

Learning management of islamic education in the international baccalaureate middle years programme curriculum at Al-Firdaus Junior High School In Sukoharjo Academic Year 2023/2024

Muhammad Shidqi Naufal ^{a,1,*}, Sukari ^{b,2}, Sugiyat ^{c,3}, Muh. Hasbi Khilal Zuhri ^{d,4}

^{a,b,c} The Islamic Institute Mamba'ul 'Ulum Surakarta, Indonesia

^d Al Iman University Hadramaut, Yemen

^{*1} asshidiqia37@gmail.com; ² sukarisolo@gmail.com; ³ sugiyatsw@gmail.com; ⁴ khilalzuhrimuhammadhasbi@gmail.com

*Correspondent Author

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ABSTRACT

This study aims to determine the management of Islamic Education in the IB Curriculum (International Baccalaureate) Middle Years Programme at Al-Firdaus Sukoharjo Junior High School in the academic year 2023/2024. This research focuses on how to planning, implementation, and evaluation of Islamic Education in the IB Curriculum. The research method used is descriptive qualitative with data collection techniques in the form of literature study, interviews, observation, and documentation. Data validity checks were carried out with observation persistence and data triangulation. Data analysis used in the form of data collection, data reduction, data presentation, and conclusion drawing. Based on the research results obtained, Islamic education learning management in the IB Curriculum at Al-Firdaus Sukoharjo Junior High School is well implemented, this is indicated by the existence of (1) learning planning in the form of preparing learning administration in accordance with the IB Curriculum, namely Overview, Mapping Unit, and Unit Planner. The learning administration includes materials, determination of learning methods and media, embedding IB Profile Learner, and determining the type of evaluation. (2) The implementation in the IB Curriculum is carried out in three stages, namely preliminary activities, core activities, and closing activities. (3) The evaluation in the IB Curriculum is carried out with three types, namely Diagnostic Assessment, Formative Assessment, and Summative Assessment with different forms and implementation times.

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Introduction

Education is the most important factor in building a better quality of human being. According to Dr R. Masykur, education is a process that shifts human behaviour, ranging from attitudes, skills, and knowledge. The changes that occur in humans are evidence that humans have experienced education. The education system is a component of education that is considered capable of determining human quality in the future (Mahrus, 2021). In educational activities, the curriculum is an important part in obtaining educational goals or targets. Therefore, the curriculum is commonly labelled as the spirit of education. The curriculum has an important

role in the entire educational process, because the curriculum is an educational plan, providing guidelines, and guidance on the type of scope, and sequence of content, as well as the educational process.

The education system in Indonesia has undergone several curriculum changes from 1945 to the present day. The changes were influenced by political, socio-cultural, economic and other considerations. However, from all these changes, the national education curriculum is designed based on the same foundation, namely Pancasila and the 1945 Constitution of the Republic of Indonesia (Mahrus, 2021). Various curriculum have been implemented in the Indonesian education system, both national standard curriculum and international curriculum. One of the international curriculum that has been implemented in various schools in Indonesia is the International Baccalaureate (IB) curriculum.

Rachmat Priyadi explains that, "The IB or International Baccalaureate curriculum is a curriculum specifically designed for students aged 3-19 years to build intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly changing global world" (Priyadi, 2017). The IB curriculum aims to develop internationally-minded people who recognise commonality in humanity and a shared responsibility to protect the planet. (International Baccalaureate Organization, 2017).

The IB programme offered consists of 4 programmes, ranging from the PYP (Primary Years Programme) for 3-12 years old, MYP (Middle Years Programme) for 11-16 years old, DP (Diploma Programme) for 16-19 years old, and also the Career Related Programme for 16-19 years old. The IB's tiered programme is intended to reflect the overriding desire to provide quality education according to the level and needs of each learner, by enabling students to understand the world around the learner, complementing life experiences and providing the necessary skills and character to make necessary decisions or actions, with the student taking responsibility for the future.

Al-Firdaus Sukoharjo Junior High School is one of the Islamic schools owned by Yayasan Lembaga Pendidikan Al-Firdaus (YLPAF) which consists of 4 educational units, namely Preschool Education (TPP), Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). The establishment of Al-Firdaus Junior High School was initiated by Hj. Eny Rahma Zaenah, S.E., M.M or Mrs Eny, as well as the head of the foundation. Yayasan Lembaga Pendidikan Al-Firdaus (YLPAF) was established on 17 March 1997 with the purpose of searching for early childhood education or preschool level conducted by Mrs Eny. This was done with the intention of finding a school with a good religious education background in order to embed a better religious foundation. In addition, it is also the right momentum in developing children's potential, interests, talents and creativity.

