

MANAGEMENT OF INTERNATIONAL CURRICULUM ADAPTATION AS AN EFFORT TO IMPROVE THE QUALITY OF LEARNING

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Abstract. *This study aims to determine the adaptation management of the Al-Azhar Cairo curriculum at Al-Azhar Islamic Middle School Cairo Palembang in order to improve the quality of learning, starting from planning, implementing, evaluating, and following up on the results of the evaluation. This research method uses a qualitative approach with a case study type. The results of this study indicate that: 1) The international curriculum planning for Islamic Middle School Al-Azhar Cairo Palembang involves foundations, teachers, Al-Azhar Cairo University, Cakrawala Insan Azhari Foundation, and Al-Azhar Cairo alumni education practitioners to adapt the Al-Azhar curriculum Cairo in the subjects of Islamic Religious Education, Arabic, and Tahfidz Qur'an; 2) The implementation of the international curriculum at Al-Azhar Islamic Middle School Cairo Palembang in its early stages was implemented as a whole with assistance from the Cakrawala Insan Azhari Foundation Jakarta; 3) The evaluation of the international curriculum carried out by foundations and schools after 1 year of implementing the curriculum shows that not all material from the Al-Azhar Cairo curriculum can be given 100% to students, due to, among other things, the language of instruction in PAI material books and Arabic, the target Tahfidz Qur'an, and focus on Arabic material content. 4) The follow-up of the curriculum in Arabic, PAI, and Tahfidz Al-Qur'an in the second year and so on is increasingly adapted to the conditions and needs of students and the vision and mission of the institution, including Arabic material which is more based on the thematics of daily conversations and Tahfidz Al Quran material is more adapted to the ability of each student in memorizing after an initial assessment of each student is carried out. This article is expected to provide additional insight for educators and decision makers in educational institutions in improving the quality of learning.*

Keywords. *adaptation management, international curriculum, learning quality*

Abstract. Penelitian ini bertujuan guna mengetahui manajemen adaptasi kurikulum Al-Azhar Cairo di Sekolah Menengah Pertama Islam Al-Azhar Cairo Palembang dalam rangka meningkatkan kualitas pembelajaran, mulai dari perencanaan, pelaksanaan, evaluasi, serta tindak lanjut hasil evaluasi. Metode penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Hasil penelitian ini menunjukkan bahwa: 1) Perencanaan kurikulum internasional SMP Islam Al-Azhar Cairo Palembang melibatkan yayasan, para guru, pihak Universitas Al-Azhar Cairo, Yayasan Cakrawala Insan Azhari, serta praktisi pendidikan alumni Al-Azhar Cairo untuk mengadaptasi kurikulum Al-Azhar Cairo pada mata pelajaran Pendidikan Agama Islam, Bahasa Arab, dan Tahfidz Qur'an; 2) Pelaksanaan kurikulum internasional di SMP Islam Al-Azhar Cairo Palembang pada tahap awal diterapkan secara keseluruhan dengan pendampingan dari Yayasan Cakrawala Insan Azhari Jakarta; 3) Evaluasi kurikulum internasional dilakukan oleh yayasan dan sekolah setelah 1 tahun penerapan kurikulum menunjukkan bahwa tidak semua materi dari kurikulum Al-Azhar Cairo

dapat diberikan 100% kepada para peserta didik, disebabkan di antaranya oleh bahasa pengantar pada buku materi PAI dan Bahasa Arab, target Tahfidz Qur'an, dan fokus konten materi Bahasa Arab. 4) Tindak lanjut kurikulum pada Bahasa Arab, PAI, dan Tahfidz Al Qur'an pada tahun kedua dan seterusnya semakin disesuaikan dengan kondisi dan kebutuhan peserta didik dan visi-misi lembaga, di antaranya materi Bahasa Arab lebih berbasis pada tematik percakapan sehari-hari dan materi Tahfidz Al Quran lebih disesuaikan dengan kemampuan setiap peserta didik dalam menghafal setelah dilakukan asesmen awal terhadap setiap peserta didik. Artikel ini diharapkan dapat memberikan tambahan wawasan bagi pendidik dan pengambil keputusan pada lembaga pendidikan dalam meningkatkan kualitas pembelajaran.

