

## Implementation of the *Islamic Dirosah Program* as a Foundation Curriculum for Students at MI Nurul Huda, Bengkulu City

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### Abstract

This study aims to describe the implementation of the Islamic Dirosah program as a foundation curriculum, the obstacles faced by schools in implementing the program, and how schools overcome these obstacles. This type of research is field research, namely, research conducted directly on a phenomenon that occurs in the field. The design of the research is descriptive of qualitative; the study will provide an empirical description of the implementation of the Islamic Dirosah program. The data in the study were obtained through the teachers' observation of Islamic Dirosah program learning activities, and documentation regarding document archives related to the Islamic Dirosah program. The data validity test technique in the study used data triangulation, technique triangulation, and time triangulation. The results of the study showed. First, program planning is designed by a team to determine the objectives and strategies of Dirosah learning, namely, using lecture and peer methods. The proposal for program activation is carried out in a meeting using narratives with related parties. Second, organizing the program by appointing personnel with religious competence as dirosah teachers. Third, implementing the program by providing student motivation with a reward and punishment strategy. Fourth, program evaluation using periodic reports every 3 months and taking corrective actions if there are deviations from the program. Meanwhile, program constraints are learning motivation and student discipline, communication between parents and teachers, and inadequate facilities to support the Islamic Dirosah Program.

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## Introduction

Islam is like a perfect map of life, not oppressing human nature, but guiding it towards perfection. Islamic education nurtures individuals with noble character, capable of upholding divine justice in society, and wise in utilizing nature. With Islamic education, humans can free themselves and their peers from the grip of injustice, oppression,

colonialism, and hedonism, and guide them towards the path of goodness (Al-Nahlawi, 1995).

The existence of an Islam-based program as the foundation's curriculum to enhance students' understanding of Islam. One of the Islam-based programs is the Islamic Studies program. This program is packaged in various Islamic educational activities deemed appropriate to enhance the Islamic understanding of the students (Nur, C. 2020). This program includes activities such as reading and writing the Quran, memorizing hadiths, short surahs, prayer recitations, and memorizing daily prayers. Memorizing the Quran and Hadith is a noble tradition in Islam, and the tradition of memorizing and writing the Quran continues to grow rapidly throughout the Muslim world. Quranic education centers are becoming more numerous and established. However, the understanding of memorizing the Quran has shifted. If in the past memorization was a means to understand the message in the Qur'an, now memorization often becomes a scientific paradigm (perspective), even a goal (Romdhoni, 2015). On the other hand, there are also Muslims who delve deeper and more critically into the Quran, but in the context of an increasingly complex and digital world like today, especially at the elementary school age, various challenges and questions arise. The challenges of memorization in the digital era are quite diverse, where the increasingly varied entertainment options present a serious challenge faced by educators. Children today have easy access to various types of entertainment such as games, gadgets, and social media.

The increasing challenge in maintaining the existence of this memorization tradition is also caused by the transformation of lifestyles and digital distractions that can reduce children's focus on memorization (Sofii, 2024). Things like this can divert their attention from memorization activities, so new and appropriate approaches and innovations are needed for educators to face these challenges. Memorization can also reinforce national values among students, such as memorizing sacred texts of the Quran, which are often associated with strengthening moral and spiritual values that form the foundation of national identity. This can help shape the character of the younger generation and strengthen the sense of togetherness in daily life.

Based on the results of the observation, the implementation of the Dirosah Islamiyah program as the foundation's curriculum at Madrasah Ibtidaiyah Nurul Huda in Bengkulu City is also inseparable from the management of planning, execution, and evaluation carried out by the school before this program is packaged into a curriculum. The planning conducted by Madrasah Ibtidaiyah Nurul Huda in Bengkulu City involved forming a team that included the Deputy Head of the Curriculum Division and religious teachers who usually teach general religious subjects such as Akidah Akhlak, Fiqih, Al-Qur'an Hadits, and Islamic Cultural History. These religious teachers were formed into a team that participated in the

