



## Globalization of Curriculum at Private Tsanawiyah Madrasah Muallimin Univa Medan

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### Abstract

This study aims to determine the concept of curriculum glocalization at the Muallimin UNIVA Medan Private Tsanawiyah Madrasah and the strategies used by the Muallimin UNIVA Medan Private Tsanawiyah Madrasah in implementing the concept of glocalization. This type of research is qualitative research with a phenomenological approach (according to existing phenomena). The data sources used are primary and secondary data, in which the primary data is obtained from 5 main informants. Data collection methods used are interviews, observation and documentation. The data analysis technique in this study used 3 stages, namely data reduction, data presentation and conclusions. While the data guarantor tool used is triangulation. The results of the study concluded that the concept of curriculum glocalization is combining 3 curricula in learning, namely the K13 curriculum, the Ministry of Religion curriculum and the Ke AlWashliyah curriculum. The strategy used in implementing the concept of glocalization of the curriculum is when the learning process (teaching-learning) takes place, the selection of prospective teachers, the formation of student character values and several competitions are carried out.

**Keywords :** *Glocalization, Curriculum*

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### Introduction

Curriculum development itself is inseparable from the meaning or essence of the curriculum which is the foundation of the implementation of education. One of its

functions is as a measuring tool for educational development that occurs in an educational institution. this can be interpreted that the direction of our education depends on the curriculum that is

made. The development of curriculum changes can also take advantage of the needs of the local area, so that it can become a relationship and reciprocity so that these changes can essentially have a positive impact on improving the quality of the nation and state (Eko Irawan, 2014)

The discussion on curriculum is very important and has also been researched by several researchers, this must still continue because the curriculum has a very broad meaning, especially in the development of the curriculum itself. In addition, there are factors that influence the impact of curriculum development, namely: *First*, the situation. These factors include culture, social change, parental expectations, community, assumptions, values, and ideology. *Second*, system requirements. Among them are education and challenges, policies, examinations, local authorities or demands and pressures, curriculum projects, and educational research. *Third*, the nature of the subject to be taught becomes a problem. *Fourth*, the potential contribution of teachers and system support. For example, teacher and lecturer training held by research institutions. *Fifth*, the resources that go to school. *Sixth*, students who have talents, abilities and educational needs. *Seventh*, the teacher includes values, attitudes, knowledge skills, experience, social strengths and weaknesses, and the role of the teacher. *Eighth*, the structure of the school includes adherence to and violations of general norms. *Ninth*, Material resources include plants, equipment, and the potential to improve facilities and the environment. *Tenth* is Evaluation of deficiencies in the existing curriculum (Priatmoko, 2019)

The curriculum is the basic guide in learning that is used, the curriculum used in Indonesia today is the K13 curriculum, where the K13 curriculum is part of the curriculum development of the KTSP curriculum. In the K13 curriculum, the role of education does not only stop at individual skills, especially in this era of globalization. Education is required to be able to lead students towards social skills in interacting and being accepted by society (Salim, 2013).

Several educational institutions that have succeeded in responding to the challenges and problems of educational globalization are the Afkaaruna Islamic School, which is one of the largest and best Islamic schools in Indonesia that integrates Islam, international, and local culture. Another school that has also succeeded in responding to this challenge is the Insan Cendekia Boarding School Middle School which is the best international standard private school that uses a special curriculum, namely the codified international standard national curriculum adapted to local norms (Silvia, 2021 )

In the city of Medan there is the Muallimin UNIVA Medan Private Tsanawiyah Madrasah, a madrasah which is under the auspices of a large Islamic organization, namely Al Jamiyatul Washliyah. The Muallimin UNIVA Medan Private Tsanawiyah Madrasah is one of the best private tsanawiyah madrasahs which is included in the 10 best MTS in Medan City. Madrasah Tsanawiyah Private Muallimin UNIVA Medan uses a unique curriculum in dealing with the globalization of education, namely by combining the K13 curriculum and the Ministry of Religion curriculum and also a curriculum derived from local norms called glocalization

Therefore, the Muallimin UNIVA Medan Private Tsanawiyah Madrasah is very interesting to study more deeply in the midst of current educational challenges. For this reason, the authors tried to conduct this research with the title: "**Glocalization of the Curriculum at the Muallimin UNIVA Medan Private Tsanawiyah Madrasah**".

