

Islamic Education Learning Model Based On The Cambridge Curriculum In Improving Quality Of Education

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Abstract. *Islamic education is the basis of Muslim civilization. The progress of Islamic education is closely related to the curriculum implemented in all educational units in Indonesia. Efforts to improve the quality of Islamic education must accommodate the needs of the times and adopt the latest developments in learning technology. In an effort to improve the quality of international standard education, the bilingual MTs Muslimat NU Pucang Sidoarjo adopted the Cambridge curriculum, which is integrated with the national curriculum and the Ministry of Religion, with the hope of being able to produce an Islamic generation that is civilized, critically reasoning, superior, and has an international outlook. Mastery of Arabic and English is important in integrating the curriculum. This research aims to analyze the implementation of the Cambridge curriculum at the bilingual MTs Muslimat NU Pucang Sidoarjo and the integration process with the existing curriculum. The approach used in this research is descriptive-qualitative, using field observation techniques and interviews with the principal, head of curriculum, and head of student affairs at MTs Bilingual Muslimat NU Pucang Sidoarjo. The research results show that the combination of the three curriculum is able to increase student activity, creativity, insight, and excellence.*

Keywords. *Cambridge Curriculum; Islamic Education; Quality of Education*

Abstrak. Pendidikan islam merupakan basis peradaban umat Islam. kemajuan pendidikan islam berkaitan erat dengan kurikulum yang diberlakukan di seluruh satuan pendidikan di Indonesia. Upaya peningkatan kualitas pendidikan islam harus mengakomodir kebutuhan zaman dan mengadopsi perkembangan teknologi pembelajaran terkini. Dalam upaya peningkatan mutu pendidikan bertaraf internasional, MTs bilingual Muslimat NU Pucang Sidoarjo mengadopsi kurikulum Cambridge yang terintegrasi dengan kurikulum nasional dan Kemenag dengan harapan mampu mencetak generasi islami yang beradab, bernalar kritis, unggul dan berwawasan internasional. Penguasaan bahasa arab dan Inggris menjadi penting dalam memadukan kurikulum tersebut. Penelitian ini hendak menganalisis implementasi kurikulum Cambridge di MTs bilingual Muslimat NU Pucang Sidoarjo dan proses integrasinya dengan kurikulum yang sudah ada. Pendekatan yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan teknik observasi di lapangan dan wawancara kepada kepala sekolah, waka kurikulum dan waka kesiswaan di MTs Bilingual Muslimat NU Pucang Sidoarjo. Hasil penelitian menunjukkan bahwa perpaduan ketiga kurikulum mampu meningkatkan keaktifan, kreatifitas, wawasan dan keunggulan peserta didik.

Kata Kunci. Kurikulum Cambridge; Pendidikan Islam; Kualitas Pendidikan

A. INTRODUCTION

According to the global competitiveness index for the years 2017—2018 released in the World Economic Forum, Indonesia at that time ranked 36th out of a total of 140 countries with a score of 4.68 (score range 1—7). According to the calculation of the score range, Indonesia has experienced good growth from the previous year. In 2016, Indonesia ranked 41st in the world by country. It is the duty in seeking knowledge here that is not only completed at the level of SD, SMP, or SMA but also progressed to higher level education, which is shown and shown with good results of mistreatment or feeling under the watch of Allah Subhanahu wa Ta'ala, which is the output or main goal of education besides human kind and has the noble purpose of being able to send a person or a participant to know Allah Subhanahu Wa Ta'ala. (Hidayat, Rochintaniawati, and Priscylio 2019)

In improving the quality and quantity of education in Indonesia, many efforts are being made by schools. So far, the learning process in schools is still dominated by a paradigm that states that knowledge is something to be given; most schools focus on teachers as the primary source of knowledge and the use of lecture methods as a primary choice. Ideally, a teacher enters a classroom not with empty hands, but a teacher approaches the student with a set of assumptions, assumes about himself, assumes about the students and their abilities and interests, and assumes how the learning should be directed. Such assumptions, consciously or unconsciously, will help him map the learning strategy or model that the teacher will use in approaching, designing, and organizing the learning process for the student. (Idris and Mokodenseho 2021)