formation of the foundation's curriculum, resulting in the Dirosah Islamiyah Curriculum. In its implementation, the foundation's curriculum has so far proceeded as planned, but there are some obstacles found in the field, where the teachers responsible for the Dirosah Islamiyah activities must face the children's mood, which is very difficult to control, especially in the lower grades, where it is quite challenging for teachers to manage the children's focus on memorization, considering that elementary school-aged children are still fond of playing (Prayitno, 2022). However, the Dirosah teachers in each class strive to encourage the children to be enthusiastic about memorizing surahs, daily prayers, and hadiths by offering high grades as an incentive. This becomes a motivation for the children to memorize, as there are memorization targets or limits that must be achieved at each grade level. These surah memorization limits must be completed and accomplished at each level.

In the lower grades, children's abilities often do not match their assigned Quranic reading levels. For example, a child may be recorded at Iqro 5, but during implementation and testing, the child's ability does not align with the recorded Iqro level; the child is still confused about the length of the verses they are reading. Therefore, there is a need for good evaluation management so that the objectives of the program run according to what has been planned. This evaluation aims to identify any obstacles during the implementation of this program, so that if there are any, the responsible team can take action to resolve those issues.

Program evaluation is conducted when the school carries out a general learning evaluation, and the evaluation of the Dirosah Islamiyah program is also included. This curriculum evaluation is conducted per semester. However, the teachers responsible for the Dirosah Islamiyah program have a daily evaluation book that is conducted at the end of each Dirosah activity, which takes place in the morning from 07:30 AM to 09:45 AM before general learning begins.

The urgency for Madrasah Ibtidaiyah Nurul Huda in Bengkulu City to establish this Islam-based program is to create an Islamic generation. Relying solely on religious education from the Ministry of Religious Affairs, such as Aqidah Akhlak, Fiqh, Al-Qur'an Hadith, and Islamic Cultural History, is deemed insufficient because the learning is more theoretical. The learning is also very general and can be found in other Islamic schools. Unlike the Dirosah Islamiyah program, which is specifically designed, its learning emphasizes practices such as reciting the Quran, memorizing hadiths, practicing prayer, and tahfiz. Thus, the presence of the Dirosah Islamiyah program indirectly supports religious education based on the Ministry of Religious Affairs' curriculum.

The existence of the Dirosah Islamiyah program as the foundation's curriculum addresses the challenges faced by religious education in the modern era. Amidst the onslaught of information and global cultural influences, it is important for Islamic

educational institutions to provide a curriculum that can fortify students with strong religious values. This program is designed to deepen students' understanding of Islamic teachings, enhance their ability to read and comprehend the Quran and Hadith, improve their prayer recitation skills, and internalize Islamic values in their daily lives.

Although it has noble goals, the implementation of the Dirosah Islamiyah Program at Madrasah Ibtidaiyah Nurul Huda is not without various challenges and obstacles. One of the main challenges in implementing the Dirosah Islamiyah Program at Madrasah Ibtidaiyah Nurul Huda is how to ensure that this program can be effectively applied without sacrificing the academic achievements of other students. The integration between the national curriculum and the foundation's curriculum requires careful adjustments, both in terms of lesson schedules, teaching methods, and evaluations.

It is important to understand how this program is implemented in schools, as well as to identify the obstacles faced during its implementation. This research aims to describe how the Dirosah Islamiyah program is implemented at Madrasah Ibtidaiyah Nurul Huda in Bengkulu City, as well as to identify the obstacles faced during its implementation.

## Method

The type of research used in this study is descriptive, which is research that describes or depicts the data obtained, related to the implementation of the Dirosah Islamiyah program for students at Madrasah Ibtidaiyah Nurul Huda in Bengkulu city. The type of descriptive research can involve the use of instruments such as interviews or observations to collect data regarding the implementation of the Dirosah Islamiyah program and the obstacles faced during its execution. The use of qualitative descriptive methods aims to describe or illustrate how the planning of the Dirosah Islamiyah program proceeds, from planning, organizing, implementing, and supervising, as well as to describe or illustrate the obstacles faced by the school during the implementation of this program and how the school addresses these obstacles.

