

UNDERSTAND CURRICULUM HISTORY CULTURE ISLAM: SKL, KI, AND KD THAT CAN ENLIGHTEN GENERATION YOUNG

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Abstract

The subject of Islamic Cultural History plays an important role in forming a young generation with broad insight, noble character and love for the country. The well-structured Islamic Cultural History Curriculum provides a guide for teachers and students in understanding Islamic history and culture comprehensively. The aim of this research is the Graduate Competency Standards, Core Competencies and Basic Competencies in the History of Islamic Culture subject, a description of the abilities that must be achieved by students after completing education so as to enlighten students. The type of research used is literature. The data collection technique was carried out through library research, namely by collecting several articles from journals and books related to the Islamic cultural history curriculum related to SKL, KD and KI. The research results are a more in-depth analysis of KI and KD SKI shows several advantages as follows: 1) Protects the continuity of Islamic values: SKI helps instill Islamic values in the younger generation through understanding Islamic history and culture 2) Increases insight and knowledge: SKI provides students with a broad insight into Islamic history and culture, helping them to understand the world around them better, 3) Develops critical thinking skills: SKI encourages students to analyze information critically and form their own opinions about Islamic history and culture, 4) Increasing tolerance and respect for differences: SKI helps students to understand and appreciate cultural and religious diversity, and increases their tolerance for differences. 5) Preparing students for the future: SKI equips students by helping the younger generation to understand Islamic history and culture better.

Keywords : History; Curriculum; SKL; KI; K.D

Abstrak

Mata pelajaran Sejarah Kebudayaan Islam memegang peran penting dalam membentuk generasi muda yang berwawasan luas, berakhlak mulia, dan cinta tanah air. Kurikulum Sejarah Kebudayaan Islam yang terstruktur dengan baik menjadi panduan bagi para guru dan murid dalam memahami sejarah dan kebudayaan Islam secara komprehensif. Tujuan Penelitian ini adalah Standar Kompetensi Lulusan, Kompetensi Inti, dan Kompetensi Dasar dalam mata pelajaran Sejarah Kebudayaan Islam gambaran kemampuan yang harus dicapai oleh peserta didik setelah menyelesaikan pendidikan sehingga mencerahkan peserta didik. Jenis penelitian yang digunakan adalah kepustakaan. Teknik pengumpulan data dilakukan melalui studi pustaka, yaitu dengan

cara menghimpun beberapa tulisan yang berasal dari jurnal dan buku-buku yang berkenaan dengan Kurikulum sejarah kebudayaan Islam yang berkaitan SKL, KD dan KI. Hasil Penelitian adalah Analisis yang lebih mendalam tentang KI dan KD SKI menunjukkan beberapa keunggulan sebagai berikut: 1) *Melindungi keberlanjutan nilai-nilai Islam*: SKI membantu menanamkan nilai-nilai Islam pada generasi muda melalui pemahaman sejarah dan kebudayaan Islam 2) *Meningkatkan wawasan dan pengetahuan*: SKI memberikan wawasan yang luas tentang sejarah dan kebudayaan Islam kepada siswa, membantu mereka untuk memahami dunia di sekitar mereka dengan lebih baik, 3) *Mengembangkan keterampilan berpikir kritis*: SKI mendorong siswa untuk menganalisis informasi secara kritis dan membentuk pendapat mereka sendiri tentang sejarah dan kebudayaan Islam, 4) *Meningkatkan toleransi dan penghargaan terhadap perbedaan*: SKI membantu siswa untuk memahami dan menghargai keragaman budaya dan agama, serta meningkatkan toleransi mereka terhadap perbedaan 5) *Mempersiapkan siswa untuk masa depan*: SKI membekali siswa dengan membantu generasi muda untuk memahami sejarah dan kebudayaan Islam dengan lebih baik.

Kata kunci: Sejarah; Kurikulum; SKL; KI; KD

INTRODUCTION

The young generation is a very valuable national asset (Primasari et al., 2019) . They are the hope for the future that will determine the direction of the nation's progress. In order to form a young generation with broad insight, noble character and love for the country, education plays a very crucial role (Hidayat & Wijaya, 2016; Jamil et al., 2023) . One of the subjects that plays an important role in shaping the character and insight of the younger generation is the History of Islamic Culture. The History of Islamic Culture is not just a lesson in memorizing the chronology of Islamic history. It is a subject that is rich in moral, spiritual and intellectual values (Aladdiin & Ps, 2019; Harun, 2018; Rusydi, 2021) . Through the History of Islamic Culture, students are invited to

understand how Islam developed, influenced world civilization, and of course, left deep historical traces in the archipelago (TA Ahmad, 2016; R. Azizah, 2021) . The younger generation needs to be equipped with comprehensive knowledge about Islamic history and culture so that they can (Asy'ari et al., 2022; Nizar, 2013) :

