

Al-Islam and Kemuhammadiyah Curriculum in Muhammadiyah Secondary School: An Analysis of Implementation and Development Material

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ABSTRACT

This study aims to analyze the implementation and development of the Al-Islam and Muhammadiyah (AIK) curriculum at SMP Muhammadiyah 7 Surakarta. This research approach uses a descriptive qualitative method with a focus on evaluating curriculum implementation and material development. Data collection was carried out through in-depth interviews, classroom observations, and analysis of curriculum documents. The results of the study show that although the implementation of the Al-Islam and Kemuhammadiyah (AIK) curriculum at SMP Muhammadiyah 7 Surakarta has been going well, there are several challenges that need to be overcome, such as limited time in the implementation of classroom learning and the need to innovate teaching methods so that students are more interested. Not only that, the quality of teachers is a crucial fact in the implementation of the curriculum. This research provides insight into the importance of developing a curriculum that is adaptive to the changing times and student needs, as well as improving teacher competence in teaching Al-Islam and Muhammadiyah subjects.

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INTRODUCTION

Education has a very important role in shaping the character and personality of individuals, especially in adolescence (Hermino & Arifin, 2020; Milenkova & Nakova, 2023). In Indonesia, one of the organizations that has played a major role in the world of

education is Muhammadiyah, which is known for its extensive network of schools and universities (Hamami & Nuryana, 2022). One of the characteristics of Muhammadiyah educational institutions is the integration of Islamic values in the school curriculum, especially through Al-Islam and Muhammadiyah subjects (Badriah et al., 2023; Hidayat & Prastowo, 2021; Sijabat et al., 2023). To achieve this goal, the curriculum in Muhammadiyah schools is designed with a holistic approach, which not only focuses on cognitive aspects but also on the formation of students' character and spirituality (Sutarman et al., 2017; Widodo et al., 2019). Through the integration of Islamic and Muhammadiyah values, students are taught to understand religious teachings more deeply and apply them in daily life. This approach aims to produce balanced individuals, who are not only intellectually intelligent but also have a clean conscience, and are able to be role models in society (Setiawan et al., 2022).

The Al-Islam and Muhammadiyah curriculum in Muhammadiyah schools is designed to equip students with a deep understanding of Islamic teachings and direct them to apply these values in their daily lives. However, along with the development of the times and increasingly complex global challenges, the implementation of this curriculum faces various challenges (Khoirudin et al., 2020; Ridlwan & Asrori, 2022). On the one hand, the curriculum must remain relevant and attractive to the younger generation who are increasingly familiar with technology and information. On the other hand, he must be able to maintain the essence of Islamic teachings and Muhammadiyah principles that are the foundation of education in these schools. The importance of the Al-Islam and Muhammadiyah curriculum in forming a generation with noble character and Islamic spirit cannot be underestimated. This curriculum is expected to produce graduates who are not only academically intelligent, but also have strong moral integrity and are ready to face challenges in the real world. However, the success of the implementation of this curriculum is highly dependent on various factors, including the quality of teachers, teaching materials, and the teaching methods used (Muliyani et al., 2023; Rahmawati et al., 2021).

However, although the Al-Islam and Muhammadiyah curriculum has been implemented in various Muhammadiyah schools, there are several significant challenges that need further attention. First, one of the biggest challenges is ensuring that the material presented remains relevant to the times (Latief & Nashir, 2020). Students today are growing up in the digital age, where access to information has become very fast and easy. This requires the curriculum to constantly adapt to new technologies and approaches in education, so as to be able to attract students' interest and make it easier for them to understand and internalize the values taught. Second, the quality of teachers is a crucial factor in the successful implementation of this curriculum (Hamami & Nuryana, 2022). Teachers who teach Al-Islam and Muhammadiyah subjects must have a deep understanding not only of the material being taught, but also of effective teaching methods to convey these values to students. Unfortunately, not all teachers have sufficient access to the training needed to improve their competence in teaching these subjects, which can reduce the effectiveness of teaching.

