

Chapter 6

Development of Curriculum Keaswajaan (Nahdlatul ‘Ulama) in Character Formation: Moral Study on Islamic Education

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ABSTRACT

The curriculum is one component that has a strategic role in the formation of graduate character. Educational institutions have the authority to develop their curriculum in accordance with the development of society (social needs), the world of work (industrial needs), the development of science and profession (professional needs), as well as the specificity and superiority of educational institutions (core character building). The curriculum of college peculiarities developed as a course of personality character forming of learners. The course of keaswajaan (Nahdlatul ‘Ulama / ke-NU-an) is a study material that aims to build a normative framework and Islamic charity according to the vision and mission of each college. This chapter aims to analyze and find the concept of character values in the curriculum of keaswajaan.

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INTRODUCTION

The curriculum is a teaching and learning design program guided by educators and students. The curriculum is one component that has a strategic role in the education system (Rusman, 2009). From a very strategic and fundamental role in the running of good education the curriculum has a role in achieving goals because whether or not a curriculum can be seen from the process and the results of the achievements that have been taken (Lansu, Boon, Sloep, & van Dam-Mieras, 2013). Through national curriculum planning and development it has been and is always carried out by the government, including at the tertiary level as in this text the most important is how to realize and adjust the curriculum with learning activities.

In connection with the mandate to develop the curriculum, the conditions in the field show that there is a variety of abilities that universities have in developing the curriculum. There are universities that have been able to develop their curricula, and some have not been able to develop their curricula, this is due to competitiveness and human resources that are not upgraded, what else are universities under the auspices of the organization, most of its human resources are concurrent with other institutions this is one of the inhibiting factors of concentration in developing curriculum to improve the quality of Islamic education characterized in Islamic universities.

As stated in Government Regulation No. 17 of 2010 Article 97 states that “Higher education curriculum is developed and implemented based on competency (KBK)” (Pemerintah, 2010). This statement has reaffirmed Kepmendiknas No. 232 / U / 2000 concerning Guidelines for Preparation of Higher Education Curriculum and Assessment of Learning Outcomes of Students, as well as Kepmendiknas No. 045 / U / 2002 concerning Higher Education Core Curriculum.

Furthermore, with the enactment of Law Number 32 of 2004, the Regional Autonomy Government reminds of the possibilities of developing an area in a conducive atmosphere and in democratic insights which include the management and development of education. With the change in education management from a centralistic (central) nature, it turns into decentralized (regional). Tilaar emphasized that the policy of implementing national education that needs to be reconstructed in the context of regional autonomy or scientific autonomy related to improving the quality of education is through a national consensus between the government and all levels of society (Sidi, 2000).

The curriculum developed in the discussion of this manuscript focuses on the subject matter of the arts is a group of study materials and courses that aim to shape the attitudes and behavior of students (students), who are faithful and devoted to God Almighty and noble character, have a strong personality, and are independent and have social and national responsibilities. This group of courses has a content that determines the material of student identity, both related to him as a believer or

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