## Method

The place of research in this research is at the Muallimin UNIVA Medan Private Tsanawiyah Madrasah, which is located at Jalan Sisingamangaraja No. 10 KM 5.5 UNIVA Complex Medan, Harjosari I Village, Medan Amplas District, Medan City, North Sumatra Province. Time of Research: Research will be conducted for 3 months starting from after the approval of

the lecturer examining the proposal exam (July) until October 2022.

The type of research used in this study is a qualitative method, where a qualitative method is a research method that describes and analyzes a group in depth. Meanwhile, the approach used in this research is a phenomenological approach. The phenomenological approach is a reality that appears to occur, there is no reality that is covered up, the events of objects that appear before are captured directly with awareness and intentional. The fundamental reason for choosing the phenomenological approach in this research is to understand various phenomena that occur in the research field.

There are 3 types of techniques used in collecting research data, namely observation, interviews, and documentation. Data collection techniques can be explained as follows:

1) Observation

Observations were carried out by conducting direct observations of the research object. This observation was carried out to obtain data to support interviews and questionnaires. What was observed in this study was the implementation of the glocalization of the curriculum applied to the Muallimin UNIVA Medan Private Madrasah Tsanawiyah in the lesson of polar qiroatul.

2) Interview

Interview is the process of obtaining information by way of question and answer while face to face between the questioner and the respondent to obtain the necessary data. This question and answer was carried out by the researcher to the research informants which was carried out for more or less 3 weeks.

3) Documentation

Documentation is an activity or systematic process of collecting, searching, investigating, using and providing documents to obtain knowledge and evidence and disseminate them to users.

### A. Data analysis technique

Data analysis was carried out after collecting all the data in the research, while the data analysis techniques in qualitative research are as follows:

1. Data reduction

Data reduction is a process of selecting, simplifying, and transforming raw data obtained from written field notes from the field. The author reduces all the information obtained by summarizing, selecting important data, then the data is categorized by research focus. So that the reduced data provides an in-depth picture of the glocalization of the curriculum.

2. Data Presentation

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3. Data Verification and Conclusion

The final step is to analyze the data by drawing conclusions and verification. As the research progresses, the data obtained will increase so that all data that has been collected is then checked again by analyzing the data. This is done so that the results of research or description of an object under study becomes clearer.

### B. Data Assurance Techniques

Qualitative research must pay attention to the validity of the data or data assurance because a research result is meaningless if it does not receive recognition or is trusted. To strengthen the validity of the data findings and maintain validity which includes the following:

- 1) Credibility (*Credibility*) After the researcher has conducted the research, the researcher re-examines the research by participating in the communication process in the process of collecting data from the madrasah or research place/location until the required data has really been obtained properly so that there are no differences or comparisons of opinions between the madrasa with students. It then describes the level of trust

in research, especially in the data and information obtained, and the researcher obtains data related to testimony from someone or an institution other than the researcher, so that the data obtained is good and can be trusted as evidence from a study. To believe and believe in something related to the accuracy of one's own testimony to the logic, truth, honesty, at the place of research.

This can be done by diligent observation and examination through triangulation, angulation is a technique for checking the validity of data that utilizes checking other sources for comparison, namely use, sources, methods, investigators and theories in qualitative research. This means that the triangulation technique is an attempt to eliminate differences in the construction of facts that exist in the context of collecting data about various events and relationships from various views, in other words that researchers can check out and recheck their findings.

2) Dependability Here the researcher seeks to be consistent with the entire research process . All research activities are reviewed by taking into account the data that has been obtained while still considering the suitability and reliability of the existing data. Dependence is directed to the extent to which the quality of the process in making research, starting from data collection, data analysis, thinking of findings and reporting requested by parties or experts related to the problem being researched.

**Certainty (Confirmability)** Researchers must ensure that all data obtained in this study is guaranteed trust as a description of objectivity or a researcher and as a process and refers to research results. To achieve certainty of a finding with its supporting data, research uses techniques to match or adjust research findings with those obtained. If the research results show that the data is sufficiently related to the research, the research findings are deemed to have fulfilled the requirements so that the quality of the data is reliable and accountable.