Third, the teaching methods used in delivering material also need to be considered (Cahyo et al., 2019). A monotonous and less interactive teaching approach can make students feel bored and uninterested in learning these subjects. Therefore, innovations are needed in teaching methods that can make learning more interesting and interactive, for example by using digital technology, educational games, or more participatory discussion methods. Fourth, students' perception of Al-Islam and Muhammadiyah subjects also plays an important role in the successful implementation of this curriculum (Qosim et al., 2024). If students consider this subject as something boring or irrelevant to their daily lives, then the curriculum goal of forming a character with noble character and Islamic spirit may not be achieved. Therefore, it is important to understand the views and needs of students so that this curriculum can be adjusted in a more effective way.

Therefore, this study aims to analyze the extent to which the Al-Islam and Muhammadiyah curriculum has been successfully implemented in Muhammadiyah schools, namely SMP Muhammadiyah 7 Surakarta and how this curriculum can be further developed. With a focus on adapting to changing times, teacher quality, teaching methods, and student perceptions, this research is expected to make a meaningful contribution to the development of a more relevant and effective curriculum in Muhammadiyah schools. This research will also explore opportunities to update teaching materials and teaching methods to better suit the challenges and needs of students in this digital era. Through a comprehensive analysis, it is hoped that this research can provide new insights that can be used by educators and policymakers in improving the quality of Al-Islam and Muhammadiyah education in Muhammadiyah schools, as well as ensuring that this curriculum can continue to develop and have a positive impact on the young generation of Muslims in Indonesia.

LITERATURE REVIEW

Al-Islam Education

Al-Islam education is a very important element as the basis, special characteristics and excellence of Muhammadiyah education in realizing a holistic-integrative, modern, modern modern Islamic education with the spirit of progressive reform (Anwar, 2021). The Al-Islam Education subject has the objectives, among others, to provide guidance to students to become Muslim individuals who have faith, piety, obedience to worship and noble character; forming students to become individuals who understand well and animate the teachings of Islam that are oriented towards Islam wasathiyah which is rahmatan lil 'alamin; guiding students to be able to apply forward-thinking Islamic principles and have adaptability, able to respond to the demands and needs of society, advances in science and technology and changes in the times; constructing students' critical intellect skills, so that they have a progressive Islamic spirit that is oriented towards community life, nation and state that believes and is devoted to Allah, civilized and peaceful, united, democratic, just and prosperous; guiding students to love the surrounding natural environment and cultivate their sense of responsibility as the caliph of Allah on earth; forming students who uphold the values of brotherhood (ukhuwwah), unity, and mutual help (ta'awun); guiding students to

become obedient Muslims who worship correctly according to the guidance of the Qur'an and as-Sunnah ash-sahihah al-maqbulah; guiding students to become Muslim individuals who like to disseminate Islamic teachings, sowing truth, goodness and peace, justice, benefit, prosperity, and life virtue for all human beings; guiding students to become Muslim individuals who love and emulate the Prophet Muhammad (saw) in all aspects of his life (Syahputra et al., 2023).

Muhammadiyah Education

Muhammadiyah education as a special feature of Muhammadiyah schools and madrasas is taught gradually and holistically-integratively directed to develop the potential of students' intellect, heart, and skills in a balanced manner (Anwar, 2021). The objectives of the Muhammadiyah Education subject are as follows (Nasution et al., 2022). Guiding students to be able to become pious individuals by accepting and practicing Islamic teachings in a kaffah manner; guiding students to have a character with good morals, namely knowledgeable, diligent, intelligent, productive, creative, innovative, honest, fair, able to cooperate, always make compassion (compassion) and a tolerant attitude in daily life, and develop Islamic culture based on the Qur'an and Al-Hadith; guide students to be able to understand factual knowledge by observing, hearing, seeing, reading and questioning based on their high curiosity about manhaj (ideology), history, organization and charity of Muhammadiyah; guide students to be able to present factual knowledge in clear and logical language, in aesthetic works and movements that show personality and behavior that reflect students as Muhammadiyah cadres. The objectives of the development of the Al-Islam and Kemuhammadiyah curriculum include; becoming a quality standard for education management in Muhammadiyah schools; providing an operational reference for school leaders and teachers regarding the development and management of the optimal curriculum at the level of educational units; as an operational reference for the Primary and Secondary Education Office in coordinating and supervising the preparation and management of the curriculum of each educational unit (Ali, 2016; Nasution et al., 2022).

