

## DEVELOPMENT OF THE CONTENTS OF THE KEMUHAMMADIYAHAN LESSON PLAN IN THE UMSU ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM

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**Abstract:** *The purpose of this study was to find out and describe the content of the Kemuhammadiyah lesson plan used in the Islamic Religious Education Study Program FAI UMSU. This type of research is analytic qualitative research. Data collection was carried out using document content analysis techniques and interviews. Data analysis uses an interactive analysis model that is carried out interactively and takes place. Continuously. Data research steps are carried out by data reduction, data display, and conclusion. The research results obtained were: 1) The contents of the lesson plans for the Kemuhammadiyah course in the UMSU PAI Study Program were not tailored to the needs of graduates. All Basic Competencies that are formulated do not use operational verbs (OV). The methods listed in the Semester Lesson Plan (RPS) are still classical. The formulation of learning outcomes is at levels C1 and C2 with the LOTS category. 2) The contents of the syllabus for the Kemuhammadiyah course in the PAI Study Program have not been developed according to the needs by adding several subjects from the Kemuhammadiyah curriculum at the high school level. RPS development is carried out by formulating Basic Competency using operational verbs. The methods included must be able to trigger critical thinking, and reasoning skills, and be student-centered. The formulation of learning outcomes must be at the C3-C6 (HOTS) level.*

**Keywords:** *Development, RPS Kemuhammadiyah, PAI Study Program*

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### Introduction

This research was conducted based on several reasons. First, the content or subject matter of the Kemuhammadiyah course taught at the Islamic Religious Education Study Program (PAI) at Muhammadiyah University of North Sumatra (UMSU), is not in line with the needs of graduates, who will also teach Kemuhammadiyah subjects in schools . Muhammadiyah, both at the SMP/Tsanawiyah level, as well as at the SMA, SMK, and Madrasah Aliyah levels. This is supported by a research result which explains that UMSU students want Al-Islam courses including Kemuhammadiyah, should be taught to students according to the needs of their respective study programs (Nurzannah, and Ginting, N. 2021). Second, based on the results of an initial analysis of the contents of the Kemuhammadiyah SRP used in the Islamic Religious Education Study Program (PAI), it was concluded that the subject matter contained in the Kemuhammadiyah course at the PAI FAI UMSU Study Program did not meet the needs of the subject matter of AIK subjects at the junior and senior high school levels. Muhammadiyah High School. Therefore, it is necessary to revise the existing AIK courses' subject matter to the needs of PAI Study Program graduates as

Kemuhammadiyah subject teachers in schools and Madrasah Muhammadiyah Third, it is necessary to make changes to the appropriate learning methods for each subject. The discussion contained in the Kemuhammadiyah Semester Learning Design (RPS) and adding learning outcomes that are High Order Thinking Skills (HOTS).

The formulation of the problems raised in this study are 1) What is the content of the RPS for the Kemuhammadiyah course used in the UMSU PAI Study Program? 2) How is the RPS that should be in the Kemuhammadiyah course in the PAI UMSU Study Program? The specific objective of this research is "to develop the content of the Kemuhammadiyah lesson plans according to the needs of the UMSU PAI Study Program students".

### **Literature Review**

The Kemuhammadiyah course is one of the compulsory courses that must be followed by all students at Muhammadiyah Higher Education, (Baidarus 2019), (Amini, N.R., et al. 2019). The Kemuhammadiyah course is an integral part of the Al-Islam and Kemuhammadiyah (AIK) course. At the Muhammadiyah University of Sumatra, this Kemuhammadiyah course is a course that contains the History of Renewal of classical Islamic thought, Islamic renewal in Indonesia, Muhammadiyah management, and the Muhammadiyah Constitution. All the topics students will study are included in the Semester Learning Plan (RPS).

The learning process for any subject generally refers to the learning plan made by the teacher/lecturer. The term Learning Design in Higher Education is called Semester Learning Design (RPS). This learning design is classified into media and learning resources that contain various topics that will be taught to students. In addition to setting goals, Competency Standards (SK), Basic Competency (KD), learning strategies and methods, media, and evaluation items as learning outcomes, etc., are also included. This means that RPS is a learning plan that is designed so that the learning process runs optimally, with good process quality, to achieve effective and efficient learning objectives (Putrawangsa, 2018). RPS serves as a guide for teachers/lecturers as well as students in the learning process carried out to achieve the set learning objectives. Therefore, RPS must be formulated according to the needs of students and must be relevant to the goals to be achieved. As stated that the purpose of Learning Design is to help achieve learning outcomes and mastery of skills, (Suparman 2014) and is also a requirement for the level of stakeholders (users) of graduates.

