

## INDEPENDENT CURRICULUM MANAGEMENT BASED ON THE CHARACTER OF AL GHAZALI

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### ABSTRACT

The current era of university curriculum management must be future-oriented, which not only equips them with very high competence but also a superior character that will make graduates winners in highly competitive global competition. The results of previous research indicate that curriculum management practices have not yet integrated values as forming student character. Thus it is necessary to carry out further research related to the management of the *Merdeka Belajar -Kampus Merdeka (MBKM)* curriculum with special characteristics. Therefore, the research aims to describe and analyze the implementation of the MBKM curriculum management with ghazal character to produce graduates with global character and Ghazali. By using a qualitative-descriptive approach, data were collected using in-depth interviews, participant observation, and documentation, then the data were analyzed using the Miles-Huberman analysis technique. The results of the study show that 1) The stages of MBKM curriculum management with ghazal character consist of: (a) curriculum planning; the curriculum is designed according to the core values of Ghazali to form the CoG of students (UNUGHA distinction), and the internalization of VoG is included in CPL aspects unique attitudes and values for CPL all PS, CPMK, study materials, credits, and weekly learning objectives in each RPS in each subject. As for those in the form of explicit programs, they are in the form of three typical and mandatory courses for all study programs: Ghazali's epistemology, Al Ghazali's epistemology, and Al Ghazali's Ethics, (b) curriculum implementation, carried out through learning subjects by internalizing the Ghazalian values that have been listed in the RPS continuously, (c) evaluation of the curriculum, by formative and summative evaluation, 2) Strategies for implementing the curriculum to strengthen distinctive character are carried out by making curriculum implementation planning, strengthening human resources, and strengthening learning in class and studying Ghazali.

**Keywords:** *Curriculum management, character, Al Ghazali, MBKM*

### INTRODUCTION

The rapid development of science and technology, and socio-cultural society in the era of the Industrial Revolution 4.0 to 5.0 has resulted in all elements in this world having to improve a lot and adjust strategies so that their existence and benefits are increasingly felt for the people of this world. One of these elements is the university. In this case, are required to formulate strategic policies in various aspects, such as policies regarding institutions, study programs, curriculum, human resources, infrastructure, finance and financing, cyber university development, research and development to innovation.

From the perspective of university management, managing the curriculum is the university's main obligation to be able to organize the university's core business, namely learning. Learning will be carried out well if the curriculum is prepared, developed, and managed properly. This is because curriculum management is the core of university management. Curriculum management must be future-oriented. Therefore, universities are required to manage their curriculum in such a way as to become a curriculum that not only equips them with very high competence but also a superior character which will make graduates winners in this very competitive competition.

The government has prepared a policy regarding the curriculum at the higher education level to anticipate future demands and challenges through *Merdeka Belajar Kampus Merdeka (MBKM)* by

National Standards for Higher Education. This regulation gives the right to study for a maximum of 3 semesters outside of their PS (at the same or different tertiary institutions, and outside tertiary institutions).

The results of previous research regarding curriculum and character management in tertiary institutions include: show that the stages of management include planning, organizing, implementing, and supervising the curriculum (Prasojo, 2017), learning, research (Rahmat, 2022) integrating science and Islam in management stages (Siregar, 2020) internalizing character values into certain subjects (2021).

Based on the results of previous research, shows that curriculum management practices have not yet integrated values as forming student character. Thus, it is necessary to carry out further research related to the management of MBKM with a special character which is very much needed to meet and anticipate the challenges of the future. Departing from this situation, this research is urgent to do.

## OBJECTIVE

The objectives of this research is to:

1. Describe the stages of management of the MBKM curriculum with the Character of Ghazali at UNUGHA
2. Analyze the strategy for implementing the MBKM curriculum as a program to strengthen UNUGHA's unique character, namely the character of Ghazali.

## LITERATURE REVIEW

### Curriculum Development and Curriculum Management

Talking curriculum management is never separated from curriculum development events. it is in the managerial function of curriculum management itself *Curriculum development..the process of planning* and then the process of *implementation* and *evaluation* (Lunenburg, 2004). It can be understood that in the curriculum development process, there are managerial functions that are carried out, namely the functions of planning, implementation, and evaluation.