METHOD

This research uses a descriptive qualitative approach with the type of evaluative research. This approach was chosen to gain a deep understanding of the implementation and development of the Al-Islam and Muhammadiyah curriculum in Muhammadiyah schools. Qualitative research allows researchers to explore the perspectives of various related parties, as well as to identify challenges and opportunities in curriculum implementation (Hennink et al., 2020; Sugiyono, 2016). This research was conducted at SMP Muhammadiyah 7 Surakarta which is located on Jl. Tentera Siswa No.1, Jebres, Kec. The location of the research was chosen based on the representativeness and diversity in the implementation of the Al-Islam and Muhammadiyah curriculum in various Muhammadiyah school contexts. The research informants consisted of the vice principal for curriculum and teachers at SMP Muhammadiyah 7 Surakarta. The technique for determining informants uses purposive

sampling, which is the selection of informants based on certain criteria that are considered to have relevant and in-depth information about the implementation of the curriculum (Owusu et al., 2023). The research informants consisted of the vice principal for curriculum and teachers at SMP Muhammadiyah 7 Surakarta. The technique for determining informants uses purposive sampling, which is a sampling technique with certain considerations. These considerations include experience, knowledge, and direct involvement in the implementation of the Al-Islam and Muhammadiyah curriculum in schools. By using purposive sampling, it is hoped that the selected informants will be able to provide relevant and in-depth information related to the focus of this research (Mwita, 2022). The number of informants will be determined based on the principle of data saturation, which is when the information obtained is considered sufficient and no new information emerges from additional interviews (Saunders et al., 2018).

There are two data sources from this study, namely primary data and secondary data. Primary data was obtained through in-depth interviews with the vice principal for curriculum and teachers. In addition, direct observation in the classroom and activities related to the curriculum are also carried out to gain an understanding of practice and implementation in the field. Secondary data includes curriculum documents, teaching materials, as well as evaluation reports and previous study results that are relevant to the Al-Islam and Muhammadiyah curriculum. This data was obtained from school archives, Muhammadiyah educational documents, and related academic literature. There are several methods of investigation in this study, including; In-depth interviews with Vice Principals for Curriculum and teachers to explore information about their views on the curriculum, implementation experience, and challenges faced. Observations in the classroom and learning activities are carried out to see the direct application of the curriculum in a real context. Documentation with analysis of curriculum documents, teaching materials, and evaluation reports to understand the content and structure of the curriculum used in Muhammadiyah schools.

The data obtained was analyzed using thematic analysis techniques. The analysis process includes: encoding the data by identifying and grouping the main themes of the interviews, observations, and documents collected. Categorization is organizing themes into categories that are relevant to the focus of the research, such as implementation challenges, teaching methods, and student perceptions. Interpretation is the analysis of categories to identify patterns and relationships between variables that affect the success of the curriculum. The interpretation is carried out to provide an in-depth understanding of how the Al-Islam and Muhammadiyah curriculum is implemented and developed in Muhammadiyah schools. By using this method, the research is expected to provide comprehensive insight into the effectiveness and potential of the development of the Al-Islam and Muhammadiyah curriculum in the context of Muhammadiyah education.

FINDINGS

Development and Implementation of Al-Islam and Muhammadiyah Curriculum (AIK) in Muhammadiyah Schools

The Al-Islam and Muhammadiyah (AIK) curriculum in Muhammadiyah schools is designed as an important instrument to achieve the quality standards of education in Muhammadiyah schools. This curriculum was developed with the main objective, becoming a quality standard for education management, namely the AIK curriculum functions as the main reference in managing education in Muhammadiyah schools. This quality standard is expected to be able to ensure that all Muhammadiyah schools can provide quality education in accordance with Islamic and Muhammadiyah values. Then the operational reference for principals and teachers, this curriculum provides operational guidance for principals and teachers in compiling and managing the curriculum at the education unit level. With this reference, schools are expected to be able to implement the curriculum optimally, ensuring that learning is in accordance with the expected competencies. Furthermore, as a reference for coordination and supervision, the AIK curriculum also serves as a reference for the Muhammadiyah Primary and Secondary Education Council in coordinating and supervising. This ensures that the preparation and management of the curriculum in each educational unit runs in accordance with the standards that have been set.

