Behavior of Educational Organizations and Institutions on Islamic Religious Education Curriculum in Public School

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Abstract

Human existence in this world does not negate the membership of an organization. Organization is inherent in human life, because humans as social beings cannot live alone, but are manifestations of social beings, humans live in groups, in society, as a nation, and as a state. This research is descriptive research with a qualitative approach. In this study, the researcher wanted to dig up information and information related to the behavior of educational organizations and institutions toward the Islamic Religious Education curriculum in basic education. The data obtained are described in the form of a narrative. The results in this study indicate that organizational behavior and educational institutions are essentially related to each other because the organization is a structure that has a common goal as the structure contained in the educational institution environment. Organizational behavior in educational institutions can be related to the study of what is caused by humans in organizations and how that behavior affects educational institutions. Islamic religious education in schools is more oriented to the level of moral action, namely so that students do not only stop at the competent level but have the will and habits in realizing these religious teachings and values in everyday life.

I. Introduction

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Human existence in this world does not negate the fact that they are part of an organization. This is because, as social beings, humans cannot live alone, and as an embodiment of social existence, humans live in groups, communities, nations, and states. An organization is a container or group that works together in a structured, systematic, and visionary way to achieve certain goals.

According to Robert Presthus, organizational behavior is essentially based on the science of behavior itself, which was developed with its focus on human behavior in an organization. The basic framework of this field of knowledge must be supported by at least two components, namely individuals who behave and formal organizations as a forum for that behavior. Characteristics of human civilization in society are always marked by their involvement in a particular organization. It means that humans cannot escape from being involved in organizational activities. Our society is an organizational society.

The organizational behavior approach states that people in organizations are complex elements, and therefore require theoretical understanding, supported by empirical research before they can be applied to manage people effectively. At present, it seems that the organizational behavior science approach has replaced it and is accepted to understand the human dimension as an organizational dimension.

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The curriculum is at the heart of the world of education. It is like a human organ, when the heart is healthy then the body feels healthy and if the heart is sick then the heart will deteriorate, and if in that state and continuously forced to work it will have an impact on the body (body), as well as the curriculum. is a fundamental guide in the process of learning and teaching in the world of education. The success or failure of education, whether or not a student and educator can absorb and provide lessons, and the success or the failure of an educational goal will certainly depend on the curriculum. If the curriculum is designed systematically and comprehensively and integrally in all the development and learning needs of students to prepare themselves for life.

Organizational behavior requires a complex understanding of individuals and groups. Therefore, leaders should not underestimate the slightest problems that arise in an organization to ensure that all programs run smoothly, effectively, and efficiently. Therefore, discussion of this behavior is very important in maintaining organizational understanding in educational institutions.

This research is descriptive research with a qualitative approach. In this study, the researcher wanted to find information and information related to the behavior of organizations and institutions toward the Islamic religious education curriculum in public schools. The data obtained are described in the form of a narrative.

II. Review of Literature

2.1 Basic Concepts of Organizational Behavior in Educational Institutions
Definition of Organization and Organizational Behavior

According to Winarji, the organization is an indispensable element in human life (especially in modern life). Organizations help us to do things or activities that we cannot do well as individuals. In addition, it can be said again that organizations help the community, and help the continuity of knowledge and science.

According to Bejo Siswanto, the term organization is taken in English " Organization " which means "governing things" and the verb Organizing comes from the Latin " Organizer " which means to organize and arrange. An organization can be defined as a group of people who interact and work together to realize a common goal. Based on the above definition, an organization contains at least three elements that are difficult to separate from each other. The three elements of the organization are a group of people, interaction and cooperation, and a common goal.

The organization is an inseparable part of human life and livelihood. Every day humans are in contact with their organizations. Experiences in an organization can be fun and upsetting, positive and negative, but people still need organization. Sondag P. Siagian in the book Philosophy of Administration suggests that the organization is: Any form of alliance between two or more people who work together and are formally related in the context of achieving a predetermined goal, in which bond there is one or several people called superiors and one or more people. a group of people called subordinates.

Furthermore, the organization can be defined as a collection of human interactions that work together to achieve common goals bound by mutually agreed terms. Organizational behavior is a study concerning aspects of human behavior in an organization or a particular group. It includes aspects arising from the influence of organizations on humans as well as aspects arising from human influences on organizations. The practical purpose of reviewing this study is to determine how human behavior affects efforts to achieve organizational goals.

