

## CHAPTER ONE

### INTRODUCTION

#### A. BACKGROUND OF STUDY

The progression of contemporary science and technology causes the educational system should keep its relevance with this condition to fulfill dynamic social needs, i.e. the qualified human resource. Hence, the educational institution has to prepare the students to apply the science and technology, in order the student should not become victims of the progression and modern process.

Education as the conscious efforts of human being is implemented regularly and systematically to prepare student passing their activities, in order to play a role for their nation as good as possible.<sup>1</sup> Some educational goal aspects are maintaining, developing, and taking care of part goal, which becomes bases to integrate society planning. The aim of national education is to develop the Indonesians intellectual life. Namely; development of the Indonesian people as the perfect man; faith fully, pious-man on the oneness of God, noble character, knowledgeable, skilled-man, soundness of body and mind, and in charge for their nation and social. From this comprehension, at least, they are three aspects are developed, they are; *spiritual and faithful aspect, cultural aspect and intellectual aspect.*

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<sup>1</sup> Dr. H. Nana Sujana, *Pembinaan dan Pengembangan Kurikulum di Sekolah*, Sinar Baru Algesindo, Bandung, 1996, P.76

However, it is impossible to attain the purpose of education without good curriculum. Curriculum is a tool to reach the aim of education. Because of that, the curriculum should be developed and completed, in accordance with student request, interest, surrounding and territorial necessities, till implementing the education process gets the ideal of national education.<sup>2</sup>

Curriculum and its relation with school efforts is the equipment to form the student according to social necessities and requirement.<sup>3</sup> At the side of that, curriculum should be increased according to the difficulties, which are faced by students, environment or society problems. Until the education, which is given at the school is really useful for the life of society.<sup>4</sup>

One of the government initiatives for curriculum reformation in our country is by presenting of local curriculum that aimed to develop and defend local culture, this initiative responses for local interest and tries to develop and to keep local character tic.<sup>5</sup> Basing from this case, the curriculum development must be implemented to touch the aim of education, specifically for the local interest.

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<sup>2</sup> Drs.ST.Vebriarto, *Rencana Pengajaran*, Yayasan Pendidikan "PARAMITA", Yogyakarta,1985, P.33

<sup>3</sup> Drs. Amier Dien Indra Kusuma, *Pengantar Ilmu Pendidikan*, Usaha Nasional, Surabaya, 1973, P. 95

<sup>4</sup> Dr. Nazill Sholeh Ahmad, *Pendidikan Dan Kebudayaan*, Bina Usaha Yogyakarta,1989, P.1

<sup>5</sup> Nana Sujana, *Op.Cit*, P. 196.

School as a formal education institution and it is a part of community as the social change agency. Thus, school must seek the characteristic of territorial preservation.<sup>6</sup> Because, education is our basic requirement to formulate a culture forms or styles becoming a certain characteristic of the society. Education also plans transferring culture from one generation to the next and tries how to develop and to direct it according to society requirements, which are usually changing, and getting more at once.<sup>7</sup>

In realizing of that, schools are so needed to serve educational program about local characteristic and its relation with environmental condition, social-cultural, and local needs (*local oriented*)<sup>8</sup>.

In accordance with a minister of education and culture decree, No. 0412/U/ 1987 about local content curriculum application, the local content curriculum means as the educational program, both the content and media are delivered by its connection with environmental condition, social- cultural and territorial necessities.<sup>9</sup>

Muhammadiyah as one of the biggest religious organization in Indonesia, that aimed to develop the meaning of theology and custom and

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<sup>6</sup> Abdullah Idi, *Op.Cit.*, P.177

<sup>7</sup> Nazili, *Op.Cit.*,P.37

<sup>8</sup> *Ibid*, P.178

<sup>9</sup> Drs. H. Ahmad, *Pengembangan Kurikulum*, 1998, CV. Pustaka Setia, Bandung, P. 145.

manner of life according to the religion regulation that had been adapted by expanding knowledge and modernization.<sup>10</sup>

Therefore, Muhammadiyah as the great religious organization needs regenerating and it is realized by educational institution under Muhammadiyah organization control, to introduce to the next generation that carries on the aspiration and mission of Muhammadiyah.

Starting from this matter, the writer is interested in discussing about local content curriculum more deeply, in subject of Kemuhammadiyah at SMU Muhammadiyah 1 Ponorogo.

SMU Muhammadiyah 1 Ponorogo as one of the educational institution under Muhammadiyah organization control wants to progress societies and acts as change agency. In order of that, it always tries to preserve its characteristic and existence by teaching the "*Kemuhammadiyah Subject*" to students as local curriculum that should be learnt by them at every educational institution of Muhammadiyah.

## **B. PROBLEM FORMULATION**

The writer formulates the main problem will be discussed in this study is "How does SMU Muhammadiyah 1 implement its local curriculum in subject of Kemuhammadiyah?"

This problem will be detailed as follows;

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<sup>10</sup> Prof. Mr. AG. Pringgodigdo, *Ensiklopedi Umum*, Yayasan Kanisius, 1977, P. 720.

1. What are the directives (*bases, principles, aims, and functions*) used of in its implementation?
2. How does SMU Muhammadiyah 1 implement its Kemuhammadiyah subject in teaching and learning process?
3. What are the obstacles of SMU Muhammadiyah 1 in implementing Kemuhammadiyah subject as local curriculum?

#### C. REASON OF CHOOSING THE TITLE

1. One of the weaknesses of the national education policy is too centralized, not considering to the aspiration of the region. Every region has been treated equally or generally, the truly every district has different characteristic that should be kept to avoid of lost.
2. Kemuhammadiyah subject as a local curriculum in SMU Muhammadiyah 1 tries to inform to the students about Muhammadiyah organization as well as to introduce it trough Kemuhammadiyah subject. This subject is designed by department of education of Muhammadiyah and it is applied at every educational institution under Muhammadiyah control.