The concerns that they had became the subject of discussion with several people, including Hj. Siti Aminah as the founder of the Assalam Modern Islamic Boarding School. Thus, on 17 March 1997, the Al-Firdaus Educational Institution Foundation was formed, marked by the establishment of a preschool level education unit under the name Al-Firdaus Preschool Education Park (TPP), located in Banjarsari, Surakarta. The name Al-Firdaus is taken from one of the names of the highest heaven in Islam, namely Paradise Firdaus. It is hoped that all forms and processes of education experienced by students will be able to provide benefits and form a smart, religious, and skilled generation, and be able to lead themselves to gain Paradise Firdaus. After the

successful establishment of TPP Al-Firdaus, three years later, in 2000, an Elementary School was established, namely Al-Firdaus Elementary School (SD) which was not located far from the previous educational unit. Until finally, in 2005 two educational units were established in one place, namely Al-Firdaus High School, which consists of junior and senior high schools located in Mendungan, Pabelan Village, Kartasura District, Sukoharjo Regency.

Al-Firdaus Junior High School was established with the aim of increasing faith, devotion, knowledge, and life skills based on the Al-Quran and Sunnah. In addition, it also aims to realise competitive graduates as a provision in entering further education. The vision of Al-Firdaus Sukoharjo Junior High School is the realisation of human resources at the high school level that are competitive and Islamic, as well as beneficial to society based on the Al-Quran and As-Sunnah. The mission of Al-Firdaus Sukoharjo Junior High School includes creating a supportive, Islamic, and competitive educational environment; developing quality schools with modern and Islamic management; developing effective and inspiring learning according to the potential of students; developing available resources for quality school implementation; and creating schools as a broad Islamic da'wah institution. Through these ideals, SMP Al-Firdaus Sukoharjo continues to strive to improve the quality of education every year, one of which is by authorising with the International Baccalaureate (IB) Team in 2018.

In 2018, Al-Firdaus Junior High School became the first Islamic school candidate in Solo, Central Java, with the IB Framework from the Swiss International Baccalaureate (IB) Team by providing mentoring, connections, and technical implementation. The mentoring process involving the IB Team and various schools that have obtained IB licences proceeded long enough to obtain verification and licence from the IB Team. Al-Firdaus Junior High School Sukoharjo, successfully obtained verification and license as the first International Baccalaureate School in Central Java in 2020 using the Middle Years Programme (MYP) formal education programme for 11-16 years old. In addition, the selection and implementation of the IB curriculum is based on compatibility with the objectives of the school, Islamic values and Indonesian culture, so that it can be combined and adapted to the form of management or governance in the field of institutional management and good education and in accordance with the IB Curriculum. It is hoped that the IB curriculum will be able to improve and maintain the quality of education at Al-Firdaus Junior High School which will produce a rabbani generation that is intelligent, creative, and adaptive.

According to Rusman's theory (2012), to create good learning management, three components are needed, starting from learning planning, learning implementation, and learning outcomes assessment (Irmayani et al., 2022). Thus, Al-Firdaus Junior High School applies the three components of management combined with school goals and values, Islamic values, and Indonesian culture into learning management. Starting from the form of planning, implementation of learning, and also the form of evaluation of learning outcomes.

Based on the description of the problems above, the author is interested in researching learning management in Islamic Education (PAI) subjects in the IB curriculum at Al-Firdaus Sukoharjo Junior High School, which includes planning, implementation, and assessment stages based on Rusman's theory. This research was conducted with various considerations such as, first, that Al-Firdaus Sukoharjo Junior High School became the first candidate school in Solo, Central Java at the high school level to implement the IB (International Baccalaureate) Curriculum.

Second, the researcher is interested in examining more deeply the form of learning management based on the IB Curriculum carried out, which includes planning, implementation, and evaluation. Third, researchers also focus on the form of Islamic education learning management carried out at Al-Firdaus Junior High School. This research is supported by the existence of various references that discuss the IB curriculum starting from Rachmad Priyadi who discusses the management of International Baccalaureate learning at the Primary Years Programme or elementary school level in Surabaya; Learning Management of the International Baccalaureate Primary Years Programme at SD Ciputra Surabaya by Ci Hadi Purnomo which discusses the education management process at SD Ciputra Surabaya which uses the IB curriculum with a focus on planning, implementation, and evaluation; and Implementation of the International Baccalaureate Curriculum at the PYP level at SD Al-Firdaus Surakarta by V.S Widyastari, Sri Marmoah, and Suharno with a focus on describing the form of implementation of the IB Curriculum carried out by SD Al-Firdaus Surakarta. Another reason is that there is no discussion of learning management at the MYP (Middle Years Programme) level, especially in secondary Islamic schools. Furthermore, there are only a few Islamic schools that use the IB Curriculum, especially in the Solo area. Thus, Al-Firdaus Junior High School is the only Islamic school using the IB curriculum in Solo, Central Java. In addition, there has been no discussion about the management of PAI learning using the IB Curriculum at the secondary school level.

The researcher is interested in reviewing the management of PAI learning based on the IB curriculum implemented at Al-Firdaus Junior High School in Sukoharjo, as one of the Islamic schools that uses the IB curriculum in Solo. The focus of the research that will be studied by the researcher becomes three problem formulations, including: (1) How is the planning of PAI learning in the IB Middle Years Program Curriculum at Al-Firdaus Sukoharjo Junior High School? (2) How is the implementation of PAI learning in the IB Middle Years Program Curriculum at Al-Firdaus Sukoharjo Junior High School? (3) How is the assessment/evaluation of PAI learning in the IB Middle Years Program Curriculum at Al-Firdaus Sukoharjo Junior High School?