RPS is a basic material that can be used as the main source of implementing and managing learning from a subject or course. Even so, the lesson plan must be updated and adapted to changes that occur from time to time, both learning objectives, subject matter, materials, and other components contained in the lesson plan. This is so that students will not be left behind by developing information. Planning is a systematic process of making decisions about actions to be taken in the future.

Making RPS a guide in the learning process is a positive step. Because in the RPS SK and KD have been formulated. The formulation of SK and KD must use Operational Verbs (KKO), namely verbs that can be measured, (Yaumi 2013). SK is the General Learning Objectives, while KD is the Specific Learning Objectives, which are currently known as Learning Outcomes. Learning Materials or Subject matter must be formulated in accordance with the learning objectives. The method used must also be in accordance with the development of critical and logical thinking skills needed at this time. Evaluation of learning is formulated according to the tertiary level and the demands of contemporary learning, namely at the C3-C6 level, both Bloom's taxonomy and Anderson's taxonomy.

There is a lot of research related to the Kemuhammadiyah course, one of which is about the development study of the AIK course, one of which is due to the tendency of the

content of AIK material to place too much emphasis on theoretical cognitive aspects, ( Arifin 2015). Management of the AIK curriculum, (Sanusi & Misran, 2019), implementation of the Ismuba curriculum and character building (Handayani et al., 2020), Optimization of the AIK curriculum in Muhammadiyah Schools, (Setyawan & Wantini, 2018). AIK's Learning Contribution to Prayer (Saleh, Kh., dan Jamil, N 2020). Multicultural AIK Learn (Santoso & Muzakki, 2020). AIK studies at UMSB from the perspective of Islamic philosophy (Saputra, 2020). Of the several studies mentioned above, none of them carried out the development of the Learning Design for the Alislam and KeMuhammadiyah courses. This is what distinguishes the previous research from the research that will be carried out in this study.

## Research Methods

This study used the Research-Based Design (RBD) method. The steps used are modifications of DBR Reeves, namely: 1) problem identification and analysis, 2) designing a Lesson Plan product, 3) testing content validity by experts and revising, and 4) reflecting on the product. Data collection was carried out using document analysis techniques, interviews, and Focus Group Discussion (FGD), as well as a design review by the University of Muhammadiyah North Sumatra Al-Islam and Kemuhammadiyah Body Team (BIM) (as the institution in charge of the Al-Islam and Kemuhammadiyah courses). Data analysis was carried out using the interactive analysis model which was carried out interactively and took place. Continuously, until the data reaches a saturation point, (Miles, M.B. and Huberman, A.M., 1992). The data research steps are data reduction, data display, and conclusion.

## Result And Discussion

To develop the RPS, it is first necessary to carry out a needs assessment (need assessment) of the syllabus and its Semester Learning Plan (RPS). The results are as follows.

The results of the analysis of the content of the Kemuhammadiyah lesson plan in general obtained that the SK and KD that were formulated did not use operational verbs (KKO). In fact, according to learning planning experts, the formulation of SK and KD must use operational verbs, so that the achievements or behaviors that have been determined can be measured (Yaumi 2013), (Suparman 2014), (Sanjaya 2008), (Harjanto 2011), (Abidin 2016). Furthermore, the subject matter contained in the lesson plan needs to be developed, namely by removing certain topics, which are considered less significant and replacing them with subjects needed by graduates of the UMSU PAI Study Program to be able to teach Muhammadiyah material at the junior or senior high school level in schools tsanawiyah schools or madrasas and Aliyah Muhammadiyah madrasas.

It was also found that the learning methods contained in the Kemuhammadiyah RPS in the PAI UMSU Study Program still used conventional methods, namely: lecture methods, discussions, and group work. These three methods were continuously used for 14 meetings. This is considered an inappropriate method to be used for all meetings, so it is necessary to establish a more representative method for students. Thus, it is necessary to formulate a method that is appropriate and unique to each subject, and which can trigger students' creativity, collaboration, communication, and critical thinking skills. These abilities are the main goal of education in the 21st century (Sani 2019). Because the method has an important role in providing different nuances and atmosphere in the learning process. Therefore, the learning method in this era is intended to develop students' creative thinking which is focused on HOTS thinking.

