

## ORGANIZING RESOURCES FOR THE IMPLEMENTATION OF *FIQH* CURRICULUM IN MI NEGERI 1 MEDAN

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**Abstract:** The focus of this study is the organization of resources for the implementation of the *fiqh* (Islamic jurisprudence) curriculum and the purpose of this research is to organize resources for the implementation of *fiqh* curriculum. The type of this research was a qualitative research and data collection techniques were observation, interviews and documentation. Organizing resources for the implementation of the *fiqh* curriculum is carried out in order to support and efforts to achieve the objectives of the *fiqh* curriculum that must be achieved by each individual student and the objectives of the madrasa curriculum. Human resources are an important element that must be possessed by madrasas that are expected to be able to carry out and carry out learning in accordance with the curriculum being implemented.

**Keyword:** Fiqh curriculums, organizing resources

### INTRODUCTION

The curriculum is a system that has components that are closely interrelated and support one another. The curriculum components consist of objectives, learning materials, methods, and evaluations. In the form of this system the curriculum will run towards an educational goal with mutual cooperation among all subsystems. If one of the curriculum variables does not function properly, the curriculum system will run poorly and optimally.<sup>1</sup>

The curriculum is seen as a plan prepared to expedite the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. The nature of each curriculum is a way to prepare children to participate as productive members in society. each curriculum, no matter the pattern, always has certain components, namely statements about goals and objectives, selection and organization of materials and content of lessons, forms and learning and teaching activities, and finally evaluation of learning outcomes. The difference in curriculum lies in the emphasis on certain elements. The success of curriculum implementation in schools is inseparable from a number of supporting resources, supporting resources for successful curriculum implementation include: school management, utilization of learning resources,

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<sup>1</sup> Ibrahim Nasbi. "Manajemen Kurikulum:Sebuah Kajian Teori," *Jurnal Idaarah*, 1 (2). 2017, p. 318.

use of instructional media.<sup>2</sup> Apart from the shape of the curriculum, then in the implementation of the curriculum, it is very necessary to organize an entire component.

In the process of organizing this will be closely related to planning, organizing, implementing, and monitoring. While management is one of the disciplines of science that implies implementing these processes. So in implementing the curriculum, a person who manages an educational institution must master the science of management, both to take care of education or the curriculum.<sup>3</sup>

Human resources (HR) have a central position in realizing development performance, which places humans in their function as development resources. In this context, price and human value are determined by the relevance of their construction to the product process. The nature of human resources in every organization or company, especially in educational institutions, requires the existence of human resources as workers. Therefore, what is meant by human resources is labor in an organization. From this opinion it is clear that human resources are workers who occupy a position or people who have the responsibility to carry out tasks or work in a particular organization.<sup>4</sup>

According to Malayu Hasibuan, "Human resource management is the science and art of regulating the relationships and roles of the workforce, so that they can effectively and efficiently help achieve their goals". In contrast to Bashir Barthos, HR management includes issues relating to the development, use, and protection of human resources, both those who are in a work relationship or who are self-employed.

According to Amin Widjaja Tunggal, human resource management is a management function related to the recruitment, placement, training, and development of organizational members. According to T. Hani Handoko, human resource management is the withdrawal, selection, development, maintenance, and use of human resources to achieve goals, both individuals and organizations.<sup>5</sup>

From some of the definitions above, it can be concluded that human resource management is the process of planning, organizing, directing, and controlling the procurement of labor, development, compensation, integration, maintenance, and termination of employment with human resources to achieve individual, organizational goals, and society. By paying attention to the role of management, the notion of

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<sup>2</sup> Maimunap, "Sumber Daya Pendukung Keberhasilan Pelaksanaan Kurikulum", *Jurnal Al-Afkar*, 3 (2), 2014, p. 89.

<sup>3</sup> Ibrahim Nasbi, *Manajemen Kurikulum: Sebuah Kajian Teori...* p. 76.