Method

The research approach taken by the author is descriptive qualitative method, in the form of field research or (field research). This method was chosen because researchers use conclusions in the form of data that is described in detail based on data obtained in the field and not data in the form of numbers. According to Anselm Strauss and Juliet Corbin, qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of counting (Titawati, 2020). The author conducted research at Al-Firdaus Sukoharjo Junior High School, which is located on Jl. Al-Kautsar, Mendungan, Pabelan, Sukoharjo on the premise that it is one of the schools implementing the IB Curriculum in the city of Solo, as well as the author's interest in the IB Curriculum system that has been running at Al-Firdaus Sukoharjo Junior High School since 2020. The research subjects and informants chosen were two PAI teachers, the Principal, and the Head of Curriculum. Subjects and informants are needed by researchers to prove data and process data results.

Data needs to be collected integratively, holistically, and also relevantly based on the focus and objectives of the research. Data collection techniques used include literature study, observation, interviews, and documentation (Toruan, 2021). The data that has been obtained is then analysed with the objective of organising, describing, and taking conclusions. Thus, the data

can be described so that it can be easily understood. The data analysis technique used by the author is data collection, data reduction, data presentation, and conclusion drawing.

Result and Discussion

1. Learning Management

Learning management is a combination of the words management and learning. The word management is an absorption from the English language, namely "Management" which means to manage. While the origin of the word "Management" comes from Latin, namely manus and agree. The word "manus" which means hand and the word "agree" which means to do (Utomo, 2018). Management according to Hani Handoko is working with people in determining, interpreting, and achieving organisational goals, through the implementation of planning, organising, staffing, directing and leading, and controlling" (Muhlasin, 2019). Thus, it can be concluded that management is a coordination process that is carried out continuously and organised by using existing potential through the functions of planning, organising, and supervising to achieve certain goals.

Learning is part of management which means in the Indonesian Law No. 20 of 2003 concerning the education system, namely "Learning is an interactive process of students with educators and learning resources in an environment." (Hizri, 2019). Learning comes from the word "learning", as a form of activity carried out by a person in obtaining or seeking knowledge through a structured process to gain knowledge and learning experience. In another definition, learning has two meanings, such as: first, as a process in acquiring or understanding knowledge. Second, as an instructor or teacher in delivering knowledge through the processes of planning, evaluation, and follow-up (Nasution, 2022).

Learning management is an effort to manage better learning by a person or educational institution, so as to obtain success in learning and realising goals in a more effective, efficient and quality way. Meanwhile, according to Muhammad Ali, learning management is a form of interrelationship between various teaching components consisting of 3 main components, namely teachers, material content, and also students (Listiyani, 2012). So, it can be understood easily, that learning management is a teacher's effort in organising learning strategies by involving teachers, material content, and students as the main components to achieve success in learning which includes cognitive, affective, and psychomotor aspects.

Learning management functions generally consist of planning, organising, implementing, and monitoring. Planning is the first step that is carried out with the intention of providing an overview of the desired goals, vision and mission. Planning provides important value by providing clarity of direction for each activity, so that it can be pursued and carried out as efficiently and effectively as possible (Samsuri, 2018). Meanwhile, organising acts as an arrangement for the tasks or authority that will be carried out by individuals.

Organising is an action that strives for an effective relationship between individuals and other individuals. Thus, it can create efficient cooperation and obtain personal satisfaction in carrying out duties with various conditions, to achieve the desired goals (Samsuri, 2018).

The next function is implementation as a form of implementation of planning and organisation. Implementation (actuating) is nothing but an effort to make planning into reality through various influences and motivations, so that each employee can carry out activities optimally in accordance with the role of their duties and responsibilities (Andriyaningsih, 2017). Implementation is the main thing in planning and organising, because implementation emphasises activities related to individuals in the organisation directly. The last function is supervision.

Sutopo also stated that control is a series of activities that must be carried out to conduct supervision, improvement, and assessment, to ensure that goals can be achieved as set out in the plan. In control, there are activities to monitoring results and comparing them with standards, determining the causes, and correcting deviations (Titawati, 2020). An educational institution needs to build, design, and consider various aspects to create and implement the learning process later. Learning management that is well organised will produce a good teaching and learning process, and improve the quality of learning. Based on Rusman's theory, there are three stages in conducting learning management. The three stages are in accordance with management functions in general. The three stages of good learning management according to Rusman's theory (2012: 5) are learning planning, learning implementation, and learning evaluation (Irmayani et al., 2022).

2. Islamic Education

Islamic Education is one of the subjects taught at various levels of school, ranging from primary to tertiary levels. Islamic education is a conscious effort in an activity where Islamic Education teachers teach, guide, and train students in a planned and conscious manner with the aim that students can increase their faith and become Muslims who continuously increase their faith and devotion to Allah SWT and ultimately become humans who are obedient in religion and have noble character (Rahmah, Qonita Miftahur; Hidayat, Yunan; Sukari, 2023).