A new field of behavioral science that was developed with its focus on understanding human behavior in an ongoing organization is called organizational behavior. According to Indrawijaya, in simple terms, studying organizational behavior includes four main elements, namely:

a. The psychological aspect of human action itself;
b. The existence of other sections that are recognized as quite relevant for efforts to study human actions in organizations;
c. Organizational behavior as a discipline, recognizing that individuals are influenced by how the organization is governed and who oversees them;
d. Organizational behavior emphasizes more on the demands of managers to achieve overall organizational goals.

From this description, several important things can be concluded. First, organizational behavior is an interdisciplinary field that refers to the results of other disciplines. Second, the focus of organizational behavior theory is on human behavior in organizations. Third, organizational behavior provides direction and guidance to better achieve organizational goals.

2.2 Motivation in Organization

People's behavior is determined by their desire to achieve a goal. Desire is another word for motivation. Thus, motivation is what drives people to do activities to achieve their goals.

The strength of motivation for a person can change at any time. These changes occur because of need satisfaction, namely, someone has achieved satisfaction with the needs they have. A need that has been satisfied has motivated a person's behavior. Another cause is the obstruction of achievement of satisfaction of needs. If the effort to satisfy a need is hindered, then someone will try to find a way to satisfy it until the effort is achieved. In addition to these two causes, other causes are differences in cognition, frustration, and the strength of motivation increases.

a. Individual Behavior in Organizations

1. Meaning of Individual Behavior in Organizations

According to Cushway in his book Rusdiana, individual behavior in organizations is a form of interaction between individual characteristics and organizational characteristics. Every individual in the organization has different behavior from one another because the behavior depends on the different environment

2. Individual Behavior Function

According to Wahab, understanding individual behavior in organizational behavior is known about:

a) Organization: How they are performed, persist (continue to exist), and are designed;
b) People: What is known but the nature of human beings and the cause of human behavior (alone in a group) and how this knowledge can be used to be more productive and satisfied in an organizational setting.

3. Individual Behavioral Biographical Characteristics

According to Robbins, the biographical characteristics of individual behavior include the following:

a) Age: many people say that age can affect employee performance, but it seems that this assumption is not entirely true because it turns out that many people are old but

still have a strong energy even outperforming young workers. But consciously it is recognized that when a person is young, he is more productive than when he is old.

b) Gender: basically, gender differences affect an employee's performance because their emotional levels are different and their psychological states are also different which of course also affects their level of performance.

c) Friendship status: marriage sometimes brings motivation for an employee to work. This often appears when a married employee is more responsible and calmer than an unmarried person because unmarried people will be disturbed in their brains to be oriented to finding a suitable partner for them so that their performance is affected by these conditions. Usually, engaged employees are more satisfied with their jobs than unmarried employees.

d) Period of work in the organization: experience in running an organization is very much needed because the longer the working period will make it further away from mistakes so that it works better, but on the contrary for employees who have fewer years of service, the experience is also less. A longer working period indicates more experience compared to other co-workers, so the experience/service period is often one of the considerations for a company looking for workers.

Based on the above factors, individual behavior in an organization is often influenced by aspects of age differences, gender affects behavior, and biological characteristics whereas tenure and marital status affect enthusiasm and motivation to do something about individual behavior in an organization.

4. Ability

The abilities of an individual are essentially composed of two factors:

a) Intellectual ability is the ability needed to carry out mental activities. The IQ test, for example, is designed to determine a person's general intellectual abilities.

b) Physical abilities, while intellectual abilities play a greater role in complex jobs with demanding information processing requirements, specific physical abilities are essential for successfully performing skills demanding jobs.

5. Individual Behavior in Organizations

Based on its nature, differences in human behavior occur because the abilities, needs, and thinking to determine behavioral choices, experiences, and effective reactions are different from each other. The approaches or approaches that are often used to understand human behavior are cognitive, reinforcement, and psychoanalytic. The following is a summary of the three approaches, each of which is viewed from six points of view, namely:

a) Emphasis
b) Causes of behavior
c) Process
d) The importance of the past in determining behavior
e) Level of consciousness
f) Data

6. Group Behavior in Organizations

Humans as social beings always tend to interact with each other. Groups are a manifestation of the human need to interact. Many theories have developed an assumption about the origin of the formation of groups. Starting from the assumption, the proximity of their workspace, as well as the area where they live, to practical reasons such as economy,

security, and other social reasons. Groups can also be created by activities, interactions, and emotions among several people. The more activities with other people, the more varied the interactions and the stronger the emotions among others, the more likely those activities and emotions are communicated to others. Similarly, the more activities and emotions are communicated to others and the more one's emotions are understood by others, the more likely activities and interactions will occur.