In the process of learning in the classroom, of course, the teachers must follow and update the curriculum in force. Where in the curriculum there are plans, strategies, media, and other media in the learning process, all of which have been prepared until the end of the learning, either in the form of curricula, promises, or Protas, until the output or standard of graduation to be achieved has already been structured and designed in such a way that in the process of learning to produce innovative learning, competent, interactive, and develop the talents and intelligence of the pupils, thus that is a major step to be observed and applied in all forms of standard learning guidelines for government graduation. (Journal and Teaching 2021)

According to Oemar Hamalik (2013: 57), "The learning process is a process involving many components, including the students themselves, materials, means and supplies, equipment, and SOPs or rules that apply in building an integrity system so that it can achieve effective and communicative learning goals and relate to the students." From the above opinion, it can be concluded that the learning process requires some interrelated elements, a buildup in intellectual development, and also soft skills integrated into all that is present in the curriculum. The curriculum and the learning process are one unity that can't be separated, just as metal money has two different faces but cannot be separated. Without the curriculum formula in the process of learning, the learning process will be blurred, have no purpose, and will be undergrad later graduation. (Fachrudin 2021)

The Cambridge curriculum is integrated with the 2013 Indonesian Islamic Curriculum to address today's educational challenges and needs. In line with Ayu Ramadianti's research, the implementation of the Cambridge Curriculum has several advantages if applied to school learning, among them being fluent English-speaking children, having an international perspective, modern and up-to-date education, and preparing students as future leaders. The obstacle to the implementation of this curriculum is the use of two languages by teachers, students, and student guardians. To overcome this problem, school stakeholders should implement strategies to overcome the obstacles, such as seminary-professional discussions, scheduling, curriculum preparation workshops, and

various other activities that can encourage the use of curricula in the field. (Khoiriyah, Maslikhatun Nisak, and Niam, n.d.)

The Cambridge Curriculum is quality-tested. Students are required to be active in the development of their talents, the international and moral development that they have, as well as adaptive and cheerful in the learning process, able to think creatively and innovatively, and impress souls who have a mental thirst for science because the Cambridge Curriculum was designed to be student-centered learning that is focused on students, activity, agility, and speed in learning interaction. (Islam and Fajaria 2022) Looking at the benefits and advantages of this Cambridge curriculum, when successfully implemented, what will be achieved by the student is that the student will have international and global insight. This shows that the process of actualizing or implementing the Cambridge Curriculum must be properly controlled and integrated into the teacher and student guardians, as well as among the surrounding citizens. A researcher intends to do research on the Cambridge curriculum and how to implement it. According to Hamalik (2007), the implementation phase of the curriculum generally covers the planning, implementation, and evaluation phases. The researchers have conducted surveys of several private schools in Malang City that have implemented the Cambridge curriculum in their studies. (Sugiri et al., n.d.)

This is consistent with the research conducted by Rachel Natasya Christiana Dkk, 2022. Implementation of the Cambridge Curriculum There are three stages in the process of learning, namely: introduction and socialization of the Cambridge Curriculum, with the form of student and parent orientation, learning according to the rules that exist in the Cambridge Curriculum, and evaluation of the Cambridge Curriculum by giving an evaluation of the learning results of students who have undergone the evaluation. As for the implementation of the Cambridge curriculum, the students can continue their studies to the next level, the high school that also follows or uses the same curriculum, the Cambridge Curriculum, so that there is a continuation of integration from the previous curriculum to the Cambridge Course with grade or level A, but the test results from the Cambridge course are many among the students who perform in the academic field both in the national and international schools. (Elfrida, Santosa, and Soefijanto 2020) Creating an effective and exciting learning atmosphere requires the packaging of models and learning methods so that students do not feel burdened by the teaching material to master. If the student finds, manages, and concludes the problems he learns about himself, then the knowledge he has will remain in his mind for a longer time. Teachers, as facilitators, can choose effective learning models. Many learning models are evolving to help students think creatively and productively. Learning models should be seen as structural frameworks that can also be used as guides to develop conducive learning environments and activities. (Mansir 2021)