Kata Kunci. manajemen adaptasi, kurikulum internasional, kualitas pembelajaran



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A. INTRODUCTION

International curriculum adaptation can be an effort to raise the standard of instruction in various educational institutions. The search for educational models that are more relevant, efficient, and futuristic has been aided by the growing public awareness of the value of education (Abdulloh & Makruf, 2023). The development of a curriculum, including in this case adaptation of the curriculum, needs to be carried out bearing in mind that there are various challenges that are being and will be faced, both internal challenges, namely conditions of demands for educational needs that refer to the 8 National Education Standards, as well as external challenges, namely future difficulties, necessary skills, public perception, knowledge and pedagogy development, as well as many new social phenomena (Habiby, 2017).

Islamic educational institutions in Indonesia must be able to adapt to the times and have a positive role in helping overcome existing problems in society, especially according to the requirements of the period. Islamic educational institutions must have adequate facilities to design education that is relevant to the progress of society. Various efforts have been made to improve the quality of Islamic religious education and achieve educational institutional goals, one of which is the development of a curriculum for each educational institution (Sudjana, 1996). The aim of Islamic religious education is to create perfect individuals (human beings) who have integrity in faith, morals and charity. They have a balance between the physical and spiritual dimensions, as well as between the life of this world and the life hereafter (Fitri, 2013). Islamic religious education is a process of transformation and internalization of Islamic values for students (Fitri, 2016). The primary sector in improving the quality of life in the country is educational institutions as a component of people's lives (Amrullah, Zahro', & Islamy, 2021). In this context, international curriculum adaptation management plays an important role in ensuring effective and successful implementation.

This article aims to describe the management of international curriculum adaptation in improving the quality of learning, with a case study at the Al-Azhar Islamic Junior High School, Cairo, Palembang. By understanding the management of international curriculum adaptation to the context of national educational institutions,

this article is expected to provide additional insights for educators and decision makers in educational institutions in improving the quality of learning and facing the challenges of the global era.

International Curriculum

A curriculum is a set of plans and agreements including material, goals, and instructional strategies that serve as a roadmap for all stakeholders in structuring learning activities to meet educational objectives (Simanjuntak, 2020). A curriculum is a group of arrangements and plans for learning objectives, content, and resources (Yudrik, dkk, 2005). Learning is a process of planting knowledge values and developing values for students (Aziz, 2019). The curriculum is the core of the learning process, so that schools cannot achieve their vision and mission properly without an adequate curriculum. The curriculum must have dynamic characteristics, be able to keep up with changing times and the direction of existing developments (Handayati, 2022). One of the determinants of educational performance and quality is the curriculum. The curriculum will continue to change as the times and societal demands change (Mansur, 2016).

The international curriculum refers to the structure, content and learning guidelines developed by an international institution or organization and designed to be applied globally. This curriculum usually includes various subjects and competencies that students are expected to master. The success of students in implementing the curriculum is influenced by the adaptation of the international curriculum. This involves innovation, ideas or new ideas that follow the development of the curriculum in accordance with the times. This educational approach does not only focus on national competencies, but also pays attention to professional competencies at the regional level (Hakim, 2016).

In practice, educational institutions are given the freedom to develop their own curricula in learning activities. Each educational institution has a unique approach to carrying out its educational activities. Some educational institutions add or adopt an international curriculum system, while others combine the national curriculum system with the international curriculum system. The process of preparing an adaptive curriculum is carried out through curriculum benchmarking. Curriculum benchmarking is a continuous process of learning and adaptation that results in organizational progress in the form of development (Wiston, 1993).

The international curriculum is often adopted by schools in various countries as an alternative or addition to the national curriculum. The international curriculum that is popular and widely adopted in Indonesia is the Cambridge International Examination (CIE) (Wardani & Nugroho). An international curriculum can provide advantages such as a broader global perspective, an emphasis on cross-cultural and collaborative skills, and broader recognition at an international level. However, in practice, this curriculum needs to be adapted to the needs, local context, and educational policies that apply in each country or region.

Al-Azhar Curriculum

Several Islamic schools have embraced foreign curricula, including the Cambridge, IB, and Cairo curricula, among others, in an effort to raise the standard of

education in Indonesia. Al-Azhar University in Cairo, which is one of the oldest Islamic universities in Egypt and has a significant impact on the Islamic world, serves as one such example. Arabic is employed as the language of instruction in the Al-Azhar Cairo curriculum. Because Islamic education requires that the curriculum be based on the Al-Qur'an and as-Sunnah, the Al-Azhar Cairo curriculum places a strong emphasis on religious education, linguistic study, and memorization of the Qur'an. One way to improve the standard and advancement of education in Indonesia is to adopt its system and curriculum in order to produce students who excel not only in science and technology but also in good morals, character, and personality traits. based on Islamic principles (Hayat, 2018).

