

DEVELOPING MORALLY STRONG AND INTELLECTUALLY CAPABLE STUDENTS: AN ISLAMIC EDUCATION MODEL IN SENIOR HIGH SCHOOL

Nafisah Zein^{*1}, Nurul Ulfatin², Raden Bambang Sumarsono³, Ali Imron⁴

Universitas Negeri Malang, Indonesia^{1,2,3,4}

e-mail: nafisah.zein.2301329@students.um.ac.id, nurul.ulfatin.fip@um.ac.id,
raden.bambang.fip@um.ac.id, ali.imron.fip@um.ac.id

Abstract. Islamic education in senior high schools (SMA) has a strategic role in shaping the character of the younger generation who are not only intellectually intelligent, but also have strong morals and ethics. Islamic education curriculum management is an important instrument in achieving this goal. This study aims to examine the strategies used by teachers in creating interactive learning that is relevant to students' daily lives. This research focuses on the optimization of Islamic education curriculum management at SMAN 1 Malang, which is one of the leading schools in Malang City. Using qualitative research methods, data were collected through observation, interviews, and documentation. The collected data were analyzed interactively through three stages: data reduction, data presentation, and conclusion drawing. The results showed that SMAN 1 Malang has successfully optimized the management of Islamic education curriculum through various comprehensive strategies. Among others, strengthening teacher competence, applying active learning methods, using technology in learning, and developing student character. By overcoming various challenges that arise, SMAN 1 Malang is able to improve the quality of Islamic education learning significantly. This finding shows that the strategy applied at SMAN 1 Malang can be used as an example for other schools in an effort to optimize the management of Islamic education curriculum in order to produce a generation that is academically superior, has character, and is ready to face challenges.

Keywords. Character Development; Curriculum Management; Islamic education

Abstract. Pendidikan Islam di Sekolah Menengah Atas (SMA) memiliki peran strategis dalam membentuk karakter generasi muda yang tidak hanya cerdas secara intelektual, tetapi juga memiliki moral dan etika yang kuat. Manajemen kurikulum pendidikan Islam menjadi instrumen penting dalam mencapai tujuan tersebut. Penelitian ini bertujuan untuk mengkaji strategi yang digunakan oleh guru dalam menciptakan pembelajaran yang interaktif dan relevan dengan kehidupan sehari-hari siswa. Penelitian ini berfokus pada optimalisasi manajemen kurikulum pendidikan Islam di SMAN 1 Kota Malang, yang merupakan salah satu sekolah unggulan di Kota Malang. Dengan menggunakan metode penelitian kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data yang terkumpul dianalisis secara interaktif melalui tiga tahap: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa SMAN 1 Malang telah berhasil mengoptimalkan manajemen kurikulum pendidikan Islam melalui berbagai strategi yang komprehensif. Di antaranya, penguatan kompetensi guru, penerapan metode pembelajaran aktif, penggunaan teknologi dalam pembelajaran, dan pengembangan karakter siswa. Dengan mengatasi berbagai tantangan yang muncul, SMAN 1 Malang mampu meningkatkan kualitas pembelajaran pendidikan Islam secara signifikan. Temuan ini menunjukkan bahwa strategi yang diterapkan di SMAN 1 Malang dapat dijadikan contoh bagi sekolah lain dalam upaya

mengoptimalkan manajemen kurikulum pendidikan Islam agar menghasilkan generasi yang unggul secara akademis, berkarakter, dan siap menghadapi tantangan global.

Kata Kunci. Pengembangan Karakter; Manajemen Kurikulum; Pendidikan Islam



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A. INTRODUCTION

Curriculum management is an important component in the success of education, especially Islamic education at the Senior High School (SMA) level, because the curriculum is not only a learning guide, but also a strategic means to instill Islamic values in an integrated manner in all educational activities (Mubin et al., 2023; Sarana et al., 2022). Optimizing the management of the Islamic education curriculum is not just adding or improving material, but involves how the material is delivered effectively and efficiently through appropriate strategies and implementation, especially in facing the challenges of globalization, the development of information technology, and socio-cultural dynamics that require curriculum management updates to remain relevant to the needs of the times and maintain the Islamic identity of students (Santika et al., 2023). In addition, this optimization must also consider local needs and student characteristics because each school has different dynamics and challenges, so curriculum management needs to be adjusted to the context of each educational unit (A. Abdurrahman, 2017).