<sup>4</sup> Nazar Almasri, "Manajemen Sumber Daya Manusia: Implementasi dalam Pendidikan Islam." *Kutubkhanah: Jurnal Penelitian Sosial Keagamaan*, 19 (2), 2016. p. 134.

<sup>5</sup> Nazar Almasri, "Manajemen...", p. 134.

management is the science of human effort to utilize all of its resources to achieve goals effectively and efficiently.

Curriculum management in madrasas includes planning, implementation, and evaluation activities aimed at ensuring that all learning activities are carried out effectively and efficiently in the world of education.<sup>6</sup> Curriculum management discusses the organization of resources in the madrasas so that curriculum management activities can be carried out effectively and efficiently.<sup>7</sup>

The implementation of the curriculum is a process that provides certainty that the teaching and learning process already has the human resources and facilities and infrastructure needed so that it can achieve the desired goals.<sup>8</sup>

Nana, quoted by Rusman, said that to implement the curriculum in accordance with the design, it requires some preparedness, especially readiness for implementation. No matter how good the curriculum design is, it all depends on the teacher. The teacher is the main key to the successful implementation of the curriculum.<sup>9</sup>

The implementation of the curriculum includes three main stages, namely:

1. Program development, including annual, semester or quarterly, monthly, weekly and daily chess programs. There are also counseling and guidance programs or remedial programs.
2. Implementation of learning. In essence, learning is a process of interaction between students and their environment. So that there is a change in behavior towards a better.
3. Evaluation, the process carried out throughout the quarterly or semester curriculum implementation process as well as the formative or summative final assessment includes a full overall assessment for the purposes of evaluating curriculum implementation.

The implementation of the curriculum is influenced by three factors, namely:

1. Curriculum characteristics, which include the scope of teaching materials, objectives, functions, properties and so on.
2. Implementation strategy, the strategy used in curriculum implementation such as professional discussions, seminars, upgrading, workshops providing curriculum books and various other activities that can encourage the use of curriculum in the field.

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<sup>6</sup> Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia. *Manajemen Pendidikan*. (Bandung: Alfabeta., 2008), p. 191.

<sup>7</sup> Rohiat. *Manajemen Sekolah: Teori Dasar dan Praktik*. (Bandung: Reflika Aditama, 2010). p. 22.

<sup>8</sup> Sri Minarti. *Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri*. (Yogyakarta: Ar-ruzz Media, 2011), p. 97

<sup>9</sup> Rusman, *Manajemen Kurikulum...*, p. 61.

3. Characteristics of curriculum users, which include knowledge, skills, and values and attitudes of teachers towards the curriculum in learning.<sup>10</sup>

The subject of Fiqh in Madarasah Ibtidaiyyah is one of the PAI subjects that learns about the Fiqh of worship, especially concerning the introduction and understanding of ways of implementing Islamic pillars and their habituation in daily life, and muqalah fiqh which involves the introduction and simple understanding of the provisions regarding halal and haram food and drink, circumcision, sacrifice as well as the procedures for conducting buying and selling and borrowing and borrowing. As well as the substantial subject of Fiqh has a contribution in providing motivation to students to practice and apply Islamic law in daily life as an embodiment of harmony, harmony and balance of human relations with God, with human beings themselves, fellow human beings, other creatures or the environment.<sup>11</sup>

## RESEARCH METHODES

The type of research used is qualitative research. Qualitative research is a type of research in which the discovery procedure performed does not use statistical or quantification procedures. This research approach is a case study that is a study that is carried out thoroughly, in detail and in-depth on a particular organization, institution or phenomenon.

This research was conducted to understand and provide an overview of the contents of the data available in Organizing Resources for the Implementation of the Fiqh Curriculum in MI Negeri 1 Medan. The data collection technique is to conduct observations, interviews and documentation studies.