In Muhammadiyah schools, Islamic Religious Education is categorized in AIK learning, an abbreviation for Al-Islam and Kemuhammadiyah. AIK learning is designed to achieve the goals of students' spiritual and moral development, which is realized through the application of the values of faith and piety in daily life. Al Islam learning has its own goal, namely, to develop Aqidah through knowledge and practice, Al-Islam learning focuses on developing a strong aqidah, which is relevant to the stage of development of students' faith and piety. Furthermore, shaping a person with noble character, this learning aims to form students who are not only obedient in carrying out religious teachings, but also have noble morals that are reflected in their social relationships, both in the school environment and the wider community. The purpose of Muhammadiyah learning is to provide a briefing on Muhammadiyah values, Muhammadiyah learning aims to equip students with a deep understanding of religious and Muhammadiyah values, so that they can become cadres who are committed to the teachings of Islam and Muhammadiyah. This learning also focuses on the development of strong character and noble character, which is obtained through Al-Islam lessons and the application of values in daily life. One of the main objectives of Muhammadiyah learning is to prepare students to continue their education to a higher level, especially in Muhammadiyah educational institutions. Thus, students are expected not only to have academic competence, but also to be able to continue Muhammadiyah's charity.

AIK Curriculum Development

The AIK curriculum was developed as part of efforts to improve the quality of education in Muhammadiyah schools. This development process involves a drafting team consisting of school elements and school committees, with coordination and supervision from the Education Office and guidance from education and learning experts from the UPT PPD Curriculum Development Team. The principles of AIK curriculum development include; (a) centered on the potential, development, needs, and interests of students and their environment; (b) diverse and integrated; (c) responsive to the development of knowledge, technology, and art; (d) relevant to the needs of life; (e) comprehensive and sustainable; (f) lifelong learning; and (g) balance between national interests and regional interests.

The development of the AIK curriculum refers to eight national education standards, namely content standards, process standards, graduate competency standards, education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. Among these standards, four main standards, namely graduate assessment standards, content standards, process standards, and assessment standards, are the main reference for educational units in the design and development of Muhammadiyah school curriculum. The AIK curriculum designed with these principles is expected to provide education that is not only quality, but also able to form a young generation who have faith, piety, and noble character, in accordance with the goals of national education and the ideals of Muhammadiyah.

Analysis related to teaching materials with targeted competencies

This analysis shows that each subject has been prepared with specific competency targets and in accordance with the needs of students in achieving the expected graduate competency standards as stated in Table 1.

Table 1. Analysis of the Relationship between Teaching Materials and Competency Targets

AIK Subject Components	Analysis Results
The Qur'an and Hadith	This material emphasizes basic skills such as reading, writing, translating, and memorizing verses of the Qur'an and hadith. In addition, this material also guides students in understanding the meaning of the Qur'an and hadith by using three main approaches: bayani (text approach), burhani (rational approach), and 'irfani (heart approach). Students are expected to be able to practice the content of the Qur'an and hadith in their daily lives. Another important competency is the ability to present verses of the Qur'an and hadith orally or in writing, as well as getting used to qira'ah (reading), reciting (chanting), and tadabbur (contemplating) as a form of love and appreciation for the Qur'an and Hadith.

Moral Beliefs	This subject focuses on understanding faith as a system of faith in Islam which includes the introduction and belief in Allah, the angels, the books of Allah, the Prophets and Messengers, the last day, as well as qada and qadar. The creed taught must be pure and free from shirk, superstition, and superstition, with a strong foundation on the Qur'an and As-Sunnah. Moral education in this subject helps students understand the importance of noble morals (al-akhlaq al-karimah), both in personal and social contexts. Students are also taught to distinguish between commendable morals (mahmudah) and reprehensible morals (madzmumah), as well as apply commendable morals in daily life.
Fikih	This subject emphasizes an understanding of the procedures for carrying out worship and muamalah in accordance with the provisions of Islamic law based on the Qur'an and As-Sunnah. This material also includes the guidelines and guidelines described in the Muhammadiyah Tarjih Decree, which aims to enable students to implement Islamic laws correctly in their daily lives.
Tarikh	Subject <i>tarikh</i> studying the history of the development of Islamic civilization from time to time. Through this study, students are invited to learn from the richness of past history and take lessons from it as a provision in facing current and future challenges.
Kemuhammadiyah	This subject is in accordance with the competency standards of graduates, especially in the material about K.H. Ahmad Dahlan as an Islamic fighter. In the dimension of attitude, students are expected to be able to accept and admire K.H. Ahmad Dahlan as an Islamic fighter. In the dimension of knowledge, students must know K.H. Ahmad Dahlan as the founder of Muhammadiyah. Meanwhile, in the skill dimension, students are expected to be able to tell a short biography of K.H. Ahmad Dahlan well.

