



Analysis the Conformity of Graduate Competency Standards (SKL), Core Competencies (KI), Basic Competencies (KD) AND Indicators of Islamic Education Curriculum at SD Muhammadiyah 02 Medan

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ABSTRACT

This study analyzes the suitability of the development of graduate competency standards (SKL), core competencies (KI), basic competencies (KD), and indicators of Islamic Education Curriculum at SD Muhammadiyah 02 Medan. This research uses a qualitative approach. Qualitative research is naturalistic (Moleong, 2017). According to Suharsimi Arikunto (2008), qualitative research is research that describes things as they are. Data collection in this study used observation, interviews, and documentation. Data analysis used the Miles and Huberman model. The analysis of the suitability of Graduate Competency Standards (SKL), Core Competencies (KI), Basic Competencies (KD), and indicators in the Islamic Education curriculum in schools aims to evaluate the extent to which the existing Islamic Education curriculum has met the learning standards and needs of students at SD Muhammadiyah 02 Medan. Provide a better understanding of the development of the Islamic Education curriculum and help teachers and policy makers in optimizing the learning process. Therefore, the activity of analyzing the suitability between SKL, KI, KD, and Indicators is very important for teachers to do, because this allows teachers to plan effective teaching and create meaningful learning experiences for students at school.

Competency Standards, Core Competencies, Basic Competencies, Indicators, Islamic Education Curriculum.

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INTRODUCTION

The curriculum is a benchmark for educational progress in Indonesia. All curricula aim to ensure uniformity in themes and subject matter, tailored to local conditions, utilizing local wisdom. As we know, the Indonesian curriculum undergoes significant changes periodically, both in terms of topics, approaches, and methods used by educators in the teaching and learning process. Why is this? The government aims for educational equality in both rural and urban areas. Eliminating disparities in access to education will impact

the future progress of Indonesian children. All students, whether economically disadvantaged or well-off, must continue to receive the same education; differences may lie in school facilities and ease of access.

Islamic education is a crucial component of Indonesia's national education system, playing a strategic role in shaping students' character, morals, and religious identity. Within the context of the national curriculum, Islamic education functions not only as a normative subject but also as a strategic effort to shape the whole Indonesian person, in accordance with the values of Islam, a blessing for the universe. Therefore, the planning and implementation of the Islamic education curriculum must be carried out systematically, structured, and in accordance with national education standards.

One crucial aspect of curriculum development is the integration of Graduate Competency Standards (SKL), Core Competencies (KI), Basic Competencies (KD), and learning indicators. The interconnectedness and alignment between these four elements significantly determine the effectiveness of classroom learning. Graduate Competency Standards, as the final outcome of the educational process, must be operationalized through more technical Core Competencies and Basic Competencies. These Basic Competencies are then translated into indicators as more measurable learning outcomes. If there is a mismatch between these elements, learning will lose direction and fail to achieve its intended goals.

The urgency of this analysis is also highly relevant in the context of the challenges of globalization, digitalization, and scientific development, which require students to possess not only strong religious knowledge but also critical thinking, communication, and effective collaboration skills. A sound Islamic education curriculum is one that provides space for value formation and skill development in the 21st century. Therefore, the analysis of the alignment between Graduate Competency Standards, Core Competencies, Basic Competencies, and indicators is not only a normative review of curriculum documents but also a reflection of the overall quality of religious education in Indonesia.

RESEARCH METHODE

This research uses a qualitative approach. Qualitative research is naturalistic (Moleong, 2017). According to Suharsimi Arikunto (2008), qualitative research is research that describes things as they are. Data collection in this study used observation, interviews, and documentation. Data analysis used the Miles and Huberman model.

RESULT AND DISCUSSION

The achievement of Graduate Competency Standards (SKL), then Core Competencies (KI), and finally Basic Competencies (KD) all occurs through a learning and assessment process.

Analyzing KD, then SKL, and then KI is a process aimed at understanding the relationship between Graduate Competency Standards (SKL), Core Competencies (KI), and Basic Competencies (KD) from various perspectives. This analysis allows us to examine each of these components and their relationships to provide useful information for designing effective learning (Rachman, 2018). It is crucial for us to understand a framework related to the analysis of the Graduate Competency Standards (SKL), which progresses to the Core Competencies (KI), and ultimately to the Basic Competencies (KD). This is to ensure that the learning presented can and is able to run in accordance with a larger scheme, namely the achievement of the Graduate Competency Standards (SKL) in the 2013 Curriculum. The analysis of SKL KI KD is a process that breaks down the components of SKL, KI, and KD, including both Knowledge and Skills. Furthermore, the analysis also explains the relationships and interrelationships between the components being analyzed into more detailed parts. The analysis steps take to outline the extent to which the competencies in the Knowledge KD can be achieved. The results will ensure that the KD aligns with the SKL, thus developing accurate learning that aligns with the Graduate Competency Standards (SKL).

The Graduate Competency Standards (SKL) Analysis Procedure refers to a series of steps taken to analyze and identify the competencies expected of graduates of an educational program. In the SKL analysis procedure, several common steps include: 1) At the beginning of the school year, the development team, principal, and teachers conduct a core analysis of the Graduate Competency Standards. 2) The development team, principal, class teachers, and subject teachers identify the SKL requirements for attitudes, knowledge, and skills. 3) The formulation of activities that can meet the standards is carried out through co-curricular, extracurricular, and intracurricular activities. 4) Relevant documents related to the program and implementation of meeting the graduate standards are stored (Education, 2020).

A well-structured and planned program analysis and development can help improve the quality of education and provide guidance for teachers in teaching and students in learning. By storing documents related to the program and implementation of meeting the graduate standards, schools can evaluate and improve their educational programs to increase their effectiveness.

