

This research was carried out in the form of a case study regarding the above aspects at MTs TPI Medan related to Curriculum Development Management in Improving the Ability to Read the Koran in Quran Hadith Lessons at Madrasah Tsanawiyah Medan Islamic Education Park. This research design is qualitative and uses descriptive analytics. In collecting data using observation, interviews and documentation. Therefore, it is not an exaggeration if Medan has dozens of formal Islamic education institutions with a pesantren-based madrasa system.

Based on the results of initial observations, researchers found data that there were still participants who were less able to read the Koran, especially looking at the macrojul letters and tajwid. Even though there have been additional local Qiro'ah subjects which attempt to improve students' Al-Quran reading skills. However, researchers want to study further about Curriculum Development Management in Improving the Ability to Read the Koran in Quran Hadith Lessons at the Medan Islamic Education Park Tsanawiyah Madrasah. Based on this problem, the researcher felt interested in conducting research with the title "*Curriculum Development Management in Improving the Ability to Read the Koran in Quran Hadith Lessons at MTs Taman Pendidikan Islam Medan*".

Curriculum Development Management

The term management in Arabic literature is rooted in the word "al-Idarah" which is interpreted as balance-based management. Sustainability in question includes the regulation of human resources in empowering existing natural resources, through the implementation of functional tasks, namely planning, implementation, supervision and evaluation (Nurkholis & Santosa, 2022). All of these functions are directed at achieving common goals. Furthermore, management is seen as the art of getting work done through other people (Huda, 2017).

Management can be interpreted as management or regulation. In an organizational context, management is a process of achieving a common goal. Management applications will make work easier, because they include division of tasks, authority, delegation and skill-based division of work (Andini, 2018). The term management itself describes the implementation of a system-based process and approach. Thus, good management determines the success of carrying out organizational activities (Ananda & Hudaidah, 2021).

The definition above implies that managers achieve organizational goals through arranging other people to carry out various tasks that may be required. Management is a science that is used to organize other people in an organization so that they can work effectively and efficiently so as to achieve the goals of the organization. Furthermore, it needs to be emphasized that the success of management itself depends on the proportional and professional implementation of management functions (Amin, *et.al.*, 2019).

Al-Quran Hadith lessons in Madrasah

The Qur'an Hadith subject at Madrasah is one of the subjects in the Islamic religious education (PAI) field of study which emphasizes the ability to read and write the Qur'an and Hadith correctly. Apart from that, it also includes memorization of short letters in the Koran, introduction to the meaning or meaning in simple terms of these short letters and hadiths about commendable morals to be practiced in everyday life through example and habituation (Fauzi & Khoiriyah, 2018).

The Al-Qur'an Hadith subject is part of the Islamic Religious Education subjects at Madrasah Ibtidaiyah which emphasizes the ability to read and write the Al-Qur'an and Hadith correctly, as well as memorizing short letters in the Al-Qur'an, introducing simple meanings or meanings. from these short letters and hadiths about commendable morals to be practiced in everyday life through example and habit (Salam, 2021).

The aim of learning the Qur'an Hadith is basically a formulation of the forms of behavior that students will have after carrying out the learning process. The objectives are formulated based on an analysis of various demands, needs and expectations. Therefore, objectives are made based on consideration of societal factors, the students themselves, and science (culture) (Suhadi & Zakariyah, 2021).

Thus, the formulation of Al-Qur'an Hadith learning objectives must be based on expectations about what is expected from the results of the learning activity process. The formulation of Al-Qur'an Hadith learning objectives is a guide in selecting learning materials, determining learning strategies and selecting learning tools that will be used as learning media, and as a basis for teachers to lead students to achieve predetermined competency standards. Apart from that, the formulation of objectives can also be used as a basis for preparing tools for assessing learning outcomes.

The scope of the Qur'an Hadith subject includes: (1) Basic knowledge of reading and writing the Koran correctly in accordance with the rules of Tajwid science. (2) Memorizing short letters in the Koran and a simple understanding of the meaning and meaning of their contents, as well as practicing them through example and habituation in everyday life. (3) Understanding and practicing through example and habituation regarding hadiths relating to the virtue of reading the Koran, cleanliness, intentions, respect for parents, brotherhood (Sri, 2021).

B. METHOD

Types and Research Approaches

The type of research that the author uses is qualitative descriptive research. According to Assingkily (2021), qualitative research is based on a scientific framework, uses human subjects as research instruments, applies inductive qualitative analysis methods, focuses on processes rather than products, selects a set of standards to document the validity of data, uses interim research designs, and qualitative research. the research subjects themselves agreed with the findings.

Data collection technique

First, Observation. In this observation method the researcher used to obtain an overview of the condition of MTs Taman Pendidikan Islam Medan. *Second*, Interview Method. The various interview methods are structured interviews, semi-structured interviews and unstructured interviews. Informants in this interview include the head of the madrasah (as manager and decision maker), teachers and staff, and students at MTs Taman Pendidikan Islam Medan.