(a) *Strengthening identity as an Indonesian nation*. Islam has become an inseparable part of Indonesian culture (Mulyasana, 2020; Tumanggor et al., 2017) . Understanding Islamic history and culture will help the younger generation to understand the cultural roots of their nation, appreciate their ancestral heritage, and find their identity as Indonesians, (b) *Foster an attitude of tolerance and respect for differences*. Islam teaches the principles of

brotherhood and respect for fellow humans. Studying Islamic history and culture will help the younger generation to understand the cultural and religious diversity that exists in Indonesia, as well as foster attitudes of tolerance and respect for differences (Huda, 2022; Nikmah et al., 2023) , (c) *Develop leadership spirit and work ethic*. The history of Islam is filled with stories of figures who were visionary, brave and had a high work ethic. Studying Islamic history and culture will provide inspiration for the younger generation to become leaders with integrity, have an entrepreneurial spirit, and always fight for the progress of the nation, (d) *Strengthening the foundation of faith and piety*. Islamic Cultural History not only teaches Islamic history and culture, but also the values of Islamic teachings themselves (MY Ahmad & Tambak, 2018) . Through the History of Islamic Culture, students can deepen their understanding of Islamic teachings, strengthen their faith and piety, and practice Islamic values in everyday life (Aslan, 2018; Pratama, 2023) .

However, to achieve these noble goals, the SKI curriculum must be well designed and structured (Nurlaeli, 2020) . A good curriculum will be an effective guide for teachers and students in understanding Islamic history and culture comprehensively. In this context, it is important to understand three key components in the SKI curriculum,

namely: i) Graduate Competency Standards (SKL): Graduate Competency Standards are a description of the abilities that students must achieve after completing education (Wulandari & Windarto, 2023) . Graduate Competency Standards in the History of Islamic Culture will provide an overview of what competencies students must have related to Islamic history and culture (Fachrudin, 2023; Nurulhaq & Supriastuti, 2020) , ii) Core Competencies (KI): Core Competencies are general competencies that must be mastered by students in all subjects (Suradi et al., 2022) . Core Competencies in Islamic Cultural History will provide guidance on general competencies that students must have related to understanding Islamic history and culture, iii) Basic Competencies (KD): Basic Competencies are special competencies that must be mastered by students at each grade level. Basic Competencies in Islamic Cultural History will provide details about what specific competencies students must master related to Islamic history and culture in each class (S. Aisyah et al., 2022; Serviana, 2019) .

By understanding SKL, KI, and KD in SKI, teachers can design effective and innovative teaching and learning activities. Students can also use it as a reference to understand what is expected of them in studying Islamic history and culture (Munir, 2021; Nuraidah et al., 2023) . This article will then discuss in

depth the Graduate Competency Standards, Core Competencies and Basic Competencies in the History of Islamic Culture. We will see how these three components are interrelated and play a role in forming a young generation who is intelligent, has noble character and loves the country. Through analysis of SKL, KI, and KD, we will reveal how the SKI curriculum has the potential to enlighten the younger generation and equip them with broad insight into Islamic history and culture (Suryadi, RA, & Mushlih, 2019) .

METHOD

This research uses a type of qualitative research with a library research model (*Library Research*) or known as library study (A. Azizah, 2017; Saadah et al., 2022) . Library study is a method used to collect data by understanding and studying theories from various literature related to this research (Adlini et al., 2022) . The focus of this research is related to understanding the Islamic Cultural History curriculum: SKL, KI, and KD which can enlighten the younger generation. By identifying the research topic more specifically, as well as formulating research questions that will be answered through the collected literature. Conduct literature searches in libraries, academic databases, scientific journals from previous researchers from Google Scholar and Taylor and Francis media, and other electronic sources

relevant to the research topic. Select the literature that is most relevant to the research objectives and assess its credibility and relevance to the research focus. Thus, this research is more descriptive and theoretical in nature (Mansir, 2021; Saihu, 2020; Surani, 2019)