#### D. TITLE CONFIRMATION

This study is entitled “*The Implementation Of local Curriculum Of The Subject Of Kemuhammadiyah at SMU Muhammadiyah 1 Ponorogo*”. This research is done in academic year 2001-2002. Before discussing further, it is necessary to clarify the title above to avoid of making mistakes.

1. Local curriculum means the educational program either the content or media are delivered in connection with environmental condition, social-cultural and territorial necessities.<sup>11</sup> Whereas the curriculum its self is all of the learning of student, which is planed by and directed by the school to attain its educational goals<sup>12</sup> or curriculum means the planed experiences offered to the leaner under the guidance of school.<sup>13</sup>
  
2. SMU Muhammadiyah 1 is one of Muhammadiyah's educational institutions, which is located at Batoro Katong street, No. 6B Ponorogo 63411 East Java. Muhammadiyah is one of Islamic Organization in Indonesia, it was founded on 8<sup>th</sup> *dzulhijah* in 1330 (18 November 1912) by KH. Ahmad Dahlan in Yogyakarta.<sup>14</sup> Muhammadiyah is a religious organization well known by its slogan "*Return to Al Qur'an and Hadist*"<sup>15</sup>
  
3. *Kemuhammadiyahan subject* is a lesson tells about Muhammadiyah Organization as Islam movement, which is based on *Al-qur'an* and *Al-hadist*. This subject tries to acquaint the student with Muhammadiyah Organization either Muhammadiyah as Islamic organization or

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<sup>11</sup> Ahmad, *Op.Cit* 145

<sup>12</sup> M. Sastrapradja, *Kamus Istilah Pendidikan*, Usaha Nasional Surabaya, 1978, P. 287

<sup>13</sup> Ahmad, *Op. Cit*, P.59

<sup>14</sup> *Ensiklopedi Islam*, PT Ichtiar Baru Van Hoeve, Jakarta, 1994, P. 275

<sup>15</sup> *Ensiklopedi Nasional Indonesia*, PT. Cipta Adi Pustaka, vol 10, Jakarta, 1990, P. 1391

Muhammadiyah as religious proselytizing (*amar ma'ruf nahi almunkar*).<sup>16</sup>

#### **E. THE AIM OF STUDY**

1. To know how does SMU Muhammadiyah 1 implement its local curriculum in subject of Kemuhammadiyah in teaching in learning process.
2. To know the directives used by SMU Muhammadiyah 1 in implementing its Kemuhammadiyah subject as local curriculum.
3. To know the obstacles faced by SMU Muhammadiyah 1 in implementing Kemuhammadiyah subject?

#### **F. THE ADVANTAGE OF STUDY**

This study supposed to give some advantages as follows;

1. As contribution for those who want to study more about local curriculum, especially in subject of *Kemuhammadiyah* at SMU Muhammadiyah 1 Ponorogo.
2. As bases of theory for SMU Muhammadiyah 1 in implementing its curriculum, particularly local curriculum.
3. As contribution for the readers who interested in curriculum, especially local content curriculum.

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<sup>16</sup> GBPP, *Kurikulum Kemuhammadiyah*, yang telah di sempurnakan untuk SLTA., Dikdasmen Muhammadiyah, 1995. no page.

## G. SCOPE OF STUDY

The writer takes the scope for this research as follows:

The Implementation of Local Curriculum In Subject of Kemuhammadiyahahan At SMU Muhammadiyah 1		
<i>Concept</i>	<i>Variable</i>	<i>Sub-Variable</i>
Kemuhammadiyahahan Subject As Local Curriculum	Reference of local Curriculum	<ul style="list-style-type: none"> <li>• Meaning of Kemuhammadiyahahan</li> <li>• Aim and function of Kemuhammadiyahahan.</li> <li>• Bases of implemental</li> <li>• Principles of Kemuhammadiyahahan subject in implementation.</li> </ul>
	The Implementation of Local Curriculum In Subject of Kemuhammadiyahahan At SMU Muhammadiyah 1.	<ul style="list-style-type: none"> <li>• In teaching and learning.</li> <li>• Out side of class</li> <li>• The obstacles are finding.</li> </ul>

## H. SYSTEM OF STUDY.

To make easier in discussing, the writer arranges the system of study as follows;

Chapter I: This chapter contents of, Background of study, Problem formulation, Reason of choosing the title, Title confirmation, Aim of study, Advantage of study, Scope of study and System of study.

Chapter II: This chapter contents of base of theoretic in local curriculum implementation, It contents of, Definition of curriculum and local curriculum, The principles of curriculum implementation, Base



of local curriculum implementation, The aim of local curriculum, The function of local curriculum, and The position of local content in curriculum.

Chapter III: The writer in this study uses this chapter content of methodology of study. It includes; Kinds of study, Data and its sources, Method of collecting data, Method of analyzing data.

Chapter IV: This chapter is the main of study, it contents of the result of study.

The writer divides it into three parts. Firstly, data presentation about general view on SMU Muhammadiyah 1 Ponorogo, it is including the background of founding, teaching and learning process, curriculum, the condition of students and teachers, and supporting medium at SMU Muhammadiyah 1 Ponorogo.

The second part is data analyzing, it contents of the implementation of local curriculum of Kemuhammadiyah subject at SMU Muhammadiyah 1 Ponorogo. And the third is the teaching and learning process of Kemuhammadiyah subject as local curriculum at SMU Muhammadiyah 1 Ponorogo.

Chapter V: This chapter is Closing, it contents of conclusion, suggestion, and closing.