According to Dzakiyah Drajat, Islamic Religious Education is Education through Islamic teachings, namely in the form of guidance and care for students so that later after completing education he can understand, live and practice the teachings of Islam as a view of his life for the safety and welfare of life in this world and in the hereafter (Andriana, 2021) In generally, the purpose of Islamic Education (PAI) is to form a noble human civilisation based on the Al-Quran and As-Sunnah as guidelines. In addition, Islamic Education also aims to form Muslims who obey worship and prepare themselves for the afterlife.

The purpose of Islamic Education is to develop a Muslim character that is in accordance with Islamic law. Based on the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 13 of 2014 concerning Islamic Religious Education, what is meant by Islamic education is an education that prepares students to be able to carry out

roles that require mastery of knowledge of Islamic religious teachings and or become experts in Islamic science and practice Islamic teachings.

According to Sholehudin, the objectives of Islamic Education are divided into three, namely general goals, temporary goals, and final goals. The general objective of Islamic Religious Education is to form an individual by fostering and directing attitudes, behaviour, appearance, and views, through the pattern of piety and adjusted to institutional goals. The temporary goal of Islamic Religious Education is to provide experience, insight, and form a perfect person in implementing religious values in real life. The ultimate goal of Islamic Education is to prepare perfect provisions while in the world so that they can always serve Allah well, and die in a Muslim state and obtain His pleasure (Solehudin, 2022).

3. International Baccalaureate Curriculum

The curriculum is the spirit of education which takes an important role in managing and organising the educational process. The curriculum is an educational plan, providing guidelines and guidance on the scope, and sequence of content, as well as the educational process. According to Law No. 20 of 2003 concerning the National Education System, the curriculum is "A set of plans and arrangements regarding the objectives, content and learning materials, as well as the methods used as guidelines for organising learning activities to achieve certain educational goals" (Mahrus, 2021).

The curriculum is one of the most important parts of the educational process. Because an education without a curriculum will look chaotic and irregular. The curriculum is one of the tools to achieve educational goals, and is also used as a guide in the process of implementing teaching and learning (Wanojaleni & Majenang, 2024). The implementation of the curriculum in Indonesia has changed several times, this is because there are several factors that support these changes. The curriculum needs to be continuously developed and refined to match the pace of development of science and technology, as well as a developing society. The direction and purpose of the education curriculum will experience shifts and changes along with the dynamics of social change (Muharom, 2024). One of the curriculum used in Indonesia with international standards is the IB Curriculum or International Baccalaureate curriculum. The curriculum has been used in several schools in Indonesia with the aim of obtaining maximum educational results and preparing students to become highly competitive individuals from various aspects.

The IB curriculum is an international curriculum that is owned by an international school with a special design in developing students' abilities in terms of intellectual, personality, social and emotional. The International Baccalaureate (IB) is a non-profit organisation that has been providing educational programmes around the globe for fifty years (Dickson et al., 2018). Meanwhile, according to Yukiko Ishikura, "The International Baccalaureate (IB) offers internationally recognised programmes that prepare students to think and act critically and independently as internationally competent individuals" (Ishikura, 2019).

4. The Planning of Islamic Education in IB Curriculum at Al-Firdaus Junior Highschool in Sukoharjo

The planning process of Islamic Education carried out at Al-Firdaus Junior High School is in accordance with Rusman's Theory, that is "Lesson planning is a preparatory stage where before the teacher guides students in learning, he must first prepare competencies, materials, strategies, and evaluations that will be carried out in class or outside the classroom" (Irmayani et al., 2022). The suitability of the theory with the research results obtained is indicated by the making of learning administration as a basic step in learning planning in determining competencies, materials, and evaluation. The planning of Islamic education learning based on IB curriculum at Al-Firdaus Junior High School in Sukoharjo is led by the curriculum coordinator who acts as a leader in providing direction, preparing learning programs, and managing administration. The statement is based on the results of the researcher's interview submitted to the Curriculum Coordinator and two PAI teachers at Al-Firdaus Junior High School. The question asked was, "How are the stages of PAI learning management with the IB Curriculum?".

Mrs. Rany, as the curriculum coordinator, explained that the stages in learning management are not much different from schools in general. Learning management is carried out with appropriate procedures, starting from planning, implementation, and also evaluation. All existing procedures are adjusted and implemented based on the International Baccalaureate curriculum which includes several provisions in it, starting from the Unit Planner, Key Concept, Related Concept, Global Context, Statement of Inquiry, Formative, Summative, Learning Global, and Reflection. All existing provisions have their respective roles that need to be included in the learning plan. A similar explanation was also given by Mrs. Misriyah and Mr. Wahidin as Islamic Education Teachers, explaining that the process or stages in learning management carried out are the same as before or with other schools, by implementing three components in the form of planning, implementation, and evaluation. The three components are adjusted to the provisions in the IB Curriculum to be feasible and appropriate.