The Al-Azhar curriculum is the result of an adaptation of the curriculum used at Al-Azhar University in Cairo, Egypt. This curriculum is directly used in the implementation of learning at Al-Azhar. Al-Azhar University is the largest religious scientific institution in the world and has a history as the oldest university. The establishment of the Al-Azhar curriculum aims to spread Islam and science. At Al-Azhar, there are teachings on religious sciences, languages, qira'at (Qur'an recitation), mantiq (logic), and astronomy (Saleh, 2015). Al-Azhar has a responsibility and role in the management of religious education from elementary to tertiary level. Al-Azhar Education falls under the jurisdiction of Al-Azhar Policy Ministry (UNESCO, 2010).

As a country with a Muslim majority population that has a strong religious tradition, Al-Azhar has a strong Islamic learning system. Al-Azhar sets Islamic education standards that aim to ensure that graduates of religious education have in-depth knowledge and understanding of religion, culture, and language. Therefore, Islamic education in Egypt is often used as a reference by other Muslim countries in curriculum development and evaluation of religious education. Islamic education is based on the revelation of the Qur'an and Sunnah as its main source (Yunitasari, 2017).

The Al-Azhar curriculum is a religion-based curriculum, with an emphasis on religious and moral subjects. In line with the main principles and guidelines of the Islamic Ummah, the recognized authoritative sources are the Al-Qur'an and Sunnah, in which various aspects necessary for the basis of education have been covered. Al-Azhar Cairo's curriculum refers to the Al-Qur'an and Hadith as the basis. Curriculum based on the teachings of Islam must try to help students strengthen their faith. The curriculum must be able to instill firm values based on religious teachings and noble morals (Hayat, 2018).

International Curriculum Adaptation Management

The four fundamental components of management—planning, organizing, implementing, and controlling—are intimately intertwined in this discussion (Samsirin, 2015). In an organizational context, management involves managing resources and activities in order to achieve efficiency, effectiveness and sustainability. Management can be applied in a variety of contexts, including business, education, government, non-profit organizations and the public sector. Management's goal is to achieve organizational efficiency and effectiveness through good management of available resources, making sound decisions, and adopting best practices.

In an effort to accomplish curriculum objectives, curriculum management refers to a curriculum management system that is collaborative, thorough, systemic, and

methodical. Its implementation is known as Education Unit Level Curriculum (KTSP) and School Based Management (SBM). In order for the planning, implementation, and evaluation of the curriculum to proceed effectively, efficiently, and ideally, curriculum management must be implemented in the educational process (Fauziah, 2022). It is anticipated that the use of curriculum management in Islamic education will result in curriculum management that facilitates the accomplishment of Islamic education's own objectives (Qomar, 2002).

International curriculum adjustment adaptation can be interpreted as a process of adjusting certain elements in the national education standard curriculum with reference to educational standards that have advantages, whether they come from member countries of the Organization for Economic Cooperation and Development (OECD) or superior education fields (Abdulloh & Makruf, 2023). International curriculum adaptation management can be interpreted as a process of managing and adapting international education curricula to suit local or national contexts. According to the Big Indonesian Dictionary, adaptation means adjustment to the environment, work, and studies (<https://kbbi.web.id/adaptasi>, 2023). International curricula are generally developed by international institutions or organizations and are designed to be applied globally. However, each country or region has differences in the education system, culture and local needs, thus requiring adaptation so that the international curriculum can be effective and relevant.

The process of preparing an adaptive curriculum is carried out through the benchmarking curriculum method. This method refers to processes that measure, regulate, and compare curriculum activities between the national curriculum and similar international curricula. Through curriculum benchmarking, a school can get a better understanding of certain conditions and identify goals to adopt best practices in achieving the desired goals and targets (Wakhi, 2018).

Curriculum implementation is the implementation of a program, idea, or series of activities that aims to bring change to each individual (Suryana & Pratama, 2018). Curriculum implementation is an attempt to implement a written curriculum into concrete learning. This is in line with the definition put forward by Miller and Seller, which states that curriculum implementation is the application of a series of programs, ideas, concepts, or learning procedures used in the ongoing learning process (Nuridin, 2014).

Quality of learning

In terms of quantity, quality refers to the extent to which an educational program can achieve its goals with the right amount. While in terms of quality, the focus is on the benefits and value of the products produced. In the context of education, the growth in the number of students attending school shows rapid progress, but in terms of quality, the education system in Indonesia has not been able to meet global demands. (Baro'ah, 2020). A product or work's level of excellence, whether it takes the shape of a good or a service, is referred to as its quality. The idea of commodities and services has a genuine impact on education and includes both observable and unobservable features (Kuntoro, 2019).