LITERATURE REVIEW

Based on previous research some have discuss related matters with the History of Islamic Culture : First , Research from Julia Rakhma Salsabila , Muh. Wasith Achadi entitled : Analysis Application Independent Curriculum in History Subjects Culture Islamic (SKI) Class IV MI Salafiyah Tanjungsari discuss about ; The history of Islamic culture (SKI) is one of them eye Education lesson Islam. Student's eyes This aim For give deep understanding about history , culture and related values with Islam (DT Dewi et al., 2022; Istiqomah et al., 2023) . SKI subjects too taught at Madrasah Ibtidaiyah , one of them namely at MI Salafiyah Tanjungsari. In implementation Independent Curriculum lesson history Islamic culture Focus main in learning in class IV MI is understand student about the life of the Prophet Muhammad SAW, history development of Islam, events important in history early Islam, role figures important in Islam as well values and ethics in Islam (Bramesta & Achadi, 2023; Salsabila & Achadi, 2024) . Problematic faced by history teachers Islamic culture (SKI) in implement Curriculum Freedom includes lack of

exists teacher readiness , lack of technical guidance about Curriculum Independent, Not yet exists accompaniment special to teachers And lack of access to material learning in accordance with approach Curriculum Merdeka (Sucipto et al., 2024) . Results study This can show need training addition for Teacher in apply Merdeka Curriculum in the eyes SKI lessons at Madrasah Ibtidaiyah , research this can also be done give information important for maker policy education about success or challenge in application Merdeka Curriculum in the eyes ski lessons class IV Madrasah Ibtidaiyah (Jannah, 2020) . Recommendation based on results study This government more multiply Again training And workshops for Teacher MI For increase competence in implement Merdeka Curriculum in the eyes SKI lessons , the government too should do evaluate and monitor regularly regular to application Curriculum Merdeka in MI as well need increase facilities and resources supporting power in implementation Curriculum Independent like book , material teach And device multimedia (Basri, 2022; Kumala et al., 2024) . , study This No The same with research study study Because focus to Independent learning curriculum .

Second , Research Yudhi Fachrudin with title study Analysis Cultural History Learning I slam the results his research Understanding about history Islamic culture is good from side concept and

components become necessary competencies owned by the eye teacher Cultural History lesson Islam (SKI) (D. Wahyudi et al., 2024) . Approach in History Islam used as base think and to understand incident containing history possible values implemented in life daily (Lim, 2021; Maharani & jauhari, 2024) . In presentation SKI material is prepared adapt objective learning and standards competence graduates , SKI learning inside class taking place in a way enjoyable , arousing thinking critical as well as can develop personality in accordance SKI values in oneself student . Evaluation practice SKI learning is carried out in a way sustainable for quality learning can Keep going improved with balancing aspect knowledge, attitude nor psychomotor different with study the author 's research study related an enlightening Islamic cultural history curriculum specifically for KD and KI life Young Generation (Fachrudin, 2023) .

Third, research from Rofik entitled ; *Learning Value History Culture Islamin Madrasa Curriculum* results his research about SKI As A eye lesson often stigmatized as eye lesson memorization , No ownmark for life . So effort eliminate stigma the And search on mark affection Which contained on eye lesson history Culture Islam is A inevitability (Rofik, 2015) . So that , results search on turn capable give awareness to educator And participant educate For always own

understanding that history culture Islam No just memorization , but more from That (Amrullah & Gumilar, 2020) . History Culture Islam is mark Which must implanted and not just memorized the material . Search mark History Garden-Islamic power must done with browse mark on discipline knowledge Which shade . By because That can started from search values Islam with three the pillar , that is aqidah , sharia and morals . From value - mark Islam the can explored values History Culture Islam, like *al- ikha ' , al- tasamuh , al- is* . From values That found it mark - mark Learning Cultural historyIslam, that is material, formal, functional and essential (Suyanta, 2021; Tsuroyya, 2021) . Therefore , havematerial values And understand mark formal become more meaningful If accompanied mark functionaland mark essential in Learning History Culture Islam. Whereas future study studied is related with emphasis How an enlightening Islamic cultural history curriculum specifically for KD and KI life Young generation .

RESULTS AND DISCUSSION

Understanding SKL, KI, and KD in Islamic Cultural History Subjects

Regulation of the Minister of Education and Culture (Permendikbud) Number 20 of 2016 concerning Competency Standards for Primary and Secondary Education Graduates explains that Graduate Competency Standards (SKL) are criteria regarding the

qualifications of graduates' abilities which include attitudes, knowledge and skills and are used as the main reference for developing content standards (SI), process standards, education assessment standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, and financing standards (Badrudin et al., 2024; MP Dewi et al., 2020) . Graduate Competency Standards are a description of the abilities that students must achieve after completing education (Lestari et al., 2019) . In the context of the Islamic Cultural History subject, SKL determines the competencies that students must master regarding a comprehensive understanding of Islamic history and culture (W. Wahyudi & Ariyani, 2023) .

Core Competencies (KI) are general competencies that must be mastered by students in all subjects. Core Competencies in the History of Islamic Culture include the ability to appreciate and practice religious teachings, practice the noble values of Pancasila, live in a harmonious and harmonious society, understand and apply knowledge effectively, develop critical and creative thinking skills, and develop a responsible attitude (Suryadi, 2016; Yasyakur, 2016) . Meanwhile, Basic Competencies (KD) are special competencies that must be mastered by students at each grade level. Basic Competency in the History of Islamic

Culture includes various material about Islamic history, Islamic culture and Islamic civilization (Anshori, 2021) . Basic Competencies are formulated based on Graduate Competency Standards and Islamic Cultural History Core Competencies to guide learning and assess students' abilities to achieve learning goals.