b. Scope of Organizational Behavior in Educational Institutions

Organizational behavior is formed from the individual behaviors contained in the organization. the study of organizational behavior problems will include or involve a discussion of individual behavior . Thus it can be seen that the scope of the study of organizational behavior is only limited to the internal dimensions of an organization. In this regard, the aspects that become elements, components, or sub-systems of organizational behavior science include motivation, leadership, stress and/or conflict, career development, reward system problems, communication relationships, problem-solving and decision making, productivity and or performance (performance), satisfaction, coaching and organizational development (organizational development), and so on.

Meanwhile, aspects that are external dimensions of the organization such as economic, political, social factors, technological developments, population, and so on, become the study of strategic management science. Therefore, these external factors also have a significant impact on the realization of the organization's vision and mission, but will not be discussed in the context of organizational behavior science.

In this regard, the aspects that become elements, components, or sub-systems of the science of organizational behavior are as follows:

1. Motivation

A person's need for certain things that encourage him to try to achieve it in the study of administrative science is called motivation. Motivation is a psychological process that is one of the main elements in human behavior.

According to Miftah Toha, a person's behavior can be studied as the interaction or dependence of the elements that constitute a circle. These elements consist of three elements, namely needs, drives, and goals.

For an organization, leadership has a very important role. Because the existence of leadership means the process of helping and encouraging others to work enthusiastically to achieve goals. In other words, it is the human factor, or leader, that binds groups together and motivates them to achieve their goals, and leadership also turns what was once only a possibility into a reality.

2. Leadership

One of the important aspects of organizational behavior besides motivation is leadership. For an organization, leadership has an important role, because leadership is a process of helping and encouraging others to work enthusiastically to achieve goals. In other words, it is the human factor, or leader, that unites the group and motivates them to achieve their goals, or even leadership, turning what was originally only a possibility into a reality.

The behavior of a leader who has a variety of philosophies, skills, and attitudes to carry out the leadership function can be referred to as a leadership style. Style can vary

based on motivation, strength, and orientation towards a particular task or person. Leadership styles include autocratic, participatory, and discretionary or laissez-faire styles.

Autocratic leaders concentrate power and decision-making on themselves and arrange complex work situations for employees so that they can do whatever they are told. This leadership is generally negative, based on threats and punishments.

Positive leaders distribute more authority so that decision-making is not unilateral. Leaders with free rein avoid power and responsibility and rely on groups for goal setting and problem-solving. Of the three, participatory leaders are considered the most consistent with supportive organizational behavior.

3. Stress and Conflict

Stress and conflict are unavoidable in organizational life, even stress and conflict are always present in every working relationship between individuals and groups. Stress and conflict can be positive or negative, depending on how they are managed.

Situations in which organizational processes do not work as expected, in turn, can stress organizational members and create potential conflicts, both positive and negative. Therefore, efforts must be made to resolve or eliminate negative conflicts immediately, while positive conflicts must be maintained to spur organizational productivity and performance.

III. Discussion

3.1 Implications of Organizational Behavior in Educational Institutions
a. Behavior in Education Management

Management education as a theory and practice is closely related to organizational behavior. Based on the level of analysis described previously, the concepts, objectives, and functions of organizational behavior and educational institutions meet the level where the analysis includes individuals, groups, and organizations. Furthermore, organizational behavior becomes more complex when applied to the world of education. From an individual perspective, the educational environment includes a wide variety of people, including students, teachers, administrative staff, principals, and supervisors.

According to Syarifudin, schools as social institutions, in addition to playing a role in meeting system expectations, also have the phenomenon of social behavior. Social behavior as an accumulation of interactions between individuals becomes a habit of the system. As a system, school organizations are influenced by external factors other than internal factors that affect teacher work performance.

b. Teacher Performance Behavior

According to Yani in Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). According to Timothy, teacher performance can be seen from the teacher's efforts when carrying out teaching and learning activities. Performance or work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something.

One of the tasks of management (principals) towards teachers is to evaluate their performance. This evaluation was conducted to determine the performance achieved by the teacher. Was the performance achieved by each teacher good, average, or below average?