A uniform and inflexible curriculum can actually lead to low relevance and effectiveness of the learning process, as seen in some schools that require different approaches between multicultural urban schools and rural schools that tend to be more homogeneous (Saffina et al., 2020). In addition, national education policies such as the Merdeka Curriculum that began to be implemented in Indonesia require adjustments to Islamic education curriculum management to make it more flexible and oriented to the needs and development of individual students (Sari et al., 2023). Therefore, optimizing Islamic education curriculum management in high schools must be able to align the national vision of education with local needs and conditions through the integration of religious values in various subjects and the application of project-based and collaborative learning methods to improve the overall quality of learning.

The urgency of research related to the optimization of Islamic education curriculum management arises from various real problems in the field. As revealed by Nurjaman (2024) in his research at MTs Persis Sindangkasih Ciamis, optimizing curriculum management through careful planning, effective organization, and continuous evaluation can help students overcome learning difficulties and improve the quality of Islamic Religious Education (PAI) learning. The results of this study emphasize that weaknesses in curriculum management can be the main cause of the low quality of learning, so a systematic strategy is needed in its management. In line with the study, research conducted by Munandar et al. (2025) at SMA Negeri 2 Jambi City also highlighted the issue of students' low interest in learning PAI subjects. In his research, Munandar emphasized the importance of implementing contextual-

based curriculum management strategies and the use of active learning methods to increase student motivation and involvement in the learning process. The results showed a significant increase in student participation and a more dynamic learning atmosphere, thus having a positive impact on the achievement of PAI learning competencies.

This research has novelty or uniqueness in terms of approaches to contemporary challenges faced by Islamic education. One of the main issues to focus on is how Islamic education curriculum management strategies can respond to changing times and challenges that arise due to technological advances and globalization. In the midst of the digital era, students access more information from various sources that are not always in line with Islamic values. Therefore, this research will explore how technology can be utilized in Islamic education learning strategies to be more relevant to the needs of today's students. Another uniqueness of this research is its contextual and local approach in formulating curriculum management strategies. The research not only adopts a macro approach, but also explores how schools can develop Islamic education curriculum management that suits the characteristics and needs of their students. This is important because the success of curriculum implementation is strongly influenced by the local context of the school, both in terms of social, cultural and economic (Kholik, 2017; Mulyasa, 2021).

The implementation context in this study will also analyze the role of teachers in managing and implementing the Islamic education curriculum, because teachers are the main agents in the learning process, so the competence and creativity of teachers in implementing the curriculum greatly affect the quality of learning (Hoesny & Darmayanti, 2021; Tahajudin et al., 2023). This research will examine various strategies that can be applied by teachers to create a more interactive learning atmosphere that is relevant to students' daily lives, as well as adjusting teaching materials to the needs and characteristics of students. Furthermore, the optimization of Islamic education curriculum management in high schools must also be seen in the context of broader educational policies, where the government through the Ministry of Education has issued various policies to support the strengthening of character education, including through religious education (Nurhayati et al., 2022). However, implementation challenges often arise at the school level, especially with regard to limited human resources, teacher competence and the availability of adequate facilities (Tiara et al., 2023; Utamy et al., 2020). The researcher chose SMAN 1 Malang as the research location because this school is one of the leading schools in Malang City that has high accessibility, good academic achievement, and is actively involved in the Movers School Program which focuses on holistic student development through strengthening the Pancasila Student Profile. Therefore, this research is expected to provide concrete and comprehensive solutions to the problems of Islamic education curriculum management, by emphasizing on contextual and relevant strategies and implementation to improve the quality of learning at SMAN 1 Malang in particular, and the development of Islamic education in Indonesia in general.

B. RESEARCH METHODS

This research is included in the type of qualitative field research (field research), where researchers dig information directly from the field (Syahrizal & Jailani, 2023). This research is descriptive qualitative, aims to provide a factual and accurate description of the facts, characteristics, and relationships between the phenomena being investigated (Achjar et al., 2023; Kaharuddin, 2021; Ulfatin, 2022). This study uses a qualitative descriptive narrative approach, according to Creswell, descriptive narrative is a method in qualitative research that focuses on systematically collecting, compiling, and retelling individual or group experiences. In this approach, researchers try to reconstruct participants' experiences through stories arranged chronologically or thematically, thus providing a rich, complete, and contextualized picture of the phenomenon under study.

The data collected was then organized into a narrative that displays the events, processes and meanings experienced by the research subjects in detail, taking into account the social, cultural and environmental context in which the experience took place. The analysis process includes identifying the core story, organizing the story episodes, arranging the time line, analyzing the main themes, and presenting the results in the form of a reflective narrative. This approach is very effective in exploring the personal experiences of teachers, students and education practitioners in managing and implementing the Islamic education curriculum because it allows researchers to understand in depth the various strategies, challenges and solutions that arise in learning practices. Therefore, in research on the optimization of Islamic education curriculum management in high schools, the use of a qualitative descriptive narrative approach is very relevant to document the experiences of PAI teachers holistically, meaningfully, and in accordance with the reality in the field (Creswell, 2007).

