

MANAGEMENT OF LOCAL CONTENT CURRICULUM ASWAJA AN-NAHDLIYYAH IN STRENGTHENING STUDENT'S CHARACTER

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INTRODUCTION

The character problems of madrasah students in coastal areas show a distinctive pattern, influenced by the dynamic maritime sociocultural environment .

The characteristics of coastal communities, which **tend to be egalitarian**, open to outside influences, and focus on the practical aspects of daily life, can shape different patterns of student behavior compared to students in inland or urban areas. This often manifests in the form of **a lack of discipline, a tendency to prioritize economic or social activities over formal education**, as well as the **potential for behavior that is less in line with the religious and ethical values of madrasah**, such as the tendency to engage in non-academic activities outside of school hours .

A study published in **the Journal of Islamic Education Research by Maisyanah, Rahman and Hasan (2024)** which **examined** madrasah students in several coastal areas of Indonesia. The study also highlighted that parents' lack of understanding of the importance of character education in madrasah, as well as the lack of character building programs that are contextual and relevant to coastal culture, exacerbate this problem (Maisyanah et al., 2024). **Therefore**, a special approach is needed in shaping the character of madrasah students in coastal areas through the management of the aswaja an-nahdliyyah local content curriculum.

LITERATURE REVIEW

Local content curriculum plays a crucial role in **strengthening students' character** and preserving cultural identity in the face of globalization. Integration of local values, such as gotong royong and traditional ethics, into the curriculum contributes to developing resilient, integrity-driven, and critical-thinking students (Qurtubi, 2024).

The **Aswaja-based local curriculum**, implemented in Islamic schools, focuses on ethical and moral values to address the moral crisis and rising crime rates in Indonesia (Masduki & Al Bahri, 2024).

Innovation in developing local content curricula, such as **Aswaja**, significantly contributes to shaping students' character by integrating Islamic values, developing spirituality, and strengthening tolerance (Suhendar, 2024).

However, challenges exist in implementing these curricula, including frequent staff changes and limited innovation in teaching methods (Masduki & Al Bahri, 2024).

Despite these challenges, local content education serves as a key pillar in nation-building by injecting **local values**, ethics, and morality into the learning process (Fazza Erwina Dwi & Bradley Setiyadi, 2024).

METHOD

This research is case study about management of local content curriculum in strengthening students' character in Madrasas with a qualitative descriptive approach (Miles et al., 2014). Data collection uses observation, interviews and documentation (Bernard, 2006). Meanwhile, data analysis uses data reduction, data display, and data verification (Creswell & Poth, 2018; Creswell, 2009). The locus of this research are madrasas in Demak.

FINDING AND DISCUSSION

Aswaja An-nahdliyyah local content curriculum management consists of :

- ✓ Planning includes compiling curriculum objectives, formulating student graduate standards, compiling Aswaja An-nahdliyyah material and compiling religious character development activities.
- ✓ Organizing includes division of tasks and preparation of implementation schedules.
- ✓ Implementation includes the Aswaja An-nahdliyyah Curriculum implemented in classroom learning and outside the classroom through habituation.
- ✓ Evaluation of learning outcomes is carried out through daily tests, semester exams while evaluating religious character in the form of direct observation during learning.

Character strengthening strategies through classroom learning, but also through **habituation** of daily attitudes and behaviors.

FINDING AND DISCUSSION

Supporting factors for the implementation of the Aswaja An-nadliyyah curriculum are; madrasah is in a pesantren environment, and students have the same understanding, namely Nahdlatul Ulama.

Meanwhile, the inhibiting factors are student socialization outside of school and lack of communication with parents.

CONCLUSION

Good curriculum management isn't enough. A holistic approach is needed in shaping the character of madrasah students in coastal areas, which involves not only madrasah but also families, community leaders, and local governments, through programs that integrate religious values with coastal local wisdom, and provide a comprehensive understanding of the relevance of character education for the future of students.

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