The informants in this study were the school principal, vice principal, and teacher. As for the data sources that can be used in research based on data sources, namely:

1. Primary data sources, namely sources received directly in writing, namely the school principal, and teachers in MI Negeri 1 Medan.
2. Secondary data sources, namely supporting or complementary data sources obtained directly from the administration (TU), namely regarding documents about the program, school profile, education calendar, data about education staff including teachers in MI schools Negeri 1 Medan.

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<sup>10</sup> Rusman, *Manajemen Kurikulum...*, p. 175

<sup>11</sup> Varossita, Telaah Kurikulum Fiqh MI, <http://varossita.blogspot.com/2010/10/telaah-kurikulum-fiqh-madrasap.html>, akses tgl 30-03-2019, 08.14

The data collection technique is to conduct observations, interviews and documentation studies. Data collection using participatory observation is shown to reveal the meaning of an event from a particular setting, which is an essential concern in qualitative research. Participatory observations are made to observe the object of research, such as the specific place of an organization, a group of people or some of the activities of a school.<sup>12</sup>

In this observation the researcher made a participatory observation. The researcher was involved in the activities carried out by the data source. With this participant observation, the data obtained are more complete, sharp and come to know at the level of meaning of each of the behaviors that appear. The instruments used for observation are cameras and stationery.

Interviews with informants as sources of data and information are carried out with the aim of extracting information about the focus of research. According to Bogdan and Biklen, interviews are purposeful conversations, usually between two people (but sometimes more) directed by one with the intention of obtaining information.<sup>13</sup>

This type of interview with a semi-structured interview, the researcher prepares the main questions and will develop new questions from the answers in the field. The interview is done by asking a number of questions in advance arranged in such a way. The instruments used in the interview are the recorder, camera (cellphone), stationery, and interview question sheets (attached).

Documents are a data collection technique that uses documents as research. Gub and Lincoln define the document is every written material or film, which is prepared because of a request from an investigator. 14 Study documentation is the direct procurement and results of documents in the form of data (writing) or images that will support the results of the research.

Documentation analysis is to test documents that are considered to support the results of the research. Document analysis is carried out to collect data sourced from archives and documents in the form of school profiles, education calendar, school personnel data, and photos of madrasas.<sup>15</sup> The instrument used in the documentation is the camera (HP), blank sheet (attached).

<sup>12</sup> Rusman, *Manajemen Kurikulum...*, p. 114.

<sup>13</sup> Rusman, *Manajemen Kurikulum...*, p. 119.

<sup>14</sup> Masganti Sitorus. *Metodologi Penelitian Pendidikan Islam*. (Medan: IAIN Press, 2011). p. 197.

<sup>15</sup> Nursyaifah BR. Tumanengger. "Pelaksanaan Supervisi Akademik Di MTs N Besitang" *Skripsi*. (Medan UIN SU Medan, 2017), p. 36.

## FINDING & DISCUSSION

And reviewing the results of observations and interviews with resource persons equipped with study documentation, the general description of the findings and research findings relating to the organization of resources for the implementation of the fiqh curriculum at MI Negeri 1 Medan.

From the findings, the authors attempt to analyze the results of research related to organizing resources for the implementation of fiqh curriculum in MI Negeri 1 Medan. The analysis is carried out by looking at the facts and findings of the field and comparing them with existing theories in human resource management. Then the writer will focus the discussion in accordance with the formulation of this research problem, namely the organization of resources and the implementation of the fiqh curriculum in MI Negeri 1 Medan.

### 1. Organizing the resources in MI Negeri Medan

From the results of observations and interviews with resource persons supported by documentation studies, the findings relating to the organization of resources can be explained as follows:

For organizing resources in MI 1 Medan based on clarification of BMPG or BPG intended for fiqh studies. Placement of educators for fiqh study fields in accordance with the choice and certification of teachers in fiqh study fields and continued by the school principal by supervising / guiding and guiding teachers on each subject to improve teaching quality so that the objectives of the fiqh curriculum are achieved.