The first phase in the management process is planning, as mentioned by the interviewees. Every new school year, the school holds a Working Meeting (Raker) initiated by the Principal and the Management Coordinator, one of which is the Curriculum Coordinator. The work meeting activities aim to evaluate and improve the quality of education that has been running for one school year, in addition to increasing synergy as well as school accountability. The meeting involves the school principal, management coordinator, and all teachers and staff. During the meeting, the Curriculum Coordinator will coordinate, guide and monitor the lesson planning process carried out by all teachers, including teachers for the new school year.

The process of planning Islamic education learning with IB curriculum at Al-Firdaus Junior High School is adjusted to the results of the work meeting, as well as the real conditions in the field, as stated by Mr. Wahidin and Mrs. Misriyah. This is conducted because teachers need to study in advance the material or components in the teaching materials, and adjusted to the real conditions in the real life. Thus, the material that will be delivered to students will be in accordance with the daily life experienced by students. The

planning is organized into learning administration. Learning administration in the IB curriculum is almost the same as the national curriculum, namely Overview (Prota and Promes), Mapping Unit (Syllabus), and Unit Planner (RPP).

The administration of Islamic Education learning begins with the preparation of Overview as Prota and Promes which are then developed into a simpler form, namely Mapping Unit which acts as a Syllabus consisting of various provisions, including topics of discussion, differentiated learning steps, form of formative assessment, form of summative assessment, and Islamic values taken in a material. Mrs. Misriyah and Mr. Wahidin explained, there are at least four meetings to deliver 1 unit or 1 chapter. So, the Mapping Unit or Syllabus that has been prepared, in addition, the teacher adjusts the material to the provisions in the IB Curriculum, the IB Profile Learner that needs to be achieved by students, and the methods to be used.

In the process of making learning administration, Mrs. Misriyah and Mr. Wahidin explained that there are several components in the IB curriculum that are added to it, including the determination of the IB Learner Profile. This aims to develop character, curiosity, and positive characteristics in students so that students can get the maximum learning experience, increase competence and student interests and talents. The determination of IB Profile Learner is based on the form of learning implementation and the unit or chapter to be studied. In a unit, there is at least one or more IB Profile Learner that needs to be mastered by students during learning. There are 10 IB Profile Learner, including Inquiry, Knowledgeable, Thinker, Communicator, Principled, Open Minded, Caring, Risk-Takers, Balanced, and Reflective. The IB Profile Learner that has been determined is then included in the learning administration as a complement to the learning objectives.

The next component is determining the learning methods and media required according to the unit or chapter to be studied. Determining the right learning methods and media can provide an interesting and fun learning atmosphere, and make students more active in learning. So, the benefits of learning can be obtained properly. After determining the learning methods and media, proceed with determining the learning evaluation. Islamic education teachers need to plan appropriate evaluations with the intention of measuring student achievement and understanding in the learning process. So that teachers can assess students' abilities and understanding, as well as a reflection for teachers in improving the learning process at the next meeting.

5. The Implementation of Islamic Education in IB Curriculum at Al-Firdaus Junior Highschool in Sukoharjo

The implementation of Islamic education learning in Al-Firdaus Sukoharjo Junior High School is divided into 3 stages, starting from the introduction, core activities, and closing. The stages of implementation are carried out in accordance with Permendiknas No. 41 of 2007 which contains the stages of learning implementation. The implementation of learning is carried out with the "Moving Class" system according to each room or center. The implementation of learning is based on the Unit Planner that has been prepared.

The researcher asked questions to the informants, namely, Mrs. Misriyah and Mr. Wahidin as Islamic education teachers as well as implementers with questions in the form

of, "How is the process of implementing islamic education learning based on the IB Curriculum?". Based on the results of these interviews, Mr. Wahidin and Mrs. Misriyah explained the implementation or implementation process was divided into three activities, namely preliminary activities, core activities, and closing activities.

The preliminary activities carried out by Islamic education teachers began with the opening of greetings and attendance. This is as described and implemented by both informants who explained that, "The preliminary activities are carried out with the opening, attendance, as well as checking the condition of student readiness when attending the lesson". At this stage, the teacher begins with an opening greeting followed by student attendance, as well as observation or observation of the number of students' attendance and also students' readiness to attend the lesson. Next, the teacher leads the prayer and continues the preliminary activities with apperception as a prologue as well as providing triggering questions in accordance with the unit or topic of discussion. This acts as a "Diagnostic Assessment" with the intention of knowing the initial condition of students' understanding and perceptions, arousing curiosity in students and also conveying opinions or views that they have. In addition, Diagnostic Assessment acts as a way for teachers to assess students' abilities and attitudes in the learning process, both before, during, and after learning.