In the view of Sufism, this quality or quality is a manifestation of the concept of Ihsan, which means doing good to all creatures because Allah has bestowed His

blessings on humans. Ihsan also teaches not to damage in any form. The word Ihsan comes from the word husn which means the goodness and beauty of something (Fathurrohman, 2018). Therefore, something is considered to have quality in the context of management of enhancing the quality of Islamic education if it benefits both itself (educational institutions) and others (stakeholders and customers). The goal of this act of compassion is to satisfy the needs of the customer. This is consistent with the Prophet's hadith, which states that "Indeed, Allah loves humans when they do something, strive for the right, directed and complete," (Rahman, dkk., 2023).

Achievement of learning objectives depends on the quality of learning provided. It is important for educational actors to have the skills and knowledge about efficient and successful resource management in accordance with existing conditions. Analysis using various analytical methods is also very important, given the fast-moving times and demands continuous innovation in the management of available resources (Munief, dkk., 2021).

The total quality of education is influenced by a number of things. Curriculum, educational policies, educational institutions, the use of ICT in the learning process, the use of cutting-edge and contemporary educational methodologies, learning strategies and procedures, assessment methodologies, reasonable educational funding, professional education management, and resources are some of these factors. knowledgeable, skilled, and experienced personnel in the management of education. To achieve the highest level of educational quality, all of these components are crucial (Fadhli, 2017).

Profile of Islamic Middle School Al-Azhar Cairo Palembang

In 2013, the Islamic School Al-Azhar Cairo Palembang was established which adopted the curriculum from the Ministry of National Education as well as the religious curriculum from Al-Azhar Cairo Egypt. This school has a focus as an Al-Qur'an memorizing institution that combines education based on IMTAQ (Faith and Taqwa) and Science and Technology (Science and Technology). With this approach, educational goals do not only include intellectual intelligence, but also emotional and spiritual intelligence, as well as international knowledge. Al-Azhar Cairo Indonesia Foundation is responsible for the management of this school and has several branches in Indonesia.

Since the 2013/2014 academic year, Al-Azhar Islamic Middle School Cairo Palembang has been operating. This school is located on Jl. General Sudirman KM. 3.5 Palembang. In the 2017/2018 school year, this school made curriculum changes by adopting the Al-Azhar Cairo Egypt curriculum which consisted of three subjects, namely the Qur'an, Religion, and Arabic. This school integrates education based on IMTAQ (Faith and Taqwa) and IPTEK (Science and Technology), with the aim that students are not only intellectually intelligent, but also emotionally and spiritually intelligent. Al-Azhar Islamic Middle School Cairo Palembang has received an A (Excellent) accreditation score from the National Accreditation Board (BAN).

Al-Azhar Islamic Middle School Cairo Palembang has a Vision "To Be a School of Pride of the People, Trusted, and Leading in IMTAQ and Science and Technology Education" and the Mission is as follows,

1. Developing the Akhlakul Karimah attitude of students through the creation of a religious atmosphere in the Al-Azhar Islamic Middle School Cairo Palembang environment.
2. Carry out superior, modern and effective academic activities.
3. Develop education management that is trustworthy, transparent and professional.
4. Implement and develop ICT-based learning.
5. Develop students' abilities to synergize, achieve, and be competent in the international world.
6. Develop entrepreneurial skills.

B. METHOD

A good research process involves a series of standard stages, including problem analysis, literature review, research method selection, data analysis, and conclusions. In the context of research, writing a literature review is an important step that must be considered properly (Surahman, dkk., 2020). This study uses field research, which is a descriptive qualitative method. Inductive analysis, or analysis based on the data gathered, is used to qualitatively assess the data and produce a hypothesis (Sugiyono, 2021). The research data obtained is in the form of descriptive. Researchers obtain and collect data, and record phenomena, both directly and indirectly related. The management of international curriculum adaption for enhancing learning quality is the main goal of this study. Data gathering, data condensation, data presentation, and conclusion-drawing are all data analysis processes used in case study analysis and qualitative data analysis, as described by Miles and Huberman (Sugiyono, 2021).