This evaluation is important for every teacher and is useful for schools in determining their activities. Teacher performance is the result of the work done by the teacher and his work performance, based on his ability to manage learning activities.

c. Principal Leadership Behavior

The principal's leadership behavior refers to the styles and strategies used by the principal in carrying out his leadership duties. Effective principal leadership behavior can be seen in transactional, transformational, and visionary leadership styles. The application of the leadership behavior model can improve the professional performance of teachers.

More specifically, if applied to educational organizations such as schools, educational leadership at the level of school organizations is related to the leadership of school principals. This is because the principal is the person who has the authority to manage the school to achieve the goals, attitudes, behaviors, and leadership values needed in the school.

About organizational behavior in the educational environment, there are three interrelated concepts: informal organization, climate, and school culture. There are differences between the three concepts, but the point is that organizations need a team spirit where people work together to achieve organizational goals. Informal organizations establish the norms and values shared by their members. Informal organizations also develop kinship systems that transcend formal organizational boundaries and help members to develop team spirit. The school climate and culture also emphasize the need to encourage a culture of teamwork in increasing organizational effectiveness.

3.2 The Relevance of Organizational Behavior and Educational Institutions to Islamic Religious Education in Public Schools

Organizational behavior is interrelated with educational institutions in terms of the concepts, functions, and goals in organizational behavior described so far. As a group organization to achieve its goals in the institutional structure of education. The relevance of organizational action in educational institutions continues from time to time from policy to policy in the form of Islamic religious education curriculum in public schools.

The application of the Islamic Religious Education curriculum has the following characteristics: dependency which is very tall, he very influenced by a facility as well as a potency which available in school, environment, community, as well as the social environment of students, background family, influenced also by how perception teacher which related to the curriculum. About the implementation of the PAI curriculum in public schools, religious teachers must be able to read the 'vision' of the curriculum, namely the main ideas contained in the curriculum objectives. These main ideas are formed from the underlying philosophy, theory, and formal policies. In addition to the ability to analyze the structure of the curriculum, teachers must also be able to read the vision of the PAI curriculum, especially to ensure that the perceptions formed in the minds of religious teachers are related to the curriculum vision, which is mainly stated in the curriculum objectives.

A proper understanding of the curriculum of Islamic education subjects is very important for Islamic teachers because it will be used as a guide for them in developing and implementing the curriculum systematically and systematically. Islamic religious education is expected to always strive for the perfection of faith, piety, and morals, as well as actively build a harmonious living civilization, and especially to develop human beings who will advance a dignified nation's civilization.

Islamic Religious Education learning is a realistic form of implementing the Islamic Religious Education curriculum in the classroom and its implementation involves personal factors such as school principals, teachers, students, learning resources, facilities, and infrastructure for its success. The learning process of the Islamic education curriculum is a plan consisting of objectives, subjects, processes or methods, and evaluation. The factors that underlie the implementation of the Islamic education curriculum include:

3.3 Factor Teacher

Teachers are one of the elements of education that are professionally active and take their place in responding to the demands of a growing society. Thus, teachers not only transmit values (transfer of values) but also act as guides who orient and guide students in their learning. The teacher factor plays a major role in curriculum implementation and has a direct influence on the change of the school as a social system.

Teachers are one of the factors that affect the quality of education. Experts say that no matter how good the curriculum is used, the results will depend on what the teacher does inside and outside the classroom, and the quality of learning that is in line with PAI guidelines is also influenced by the teacher's creative attitude to choosing and implementing learning approaches and models. different. This is because the teaching profession requires creativity and improvisation. Therefore, teachers must cultivate and develop creative attitudes in managing learning by choosing and determining different approaches, methods, and learning media according to the situation of students and their level of achievement. This is because teachers need to realize that there is no single approach that can work with all students to achieve different goals.

The success of Islamic religious education is also influenced by several factors. As quoted by Abdul Majid in his book J. Mars Curriculum Processes in the Primary School, five factors influence the success of learning in schools, namely:
1. Support from head school
2. Support from friend colleague or fellow teacher
3. Support from students as students
4. Support from person old or Public
5. Support or encouragement teacher as an educator

The five elements above, the 'teacher' element is the element that will determine the success or failure of learning. The position and role of the teacher in education is the spearhead in determining the success or failure of the learning program design.

The teacher in the learning process plays a very important role. In the learning process, the teacher does not only act as a model or role model for the students he teaches but also as a manager of learning. Thus, the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is determined by the quality or ability of the teacher.

According to Dunkin, there is amount aspect that could influence quality process learning in see of factor teacher that is:

Formative teacher experience includes gender and all the life experiences of teachers who become their social background including the place of birth of the teacher, ethnicity, cultural background and customs, family circumstances where the teacher comes from, whether he comes from a family that is classified as capable or not.