Several references show that there are many learning methods that can encourage students to learn higher-order thinking, including Inquiry, Problem-Based Learning Methods,

Brainstorming, mind mapping, Cooperative Scripts, Project Based Learning, case based-learning, and so on. The results showed that the use of the inquiry method can improve the concepts, techniques, and skills as well as the analytical, synthesis, and evaluation abilities of students in learning (GV. Madhuri, et.al 2012).

Another finding is that the evaluation of learning that is formulated in the lesson plan for the Kemuhammadiyah subject is categorized at levels or categories C1 and C2. These categories are low competency outcomes, according to either Bloom's taxonomy or Anderson's taxonomy. Because learning is directed at the needs of the 21st century, namely cultivating the ability to think critically, logically, and innovatively, and being able to accept openness to various skills that make it easier for them to face life in the future (Nugroho 2018), the evaluation carried out must also be nuanced in this ability. Therefore, the evaluation is formulated in the High Order Thinking Skills (HOTS) category, (D.D. Dermawan, S. Wardani, dan Y.K.S. Pranoto 2021). To respond to this, the learning evaluation of the Kemuhammadiyah course is also directed so that it can explore competency achievement abilities at the C3, C4, C5, and C6 levels. This must be designed and developed from the start of the Semester Learning Plan (RPS), (A. Kusmaharti dan D. Fanani 2018).

The results and data findings above have been confirmed through interviews with the leaders of the PAI Study Program who stated that it is true that the formulation of the syllabus and lesson plan for the Kemuhammadiyah course in the study program they manage still requires revision of many aspects, both the formulation of KD, indicators, methods used, as well as an evaluation instrument.

### **Development of the Muhammadiyah Education Study Program**

The results of the analysis of the Muhammadiyah RPS above, are used as a basis for carrying out the development of the aforementioned Kemuhammadiyah RPS. This begins with formulating the Syllabus, Semester Learning Design (RPS) which includes Competency Standards (SK), Basic Competence (KD), relevant methods used for students and students at the high school level, as well as appropriate learning evaluations.

The syllabus formulation has been developed as discussed in FGDs with Al-Islam and Kemuhammadiyah (AIK) curriculum experts with the aim of gathering input to improve the draft syllabus and lesson plans offered in this study. While the formulation of RPS is carried out by referring to the basic theory in formulating SK, KD, indicators, and learning objectives. The formulation of the syllabus resulting from this research is different from the subject matter that has been determined by the Diktilitbang Council of the Central Leadership of Muhammadiyah. This is the result obtained from the FGD which was carried out together with experts and lecturers of Al-Islam and Kemuhammadiyah and has been reviewed by the UMSU BIM Management.

The reason for the difference is, considering that graduates from the UMSU FAI PAI Study Program, in addition to teaching PAI subjects in schools outside Muhammadiyah management, many of them also teach in educational institutions managed by Muhammadiyah/Aisyiyah. Therefore, the syllabus/RPS resulting from this research is directed at equipping PAI FAI UMSU students to have qualified knowledge in teaching Muhammadiyah material in Muhammadiyah-owned schools, especially at the SMA/SMK/MA level. The following is the result of developing the syllabus/RPS which was carried out as a result of the Focus Group Discussion (FGD) and has been tested in terms of content validity by the AIK Curriculum Expert at UMSU, namely the Management of the UMSU Al -Islam and Kemuhammadiyah Agency (BIM).

The main topics developed include deleting the first subject. However, substantively it is still included in the introduction to the subject of the first material in the developed syllabus/RPS. The fourth subject is deleted, but substantively it is still presented as a general introduction to the third topic in the development of the subject. On subjects 13 and 14, is new material. The subject matter was adopted from the Kemuhammadiyah curriculum for Muhammadiyah high schools or equivalent, which was issued by the PP Muhammadiyah Elementary Education Council, (FGD 2022).

The following is a list of the substance of the contents of the developed lesson plan, as a result of an analysis of previously existing Islamic education study program data.