As a result of the "Diagnostic Assessment", teachers can continue to deliver more in-depth material by gathering information and synchronizing students' perceptions, abilities, and attitudes. The provision of material is carried out in the core activities, with various methods carried out and in accordance with the learning material and the IB Learner profile that has been determined, starting from lectures, discussions and debates, presentations, questions and answers, and case studies. In addition, Islamic education teachers also use a variety of learning media in the form of hardware and software or applications. During the material delivery process, teachers can explore more in-depth to develop the material by providing triggering questions or through prescribed learning methods. Mrs. Misriyah explained that students can convey their understanding of the material, as well as refute the opinions of other students to provide a broader perspective, so that more information is provided.

During the learning process, the teacher provides feedback on the questions given by the students, observes and assesses the learning achievement, and provides a deeper understanding of the students' work. After students are finished with their work, students are asked to submit their results one by one and the teacher provides corrections if mistakes are found. Based on the observations made, teachers also tend to guide, give directions, provide input, and provoke students so that students have a better understanding if mistakes occur. In addition, students also get a better learning experience.

Mrs Misriyah and Mr Wahidin, as Islamic education teachers, explained that both of them use varied learning methods and media, this is in accordance with the provisions and administration that have been compiled in the IB Curriculum. Mr Wahidin is accustomed to using discussion and question and answer methods by providing guidance so that it goes in an orderly and proper manner. Discussion activities begin with determining the topic to be taught and providing a sparking question. After the group creation is determined, students

can begin discussion activities between their members, and write down the results of the discussion from each group. After the discussion time is up, each group presents their answers to the other groups. The other groups may add or refute the arguments of the previous group.

Mr Wahidin explained that the selection of varied learning methods and media affects the quality and experience of student learning. Thus, students become active, capable, critical and confident individuals. A similar method is also used by Mrs Misriyah at certain times or certain materials that require discussion. In addition, the use of varied methods and media also affects teachers, especially PAI teachers. PAI teachers are required to be active and creative in providing interesting and memorable learning experiences for students. Thus, teachers do not merely use the lecture method that makes students tend to boredom or drowsiness.

Varied learning methods and media are adjusted to the needs or content of the material to be learned by students. In addition, the IB curriculum tends to and demands the use of tools as learning media for students. Mrs Misriyah gave an example of learning Sirah Nabawiyah which can be delivered by showing videos about Islamic history and culture. Through the video, students are asked to develop a "Three Formula" including Three is three things that can be taken or that must be conveyed by students, Two is two things that students need to do after learning and taking the message from the material being studied, and One is one thing you must do for today.

Another form of learning media is the use of several images or props for certain materials, for example in the demonstration of makhraj letters with makharijul huruf images containing the locations of the release of hijaiyah letters in human oral anatomy, or the practice of bathing and shrouding a corpse that requires a shroud and statue. This is intended so that students have an appropriate view, as well as directly practising the material being taught. Other learning media commonly used in PAI material at Al-Firdaus Junior High School is the use of educational applications on Android or Apple mobile phones, including Moodle as a learning application and task collection, Jamboard from Google, Google Slides, and many more.

In the closing activities, Mrs Misriyah and Mr Wahidin explained that the learning ended with reflection activities aimed at reviewing the material that had been learned. Based on the observations made, closing activities are carried out by delivering a review of the material that has been learned and enrichment as a form of Formative Assessment. The form of Formative Assessment given is by giving random questions that must be answered by students. The enrichment aims to determine student learning outcomes as well as the achievement of learning objectives, the achievement of the IB Learner Profile, and reflection for the teacher. In addition to oral forms, Islamic education teachers can provide assignments in the form of making posters, videos, power point, or others with varying durations of time. Another closing activity is that the teacher conveys the value or positive values that can be taken in the material using the lecture method, so that students can absorb positive values from the material that has been delivered. It is also expected that students can implement these values into their lives, both at school and outside school. Lastly, the teacher says the closing greeting as a sign of the end of the lesson.

6. The Evaluation of Islamic Education in IB Curriculum at Al-Firdaus Junior Highschool in Sukoharjo

The process of evaluating Islamic education learning in the IB Curriculum at Al-Firdaus Junior High School according to Mrs Misriyah and Mr Wahidin, is divided into three methods, with various time implementation, including Diagnostic Assessment, Formative Assessment, and Summative Assessment. Mrs Misriyah explained that Diagnostic Assessment is carried out at the beginning of learning with the intention of knowing the starting conditions of students' understanding and perceptions, raising curiosity, expressing their opinions or views, and assessing students' attitudes. Mrs Misriyah explained that Diagnostic Assessment is carried out at the beginning of learning with the intention of knowing the initial condition of students' understanding and perceptions, raising curiosity, expressing opinions or views, and assessing students' attitudes. Diagnostic Assessment is carried out by observing students through various activities. Through these activities, teachers can observe, understand, and provide special notes for students who are considered lacking in terms of understanding and attitude from before, during, and after participating in learning. Islamic education teachers can gather information about the insights, perceptions, and attitudes of each student. An example of Diagnostic Assessment in Islamic education is to provide triggering questions or competencies that need to be mastered by students, either in the form of oral questions, writing, or for example in the form of memorising a verse, hadith, or surah.