## Results and Discussion

Glocalization is interpreted as *globalization with a local flavor* from an educational point of view. Glocalization is inseparable from local education through a global approach and global goals. While the curriculum is part of educational development which until now has a strong influence and is very important for an effective and efficient learning process to occur. The concept of curriculum glocalization applied to the Muallimin UNIVA Medan Private Tsanawiyah Madrasah is to combine the curriculum used, the combined curriculum consists of the K13 curriculum, the Ministry of Religion curriculum, and the curriculum from Ke Al Washliyah which uses Islamic values.

The concept of curriculum glocalization applied to the Muallimin UNIVA Medan Private Tsanawiyah Madrasah has been implemented for a long time, but this curriculum glocalization is always evaluated and monitored in order to improve learning and graduate outcomes or also known as output from madrasahs that are in accordance with the vision, mission and goals as has been determined by the management of the madrasah.

The concept of glocalization of the existing curriculum at the Muallimin UNIVA Medan Private Madrasah Tsanawiyah is applied with various strategies so that goals can be achieved. One of the strategies used is the use of a combination curriculum in the learning process in the classroom. One of the subjects in the concept of curriculum glocalization is *qiraatul Pole* . Before teaching, the teacher will open the class using a foreign language, namely Arabic. The global aspect that is embedded in learning is in the form of an introductory language, while the content of *polar qiraatul learning* is a glocal aspect.

*polar qiraatul learning* itself is still carried out both in the classroom and outside the classroom. To support good learning, teachers must also have competence in that field, in terms of measuring teacher competence in each subject, when accepting teachers, selection is carried out with several selection activities including administrative selection, language selection, academic selection, micro teaching *selection* and other selection as support.

Madrasah Tsanawiyah Private Muallimin UNIVA Medan realizes that with a global curriculum that must be used, it is very important for madrasahs to prepare each student or child with the provision of strong character for individual development in the future. Therefore, the Muallimin UNIVA Medan Private Tsanawiyah Madrasah has character values that must be owned by every student. The character value itself is built through the pillars of the Prophet's character, namely *siddiq*, *tabligh*, *amanah*, and *fatahan*. Apart from these four characteristics, other character values are also built, namely sincerity, intention with the words *lillahi ta'ala*, *tawadhu'*, *qanaah*, *resignation*, gratitude and other Islamic values.

The application of extracurricular activities that contain local values is also an integral part of learning. Programs or extracurricular activities are specifically designed as part of student or student character development media and help students maintain student interest and talent. This extracurricular activity is mandatory for all students, but students can choose what activities they are interested in so that they can achieve their goals. Some activities that support extracurricular programs also contain local values such as speech activities in foreign languages, traditional music, scouts, dances, choirs, martial arts, drum bands, painting and drawing, murattal, tarannum, tahsin, tahfiz, sewing or familiar with sewing skills, culinary and all sporting activities.

## Conclusion

Based on the results and discussion of the research presented in the previous chapter, the following conclusions can be drawn:

1. The concept of glocalization used in the Muallimin UNIVA Medan Private Tsanawiyah Madrasah was born from the vision, mission, objectives to get down to the curriculum. The glocalization of the curriculum used is a combination of the 3 existing types of curriculum, namely the K13 curriculum, the Ministry of Religion curriculum and the curriculum from ke administrative washliyah. The link with curriculum

globalization is the use of a national curriculum called the K13 curriculum in learning several subjects such as: mathematics, science, social studies, and others. Apart from that, the Ministry of Religion curriculum is also used in subjects such as *fiqh*, moral creed, history of Islamic culture, and others. While glocalization of the curriculum aims to have a global outlook with the rules of local values, namely from the al washliyah curriculum, several subjects are contained in it such as *mushtalahul hadis subjects*, *tasyrik dates*, *sirah nabawihayah*, *qiraatul pola*, *sharaf*, *nahwu*, and others. By carrying out a combined curriculum, it can be concluded that the Muallimin UNIVA Medan Private Tsanawiyah Madrasah is an Islamic Education Institution that combines global insights with local values that are aligned with the theory of glocalization which combines the global with the local in the curriculum.

2. The strategy implemented at the Muallimin UNIVA Medan Private Tsanawiyah Madrasah is the use of a combined curriculum in the learning process in the classroom. In each subject that uses a foreign language such as Arabic and English, it will be used in the learning process in class, at least at the opening of learning or in the language of instruction. Apart from that, the strategy used was also for the acceptance of prospective teachers, selection was carried out with several selection activities including administrative selection, language selection, academic selection, *micro teaching selection* and other selection as a support.

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