This research refers to two data sources, namely primary and secondary. the primary data source is the Islamic Religious Education (PAI) teacher, while secondary data comes from students of SMAN 1 Malang. The researcher used a structured interview method conducted with the preparation of question guidelines in advance, involving PAI teachers, vice principals of curriculum, student affairs, and facilities and infrastructure. In addition, the researcher also used non-participant observation, in which direct observation in the field was conducted without interaction with the research subject. The focus of this observation is the learning strategies used by teachers, including approaches, methods, and learning media.

C. RESULTS AND DISCUSSION

RESULTS

Improving the quality of learning at SMAN 1 Malang is done through various innovative and adaptive strategies that are also an important part of optimizing curriculum management, especially in the context of Islamic education. One of the main keys is strengthening the competence of Islamic Religious Education (PAI) teachers, considering that teachers are the spearhead in implementing the curriculum effectively. Through periodic training programs and continuous professional development, PAI teachers at SMAN 1 Malang are equipped with adequate pedagogical, professional, social, and spiritual skills to meet the challenges of 21st century learning. Teachers not

only master Islamic teaching materials, but also skillfully apply various active, collaborative, and digital technology-based learning approaches, such as problem-based learning, project-based learning, and blended learning, which are in accordance with the characteristics of today's students. One of the concrete forms of implementing this strategy is the implementation of a flipped classroom, where students learn PAI materials independently through learning videos or online modules at home, then discuss and deepen their understanding in class with the teacher, thus creating dialogic, critical, and meaningful learning.

In addition to learning strategies, technology integration is also a key pillar in optimizing Islamic education curriculum management. The utilization of Learning Management System (LMS), interactive media, digital-based learning applications, and multimedia devices helps create a more interesting, participatory, and appropriate Islamic education learning atmosphere in accordance with the development of the digital era. This technology also makes it easier for teachers to conduct formative and summative assessments more accurately and objectively, including in providing character-based feedback to students, so that PAI learning is not just about transferring knowledge, but also contextually instilling moral values. To strengthen the relevance of learning, curriculum management at SMAN 1 Malang also integrates contextual curriculum based on Islamic values that connect learning materials with the reality of students' daily lives, such as strengthening tolerance, social responsibility, Islamic leadership, and developing an Islamic work ethic in the school and community environment.

Furthermore, the optimization of Islamic education curriculum management at SMAN 1 Malang is also inseparable from the support of representative facilities and infrastructure. Facilities such as the Islamic library, PAI laboratory, multimedia room, and school mosque are used as centers for the development of students' Islamic character that is integral to formal learning. PAI teachers play an active role in utilizing these facilities to enrich learning variations and foster the spirit of student religiosity holistically. Last but not least, parental involvement and collaboration with the surrounding community are also integrated in curriculum management, where parenting programs, recitations, and Islamic value-based social activities are routinely implemented to create a collaborative, supportive, and inclusive learning ecosystem. Through a series of systematic and local needs-based implementation strategies, the optimization of Islamic education curriculum management at SMAN 1 Malang is expected to produce graduates who not only excel academically, but also have strong Islamic characters, in accordance with the main objectives of Islamic education curriculum development in Senior High Schools.

DISCUSSION

Islamic education at the senior high school (SMA) level has a very important role in shaping a generation that is not only academically intelligent, but also noble (Ananda & Aprison, 2024; Hasibuan et al., 2024; Kuswanto, 2014). Optimizing Islamic education curriculum management is a strategic step that must be taken to improve the quality of learning (Karisma & Nadziroh, 2023). Proper implementation involves strengthening teacher competence, active learning methods, technology integration, and student character development. At SMAN 1 Malang, these strategies have been successfully

implemented, so they can be an example for other schools that want to improve the quality of Islamic education.

Strengthening teacher competence is a fundamental element in optimizing Islamic education curriculum management. Islamic Religious Education (PAI) teachers are expected not only to master religious materials in depth, but also to be able to apply learning methods that are relevant to technological developments and the demands of the times (Adiyono et al., 2023; Gunawan et al., 2017). At SMAN 1 Malang, regular training for PAI teachers has become an important agenda. Teachers in this school are not only trained academically, but also in pedagogical skills, professionalism, and the application of technology in the teaching and learning process. This training helps teachers to continue to develop, adjusting to the times, so that religious material is not only taught in the form of theory, but can also be applied in everyday life by students. In addition to strengthening teacher competence, the use of active learning methods at SMAN 1 Malang is one strategy that has proven effective. This method invites students to be more involved in the learning process, either through group discussions, simulations, or religious practices. With this method, students not only memorize Islamic teachings, but are also able to internalize them in their daily lives (Hidayat et al., 2020).