In the planning aspect of the curriculum itself, the curriculum is produced as a document, namely a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals (RI Law No. National Education). In line with this is Romine's opinion. According to him, *Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under the direction of the school, whether in the classroom organizations or not* (Hidayat, 2017).

In this planning process, the curriculum is also prepared using a special foundation (: philosophical, science, technology foundations, etc) (Hidayat, 2017), the principles of goal-oriented, relevance, integration, etc (Hidayat, 2017) and (Sukmadinata, 2012). These are very much guided by the process of developing the curriculum itself. There are 6 stages in preparing and developing PS/university curriculum, namely: analysis stage, design, development, implementation, evaluation, and follow-up improvements (dkk, 2020). In curriculum planning, the things that must be done by management to determine the profile of graduates, formulate graduate competencies, examine the content of each element of competence whether it is appropriate or not, choose study materials, estimate and determine the load (credits), forming courses, compiling curriculum structures, developing syllabus and lecture program units (Kunaefi, 2008).

Then the stage of curriculum implementation is the stage of the learning process, and learning evaluation (Muhaimin, 2008), is an operational form of the curriculum which is still conceptual. In learning, the lecturer functions as a translator of the conceptual curriculum into the actual operational curriculum. and the last stage is curriculum evaluation, which is the collection of information related to the curriculum that has been implemented as material for consideration to provide input in the future (Hasan, 2008) and serves to see the successful implementation of the curriculum applied in education and aims to measure curriculum achievements (Triwiyanto, 2021).

## Strengthening Character Education in Higher Education

Character education is urgent to be carried out starting from the pre-school level to the higher education level. Higher education is the highest level of education in the national education system, its existence also functions to develop capabilities and shape dignified national character and civilization as mandated by the law on the national education system number 3 of 2003, article 3. Thus, character education in university is a continuation of character education at the previous level of education (Rumapea, 2015), which can use integration methods, intra and extracurricular, co-curricular, routine activities, etc (Walid, 2011). and (Erna Octavia, 2017).

## METHODOLOGY

This research was conducted using a descriptive qualitative approach (Ramdhan, 2021), where data was obtained from the vice chancellor for academics, the deans and heads of PS, lecturers, and students using the in-deh interview method (Morisson, 2019), observation and documentation (Creswell, 2012). The data were then analyzed using the Miles-Huberman Interactive Model technique (Miles, 2014).

## RESULT AND ANALYSIS

### Stages of Management of the MBKM Curriculum with the Character of Ghazalian UNUGHA

An overview of the MBKM curriculum management practice with the Character of Ghazalian UNUGHA can be seen in its stages into three main parts, namely:

*First. Curriculum planning.* The Udi UNUGHA MBKM curriculum is designed according to the core values of Ghazali to shape the character of Ghazali (CoG) in students, as well as the distinction of UNUGHA. At this stage, the curriculum is planned according to the vision of the PS which refers to the vision of the faculty and university by obtaining input from stakeholders to read or analyze needs. In accordance with the university's vision, the curriculum is structured to produce graduates who have the CoG as well as graduates who have scientific mastery in their field. Besides that, curriculum planning is also adjusted to the needs of the community based on an analysis of community needs carried out by each PS, then the graduate profile and graduate competency (CPL) of each PS are determined. Then determine the study material and credits, determine the structure of the curriculum, the distribution of courses in each semester up to the preparation of the RPS for each course as well as the preparation of RPS, RPD, and RPKD for online learning. After that, the preparation of the assessment instrument and the development of teaching materials were carried out which were returned to the lecturer.

As a curriculum with ghazal character, the UNUGHA curriculum in the process of forming or strengthening this character uses two paths, namely the internalization path - integration of values into courses and the Special Course Program for building ghazal character.