Teacher training experience includes experiences related to the activities and educational background of teachers, such as professional training experience, level of education, job experience, and so on.

Teacher properties are everything related to the nature of the teacher. For example, the attitude of the teacher to his profession, the attitude of the teacher to the students, the ability or intelligence of the teacher, the motivation and ability to manage to learn, including the ability to plan and evaluate learning as well as the ability to master the subject matter.

3.4 Student Factor

Students are unique organisms that develop at different stages of development. Although child development is an aspect of all aspects of personality, the tempo and rhythm of child development in each aspect are not necessarily the same. Like the teacher, the factors that influence learning from the student aspect include aspects of the student's background (pupil) formative experience) and student nature factors (pupil) properties).

Background includes gender, origin, place of residence, socioeconomic level, and from which family the student comes. In terms of student personality, this includes basic competencies, knowledge, and attitudes, while students' attitudes and appearance in class are other aspects that can affect the learning process. Sometimes found students are very active (hyperkinetic) and some students are quiet, Not a few students are also found students who have motivation low in learning. All of that will affect the process of learning in the classroom. Because any factor student and teacher is a factor which very determines in interactive learning.

3.5 Factors of Facilities and Infrastructure

The results show that the implementation of Islamic religious education is highly dependent and influenced by facilities, school conditions, and the way families, students, and teachers view the curriculum. The Ministry of Religion describes the characteristics of students in public schools and the problems they face, heterogeneity of student abilities, limited teaching time, the high interest of students in other subjects, and limited facilities for Islamic education.

Facilities are everything that directly supports the smooth running of learning, such as learning media, learning tools, and school equipment. Infrastructure is everything that indirectly supports the success of learning, for example, school routes, school lighting, and toilets. Complete facilities and infrastructure help teachers organize the learning process. Therefore, facilities and infrastructure are important elements that can affect the learning process. Schools with complete facilities and infrastructure also have advantages, namely:

1. Completeness can foster the passion and motivation of teachers to teach.
2. Completeness of facilities and infrastructure can provide various choices for students to study.

3.6 Environmental Factor

From the environmental aspect, two factors can affect the learning process, namely organizational climate and socio-psychological factors in the classroom. Class organizational factors (eg the number of students in the class) are important factors that can affect the learning process. A class size that is too large is not effective in achieving learning objectives.

The internal socio-psychological climate refers to the relationship between people involved in the school environment, for example between students and students, students and teachers, teachers and teachers, and even teachers and school leaders. The external socio-psychological climate refers to the harmonious relationship between the school and

the outside world, for example, between the school and parents, and between the school and community institutions.

Islamic religious education is the education of basic Islamic values, which all Muslims are expected to learn, regardless of their field of study. However, the problem that arises is that practices and social realities that occur in Indonesia are often the criteria that determine the success or failure of Islamic religious education in schools. The poor social life in Indonesia, which is characterized by a corrupt lifestyle, massive drug use, and materialistic life, is responsible for the success or failure of Islamic religious education in schools.

Therefore, there is a need to revitalize Islamic religious education by involving all stakeholders, including parents, teachers, and local communities, and to examine the process of establishing and structuring the affective aspects of Islamic learning:

a. To do evaluation achievement study which oriented on affective aspect no only centered on cognitive just.
b. Change method looks to curriculum education religion, Islam.
c. There is an approach that values clarification in the learning of Islamic religious education.
d. Change strategy learning from model learning traditional learning models into innovative learning models as well as pleasant
e. There is cooperation between teachers, school principals, the community, and family in the notice development attitude child.
f. Availability of complete facilities and infrastructure in schools.

Thus, at the practical level, the curriculum is the result of learning and the curriculum is learning. Islamic learning is not a literal curriculum that can only be conveyed as knowledge (cognition). Nevertheless, the PAI curriculum can benefit students with understanding, organizational behavior, and educational institutions.

IV. Conlusion

Organizational behavior and educational institutions are closely related because they are structures with the same purpose, as are structures embodied in the relationships between educational institutions. When discussing organizational behavior in educational institutions, research can be based on three levels: individual, collective and organizational. Organizational behavior in educational institutions may include the study of what people in organizations do and how their behavior affects educational institutions.

Islamic religious education in schools is primarily aimed at the level of moral behavior. That is, to ensure that students are motivated and accustomed to implementing religious teachings and values in everyday life, not just at the level of competence.

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