The Al-Islam and Muhammadiyah (AIK) curriculum includes five main subjects, namely the Qur'an and Hadith, Moral Faith, Fiqh, Tarikh, and Muhammadiyah. Based on the analysis, the teaching materials, Core Competencies (KI), and Basic Competencies (KD) in the five subjects have generally been prepared according to the cognitive level of students in each class. The teaching materials in the AIK curriculum are designed to meet the cognitive and affective needs of students according to their developmental stages. For example, the Qur'an and Hadith material at the elementary school level emphasizes more on basic skills such as reading and memorization, while at a higher level, students are invited to understand the meaning and implementation of teachings in daily life. This is in line with Piaget's theory of cognitive development (Babakr et al., 2019; Piaget, 1950) which states that children at primary school age are at the concrete operational stage, where they more easily understand information through concrete examples and practical activities. In the

subject of Akidah Akhlak, students are taught about the Islamic faith system and morality in a way that is in accordance with their psychosocial development, as explained by Erik Erikson (Batra, 2013). At the junior high school education level, students are in the stage of identity search, so material that emphasizes the importance of noble morals and avoidance of reprehensible morals is very relevant and supports the formation of their moral identity.

Although teaching materials, KI, and KD have been designed according to the stages of students' psychological development, in practice there are significant differences in the acceptance of material by students. These differences can be caused by various factors, including different learning styles among students, family backgrounds, and social environments. Some learners may have weaknesses in terms of cognitive or emotional abilities, which can hinder material achievement in accordance with the established KI and KD. In addition, although teachers have tried to explain the material clearly and use interesting learning methods, students' internal factors, such as learning motivation, concentration ability, and support from parents, also play a big role in learning success. For example, students with low motivation to learn or who experience emotional problems may be less able to absorb the material well, even though the material has been delivered with appropriate methods. To address this gap, a more individualized approach to learning is needed. Teachers need to identify the specific needs of students and adjust teaching strategies to make them more inclusive. A differentiation approach in learning can be applied, where materials and methods are adjusted to the individual abilities and needs of students. In addition, teachers also need to collaborate with parents and school counselors to provide additional support for students in need. Overall, although the teaching materials, KI, and KD have been in accordance with the psychological development of students, implementation in the field requires further flexibility and adjustment to ensure all students can achieve the expected competencies.

The compatibility between teaching materials, Core Competencies (KI), and Basic Competencies (KD) in Al-Islam and Muhammadiyah education in Muhammadiyah schools needs to be seen from three main aspects: philosophical, sociological, and organizational. These three aspects are important to ensure that the desired educational goals can be achieved, both in the context of the student's personal development and in his contribution to society and the organization. Philosophically, Al-Islam and Muhammadiyah (AIK) education aims to instill the values of faith, devotion, and noble morals in students. This education is designed to form human beings who have a solid creed, have good morals, and are able to integrate religious values in daily life. The suitability of teaching materials, KI, and KD must reflect these basic principles, where learning focuses not only on cognitive aspects, but also on spiritual and moral development. This requires teachers who have competence in connecting religious concepts with students' real lives. Sociologically, Al-Islam and Muhammadiyah education must be relevant to the socio-cultural context in which students are located. The dynamics of modern life demand an education that is able to answer the challenges of the times, including in maintaining the Islamic identity and Muhammadiyah of students. In this case, teaching materials, KI, and KD must be designed so that students are able to apply religious values in social interaction, and are able to make

a positive contribution to society. The involvement of the community and parents in the educational process is also an important aspect in creating a conducive learning environment and supporting the achievement of educational goals.