First, the path of *internalization-integration* of Ghazali values into all courses offered by PS to students begins with the formulation of ghazalian values according to the Chancellor's Decree on Core Values of Ghazali. These idiosyncratic values must be included in the CPL aspects of UNUGHA's unique attitudes and values at the university level which must be listed in the CPL of all Study Programs (PS) (CPL Book of UNUGHA), after which it is revealed in the CPL of each PS (Curriculum document of PS). Based on the CPL PS, the value of egregiousness is included in the Semester Learning Plan (RPS). In the RPS UNUGHA format (according to the UNUGHA RPS, RPD, and RPKD Handbook), the existence of the ghazalian value is entered in section: the ghazalian values which are located after the RPS authorization page. in this section, all RPS must include the value and character of Ghazali.

Still, in the RPS document, the values of egregiousness are also listed in the CPL PS section which is backed up by the course, especially the CPL aspect of attitudes and special values. For example, the Education Management course in the MPI PS is included in SK5, i.e. Presenting yourself as a person who has religious characteristics such as careful, critical, tenacious, totality, creative, initiative, taste, serving God, self-concept, knowing self-limitations, purification of the soul, caring for others,

togetherness, diversity, sincerity, and eternal orientation. This means that in the MPI UNUGHA PS course, 16 characters are entrusted which must be internalized in the lecture process for 14 meetings and at the latest at the end of the 14th-course program, the egregious character has started to grow, and develop in students.

Furthermore, the character of egregiousness must appear in one of the Subject Learning Outcomes (CPMK), such as CPMK 4 in the MP course "Being able to present (show) oneself as a person who is responsible for making decisions related to school/madrasah management inspired by religious values". Then, to oversee the growth of the 14 idiosyncratic characters, every week (meetings), which character will be prioritized to be formed as a part that must be included in the formulation of each week's learning objectives.

Thus, it can be understood that the formation of the distinctive CoG has been determined in curriculum planning starting from the CPL aspects of attitudes and values in all PSs, down to the CPL PSs which are backed up by each course, CPMK, and weekly learning objectives.

Second, the *special course program* path. The process of Ghazali values is guarded in 3 compulsory courses, namely the Ghazali course (3 credits), Al-Ghazali Philosophy of Science (2 credits), and Al-Ghazali Ethics (2 credits). The KEGHAZALIAN course is included in the category of university courses, while the next two courses are faculty courses. As a faculty subject, the purpose of this course is to equip students to be able to know Al Ghazali's perspective in producing their respective PS knowledge (the epistemology aspect of science for each faculty from Al Ghazali's perspective, is the responsibility of Al Ghazali's Philosophy of Science course), while how is the axiology of science it must be carried out in every field of science in each faculty at UNUGHA to control the Al Ghazali Ethics course.

The planning stages of the MBKM curriculum with religious character at UNUGHA show that UNUGHA has carried out the stages of analysis, design, and development (dkk, 2020).

*Second. Curriculum implementation.* Curriculum implementation is part of the overall curriculum management. In this case, the implementation of the curriculum as the operationalization of curriculum courses that are still potential (written) becomes actual in the form of learning activities (Majid & Rochman, 2014). The stages of implementing the Curriculum at UNUGHA are carried out through learning that internalizes VoG which has been listed in the lesson plan for 14 meetings to foster the distinctive CoG for students. In this case, the main implementers are supporting lecturers because lecturers are curriculum translators through learning events with students, and lecturers will be supervised by the UPM through learning monitoring and evaluation as an extension of the faculty leadership (Labane N. , 2009).

Thus, lecturers who have a very strategic position are successful or not in strengthening the CoG in the UNUGHA curriculum. This success can be indicated by: lecturers Preparing lesson plans, developing the necessary learning strategies, and the ability of lecturers to develop and carry out the assessment process (Katuuk, 2014). UNUGHA lecturers have prepared RPS according to the standards that have been set as quality standards for lesson planning at UNUGHA, the RPS has been validated by the Head of the PS, and then uploaded to the system (siakad) and shared with students at the beginning of the lecture contract. Lecturers facilitate the learning process by adopting learning strategies that strengthen the process of forming ghazal characters, such as using active debate, point-counterpoint, and problem-solving learning to develop critical, careful characters and other ghazal characters.