Graduate Competency Standards

Graduate Competency Standards aim to impart intelligence, knowledge, character, and morality, as well as the skills needed for independent living and continuing education at a higher level. By using these standards, we can ensure that graduates have met the requirements necessary to continue on to higher education or enter the workforce. Therefore, consistency and uniformity in the use of these standards are necessary for all relevant parties, so that students can obtain the maximum benefit from the education provided. According to Mulyasa (2010), the goal of Graduate Competency Standards in general secondary education is to hone intellectual abilities, knowledge, character, good morals, and the skills necessary to live independently and continue on to higher levels of education. These Graduate Competency Standards encompass the minimum competency standards that students must achieve. The regulations governing these Graduate Competency Standards (SKL) are outlined in Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006 for Elementary and Secondary Education units.

Graduate Competency Standards serve as the primary foundation for establishing content standards, process standards, educational assessment standards, professional standards for educators and education personnel, facilities and infrastructure standards, management requirements, and financial standards. Graduate Competency Standards encompass the competency requirements expected to be achieved by students after completing from SD Muhammadiyah 02 Medan.

The following are the Graduate Competency Standards SD Muhammadiyah 02 Medan:

Table. 1
Competency Standards for Graduates of SD Muhammadiyah 02 Medan

Dimensions	Qualifications
Attitude	Students demonstrate behavior that reflects the attitudes of people of faith and piety, character, honesty, caring, and responsibility. They become true, lifelong learners who are physically and spiritually healthy within their family, school, community, nation, and state.
Knowledge	Students possess basic factual, conceptual, procedural, and metacognitive knowledge regarding science, technology, art, and culture. They can relate this knowledge to their understanding of themselves, their families, their schools, their communities, their nations, and their states.

Skills	Students possess critical thinking skills, creative, productive, independent, collaborative, and communicative actions, through a scientific approach based on developmental stages related to the material being taught.
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(Source: administration of SD Muhammadiyah 02 Medan)

Core Competencies (KI)

Core Competencies (KI) are abilities that students at every grade level should possess in order to achieve graduate competency standards. KI is a concrete way of implementing Graduate Competency Standards (SKL) to demonstrate the qualities that students should possess at each grade level or program taken, and this will be the basis for developing Basic Competencies (KD). According to Rachman (2018), Core Competencies will cover aspects of attitudes: spiritual and social, followed by knowledge, up to skills. To support core competencies, the abilities that students should be able to achieve in each subject can be explained in detail so that they become basic competencies. A detailed explanation of basic competencies aims to ensure that learning achievement is not only limited to mastery of knowledge, but also involves mastery of skills and reflects the desired attitudes. Basic competencies in the core competency group are not only taught, memorized, or tested to students (Mulyasa, 2013). These core competencies create a more comprehensive education, shape good character, integrate social and spiritual aspects, and provide clear guidelines for educators in the learning process.

Core Competencies (KI) at SD Muhammadiyah 02 Medan consist of four categories: students' religious attitudes (Core Competency 1), social behavior attitudes (Core Competency 2), knowledge (Core Competency 3), and application of knowledge (Core Competency 4). These categories form the basis for developing Basic Competencies (KD), which should be applied integratively in every activity within the learning process. In this context, competencies relate to religious and social attitudes, developed indirectly through the assimilation of knowledge (Core Competency 3) and its application (Core Competency 4). This will positively impact their lives as responsible citizens capable of making positive contributions to society and the nation. Therefore, the implementation of Core Competencies needs to be implemented seriously and consistently by all parties involved in the learning process. In this way, students can gain maximum benefit from the learning provided and become individuals who are ready to face future challenges with an educated and qualified personality.

Basic Competencies (KD)

KD are abilities that students must possess in every subject and every class, all of which are derived from Core Competencies (KI). The development

of these competencies takes into account the characteristics of the students, their initial abilities, and the specific nature of the subject (Ministry of Education and Culture, 2013). The Basic Competencies for use in the 2013 curriculum are designed as follows:

1. The basic competency of Religious Education is to become individuals who believe in and fear God Almighty, have noble behavior, are professional, and have high work dedication. Furthermore, they also respect the values of humanity and life.
2. Several Basic Competencies (KD) are separated by four Core Competencies (KI), the number of which depends on the depth and breadth of each core competency within the learning material.
3. The integration of basic competencies and social sciences, closely related to religious and moral education, is followed by Pancasila and citizenship, Indonesian language, mathematics, and physical education, including sports and health, in relation to grades I, II, and III. Conversely, in grades IV, V, and VI, the competencies in basic sciences and social sciences are independent and then linked to the subjects in grades IV, V, and VI.
4. Basic competencies are abilities with specific characteristics. These competencies are related to the content or subject matter, and include attitudes, knowledge, and skills.

This will help students develop holistic skills and prepare them for future challenges. Consistency and uniformity in the use of Core Competencies (KI) and Basic Competencies (KD) in the development and implementation of lesson plans will enable us to provide targeted and effective instruction, ensuring students receive the maximum benefit from their education.

CONCLUSION

The analysis of the suitability of Graduate Competency Standards (SKL), Core Competencies (KI), Basic Competencies (KD), and indicators in the Islamic Education curriculum in schools aims to evaluate the extent to which the existing Islamic Education curriculum has met the learning standards and needs of students at SD Muhammadiyah 02 Medan. Provide a better understanding of the development of the Islamic Education curriculum and help teachers and policy makers in optimizing the learning process. Therefore, the activity of analyzing the suitability between SKL, KI, KD, and Indicators is very important for teachers to do, because this allows teachers to plan effective teaching and create meaningful learning experiences for students at school.

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