From an organizational perspective, the suitability of teaching materials, KI, and KD is greatly influenced by the teacher's ability to manage learning effectively. Facts on the ground show that many teachers have not met the expected competency criteria, such as pedagogic, personality, professional, and social competence. For this reason, teacher capacity development is a priority, both through training and guidance from the school. Muhammadiyah schools need to ensure that teachers who teach Al-Islam and Muhammadiyah subjects have appropriate educational backgrounds and sufficient experience to support the achievement of curriculum goals. Good management also includes the development of an innovative curriculum that is responsive to the development of science, technology, and the arts. The development of the AIK curriculum in Muhammadiyah schools must also involve active participation from the community, including students' parents. This participation can be quantitative, i.e. how often parents and the community are involved in the development and implementation of the curriculum, as well as qualitative participation, i.e. the level and degree of their involvement. Muhammadiyah schools must be strategic partners for parents and the community in forming a generation that is faithful, pious, and noble, in accordance with the principles of Muhammadiyah. Thus, efforts to improve the quality of education in Muhammadiyah schools must include improvements in various aspects, ranging from improving the quality of teachers, developing relevant and innovative curricula, to strengthening community involvement in the educational process. Only with this holistic approach, the goals of Al-Islam and Muhammadiyah education can be achieved optimally.

Development and Implementation of Al-Islam and Muhammadiyah Curriculum of Muhammadiyah 7 Junior High School Surakarta

Curriculum development at SMP Muhammadiyah 7 Surakarta is carried out through two main models: development in the classroom (internal) and development outside the classroom (external). In internal development, Islamic Religious Education (PAI) teachers utilize the Al-Islam and Muhammadiyah curriculum which has become a standard reference for all Muhammadiyah schools. This curriculum is a significant differentiator between Muhammadiyah schools and other Islamic schools. Every Muhammadiyah school is required to use this curriculum in teaching PAI. The development of the Muhammadiyah curriculum is carried out by relevant stakeholders, with teachers as the main actors in its implementation. Teachers play an important role in designing and applying the curriculum into daily learning. For this reason, teachers must have effective learning strategies, including methods and media that are in accordance with the Learning Implementation Plan (RPP) that has been prepared. At SMP Muhammadiyah 7 Surakarta, the Muhammadiyah curriculum includes subjects such as Al-Quran Hadith, Akidah Akhlak, Fiqh, Tarikh, Muhammadiyah and Arabic.

In teaching Al-Islam and Kemuhammadiyah, teachers are required to be creative in using various existing learning models so that students become more active and involved. Especially in the Kemuhammadiyah material, which is often considered monotonous and boring by students, teachers need to innovate so that learning becomes more interesting and fun. Unfortunately, in SMP Muhammadiyah 7 Surakarta, there are still teachers who teach with lecture methods that make students less focused and tend to be sleepy. Evaluation of this teaching method is very necessary so that students are more interested and active in learning. Al-Islam learning which includes Al-Quran Hadith, Aqidah Akhlak, Fiqh, and Date is carried out with various methods. For example, in the Al-Quran Hadith material, students are asked to memorize verses or hadiths, while in the Fiqh material, students are invited to practice directly. This practical approach is important to ensure that learning is not only focused on theory, but also on practical applications that reinforce students' understanding.

The development of the curriculum outside the classroom (external) at SMP Muhammadiyah 7 Surakarta involves Islamic activities that aim to form a religious environment and internalize the values of attitudes, characters, and religion in students. This activity started in the morning with the implementation of the dhuha prayer together at the school mosque, which must be attended by all school residents, including teachers and students. According to the Vice Principal for Curriculum of SMP Muhammadiyah 7 Surakarta, this activity aims to familiarize students to always worship wherever they are. After the morning lesson, students are required to carry out congregational prayers at the mosque, which is followed by kultum activities (seven-minute lectures). This cult activity is carried out by all students, where scheduled students will convey messages of kindness from the pulpit, which are listened to by the entire academic community, including teachers and principals. Hands-on practice like this is essential in PAI learning to ensure that students not only understand the theory but are also able to put it into practice in everyday life.