Third, Documentation Method. The documentation method can be interpreted as a way of collecting data obtained from existing documents or stored records, whether in the form of transcripts, books, newspapers, and so on. With this method, the focus of data collection is carried out on each document or archive of activities and reporting in MTs Taman Pendidikan Islam Medan.

C. RESULT AND DISCUSSION

Curriculum Development Planning to Improve Al-Qur'an Reading Ability by MTs Students at TPI Medan

In planning learning, each study field teacher prepares learning administration such as annual programs, semester programs, syllabi, learning implementation plans (RPP). The learning plan must include components, namely the objectives to be achieved, the strategies used, supporting media and the evaluation used. From this, it can be seen that every plan must have at least four elements: 1) There is a goal that must be achieved 2) There is a strategy to achieve the goal 3) Resources that can support 4) Implementation of each decision (Mudlofir, 2012).

As according to Syarif (2010), there are four steps in preparing learning planning, namely as follows: (1) Formulate specific objectives; In formulating learning objectives, it must include three important aspects, namely cognitive, affective and psychomotor. (2) Learning experience; In this learning experience students are encouraged to actively carry out certain activities. Students are encouraged to discover the facts themselves. (3) Teaching and Learning Activities; In this teaching and learning activity the teacher determines what method will be used. The use of methods must be varied in order to attract students' attention and interest in learning, and must be relevant to the material to be presented. (4) People Involved; People involved in learning who act as learning resources include instructors or teachers, and also professional staff. So the teacher must be able to manage the class well. In these management activities, teachers can use media or facilities that can attract students' attention in learning.

The same thing was explained by Mrs. Nurmaida Yanti Marpaung, S. Pd. I that the learning plan format includes components: (1) Discussion topic; (2) Learning objectives (competencies and competency indicators); (3) Study material; (4) Learning activities; (5) Tools/media needed, and (6) Evaluation of learning outcomes. In terms of planning this lesson, the teacher in the Al-Quran Learning field collaborates with other Al-Quran Learning teachers to prepare syllabus material and create a learning format under the direction of the Al-Qur'an Field coordinator.

Meanwhile, the teacher in the field of Al-Quran Hadith studies plans learning activities according to the Al-Quran Hadith package book written by Drs. Abdul Wadud, published by Toha Putra Semarang. Even Al-Quran Hadith teachers can easily obtain lesson plans for Al-Quran Hadith by downloading them directly from the internet and then adapting them to local conditions. In this way, each field of study teacher can develop a learning system as long as it does not conflict with the provisions of the National Education Department and the Ministry of Religion.

Organizing Curriculum Development to Improve the Ability to Read the Al-Qur'an by MTs Students at TPI Medan

Organizing Al-Quran learning for students who cannot yet read the Al-Quran is by holding Iqra remedial classes, while organizing Al-Quran enrichment learning activities for students who can already read the Koran fluently is through Tahfiz Al-Quran classes combined with recitations (reading the Al-Quran by learning songs). The Koran learning enrichment program at this school is also organized through memorization activities of short letters and daily prayers carried out by the school at each grade level and recorded in a student memorization book (Aziz, 2020).

Organizing teaching materials is carried out individually and in groups. The organization of teaching material is carried out by the teacher himself by starting from easy material to complex (complex) discussions (Rahman, 2023). Organizing learning materials or experiences like this is called vertical learning experience organization. Meanwhile, the organization of teaching materials in groups is coordinated by the Al-Qur'an Coordinator through the Subject Teacher Deliberation forum which is local in nature or only applies to MTs TPI Medan. In the MGMP, discussions were discussed regarding the syllabus, RPP, annual program, semester program, and KKM (Minimum Completeness Criteria). Each study field teacher can convey ideas or ideas in developing their teaching materials. Each teacher exchanges information and shares experiences in dealing with student learning obstacles.

Easy organization of teaching material is usually delivered using the lecture method, while discussions with several complicated sub-chapters are organized using the discussion method. Because this kind of organization has several concepts or sub-discussions, the organization in the classroom is carried out using the discussion method, students are divided into several groups (Mahmudah, 2018). Each group presents its arguments, the other groups listen and provide criticism and suggestions. In this way students can be directly involved in learning and play an active role.

As according to Mrs. Nurmaida Yanti Marpaung, S. Pd. I that group learning is used if the learning material further develops concepts or sub-topics while also developing social activities, attitudes, values, cooperation and activities in solving problems through student learning groups. The teacher's activities will be to supervise and monitor the learning group more, so that every student in the group participates.

Meanwhile, learning the Koran Hadith in the classroom is organized by the teacher using the discussion method and a class assistant system, namely several students who are above the class average helping the teacher in paying attention to the reading and memorization of other students.