*Third. Evaluation of the curriculum.* Evaluation of the curriculum through learning evaluation events is carried out using evaluation principles that are in accordance with the values of coincidences and general principles of learning evaluation. Meanwhile, the evaluation of learning is based on categories of learning outcomes that are cognitive (intellectual), affective (attitude), and psychomotor (skills) (Hasan, 2008). Evaluation of learning outcomes is carried out through formative evaluation in the form of UTS and Summative Evaluation in the form of UAS (dkk, 2020) supported by the LMS, except for practical exams conducted outside the LMS.

Furthermore, related to the MBKM, UNUGHA's MBKM curriculum as in other campuses offers various BKP (9) with Dikti, Cooperation, and Independent grant schemes. This curriculum is seen by students as making them more flexible in participating in the lecture process, gaining experience with the community and provision for work (Yulius Laga, 2022), and according to the needs of graduates.

### **MBKM Curriculum Implementation Strategy to Strengthen the Character of Ghazalianness**

In implementing the MBKM Curriculum with a Ghazalian character, UNUGHA uses several strategies including a) planning curriculum implementation: providing curriculum documents per PS and their accessories, making plans for outreach to stakeholders (academicians), planning support systems (delinks for online learning processes, Siakad for the academic system, LMS for the evaluation), planning the stages of implementation (even semester 2020 applies to lectures outside the PS in the same tertiary institution, in 2021 lectures outside the same or different PSs outside the university and in society and the world already apply industry), b) strengthening human resources: assisting PS Chairs, Associate Lecturers, MBKM Ambassadors, MBKM Teams, academic administration staff, and operators, and c) strengthening learning in classes that internalize the values of evildoing besides there are regular studies of evildoing every Friday second week. This is in accordance with the strategy proposed by Labane (Labane N. , 2009).

Factors that are very influential in the stages of curriculum implementation are planning, curriculum documents, and human resources (Katuuk, 2014). Through planning, implementation obtains guidelines as well as strategies that must be carried out. Through curriculum documents, curriculum implementers can have standards that must be carried out and achieved, and through human resources, there is a guarantee that curriculum implementation can run well and achieve curriculum objectives effectively or very effectively.

### **CONCLUSION AND RECOMMENDATION**

Management of the MBKM Curriculum with Ghazalian Character is carried out in 3 main stages, namely, 1) The stages of MBKM curriculum management with Ghazalian character consist of: (a) *curriculum planning*: the curriculum is designed according to the core values of Ghazali to shape the CoG of students, as well as a distinctive feature of UNUGHA, and the internalization of the values that form the CoG is included in the CPL aspects of UNUGHA's unique attitudes and values which must be listed in the CPL of all study programs. after that it is lowered in CPL, CPMK, material review, credits, and weekly learning objectives in each lesson plan for each subject in each PS as an internalization program. As for the explicit program, it is in the form of three typical courses and is mandatory for all study programs: idiocy, epistemology of al Ghazali and Ethics of Al Ghazal (b) *curriculum implementation*: this stage is carried out through learning courses by internalizing VoG that are already listed in the lesson plan in the form of continuous internalization through the interaction process of teaching and learning between lecturers and students to create the distinctive CoG for students, (c) *curriculum evaluation*: curriculum evaluation through learning evaluation events (formative-summative) is carried out using evaluation principles that are in accordance with the values of extravagance and general principles of learning evaluation, 2) curriculum implementation strategies to strengthen distinctive character are carried out by: a ) make p planning curriculum implementation: providing curriculum documents per PS and its accessories, making a socialization plan to stakeholders (academicians), planning support systems (edlink, Siakad, LMS), planning the stages of implementation, b) strengthening human resources: head of PS, Associate Lecturer, Ambassador MBKM, MBKM Team, academic administrative staff and operators, and c) strengthening learning in class and studying irregularities.

This research has limitations only in the aspect of curriculum management, not yet in how the management of learning based on the CoG is carried out. This limitation also opens up opportunities for further research.

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