This research was conducted at Madrasah Ibtidaiyah Nurul Huda in Bengkulu city, because the location is directly related to the research topic being studied, as one of the sites where the Dirosah Islamiyah program is implemented. The informants in this study are the Principal, the Vice Principal in charge of Curriculum, and the class teachers.

The data sources are primary data from the Principal, the Vice Principal of Curriculum, and three teachers. Meanwhile, the secondary data sources in this research are in the form of books, theses, journals, as well as documents and archives related to the research on the implementation of the Dirosah Islamiyah program.

## Result dan Discussion

### The Implementation of the Dirosah Islamiyah Program at Madrasah Ibtidaiyah Nurul Huda, Bengkulu City

Based on the results of interviews and observations conducted at Madrasah Ibtidaiyah Nurul Huda in Bengkulu City, it is known that the implementation of the Dirosah Islamiyah program uses four management functions, namely planning, organizing, actuating, and controlling (Sukarna, 2011).

In carrying out the planning function, the Dirosah Islamiyah program at Madrasah Ibtidaiyah Nurul Huda begins by determining the objectives for the program's presence. After the establishment of objectives, the institution compiles the facts or factors that form the basis for the presence of this program, then relates these facts to one another, and makes assumptions regarding the program, such as the benefits of the program, the enthusiasm of students and parents for the Dirosah Islamiyah program. Finally, the foundation and the curriculum team visualize the Dirosah Islamiyah program and formulate the activities that will be present in the Dirosah Islamiyah program in narrative form and present them at the program planning meeting. This is in accordance with Terry's planning concept, which states that planning is a basic step that connects the process of setting goals, formulating strategies to achieve those goals, selecting facts, linking facts, making assumptions, as well as visualization and formulation (Syahputra, 2023). The plan created must be realistic and can be implemented efficiently. In addition, planning also includes research and analysis to predict changes in the business environment and respond to them effectively, (Permata et al., 2023). In addition, planning also involves the allocation of resources such as labor, time, and budget. Similarly, in the research conducted by Ibrahim et al., it is stated that in the planning stage, the determination of objectives, budget, procedures, and activities that will be included in the program is carried out, (Ibrahim et al., 2018).

After the plan is formulated, the next step is to organize resources to achieve the established objectives. Organizing includes the formation of an effective organizational structure, the assignment of tasks and responsibilities, as well as the arrangement of authority and relationships between various units within the organization. Managers need to consider factors such as job specialization, division of labor, and coordination between different parts of the organization. Effective organizing ensures that each individual understands what is expected of them, so that team collaboration can run smoothly, (Permata et al., 2023). In previous research conducted by Syahputra et al., it was stated that organization involves several indicators such as determination, grouping, and activity regulations; personnel assignment; provision of physical environmental factors; delegation of authority. In the organizational stage of the dirosah program, Madrasah Ibtidaiyah Nurul Huda begins by determining the Islamic dirosah activities, which consist of Tahfiz, BTQ, worship practices,

memorization of surahs, hadith, and daily prayers. Then, there is a discussion regarding the assignment of personnel chosen according to the required competencies. In this Islamic dirosah program, the appointment of personnel prioritizes those with religious education backgrounds because their expertise in religious fields aligns with the activities presented in the Islamic dirosah program. Subsequently, delegation of authority is carried out to assign tasks to be performed after the program is implemented. Finally, ensuring the necessary facilities for the program, Madrasah Ibtidaiyah Nurul Huda designs a syllabus as a supporting facility for teachers in the learning process and a dirosah handbook for students, where students are required to have this book as their learning companion. The book contains dirosah materials that they will study later.