The use of a varied curriculum will greatly help students achieve their goal of learning mathematics. The learning experience at school should be flexible and behavioral, as well as emphasizing creativity, curiosity, and guidance towards maturity. (Qiro et al. 2020) Based on the observations carried out by the researchers MTs Bilingual Muslimat NU Pucang Sidoarjo has been able to apply the Cambridge curriculum to learning and sharpen children's mastery of English grammar as well as Arabic language, which can open the students' insight into the international scale, this is what the researchers will express: whether the method of playing while learning can improve the understanding of the basic concepts of mathematics in the students themselves.

B. METHOD

This research is a qualitative descriptive study. It was conducted at MTs Bilingual Muslimat NU Pucang Sidoarjo in September 2023. The subject of this study was MTs Bilingual Muslimat NU Pucang Sidoarjo. Data collection was conducted through three stages: observation, documentation, and interviews. The observation aimed to evaluate Islamic religious education learning. Documentation aimed to acquire secondary data to support the research, while interviews aimed to collect primary data related to learning at MTs Bilingual Muslimat NU Pucang Sidoarjo. The researchers made observations directly involved in the learning process at the MTs Bilingual Muslimat NU Pucang Sidoarjo, participated in learning coaching and development with stakeholders, and head of curriculum, and students at MTs Bilingual Muslimat NU Pucang Sidoarjo. (Yamin, 2021)

C. RESULT AND DISCUSSION

1. Implementation of the Cambridge Curriculum MTs Bilingual Muslimat NU Pucang Sidoarjo

MTs Bilingual Muslimat NU Pucang Sidoarjo is an educational institution at the level of primary and secondary education that is one of the places that are favorite or most sought and addressed by the middle society to the upper segments, of some achievements and also success combining the national curriculum, namely curriculums 2013, and the curriculum ability Ahlus Sunnah wal Jamaah can be combined and formulated with the international curriculum, namely Curriculum Cambridge. CIE (Cambridge International Examination) is an institutional organization for educational institutions that have been certified and accredited by the authorities. (Laili 2019) Cambridge Assessment International Education Group, a department under the supervision of Cambridge University, is an administrator-user network that has been used by 150 countries in the world. The Cambridge Curriculum has been available from the most basic to the highest levels. (Kusumawati 2019)

Mr. Syamsuhari, S.T., S.Pd., S.Pd.i., MM, is the headmaster, as well as the quality assurance that is the guarantor of quality excellence. some of the achievements and great successes during his tenure of achievement and championships increasingly gained by the pupils both at the regional and national levels. It is proof of the results of the learning process carried out by a good system supported by the collaboration of the national curriculum and combination with the system of curriculum in the international class, has a positive impact and contributes to the progress of the school. One of them is achieving the top UNBK rating in 2017 at the provincial level. It is influenced by the collaborations of the National Curriculum with the curricular unit of Cambridge that it undertakes at Cambridge University at the school of MTs Bilingual Muslimat NU Pucang Sidoarjo. (Ansori 2021)

The curriculum is the heart or something very vital in the formation or consolidation of an education, which we can shape based on what is ideal in education. Among the following tables, we can understand that in the Curriculum Cambridge, things to be taken into account to support success in learning are:

a. Collaboration Curriculum

To be a superior and progressive school, stakeholders have been able to ensure and read the current education needs of anything. With the material load of the curriculum, in Indonesia, some curricula are always adaptive to the developments and needs of the times, among them curriculum 2013, which metamorphoses into independent curricula. Then there is a second combination of curricula, namely curriculum designed or issued by the Ministry of Religion, that contain the policies or values of Islamic religion and culture in Indonesia. (Pin and Rosli 2022)