Supervision is carried out by the headmaster of MI Negeri 1 Medan twice a year, in the first semester and in the second semester. To improve the quality of each teacher, the principal urges teachers to take part in the training held at school or outside the school for a period of one semester of training. Training conducted by trainers and other schools based on the results of the selection conducted by the school principal so that every teacher gets the opportunity to attend training in order to improve the quality of teachers in carrying out their teaching obligations in order to achieve the objectives of the school and the curriculum that has been prepared.

### 2. Implementation of fiqh curriculum in MI Negeri 1 Medan

The curriculum used in MI Negeri 1 Medan is the 2013 curriculum. 2013 curriculum is an integrated curriculum in a curriculum model that can integrate skills, themes, concepts, and topics both in the form of single within disciplines, across several disciplines, and within and across learns. In other words, the integrated curriculum as a learning system and approach that involves several scientific disciplines and subjects /

fields of study to provide meaningful and broad experience to students. Said to be meaningful because in the concept of an integrated curriculum students will understand the concepts they learn in their entirety and realistic. And it is said to be broad because students are not only in a scope but all cross-disciplines that are seen as related to one another.<sup>16</sup>

In the fiqh curriculum students are expected to understand and practice the provisions of Islamic law correctly and well, as an embodiment and obedience in carrying out Islamic teachings both in human relations with God, with human beings themselves, fellow humans, other creatures or the environment. In the implementation of the fiqh curriculum it involves the introduction and understanding of how to implement the proper and proper pillars of Islam, such as the procedures for thaharah, prayer, fasting, zakat, pilgrimage.

In the implementation of the curriculum every material that has been studied will be practiced so that students are easy to understand and practice in everyday life. Complemented by the approval of the fiqh curriculum, extracurricular activities consisting of tahfidz, muhadharah, corpse prayer, and recitations as assistance must be supported by each student in accordance with the abilities and hobbies of each person and also helps MI Negeri 1 Medan from other madrasa.

In the implementation of learning there are also constraints and difficulties experienced by teachers in the field of fiqh studies on the preparation of difficult lesson plans that should be mastered and understood by every teacher in the field of study. In addressing this issue the headmaster conducts training so that teachers can understand how the preparation of lesson plans is a learning tool that must be compiled by every teacher in the field of study as a guide and reference for learning.

Based on the results of interviews with school principals and teachers in the field of fiqh studies that the implementation of learning that has been in line with the curriculum that has been prepared and is now in order to await revision of the new curriculum.

### 3. Evaluate the implementation of the fiqh curriculum in MI Negeri 1 Medan

Evaluation is an activity to gather information about the workings of something, which then information is used to determine appropriate alternatives in making decisions.<sup>17</sup>

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<sup>16</sup> Syafruddin dan Amiruddin. *Manajemen Kurikulum*. (Medan: Perdana Publishing, 2017). p. 159.

<sup>17</sup> Rusydi Ananda Dan Tien Rafida. *Pengantar Evaluasi Program Pendidikan*. (Medan: Perdana Publishing, 2017). p. 1.

Evaluation activities carried out by MI Negeri 1 Medan school principals are carried out through supervision to find out how much the ability and achievement of each individual. Then the headmaster holds a large meeting twice a year before class increases are held to review the work of the teachers to see the shortcomings so that they can be corrected and improved.

Evaluations are not only carried out by education supervisors, but also sometimes done by individual school principals by way of the principal entering directly into each class to observe and witness the teaching and learning process carried out by teachers in the field of fiqh studies.

## CONCLUSION

Organizing as a container or tool that can be used to realize the goals or objectives of the organization that have been set together. Organizing resources for the implementation of the fiqh curriculum is carried out in order to support and efforts to achieve the objectives of the fiqh curriculum that must be achieved by each individual student and the objectives of the madrasa curriculum.

Human resources are an important element that must be possessed by madrassas which are expected to be able to implement and carry out learning in accordance with the curriculum carried out in an effort to achieve the objectives of the curriculum so that national education goals are achieved.

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