Next, in the implementation/mobilization phase, it is advisable to involve processes such as guiding and enhancing the motivation of team members to achieve the organization's goals. This is a function that focuses on the human aspect of management. Effective direction requires a deep understanding of human psychology and the interactions between individuals within the organization. Managers must develop strong communication skills to explain objectives, provide feedback, and facilitate effective communication at various levels within the organization. This is similar to Nawawi's statement that the function of implementation/movement involves providing direction, communication, and guidance, so the role of the manager in the implementation management function is very much needed, (Ibrahim et al., 2018). Madrasah Ibtidaiyah Nurul Huda in Bengkulu City began this stage by developing effective strategies to motivate students to participate in this program and strategies for students who are demotivated to follow the program. Not only that, at this stage, there is also guidance provided by the foundation to the teachers regarding their duties and guidance from the Dirosah teachers to the students regarding the tasks that have been assigned.

Meanwhile, supervision is the final stage in the management cycle. This process includes monitoring actual performance compared to the established plan. If there are deviations or differences between the expected performance and the actual performance, corrective actions need to be taken. Control involves collecting performance data, comparing that data with established standards, and taking action if necessary. This process ensures that the organization stays on track to achieve its goals. Additionally, control also serves to detect potential problems early so that corrective actions can be taken before these issues develop into more serious ones. To integrate these four management functions, effective communication, collaboration, and a deep understanding of the organization's needs are very important. Managers need to possess strong analytical and problem-solving skills, as well as strong interpersonal abilities to effectively manage teams, (Permata et al., 2023). This function involves several indicators such as monitoring processes, progress evaluation, and

corrective actions. This theory by George R. Terry aligns with the supervision conducted by Madrasah Ibtidaiyah Nurul Huda in Bengkulu City in overseeing the Dirosah Islamiyah program. In the process of monitoring the program, Madrasah Ibtidaiyah Nurul Huda in Bengkulu City uses periodic reports that will later serve as evaluation materials. At this stage, the program will be monitored and evaluated periodically every three months. This is also in line with previous research conducted by Ibrahim et al. Which states that the process of the Dirosah Islamiyah program he conducted also implements an evaluation process by means of monitoring and reporting, where the supervision is carried out by the organizing team (Ibrahim et al., 2018). For corrective actions, Madrasah Ibtidaiyah Nurul Huda takes several measures to address deviations in the program, such as those originating from students. The corrective action taken is to contact the parents of the concerned students. However, there have never been any deviations in the program plans because the initial planning of this program was well-structured, allowing teachers to carry out their tasks as designed in the initial planning.

### **The Challenges Faced by Madrasah Ibtidaiyah Nurul Huda in Implementing the Dirosah Islamiyah Program and How to Overcome These Challenges**

Constraints on students include low motivation, discipline, and behavior. Not all children have good motivation and discipline in learning; sometimes, there are certain behaviors of students that disrupt the learning process (Annisa, 2019). Things like this will certainly become obstacles in the learning process. At Madrasah Ibtidaiyah Nurul Huda in Bengkulu City, children's learning motivation is influenced by environmental and family factors, as the family plays an important role in reminding children to review their lessons, especially in memorization. If parents do not remind and encourage their children to study, the children's motivation to learn will decrease. As for the discipline in following the Dirosah program activities, it is quite good, with around 75% of students participating well in the lessons. The remaining 25% of students who have not yet participated well in the Dirosah lessons are being monitored by the teachers to ensure they become more disciplined in following the lessons. Regarding the behavior of students that can disrupt the learning process, there are hyperactive children in the class. These children usually encourage others to be noisy during the Dirosah learning session, causing those who were initially willing to memorize to be distracted by their hyperactive peers. This, of course, disrupts the learning process.

Meanwhile, the constraints on teachers are evident in the quality of their teaching skills when delivering learning materials, and classroom management also plays an important role in the teaching and learning process (Erwinsyah, 2017). In the research conducted by Marpaung et al., it was stated that teachers need more training related to the use of technology, as this is done to enhance the use of technology in learning (Marpaung et al.,

2024). The lack of training and experience will hinder the effectiveness of teaching. At Madrasah Ibtidaiyah Nurul Huda, teacher-related obstacles are not found, because the process of appointing human resources as Dirosah instructors has been considered during program planning, and the lesson plans have also been included in the syllabus. This allows them to follow the syllabus as a guide for teachers in their teaching, ensuring that the learning process proceeds according to the expected objectives.