Each Muhammadiyah school has a different way of implementing the ISMUBA curriculum (Al-Islam, Muhammadiyah, and Arabic), depending on the culture and characteristics of each school. However, the challenges that are often faced are the adjustment between the Muhammadiyah curriculum and the government curriculum, as well as the qualifications and competencies of teachers that must be in accordance with existing standards, including the use of relevant teaching materials. With the implementation of the ISMUBA curriculum in accordance with its implementation standards, it is hoped that the goals of Muhammadiyah education can be achieved, namely producing graduates who have competence in general science and Islamic religious science, as well as religious understanding in accordance with Muhammadiyah principles. In the process of implementing the Al-Islam and Muhammadiyah curriculum at SMP Muhammadiyah 7 Surakarta, teachers use various learning methods such as lectures, jigsaws, group discussions, and snowballs. Teachers also adjust learning methods and materials to existing classroom conditions. However, there are some teachers who do not always use lesson plans in teaching and learning activities. This often happens to teachers who have been teaching for a long time, who prefer to adjust learning to the classroom conditions and the material being taught. According to Mr. Syamsudin, a PAI teacher at SMP Muhammadiyah 7

Surakarta, PAI learning requires special creativity because many materials require deepening, such as Al-Quran Hadith and Fiqh subjects. Learning evaluation is also an important part of curriculum implementation. This evaluation is useful for measuring students' ability to understand the material being taught. Evaluation is carried out through assignments, daily exams, midterm exams, final exams, and hands-on practice. This evaluation pays attention to the cognitive, affective, and psychomotor aspects of students, in accordance with school policy. Thus, the evaluation process not only assesses students' knowledge, but also their attitudes and skills in applying the knowledge they have learned.

DISCUSSION

The development of the Al-Islam and Muhammadiyah Curriculum (AIK) in Muhammadiyah schools aims to integrate Islamic values in education, in line with the main goal of Muhammadiyah education. In this discussion, the relevance of the results of this research with previous theories and findings related to curriculum development, character education, and the implementation of curriculum based on Islamic values will be described. The effectiveness of the curriculum as an educational quality standard has become a major concern in various studies. According to Tyler (2013) in his theory of "Basic Principles of Curriculum and Instruction," an effective curriculum must be able to achieve the educational goals that have been set. This requires a clear curriculum design, consistent implementation, and continuous evaluation. In the context of the AIK Curriculum, its effectiveness can be seen from the extent to which this curriculum is able to shape the character of students in accordance with Islamic values. Previous research has shown that a curriculum based on religious values can improve students' moral and spiritual development (Abidin & Muradolo, 2020; Ismail, 2016; Muhibah, 2014; Sukiman et al., 2021). However, the effectiveness of this curriculum is highly dependent on how this curriculum is implemented by schools and teachers. As stated by Trakšelys et al. (2016) and Wahyuddin (2017), the success of curriculum implementation is highly determined by school leadership and teacher competence in translating the curriculum into learning practices. In this study, it was found that the biggest challenge is the lack of adequate support and resources, which can hinder the effectiveness of the AIK curriculum as a standard for the quality of education in Muhammadiyah schools.

Piaget's theory of cognitive development (1950) emphasizes the importance of compatibility between teaching materials and children's cognitive development stages. In the development of the AIK Curriculum, teaching materials have been prepared according to the age development of students, ranging from basic abilities at the elementary school level to more complex understandings at higher levels of education. Research conducted by Biggs & Collis (2014) through the "Structure of Observed Learning Outcomes" (SOLO) model shows that learning that is in accordance with the cognitive level of students will be more effective in achieving optimal learning outcomes. This study supports the relevance of teaching materials in the AIK Curriculum, which has been designed according to the psychological needs of students in the research (Basri, 2022; Hidayat & Prastowo, 2021; Maulana et al., 2022). However, challenges in implementation arise when there are

individual variations in students' cognitive development, as identified by Vygotsky (1978) through the concept of "zone of proximal development" (ZPD). This shows that teachers need to differentiate in teaching to meet the psychological needs and cognitive development of each student.