Formative assessment is carried out during the learning process or at the end of learning. It aims to find out the learning outcomes which include, knowledge, attitudes, or skills. In addition, it also acts as a reflection for teachers in measuring the achievement of learning objectives. The implementation of Formative Assessment can be done by giving assignments, both written and verbal with predetermined media or methods. In the IB curriculum, Islamic education teachers are encouraged not to make formative assessments in the form of questions or multiple choices, or essays that are done in general schools, as explained by Mr Wahidin. Thus, the form of formative assessment tends to the daily process, the child's learning process, and also according to the student's condition.

Mr Wahidin gave an example of Formative Assessment for Islamic education on the material "Being Optimistic" with an verbal question, namely, "Who is optimistic today?". If there are students who answer, the teacher can continue by asking why they need to be optimistic that day. If the student can express an opinion or reason correctly, then the student is considered successful in mastering the teaching material provided. In addition, students are also considered successful if they ask questions about the material with more in-depth questions with the intention of answering their curiosity, or with a heavier question. Through the verbal questioning, teachers can reflect on the learning materials, methods, and media that have been provided, as well as the achievement of learning competencies, and IB Profile Learner that students have mastered.

Mrs Misriyah added, in providing Formative Assessment for Islamic education, it can also be done by making a product that can hone students' abilities and skills. For example, students are asked to make mind-mapping about the material "Be Optimistic". Teachers can provide references, guidelines, and examples that students can learn to work on. PAI

teachers allow their students to be as creative as possible, both with digital media and non-digital media, but still provide certain limitations as guidelines, one of which is not to take or copy existing examples. Thus, students can think creatively with existing references, to create a unique and creative Mind-Mapping according to each student's ability.

Mr Wahidin and Mrs Misriyah revealed that this assessment model tends to be favoured by all students. This is because students can be creative without limits, according to their abilities, improve soft-skills and lifeskills, channel hobbies, and increase good learning motivation. In addition, students can present their work in front of their friends with different language styles, so that students can hone their public speaking skills, increase self-confidence, and have a leadership spirit.

Summative assessment is given at the end of each unit or at the end of the semester with a varied model. It aims to determine the final results of the material that has been delivered in a unit or a semester, as well as train students in solving problems and honing the potential of students, as explained by Mr Wahidin and Mrs Misriyah as Islamic education Teachers. The implementation model carried out by islami education teachers is not multiple choice questions or essays that are generally implemented by all schools. Rather, it is in the form of works and projects that have been adjusted to the IB Profile Learner and Unit Planner. The work that students can do as a form of evaluation can be in the form of Mind-mapping, posters, videos, and others. Meanwhile, projects worked on by students are held at the end of the second semester or during the grade promotion period in the form of Personal Project, Community Project, and Exhibition.

Mrs Misriyah and Mr Wahidin explained that the implementation of the Summative Assessment Project for the junior high school level or Middle Years Programme (MYP) level is in the form of a Community Project. The activity is a form of end-of-semester assessment with a group system for the junior high school level, starting from first grade to third grade. Community Project consists of two to four students with a project goal that can be seen, felt, or enjoyed by the wider community. The theme of the Community Project for PAI is not only limited according to the units that have been studied in one semester. Rather, it is adjusted to the needs or problems encountered in the surrounding environment, either the school environment or the home environment. Through these activities, students are expected to have awareness of the surrounding environment, practice critical thinking, practice problem solving, hone soft-skills and lifeskills, and be empowered and useful for themselves and the wider community. These benefits are a form of achievement of learning objectives that have been adjusted to the IB curriculum and IB Profile Learner that students need to master.

Mr Wahidin added the stages that students need to go through in carrying out the Community Project, which is almost similar to the thesis guidance that students go through. These stages begin with the creation of a title based on the problems encountered. Students can propose a title to the Islamic education teacher based on the problems they encounter, or students can also consult about the title if they experience obstacles in proposing the title. Once the proposed title is accepted by the Islamic education Teacher, students can proceed to make a proposal that contains the background of the problem, the

formulation of the problem, and the methods or stages that will be worked on in the Community Project activities.

Creating a proposal must also go through a process of guidance, consultation, and verification carried out by students to the Islamic education Teacher for some time until the proposal is successfully verified. After the proposal was approved, one group was scheduled to present the results of their proposal to the Principal or Vice Principal, Curriculum Coordinator, Testing Teacher, and Islamic education teacher. During the presentation process, the group received criticism and suggestions that must be done so that the process of implementing the Community Project runs optimally. After presenting the proposal, students can implement the Community Project with their group members according to the proposal that has been submitted with a predetermined time span. Furthermore, groups that have completed the Community Project, compile a report and make a wall-magazine that will be displayed in the Exhibition activity.

Exhibition is the last activity or determination of the assessment of Community Project activities, where each group is given a place used to display project results, wall-magazine, and some project documentation. The Exhibition was attended by the entire school community, such as the Principal and Staff, Teachers, and student guardians who attended the Exhibition activities. During the Exhibition, students presented the results of their group projects and answered questions from visitors. Visitors can ask as many questions as they like and are not limited, and given an assessment sheet provided by the school. The assessment criteria during the Exhibition are Planning, Investigating, Taking Action, and Reflection.