Furthermore, the lack of support from a family regarding the education of students will affect their motivation and achievements. Family involvement, especially that of parents, greatly influences the child's education process (Badruttamam, 2018). At Madrasah Ibtidaiyah Nurul Huda in Bengkulu city, there are several obstacles that occur between families and the school, such as communication. However, not all parents of the students, only 1 or 2 children, usually due to the parents' busyness. Communication between teachers and parents is very important, as it serves to remind parents to monitor their children's learning, such as reminding them of assignments and memorization tasks, especially in the Dirosah program, which primarily focuses on memorization in its curriculum.

Next, the quality and availability of facilities in education, such as teaching materials, learning equipment, and other resources, can become an obstacle. Inadequate facilities will hinder the learning process, making it less effective (Sahid & Rachlan, 2019). In previous research conducted by Marpaung, it was stated that the use of facilities such as technology would encourage students to be more independent and responsible in their learning process. With the use of technology, students can easily access assignments, materials, and learning resources they desire anytime and anywhere (Marpaung et al., 2024). Several facility constraints occur at Madrasah Ibtidaiyah Nurul Huda in the implementation of the Dirosah Islamiyah program, such as the lack of an infocus as a means to support Dirosah Islamiyah learning, especially in the practice of worship materials. In that material, it would be more enjoyable if accompanied by a video or images, making the learning experience more pleasant. However, the school continues to strive for these facilities, considering that this program is the flagship program of Madrasah Ibtidaiyah Nurul Huda in Bengkulu City, it is only fitting that these facilities are made available in every class.

## Conclusion

The implementation of the Dirosah Islamiyah program is inseparable from planning, organizing, execution, and evaluation/supervision. In the planning process, objectives are determined and strategies are formulated to achieve those objectives. Madrasah Ibtidaiyah Nurul Huda started by determining the objectives of this program, and after setting the objectives, the institution established the facts or factors that became the basis for the program's presence. Then, making assumptions related to the program, such as the

benefits and enthusiasm of students and parents towards the Dirosah Islamiyah program. Next, the process of organization is demonstrated by the structuring and division of tasks among individuals or teams to achieve the established goals. In this Dirosah Islamiyah program, personnel selection prioritizes graduates of Islamic Education who possess religious competence. Madrasah Ibtidaiyah Nurul Huda designs a syllabus as a supporting facility for teachers in the learning process and a Dirosah Islamiyah handbook for students. In the implementation process, it is carried out by motivating and directing individuals or teams to complete the assigned tasks. This stage begins with the creation of effective strategies to motivate students to participate in the program through the provision of rewards and punishments. Not only that, at this stage, there is also guidance provided by the foundation to the teachers regarding their tasks, and guidance from the teachers to the students regarding the tasks that have been assigned.

Supervision is the process of monitoring and evaluating progress in achieving goals, as well as taking corrective actions if necessary. Madrasah Ibtidaiyah Nurul Huda uses periodic reports that will later serve as evaluation materials. Monitoring and evaluation are conducted every 3 months. Corrective actions will be taken if there are deviations among the students, such as calling the parents of the concerned student.

Meanwhile, the challenges faced by students include low motivation and discipline; negative influences from the environment, family, and peers that disrupt the learning process; and a lack of supporting facilities for the program. In addressing the challenges from families, active communication from the school to parents is carried out to remind children to review their memorization in the Dirosah Islamiyah program. As for the challenge of inadequate facilities, in addition to applying for assistance from donation institutions, it can also be resolved through good cooperation between the institution and the students' parents. In addition, the school organizes special training for Dirosah teachers to develop their competencies in teaching the Dirosah Islamiyah program, such as strategies on how children can memorize quickly, strategies regarding suitable methods and media to be used in the Dirosah program. This is to ensure that Dirosah Islamiyah teachers can apply various new methods and strategies in the Dirosah Islamiyah learning process.

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