Graduate Competency Standards are the main source of achievement aimed at in all subjects at a particular educational level. Meanwhile, Core Competencies are the first step in achieving all subjects at a certain competency level. The description of core competencies for each subject is presented in the Basic Competency formulation (MP Dewi et al., 2020; Fukhoiroh et al., 2022; Rahman, 2022) .

Contents of KI and KD for Islamic Cultural History Subjects

The curriculum objectives include four competencies, namely: (K.1) spiritual attitude competency, (K.2) social attitude competency, (K.3) knowledge competency, (K.4) skills competency (Rahmadianti, 2021) . It can be seen in the table below, a description of the contents of the KI and KD for the History of Islamic Culture subject for class VIII MTs with the topic "Pattern of Da'wah of the Prophet Muhammad in Medina";

No	Core Competencies (KI)	Basic competencies)
1.	Appreciate and appreciate the teachings of the religion he adheres to.	Believes in the mission of the Prophet Muhammad SAW as a blessing for the universe, bringing peace, prosperity and progress to society.
2	Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence in interacting effectively with the social and natural environment within the reach of one's interactions and existence.	Appreciate the values of the Prophet Muhammad SAW's mission in developing society through economic and trade activities for the present and the future.
3	Understand knowledge (factual,	Understanding the pattern of the Prophet

	conceptual and procedural) based on curiosity about science, technology, arts and culture related to visible phenomena and events.	Muhammad's preaching in Medina.
4	Trying, processing and presenting presentations in the concrete realm (using, parsing, assembling, modifying and creating) and the abstract realm (writing, reading, calculating, drawing and composing) according to what is learned at school and other sources, all from the point of view/ theory.	Analyzing the pattern of preaching of the Prophet Muhammad in Medina.

Table 1 is an example of KI and KD in the subject History of Islamic Culture

Analysis KI And K.D Eye Lesson History Culture Islam

Analysis Competence Core And Competence Base eye Lesson History Culture Islam shows that the SKI curriculum is well designed and structured. Competence The core provides guidance on the general competencies that must be mastered by students in all subjects. Islamic Cultural History Core Competencies ensure that learning SKI not only focuses on factual knowledge about Islamic history and culture, but also foster noble values and skills necessary for life in society (Muhammad, 2020; Salsabila & Achadi, 2024) . Basic Competencies provide details about specific competencies that must be mastered by students at each grade level. Basic Competencies in the History of Islamic Culture are formulated based on the Graduate Competency Standards and Core Competencies on the History of Islamic Culture to guide learning and assess students' abilities in achieving learning goals (Andarwati, 2013; Fadlika, 2018) . SKI Basic Competencies cover various aspects of Islamic history and culture, from the early days of Islam to the present.

A deeper analysis of KI and KD SKI shows several advantages as follows:
a) Protects the continuity of Islamic values: SKI helps instill Islamic values in the younger generation through understanding Islamic history and culture (Kadir, 2020) . This is important to

preserve the identity of the Indonesian nation and maintain societal harmony, *b) Increase insight and knowledge:* SKI provides students with a broad insight into Islamic history and culture, helping them to understand the world around them better, *c) Developing thinking skills critical:* SKI encourages students to analyze information critically and form their own opinions about Islamic history and culture (N. Aisyah et al., 2023) , *d) Increase tolerance and respect for differences:* SKI helps students to understand and appreciate cultural diversity and religion, as well as increasing their tolerance for differences (Araniri, 2020) , *e) Preparing students for the future:* SKI equips students with the skills and knowledge necessary for success in the future, both in personal life and social life (Ratri & Ulya, 2022) .

CONCLUSION

The Islamic Cultural History Curriculum plays an important role in forming a young generation with broad insight, noble character and love for the country. Through a comprehensive understanding of Islamic history and culture, the younger generation can discover their identity as Indonesians, foster an attitude of tolerance and respect for differences, and develop the competencies needed for the future. Analysis of Graduate Competency Standards, Core Competencies, and Basic Competencies in the History of

Islamic Culture shows that this curriculum is well designed and structured. Graduate Competency Standards provide a clear picture of the competencies expected of students, Core Competencies ensure that learning the History of Islamic Culture is in line with the values and skills required in general, and Basic Competencies provide details of the material that students must master at each grade level. This interrelated relationship allows the learning of Islamic Cultural History to run effectively and achieve the expected goals.

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