This way, we can combine the curriculum with the standards and culture of the

government of Indonesia, along with the Cambridge curriculum loaded on an international scale, which is to combine needs in the current millennial era. The Cambridge Curriculum is a proven curriculum that has been implemented by so many schools that no less than 10,000 schools have been registered and accredited using the Cambridge Curriculum, which has proven to be able to meet the demands of education on a modern and international scale. (Lucia Maduningtias 2022)

b. Collaboration School

Every institution wants excellence in the processing of its education. In this case, the improvement of education must have an example or role of the school model that has been implemented and succeeded in the use of the Cambridge Curriculum so that it can provide an image and step in making improvements in education. With the existence of a role model or example, one can take lessons, tips, or ways to build and improve education based on the implementation of the curriculum in Cambridge that wakes up in it an organization container OECD (Organization, Economic, Cooperation, Development), that is, in which many schools in a country have an educational and economic influence in the world.

c. Teacher Competence

The most urgent thing in improving the quality of education between curricula is in terms of the competence of educators—how the educators first understand, apply, and first have professional teaching skills. So the quality of teaching to the student can give the learning innovativeness, integrity, a growing sense of confidence in the student, courage to start something new, and continuous engagement in developing learning based on the ideas they have so that learning is not only centered on the teacher or teacher center but the student center, where the student is allowed to express all forms of creativity that they have. Among the competencies that the educator must have in this matter, as it has been known, there are four core competencies (Sari 2020):

1) Personnel Competence

Person competence is meant here to have the soul of the personality to be an educator who is *uswah*, i.e., be an example and lead in the framework of ethics *akhlaqul karimah*, have a *sholih* character, have good integration in upholding a trust of learning, obey the values of Islamic religion and also norms in Indonesian law so as not to commit acts that violate the laws of the norms of Indonesia, even more, religious values Islamic and Pancasila. It is not only in the classroom but also in the day-to-day activities that teaching is an example in every life, which also preserves its honor as an educator. (Simanjuntak 2020)

2) Pedagogical Competence

This competence refers to the expertise of an educator in the discipline that he mastered. In this case, he can provide teaching according to the needs and abilities of the characteristics of the existing pupil and can read the pupil, whether he is visual, auditory, or kinesthetic. Learning awareness based on the ability of the student is very important for maximum and interesting learning that responds with the expression of the learning style of the students according to their abilities so that the creativity and life of the atmosphere of learning in the classroom are not monotonous to the student. (Fitriana and Sutama 2021)

3) Social Competence

Social competence in this case is related to the communication relationship between the students, which is not rigid and dangerous, as well as the relationship between educators, existing employees, and the surrounding community. A healthy relationship, peace, and mutual respect can be placed according to each other's positions; do not humiliate each other, reproach or drop, or be hostile to each other, both with the students, educators, or employees, and the community

around them, so that they can synergize with each other in the realization of superior and integrated learning

4) Professional Competence

Professional competence is the mastery of learning material in depth and wider, in this case, an educator is able to apply the discipline he is well mastered, able to convey knowledge in accordance with the learning characteristics of the student, capable of revitalizing the creativity, innovation, the ability that the student possesses so that learning in the classroom can live interactive, interesting and bring about the renewal of new ideas that can drive the achievement of superior education to be proved by the mastering of the knowledge that has been understood and participate in the competition both at the level of school, district, province and the international level that can bring and honor the name of the school institution. (Elfrida, Santosa, and Soefijanto 2020)

d. Facilities and Infrastructure

Facilities and infrastructure in this case are about everything supporting facilities such as learning rooms, multimedia, language rooms, sports fields, and media-supporting in the learning process in the school. With adequate facilities and resources available, educators can provide quality, innovative, creative, and integrated learning according to the demands of today's development. Thus, it can improve the quality of students who are superior, innovative, and creative and who have achieved both in academic and non-academic fields.