The research locus was at SMP Al-Azhar Cairo Palembang. The research subject can be interpreted as someone who has an understanding of the research object and acts as an actor or other individual who understands the research object. The research subjects in this study were Mr. Indra J Bunayu (Founder Trustee), Mr. Hanif (Chairman of the Foundation), Mr. Ujang Supriyadi, S.Pd. (Deputy Chair of the Foundation for Development and Supervision of Curriculum Programs), and Mr. Asef (Head of Al-Azhar Islamic School Cairo Bandung Branch). In-depth interviews, participant observation, and documentation were used to collect data. This research was conducted in November 2018 – May 2023.

C. RESULTS AND DISCUSSION

International Curriculum Planning at Islamic Middle School Al-Azhar Cairo Palembang

The Al-Azhar Cairo Indonesia Foundation which oversees the Islamic Middle School Al-Azhar Cairo Palembang in 2017 took the initiative to improve the quality of learning, especially for PAI (Islamic Religious Education) material, Arabic, and the Qur'an, with reference to the applied international curriculum at Al-Azhar Cairo University, Egypt. At the planning stage of Al-Azhar Cairo's international curriculum, the foundation paid a visit to Al-Azhar Cairo University in Egypt. Al-Azhar parties give permission to any institution to use Al-Azhar Cairo curriculum. However, regarding the exam, it is only given to institutions that are officially registered in cooperation with Al-Azhar Cairo, Egypt. Institutions that are not officially registered cannot take the

exam from Al-Azhar Cairo Egypt, because this concerns diplomas. As for books and curriculum materials, if any institution around the world wants to use them, they are allowed to do so. Initially, the foundation wished to cooperate directly with Al-Azhar University in Cairo in Egypt. However, Al-Azhar only grants permits to one person or one institution holding a license in each country.

In that year, Al-Azharr Islamic Middle School Cairo Palembang began using the curriculum from Al-Azhar Cairo Egypt after obtaining the curriculum document from the license holder in Indonesia, namely the Cakrawala Insan Azhari Foundation. Before the international curriculum was implemented, a 3-day curriculum review workshop was held to review the curriculum from Al-Azhar, Cairo, Egypt. The curriculum, which originates from Al-Azhar, Cairo, Egypt, is then adjusted to suit the needs of students and the vision and mission of this Islamic institution. The workshop involves all educators and is guided by a core team of curriculum developers who have received material from license holders. The school also brought in a teacher who is an alumni of Al-Azhar Cairo, Egypt.

The curriculum planning workshop was carried out with the aim of compiling and aligning the Al-Azhar Cairo international curriculum to suit the needs of students and the situation and conditions of SMPI Al-Azhar Cairo Palembang. The license holder gives the flexibility to adjust the curriculum content to the conditions, needs of students, and the vision and mission of this Islamic institution. Adaptation and implementation of the international curriculum from Al-Azhar University Cairo Egypt by Al-Azhar Islamic Middle School Cairo Palembang for the first time was carried out in the 2017/2018 Academic Year.

The Cakrawala Insan Azhari Foundation has granted permission to SMP Al-Azhar Cairo Palembang to modify or adapt the material according to the context and conditions of the institution. This is especially closely related to the grade 9 final exam. For the grade 9 exam, Islamic Religious Education and Arabic language questions were sent directly from Al-Azhar Cairo, Egypt. Grade 9 junior high school students took an exam with questions from Al-Azhar Cairo, Egypt. In its third year, the cooperation contract with Cakrawala Insan Azhari Foundation was officially concluded.

Implementation of the International Curriculum at Al-Azhar Islamic Middle School, Cairo, Palembang

The implementation of the international curriculum at Al-Azhar Islamic Middle School Cairo Palembang in the early stages was implemented in its entirety, including the targets of tahfidz Quran, methods, materials, and books originating from Al-Azhar Cairo Egypt. In addition, the lessons of Islamic Religious Education and Arabic also use materials and methods originating from Al-Azhar Cairo, Egypt, both in their books and in their teaching methods.

The implementation of the Al-Azhar Cairo Egypt curriculum at Al-Azhar Islamic Middle School Cairo Palembang in the first year received assistance from the Jakarta Cakrawala Insan Azhari Foundation. However, there are obstacles including the relatively large cost due to the long distance between Jakarta and Palembang. In the first year, mentoring can only be done twice a year, so it feels less than optimal.

PAI material in the Al-Azhar Cairo Egyptian curriculum, when compared with the Islamic Religious Education curriculum in Indonesia, is more or less the same. There

are sections such as faith, morals, fiqh, sirah, and the Koran. The main difference lies in the language of instruction used. However, related to Arabic and Tahfidz material, there are indeed significant differences from the material in Indonesia. At the junior high school level, Arabic is more emphasized on the ability to read books, such as materials on nahwu, shorof, and others. Meanwhile, for Al Quran material, the focus is on Tahfidz with a target of 7 chapters for the junior high school level. Tahfidz material is included in intracurricular hours, with 9 hours of tahfidz Quran lessons per week.