For example, when studying morals, teachers at SMAN 1 Malang often ask students to analyze ethical problems they encounter daily and relate them to Islamic teachings. This method makes students' understanding of the importance of noble morals stronger. However, the challenges faced in implementing active learning methods, such as limited time in class and the tendency of students to be passive, are successfully overcome at SMAN 1 Malang through efficient time management and motivation provided by teachers to students.

The integration of technology in Islamic education learning is also a key factor in optimizing the curriculum at SMAN 1 Malang. Technology is used to enrich teaching materials, expand access to Islamic literature, and facilitate more flexible learning (Manan, 2023). One of the methods applied in this school is the flipped classroom, where students self-study using digital materials before class starts, while in class they discuss the topics with the guidance of the teacher. SMAN 1 Malang also utilizes various educational applications and other digital media to strengthen the learning process. The obstacles commonly faced in the implementation of technology, such as limited infrastructure or lack of skills of teachers and students in using technology, can be overcome by special training programs held by the school.

SMAN 1 Malang also successfully implemented a contextualized curriculum in Islamic education. This approach helps students understand the relevance of religious teachings in the social, economic and cultural contexts they face daily (Hidayat et al., 2020). For example, when studying zakat, students are invited to see the role of zakat in overcoming poverty and social injustice in society. By linking theory with real situations, students more easily understand and apply religious teachings in their lives. Challenges in implementing the contextual curriculum, such as teachers' ability to design learning that is relevant to students' diverse lives, can be overcome with support from school management that provides space for teachers to innovate in teaching. Character development and noble morals are the main objectives of Islamic education at SMAN 1 Malang. Teachers act as role models for students, provide real examples in daily life, and guide students to apply religious values. These values are not only taught in Islamic

Education subjects, but also integrated into all aspects of learning. Extracurricular activities that support students' social and spiritual development are also well developed at SMAN 1 Malang. One of the problems often faced in character development in other schools is the lack of cooperation between the school, parents, and the community. However, SMAN 1 Malang has succeeded in establishing effective communication with parents and involving them in religious and social activities that support students' character building outside the school environment.

Character-based continuous evaluation and feedback is also an important part in improving the quality of Islamic education learning at SMAN 1 Malang. Teachers not only evaluate students' cognitive aspects, but also affective and psychomotor aspects, including behavior and character. This evaluation is done comprehensively and accompanied by constructive feedback, so that students can know their character development over time. Although character assessment is often subjective, SMAN 1 Malang uses clear and measurable indicators to reduce subjectivity in assessment, so that character evaluation becomes more objective and accurate. Collaboration between the school and parents and the community is another important element in the optimization of Islamic education learning. At SMAN 1 Malang, religious education is not only limited to the classroom, but also involves the family and community environment. The school regularly organizes religious activities that involve parents and the surrounding community, such as joint recitation, social activities, and community service. This aims to build a supportive environment for students' character building. Although in some schools, low parental participation is an obstacle, SMAN 1 Malang managed to overcome this problem with a persuasive approach and build good relationships with all stakeholders.

Optimal utilization of facilities and infrastructure also plays an important role in supporting the learning process. SMAN 1 Malang has complete facilities, such as a library with an adequate collection of Islamic literature, a religion laboratory for practicum activities, and a comfortable mosque for worship activities (Elistatia & Abdillah, 2024). Teachers in this school are also proactive in utilizing these facilities to enrich students' learning experience. The challenges often faced by other schools, such as limited facilities and infrastructure, can be minimized at SMAN 1 Malang with good facility management and support from various parties.

D. CONCLUSION

Overall, it can be concluded that the optimization of Islamic education curriculum management at SMAN 1 Malang was successfully realized through a series of planned and comprehensive strategies. This study found that the strengthening of professional and pedagogical competence of Islamic education teachers, the application of technology-based active learning methods, the integration of contextual curriculum relevant to students' lives, the optimization of Islamic education infrastructure, and effective collaboration with parents and communities are key factors that synergistically encourage the improvement of learning quality. Through these strategies, SMAN 1 Malang is able to produce students who not only excel in academic aspects, but also have a strong Islamic character, adaptive to the times, and ready to face global challenges. The findings provide a practical contribution to the development of Islamic education

curriculum management in other high schools as an effective and contextual implementation model.

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