2. Model Learning Curriculum Cambridge MTs Bilingual Muslimat NU Pucang Sidoarjo

MTs Bilingual Muslimat NU Pucang Sidoarjo is to instill a sense of self-confidence so that the student has confidence in expressing the ability and potential that exists in him and finds self-esteem in the learning process so that he is always active and interactive with the teacher who has taught, learning becomes comfortable, and classroom life is not boring for the student. This will have a positive impact on the student's learning development, making him more advanced and performing. (Khusnia 2019)

a. Responsible

This responsibility in the matter is the student of MTs Bilingual Muslims will be answered by an interdisciplinary class or the teacher can be given a quick response between the time and the environment of learning, so that a student or teacher will be given an intrusive response to the class, or if the teacher is trying to respond to the task of learning. Reflective or Reflexive Students MTs Bilingual Muslimat NU Pucang Sidoarjo also demanded active participation and reflection; teachers give space to the students to reflect on their abilities so that teachers can give the best response to the learners. (Palahudin, Hadiana, and Basri 2020)

b. Innovative

MTs Bilingual Muslimat NU Pucang Sidoarjo also very much considers the potential, development, and talent that exists within the pupils, with the form of giving space, opportunity, and freedom for pupils in expressing ideas and innovations, as well as positive thoughts that exist in pupils to be responded to, continued, and given support to the school for the innovation of pupils on the findings or novelty of the results of creation. MTs Bilingual Muslimat NU Pucang Sidoarjo.

c. Engaged

Engaged meant here the teacher of MTs Bilingual Muslimat NU Pucang Siroarjo is very emphasized and gives the opportunity for all pupils to be engaged or actively engaged in learning in the school so that not only one hit or two pupils can experience learning in

the class but all the students in Sorong and give life to the soul and the courage to start engaging in active learning and education mutuality.

3. Education Concept MTs Bilingual Muslimat NU Pucang Sidoarjo

MTs Bilingual Muslimat NU Pucang Sidoarjo is an educational institution that organizes three national curriculum elements under the auspices of the Ministry of Education and Culture and the Ministries of Religion, as well as the Cambridge Curriculum [18]. The results of the analysis that is built into the MTs Bilingual Muslimat NU Pucang Sidoarjo is formed in five components of the standard formula of teaching held in the as a qualified Madrasah institution, followed by the appendix of the six components formula of MTs Bilingual Muslimat NU Pucang Sidoarjo (Azmiyah and Astutik 2021), namely:

a. Smart School

English proficiency is measured based on an independent English and Arabic institution test result, which is the satisfaction or disappointment in the English language and the Arabic language that has been certified or recognized by the institute of parenting, which is English Kediri, which in this case is the capital in learning MTs Bilingual Muslimat NU Pucang Sidoarjo. The proficiency in English and Arabic is in order to master both his grammar and his conversation, which is why, in this case, when the student has this ability, he has the supply to study the wider science of various literature that can promote the improvement of the quality of the student both at the district, national, and international level. The aspect of language is a vital one that occupies a very important place because Arabic is the language of the Quran, which can also be interpreted or translated with this deep English as a capital in learning it and also preaching it in the community around so that the knowledge obtained by the students of MTs Bilingual Muslimat NU Pucang Sidoarjo is not only stopped in itself but applied in life and preached. (Pahlawan et al. 2022)

b. Coding Materials

The second aspect is the ability, in terms of creativity, to create something new, whether it is learning innovation, innovation in a new application, or the ability to create a new program or something that may not have existed before. MTs Bilingual Muslimat NU Pucang Sidoarjo provides ICT subjects that are based on the manufacture of products so that they not only make use of the market but are able to create, which are undertaken by teachers who are truly competent and known to have had many new product results, so that can provide maximum learning based on experience and also the development of professional teachers. (Astutik and Farida 2018)

c. Construct Essential Learning Ahlus Sunnah

The basis for learning Aqidah and also shari'ah in this case, which is instilled by MTs Bilingual Muslimat NU Pucang Sidoarjo, is Ahlus Sunnah wal Jama'ah, namely those who follow and adhere to the teachings of the Al-Qur'an and As-Sunnah, which have a legal basis and also the basis of practice in Islamic law according to the Qur'an and As-Sunnah. (Maimunah et al. 2021)