The response from parents to PAI and Arabic subjects has more to do with the books used, because the books are fully in Arabic. Some parents have difficulty accompanying their children's learning at home. However, from the students' point of view, there are relatively no problems because in schools the assistance is fully provided by teachers who master Arabic and the material being taught. Overall, the material taught is according to the age and needs of students, it's just that books that use Arabic in full become a little difficult when studying at home, especially if assistance is needed by parents. Whereas in the Al Quran material, neither the parents/guardians of the students nor the students themselves experienced any problems or objections. In the first year, the target was only one juz, namely juz 30. However, in the second year, there were obstacles, especially those related to the target for memorizing the Quran, especially for parents who accompanied them more at home, namely for their murojaah.

The difference in Arabic material from Al-Azhar Cairo Egypt compared to Arabic in Indonesia lies in the content of the material, especially in Arabic books used as the national curriculum in Indonesia which focus more on everyday themes. Meanwhile, Arabic material from Al-Azhar Cairo, Egypt is more oriented towards nahwu, shorof, muthola'ah, nusyus, and so on. Islamic Religious Education materials include faith or monotheism as the first, then fiqh, interpretation, and hadith. The fiqh material for grade 7 focuses more on worship material, while grade 8 focuses on muamalah fiqh, and for grade 9 some muamalah material and some siasa material, related to sharia laws and Islamic legislation.

Evaluation of the International Curriculum of Islamic Middle School Al-Azhar Cairo Palembang

After running for 1 year, an evaluation was carried out by foundations and schools regarding the implementation of the Al-Azhar Cairo Egypt curriculum. Apparently, not all material from the Al-Azhar Cairo curriculum can be given 100% to students. One of the problems is that the mother tongue of the students at Al-Azhar Islamic Middle School Cairo Palembang is not Arabic. Meanwhile, the material books for Islamic Religious Education and Arabic are all in full Arabic without any translation into Indonesian. In the book there are also poems that not all students from Islamic Middle School Al-Azhar Cairo Palembang can understand.

Evaluation in the first year also focused on Tahfidz Quran material, with a target of 7 juz for junior high schools at that time. After one year of implementation, the teachers provided input to the institution that the students who entered Al-Azhar Islamic Middle School Cairo Palembang did not all come from Islamic schools that had a religious basis. There are also students who come from public schools or even non-Islamic schools. This condition makes students rather difficult in tahfidz Quran in

accordance with the targets set. The achievement of 7 juz at the junior high school level is flexible every year, the important thing is that within 3 years students have memorized 7 juz.

Evaluation of Arabic subjects, according to the analysis and evaluation of the teachers, the material from Al-Azhar Cairo Egypt is more focused on students' ability to read books. However, it is still lacking in the realm of everyday conversation. In addition, Arabic material is considered very dense. Students face difficulties because Arabic is not their mother tongue or the language they use every day at home or at school. With this dense material, teachers need quite a long time to deliver material, especially in teaching Arabic.

Follow-up on the results of the International Curriculum Evaluation of Al-Azhar Islamic Middle School, Cairo, Palembang

The Arabic and PAI curricula in the second year are increasingly adapted to the conditions and needs of students and institutions. This includes modifying the material according to the suitability and needs of students and the abilities of students. If the material is considered too high, it will be adjusted to the ability of students. However, for tahfidz Quran material, it is maintained in accordance with the targets and methods of Al-Azhar Cairo Egypt, namely 7 chapters for the junior high school level. The tahfidz method used is the Talaqqi method, namely students do not need to look at the Mushaf in memorizing the Koran. They only need to follow the reading exemplified by the tahfidz teacher. The teacher will read the verses that must be memorized, then the students will imitate them until they memorize them.

In the 2019/2020 school year, another workshop was held to evaluate putting the Al-Azhar curriculum into practice in Cairo, Egypt. This workshop discusses inputs that have been made every semester or every year, both at the MGMP (Subject Teacher Deliberation) level and the institutional level. Evaluation per semester is carried out specifically related to Tahfidz's achievements, and appropriate solutions have also been implemented.