Planning is how a group plans problem-solving steps for the problems they encounter. Investigating is a form of review of the problems found, so that solutions can be implemented. Taking Action is how a group makes decisions and carries out solutions to these problems. While Reflection is a form of evaluation by the group that must be done after running the Community Project. While Reflection is a form of evaluation by the group that must be conducted after carrying out the Community Project. Mrs Misriyah and Mr Wahidin mentioned that there were several results of the Student Community Project in the field of PAI that were successfully implemented, including painting and cleaning the ablution place in one of the mosques, giving several dozen plants along the Cengklik reservoir road, becoming a Quranic teacher for children in a mosque, and many more.

Based on the results of interviews with the two Islamic Education Teachers as sources, Mrs Misriyah and Mr Wahidin explained that the application of IB curriculum management in Islamic Education subjects is very helpful and maximises more learning experiences. This is because, during the implementation process, there are various activities, methods, and media used by Islamic education teachers as a means of learning students that are more interesting and provide a better learning impression for students. In addition, the potential of students can be raised gradually, so that students have better self-competence, increased curiosity to raise unexpected questions, and become competent students in the future. The management of Islamic education learning in the IB Curriculum at Al-Firdaus Junior High School is also considered more effective and superior, this is because there is learning on a product or project basis, so that students can add to

their learning experience well, maximise students' potential and abilities, train students' critical thinking and sensitivity, and prepare students to face the future with the provisions that have been learned and owned.

Islamic education teachers feel helped by the implementation of the IB curriculum in PAI learning, because the IB Profile Learner values in the IB curriculum are in accordance with Islamic values, Indonesian culture, and help students in strengthening various aspects of students which include knowledge, understanding, attitude, faith, and devotion. The teachers are also helped in the learning process. This is because teachers and students are freed to learn in any way, so they can be creative and take advantage of the ease of existing technology.

Conclusion

Based on the results of the research conducted, the management of islami education learning in the IB Curriculum at Al-Firdaus Sukoharjo Junior High School can be carried out well and in accordance with the procedures determined by the IB Curriculum and Rusman's theory. In Rusman's theory, learning management includes three components, starting from planning, implementation, and evaluation. The three components have been implemented and adjusted to the existing IB Curriculum policy. In the planning stage, Islamic education teachers carry out appropriate planning procedures, starting from work meetings to start the new school year and making learning administration. Learning administration in the IB Curriculum includes an overview that acts as a Prota and Promes as a reference in one school year. The overview that has been prepared is then developed into a Mapping Unit which acts as a Syllabus consisting of various provisions, including topics of discussion, differentiated learning steps, formative assessment forms, summative assessment forms, and Islamic values taken in a material. Next is the preparation of the Unit Planner which acts as a lesson plan for teacher reference in teaching. The making of learning administration is also adjusted to the Mandatory or components in the IB Curriculum which includes, IB Profile Learner which consists of 10 IB learner values, the form of learning methods and media used, and the form of assessment that will be used.

Islamic education teachers carry out Islamic education learning in accordance with the administration that has been prepared and divided into three activities, including opening activities, core activities, and closing activities as described by Rusman. In the opening activity, the teacher begins with greetings, attendance, and provides apperception with various lighter questions as a form of diagnostic assessment. Thus, students can increase their curiosity, exercise confidence in their opinions, and also gain a broader perception. At the core activity stage, Islamic education teachers provide material by developing triggering questions given previously or in the form of using varied and interactive learning methods and media, so that students can actively participate in learning and gain more learning experience. At the closing activity stage, Islamic education teachers conduct reflection and review of the material in the form of oral questions or assignments or formative assessments in various forms. This is intended to determine the achievement of learning objectives for teachers and train students' abilities, both life-skills and soft-skills, as well as develop students' potential through assignments.

The evaluation of Islamic education learning in the IB Curriculum that has been carried out by Islamic education teachers includes three forms, namely Diagnostic Assessment, Formative

Assessment, and Sumative Assessment. The form of evaluation is in accordance with the provisions in the IB Curriculum that have been compiled in the learning administration. Diagnostic assessment acts as a student observation at the beginning of learning, so that teachers know the condition of students' understanding and attitudes before, during, and after learning with a model of giving trigger questions or certain assignments. Thus, teachers can identify and measure understanding, attitudes, and material achievement at the end of learning.

Formative assessment is an evaluation at the end of a lesson or unit in the form of oral or product, so that students will be able to maximise their learning experience, practice soft-skills and life-skills, hone their creativity, and practice self-confidence. While the Sumative Assessment is carried out at the end of the semester with a Community Project goal within a certain period of time in the form of a product or work that can be enjoyed by the wider community, with predetermined stages. Thus, students can train critical thinking and sensitivity to their surroundings, hone soft-skills and lifeskills, and be empowered and useful for themselves and the wider community. These benefits are a form of achievement of learning objectives that have been adjusted to the IB curriculum and IB Profile Learner that students need to master.

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