The purity of the teaching given by students before that is to properly refine the aqeedah or understanding of the Islamic religion of an educator when applying, not only that seen from the daily worship and the reading texts in prayer, which are the main aqeedah, which are carried out carefully and carefully, so that can provide teaching and model guidance for MTs Bilingual Muslimat NU Pucang Sidoarjo students. (Keislaman 2023)

d. Improving SIM and SIMAS Services Digitally

Increasing digital-based education services that can be accessed by guardians or the surrounding community, starting with school information, achievements and

championships, educational training from the government, ongoing activities, and school administration costs, can be known by parents of students whose privacy is maintained. (Karim 2020)

Applying meaningful learning through digital media Implementing meaningful learning through media in the form of learning activities documented in the form of photos or videos uploaded on the MTs Bilingual Muslimat NU Pucang Sidoarjo website, so that they can be seen or known by parents and the public who want to know what activities are carried out by students at MTs Bilingual Muslimat NU Pucang Sidoarjo, so that people can be confident and happy to see the development of their children and give full trust to the MTs Bilingual Muslimat NU Pucang Sidoarjo educators. (Bassar, Ruswandi, and Erihadiana 2021).

e. Obedience

Obedience to Islamic teachings and sharia is an obligation for all followers of the Islamic religion, so what is learned is mandatory to be applied in the lives of students, so that it can bring about pious students at MTs Bilingual Muslimat NU Pucang Sidoarjo. A person with character and excellence is a tagline or culture that must always be maintained and instilled so that it can become ingrained in the students' daily lives. (Astutik 2017)

f. Conducting Learning in Accordance with STEAM

STEAM is a structure of scientific disciplines that is the superior program or highlight of the program taught at MTs Bilingual Muslimat NU Pucang Sidoarjo. Some of the main ones are adab or character education, science, technology, networking/machinery, arts or religion, and mathematics, which are formulated here to produce students who are multitalented, progressive, have a broad view of knowledge, and are technologically literate regarding developments over time. (Astutik 2018) Students are able to be adaptive to the demands of the times, have high intelligence and IQ by learning the scientific disciplines studied, and then be polite and full of morals and ethics in everyday life so that they become uswah or examples in Islamic da'wah. The following are the five disciplines that are the flagship programs of MTs Bilingual Muslimat NU Pucang Sidoarjo:

STEAM is a scientific formulation from several curriculum absorptions, both the ministry and culture curriculum, namely the 2013 curriculum and combined with the ministry of religion, namely the Islamic religious curriculum, Ahlus Sunnah wal Jama'ah, then integrated with the Cambridge Curriculum, which is directly affiliated with Cambridge University under the auspices of the OECD (Organization, Economic, Cooperation, Development) , namely where there are many schools in a country that have educational and economic influence in the world. With the formulation and integration of these three curricula, it appears that there have been many changes and progress both in competition achievements, achievements that can now be won both on a regional and national scale and on an international scale in terms of progress. (ILMAH 2018)

D. CONCLUSIONS

From the results of the research above, researchers can conclude that the implementation of the Cambridge Curriculum at MTs Bilingual Muslimat NU Pucang Sidoarjo includes the following:

The implementation of the Cambridge Curriculum with the 2013 Curriculum and the Ministry of Religion Curriculum MTs Bilingual Muslimat NU Pucang Sidoarjo greatly increases the intelligence, activeness, wisdom, and intellectual excellence of students at large, because the learning is carried out by competent and professional teachers supported by a curriculum system. of international quality which is based directly on Cambridge Assessment International Education.

Learning in the implementation of the Cambridge Curriculum basically has several

requirements for its implementation, including competent educators who have completed Masters studies or have good basic English and Arabic, facilities and infrastructure, a national curriculum, or an Islamic Center-based boarding school that will later be integrated. and formulated using the Cambridge Curriculum, and schools that become examples or references in implementing the Cambridge Curriculum are then certified by the national accreditation body representing the Indonesian region to be able to carry out learning at Cambridge University.

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