After the 2019 workshop, another workshop will be held in the 2021/2022 school year to evaluate the implementation of the curriculum, especially those adopted from Al-Azhar Cairo, Egypt. Currently, the curriculum is more adapted to the needs of students, the characteristics of students, as well as the vision and mission of this Islamic institution and the context of the condition of Al-Azhar Islamic Middle School Cairo Palembang. Al-Azhar Islamic Middle School Cairo Palembang adapts curricula from several countries in accordance with the vision-mission of the institution and the characteristics of students and the community in Palembang.

The previous Arabic language material almost 100% referred to Arabic language education in Egypt. However, currently Arabic material refers to Arabic language education originating from Saudi Arabia. Arabic material is more based on the thematics of everyday conversations. This is done with the aim that students have strong competence in speaking Arabic everyday. Materials such as nahwu, shorof, nusyus, and motolaah are still provided, but are based more on thematic learning. So, it can be said that currently Arabic material is experiencing more innovation based on the evaluation of previous years.

Al-Quran material, namely Tahfidz, is more adapted to the ability of each

student to memorize. An initial assessment was carried out on each student to find out their initial ability in memorizing the Qur'an. After that, each student will be given learning according to their abilities. Target memorization for each child is also different. This is in line with the Independent Curriculum initiated by the Ministry of Education and Culture.

International Curriculum Adaptation Management at Al-Azhar Islamic Middle School Cairo Palembang as an Effort to Improve the Quality of Learning

It is claimed that "curriculum planning is the specification and sequencing of major decisions to be made in the future with regard to the curriculum" in relation to the planning stage (Glatthorn, et al., 2009). The Annual Program (Prota), Semester Program (Promes), Learning Implementation Plan (RPP), and Learning Assessment in accordance with the provisions contained in RI Government Regulation No. 19 concerning National Education Standards Article 20. These preparations are the main ones that the teacher must make in the learning process (Hamalik, 2009). Al-Azhar Islamic Middle School Cairo Palembang has made directed efforts in implementing international curriculum adaptation management in order to improve the quality of learning, especially in the subjects of Islamic Religious Education, Arabic Language, and the Qur'an (Tahfidz). At the planning stage, schools carefully formulate goals and strategies for adapting international curricula according to the needs of students and the context of the institution. This plan ensures that the international curriculum is synergistically integrated with the applicable national curriculum.

Schools that implement an international curriculum can do this through two methods. First, with adaptation, namely adjusting certain elements that already exist in the Information System/Curriculum and Literacy System (SI/SKL) through making use of OECD member countries or other affluent countries' curricula. Second, by adoption, namely adding certain elements that are not yet in the SI/SKL by referring to the curricula of OECD member countries or other developed countries. Thus, students can obtain certificates (ijaza) either from Indonesia or from one of the OECD member countries or other developed countries (Widyastono, 2010). Based on the research findings, it was found that Al Azhar Islamic Middle School Cairo Palembang applied an international curriculum through an adaptation process.

The management of international curriculum adaptation by Al-Azhar Islamic Middle School Cairo Palembang is carried out by utilizing the advantages of the proven international curriculum, while ensuring that the curriculum remains relevant and effective in meeting local needs. The adaptation of the international curriculum by Islamic Middle School Al-Azhar Cairo Palembang has been carried out carefully, based on a good understanding of local needs and context, and involving stakeholders in the curriculum adaptation process. The management of international curriculum adaptation by Al-Azhar Islamic Middle School Cairo Palembang has followed several steps, among others:

1. Local Context Analysis

Understanding the education system, culture, local values, and unique challenges that exist in the context of education in the Al-Azhar Islamic Middle School Cairo Palembang area. The curriculum team has conducted a review of the national curriculum, education policies and applicable standards.

2. Identification of Needs and Priorities

Al-Azhar Islamic Middle School Cairo Palembang has identified educational needs and priorities. This includes an understanding of students' abilities, educational goals, and the vision and mission of the institution.

3. Material Selection and Adjustment

Al-Azhar Islamic Middle School Cairo Palembang has selected an international curriculum that is relevant and in accordance with the needs of the institution. Some materials have been adapted to suit the needs of learners and the context of the institution.

4. Adjustment of Teaching Methods

Al-Azhar Islamic Middle School Cairo Palembang adjusts the teaching methods and learning strategies used to suit the conditions and learning styles of students.

5. Evaluation and Follow Up

Al-Azhar Islamic Middle School Cairo Palembang evaluates the curriculum adaptations carried out to ensure its effectiveness. Periodic monitoring helps identify constraints, deficiencies, or changes that need to be made.