Implementation of Curriculum Development to Improve Al-Qur'an Reading Ability by MTs Students at TPI Medan

In its implementation or application in learning, every teacher is able to manage the class well so that the teaching and learning process can run optimally. When studying the Koran and Al-Qur'an Hadith, teachers use a variety of methods, not just lectures. For example, discussions, questions and answers and showing your ability to read and memorize. By asking questions and discussing, students' creativity will be awakened. To attract the interest and attention of students, Al-Quran teachers also use learning media such as pictures and game cards to find propositions in the Al-Quran. Meanwhile, the Al-Quran Hadith learning media uses a wider variety of electronic facilities such as videos, laptops and sometimes teachers even use cassettes and TV to be able to see directly the Al-Quran Hadith material.

The implementation of learning the Koran and Al-Quran Hadith in the classroom can be summarized into three activities, namely: initial activities, core activities and final activities. In the initial stage, the teacher greets and reads basmalah, then conducts class conditioning by taking attendance of students, then asking briefly about the material that has passed. At this stage the teacher tries to focus attention and motivate students to be ready to learn. At the core stage, the teacher explains the material in accordance with basic competencies briefly, then divides students into several groups. At the end of the lesson, the teacher asks one of the students to summarize the material they have just learned, then asks the student to repeat the lesson at home.

This is in accordance with what was also expressed by Mrs. Nurmaida Yanti Marpaung, S. Pd. I stages of learning activities include: (1) Initial activities, preliminary activities are intended to provide motivation to students, focus attention, and find out what students have mastered regarding the material to be studied. This activity can be carried out by means of apperception, creating readiness to learn, creating a democratic learning atmosphere. (2) Core activity, this activity is an activity to instill, develop knowledge, attitudes and skills related to the study material in question. This activity includes: (a) conveying learning objectives; (b) delivery of teaching materials/materials using: appropriate approaches and methods, facilities and tools/media; (c) checking students' understanding. In the core activities, group learning can also be carried out.

In closing, this activity is an activity that provides confirmation or conclusions and assessment of mastery of the study material provided in the core activity. Conclusions are made by the teacher and together with the students. Activities that must be carried out in the final and follow-up activities are: a) Carrying out the final assessment b) Providing assignments and exercises and providing motivation/learning guidance.

Evaluation of the Implementation of Curriculum Development in Improving Al-Qur'an Reading Ability by MTs Students at TPI Medan

Evaluation of learning in integrated classes is carried out in various ways, namely verbally, in writing, and by demonstrating reading skills. Evaluation of Al-Quran learning in this school even goes so far as to place assessment of student attitudes as a component for evaluating the success of Al-Quran learning. This attitude assessment can be in the form of students' daily morals and/or attitudes or morals that are appropriate to the learning material (Hasanah, *et.al.*, 2023). Evaluations are also carried out daily, monthly, mid-semester and semester. Daily exams or tests are carried out to evaluate each material that has been presented at each meeting. Monthly exams are carried out to evaluate one basic competency. Mid-semester exams are carried out to evaluate several basic competencies. Semester exams are carried out to test all the basic competencies that have been studied (Nurhusni, *et.al.*, 2023).

Evaluation of learning both the Koran and the Koran Hadith is carried out by the teacher in the classroom every day. This is intended to supervise and monitor the achievement of learning outcomes. The teacher monitors student progress at each meeting, guides and provides direction in each discussion, provides punishment and appreciation so that the entire learning process runs conducive and successful. In teaching and learning activities, assessment during discussions is carried out by looking at student activity. As according to Rosyadi, formative evaluation is carried out to determine the learning outcomes achieved by students after completing the program in a learning material in a field of study. Summative evaluation functions to determine the program or grades of students after following a lesson program in one final semester of the year from a program of teaching materials from an educational unit.

As according to Mrs. Nurmaida Yanti Marpaung, S. Pd. I, assessment is a series of activities to obtain and analyze data about the process of student learning outcomes which is carried out systematically and continuously, so that it becomes meaningful information in decision making. On a broader scale, evaluation and supervision of learning is carried out directly by the principal, deputy principal and Al-Quran coordinator with teachers every day and in school meetings. This is done to clearly find out things that are not going as planned and agreed upon during the teachers' deliberation.

D. CONCLUSION

Based on the results of the analysis, it can be concluded that Al-Quran learning planning at MTs TPI Medan is carried out by each teacher when teaching, including the annual program, semester program, syllabus and learning implementation plan (RPP). The organization of Al-Quran learning is under the coordination of the Al-Quran Sector, namely for students who cannot yet read the Al-Quran by holding remedial Iqra classes, while enrichment activities for Al-Quran learning are for students who can read the Al-Quran fluently through Tahfiz Al-Quran classes combined with recitations. In implementing Al-Quran learning in the Integrated Class at MTs TPI Medan, teachers use various methods, group learning models, utilizing standard learning media such as markers and whiteboards, textbooks to laptops and multimedia.

Evaluation of Al-Quran Learning in the Integrated Class at MTs TPI Medan, including students' daily morals and/or morals that are in accordance with the learning material. Evaluations are also carried out daily, monthly, mid-semester and semester.

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