Curriculum implementation is one of the most complex aspects of education. According to Lewin's (1947) theory of educational change, the implementation of change, including the curriculum, requires a systematic approach and support from all stakeholders. In the context of Muhammadiyah schools, the challenges of implementing the AIK curriculum can be seen in terms of limited resources, teacher competence, and managerial support from school principals. Research by Penuel et al. (2009) and Wardat et al., (2021) shows that teacher professional development is essential for the successful implementation of the curriculum. Teachers need not only knowledge of the content of the curriculum, but also pedagogical skills to convey it effectively. In this study, it was found that the lack of training and professional development is one of the factors that hinder the optimal implementation of the AIK Curriculum. In addition, the findings from Hauge et al. (2014) and Vennebo & Aas (2022) on the importance of school leadership in driving change are also relevant, where strong principals can provide the necessary direction and support to address curriculum implementation challenges.

This research has made a significant contribution in the field of Islamic education, especially in the development and implementation of the AIK Curriculum in Muhammadiyah schools. By identifying and analyzing the challenges and needs faced in the implementation of this curriculum, this research offers in-depth insights to improve the quality of education based on Islamic values. This research also helps in perfecting the curriculum to be more relevant and in accordance with the educational goals of Muhammadiyah, which focuses on shaping the character of students with noble and competent character in the global era. In addition, the findings of this study have the potential to be an important basis for education policymakers in designing policies that support the development of effective and contextual curricula. By providing clear guidance on the challenges faced in the implementation of the AIK Curriculum, this research helps educational institutions in designing better strategies and supporting the strengthening of teacher competencies and improving the quality of the teaching and learning process.

For future research, there are several directions that can be taken to continue and expand the findings of this research. Further research can explore more deeply the long-term impact of the implementation of the AIK Curriculum on character development and academic achievement of students. This research can also include a comparative study between Muhammadiyah schools that have implemented the AIK curriculum and those that have not, to identify the factors that affect the success of curriculum implementation. In addition, future research may expand the focus on training and professional development strategies for teachers in implementing the AIK Curriculum. Assessing the effectiveness of the various training methods and support provided to teachers can provide valuable insights into how to improve their capacity to teach the curriculum more effectively. Finally, research can consider the use of technology and digital media as tools to support the implementation

and evaluation of the AIK Curriculum. Integrating technology in the educational process can open up new opportunities to increase student engagement and facilitate more interactive and engaging learning.

CONCLUSION

This study aims to analyze the implementation and development of the Al-Islam and Muhammadiyah (AIK) curriculum at SMP Muhammadiyah 7 Surakarta. Based on the findings of the research on the implementation and development of the Al-Islam and Muhammadiyah (AIK) curriculum at SMP Muhammadiyah 7 Surakarta, the conclusions that can be drawn are 1) the AIK curriculum at SMP Muhammadiyah 7 Surakarta has been designed to form the character of students with noble character and Islamic spirit. Although this curriculum is generally doing well, the main challenges faced are the time constraints and the need for innovation in teaching methods to maintain the relevance of the curriculum to the times and the needs of students. 2) The quality of teachers is an important factor in the successful implementation of the AIK curriculum. It was found that some teachers still face difficulties in implementing interactive and innovative teaching methods, which are necessary to engage students. Therefore, improving competence and training for teachers is urgently needed to support teaching effectiveness. 3) The use of monotonous teaching methods can reduce students' interest in learning AIK subjects. Innovation in more interactive teaching methods, such as the use of digital technology or participatory discussions, is needed to increase student engagement in learning. This research contributes significantly in providing insight and guidance for the improvement of the AIK Curriculum, so that it is more relevant to the educational goals of Muhammadiyah and the needs of students in the global era. The limitation of this study is that it does not fully reflect the dynamics of the implementation of the AIK curriculum because the research was conducted in a certain period of time and is limited to one school. The method of data collection and evaluation is also limited to observation, interviews, and document analysis so that the quality of teaching is not comprehensively identified. Therefore, future research is suggested to explore the long-term impact of this curriculum on the character development and academic achievement of students, as well as to assess the effectiveness of teacher training and the use of technology in supporting the comprehensive implementation of the curriculum.

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