At the implementation stage, it was stated that the implementation of the curriculum mainly focused on instructional activities that facilitated or carried out curriculum design. Implementing the curriculum involves meetings, preparation by teachers, discussions with supervisors, and staff development programs (Lunenberg & Orstein, 2000). At the implementation stage, Al-Azhar Islamic Middle School Cairo Palembang has attempted to optimally implement the international curriculum. Teachers have received training so they can present content in a manner consistent with the international curriculum. The instructors make an effort to make the content more relevant to daily life by utilizing teaching strategies that might pique students' interests and engage them actively.

In the context of implementing Arabic learning, it is emphasized that Arabic has a distinctive advantage, because Arabic is the language used in the Al-Quran. The superiority of Arabic lies not only in its existence as a religious language, but also in the scientific aspect of the language (Asy'ari, 2016). In developing an Arabic language curriculum in any educational institution, various modes must pay attention to the needs of the stakeholders involved, both internal stakeholders such as teachers, students, and leaders, as well as external stakeholders such as the public, graduate users, and alumni (Rahman, dkk., 2023). The management of the curriculum's execution is crucial to the success of initiatives to raise the standard of Arabic learning (Suryana & Pratama, 2018). The successful development and acceptance of Arabic by the general public depends on changes in learning management that are able to integrate Arabic well (Addaraini & Mufidah, 2022). Al-Azhar Islamic Middle School Cairo Palembang has attempted to adapt Arabic material to better suit the needs of students and the vision and mission of the institution.

Curriculum evaluation is a process for evaluating educational programs in order to assess their efficiency, effectiveness, relevance and productivity in achieving educational goals. The purpose of curriculum evaluation is to provide feedback on the goals, materials, methods, and resources used, with the aim of further developing and

improving the curriculum. Curriculum evaluation also aims to improve and refine educational programs and their implementation strategies (Mudlofir, 2011). The CIPP (Context Input Process Product) model method, which seeks to gauge the success of coordinating implementation and program outcomes for students, can be used to evaluate programs (Mukti, dkk., 2020). In order to guarantee the success of the international curriculum adaptation, Al-Azhar Islamic Middle School Cairo Palembang has conducted an evaluation. The school can keep track of how well kids are learning new material, the challenges involved in adopting the international curriculum, and comments from teachers, students, and parents/guardians of students through ongoing evaluation.

Through the use of worldwide curriculum adaptation management in the subjects of Islamic Religious Education, Arabic Language, and the Qur'an (Tahfidz), Al-Azhar Islamic Middle School Cairo Palembang has made efforts to enhance the quality of learning. Al-Azhar Islamic Middle School Cairo Palembang's planning, implementation, evaluation, and follow-up procedures all contribute to raising learning quality, including by modifying curriculum and achievement goals in accordance with students' needs and characteristics as well as the context of the educational unit's vision and mission.

Related to National Education Standards (SNP) (Peraturan Pemerintah Republik Indonesia Nomor 57, 2021) which includes Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards, the international curriculum adaptation management carried out by Al-Azhar Islamic Middle School Cairo Palembang has paid attention to these aspects in its implementation. SNP in Indonesia has been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards which has been amended by Government Regulation Number 4 of 2022. National Education Standards have an important role in creating a quality education system. (https://pskp.kemdikbud.go.id/standar_pendidikan/snp, 2023).

D. CONCLUSION

Overall, it can be said that Al-Azhar Islamic Middle School Cairo Palembang's efforts to enhance learning quality, particularly in terms of managing the Al-Azhar curriculum's adaptation to an international curriculum, have been carried out by involving related parties, including Al-Azhar University. As licensees for the Al-Azhar curriculum for the Indonesian region, Azhar Cairo Egypt and the Cakrawala Insan Azhari Foundation are modifying the curriculum through workshops with participation from all educators. In order to improve the challenges faced, such as issues with the language of instruction in the material books, coverage of PAI material, and attainment of the goal of memorizing the Quran, evaluation and follow-up continue to be conducted to align the curriculum with the needs of students, the vision and mission of the institution, and to improve the challenges encountered.

Considering the discussion above, the researcher provides the following recommendations,

1. Leaders of the Al-Azhar Islamic Middle School Cairo Palembang Foundation and Middle School to always make innovative efforts to improve the quality of

- learning for students and involve all relevant parties, especially educators and students.
2. Educators at Al-Azhar Islamic Middle School Cairo Palembang continue to develop self-competence in facilitating student learning and are active in soliciting feedback from students and parents/guardians of students on the learning provided.
 3. Future researchers should conduct quantitative research in order to determine the impact of using a global curriculum on how well students learn.

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