**Table 1. Development of the UMSU Kemuhammadiyah PAI Subject Study Plan**

<b>Development of SK and KD</b>	
<b>Old Formulation</b>	<b>New formulation</b>
Haven't used operational verbs <b>Example:</b> Students can explain the main ideas of the renewal of Ibn Taymiyah and Muhammad Bin Abdul Wahab	Modified by using Operational verbs and are HOTs <b>Example:</b> Students can express the similarities of thought between the main ideas of Ibn Taymiyah and Muhammad bin Abdul Wahab
<b>Subjects/Teaching Materials</b>	
<b>Old Formulation</b>	<b>New formulation</b>
<ol style="list-style-type: none"> <li>1. Renewal of Thought in Islam</li> <li>2. Figures of Islamic Renewal in the Classical Age</li> <li>3. Figures of Modern Islamic Renewal</li> <li>4. Islamic Renewal Movement in Indonesia</li> <li>5. Muhammadiyah Movement</li> <li>6. Muqaddimah Statutes (AD) Muhammadiyah</li> <li>7. Muhammadiyah personality</li> <li>8. Faith Matters and Aspirations of Muhammadiyah Life</li> <li>9. Muhammadiyah Statutes and Bylaws (ART).</li> <li>10. Outline of Muhammadiyah Struggle and 12 Interpretations of Muhammadiyah Steps</li> <li>11. Guidelines for Islamic Life for Muhammadiyah Members (PHIWM)</li> <li>12. Requirements for Membership and Establishment of Muhammadiyah Branch</li> <li>13. Assembly/Institution in Muhammadiyah</li> <li>14. Muhammadiyah Autonomous Organization</li> </ol>	<ol style="list-style-type: none"> <li>1. Reform figures of the classical period: Ibn Taymiyah and Muhammad bin Abdul Wahhab</li> <li>2. Figures of Modern Renewal; Jamaluddinal Afghani, Muhammad Abduh, and Sayid Rashid Ridha.</li> <li>3. History of Muhammadiyah; Understanding the movement, birth background, and development goals of Muhammadiyah</li> <li>4. History of the formulation of the text, and main ideas in the Muqaddimah of the Muhammadiyah Statutes.</li> <li>5. History of the formulation, function, and content/text of the Personality of Muhammadiyah.</li> <li>6. History of the formulation and text of MKCHM.</li> <li>7. AD/ART Muhammadiyah</li> <li>8. Outline of Struggle and 12 Interpretations of Muhammadiyah Steps</li> <li>9. Guidelines for Islamic Life for Muhammadiyah Members (PHIWM)</li> <li>10. Requirements for becoming a member of a branch and how to establish a branch of Muhammadiyah</li> <li>11. Muhammadiyah Assembly and Institutions</li> <li>12. Muhammadiyah Autonomous Organization (Ortom).</li> <li>13. Muhammadiyah's attitude toward transactional Islam</li> <li>14. Progressive Islamic Thought</li> </ol>
<b>Learning methods</b>	
<b>Old Formulation</b>	<b>New formulation</b>
<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem-Based Learning</li> <li>2. Project-Based Learning</li> </ol>

<b>Development of SK and KD</b>	
<b>Old Formulation</b>	<b>New formulation</b>
Haven't used operational verbs <b>Example:</b> Students can explain the main ideas of the renewal of Ibn Taymiyah and Muhammad Bin Abdul Wahab	Modified by using Operational verbs and are HOTS <b>Example:</b> Students can express the similarities of thought between the main ideas of Ibn Taymiyah and Muhammad bin Abdul Wahab
<b>Subjects/Teaching Materials</b>	
<b>Old Formulation</b>	<b>New formulation</b>
3. group work The intended group discussion was not detailed in the model and form. The implementation of group discussions is generally carried out outside the classroom. When learning takes place there is only a presentation of the results of group work done outside the classroom, without any guidance from the lecturer	3. Case-Based Learning 4. Project-based assignments 5. Inquiry 6. Cooperative Script 7. Assignments and games <b>Note:</b> the method is determined according to the material to be taught
<b>Learning Evaluation</b>	
<b>Old Formulation</b>	<b>New formulation</b>
Evaluation of learning is generally still at the C1, C2, and C3 levels	Learning evaluation has been changed to C4, C5, and C6

### Conclusion

The results of the analysis and discussion that have been carried out can be concluded that; 1) The lesson plans for Kemuhammadiyah used by the PAI Study Program still contain the formulation of Competency Standards and Basic competencies that use non-operational verbs, the learning methods used are still conventional, and the formulation of learning outcomes is also still in the LOTS category. 2) The development of Kemuhammadiyah course materials is carried out by revising the syllabus, namely changing and adding new subjects taken from the Kemuhammadiyah curriculum at the high school level issued by the PP Muhammadiyah Elementary and Middle Education Council. While the RPS was revised by adjusting the formulation of Competency Standards, Basic competencies, and indicators with the formulation theory, and establishing learning methods according to student levels, namely student-centered learning methods based on problem-solving. Also developing learning outcomes from C1, C2, and C3, becoming more inclined to C4, C5, and C6 (oriented to Higher Order Thinking Skills).

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