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Copyright © The Author(s) Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 <https://proceeding.ftik-iaipalopo.ac.id> 107 The Concept of Planning for the Palu Kana Mapande (PKM) Program in Islamic Religious Development after the Earthquake and Tsunami in Elementary Schools Andi Anirah1; Naimah2. 1 2UIN Datok Karama Palu, Indonesia. 1aniracakkela@gmail.com, 2naimah.aisyah75@gmail.com Abstract This study aims to obtain information about planning for the Palu Kana Mapande (PKM) program in Islamic spiritual development after the earthquake and tsunami at elementary schools in Palu City.

This type of research is descriptive qualitative research, using research instruments in observation, interviews, and documentation. The results showed that the planning of the PKM program in Islamic spiritual development after the earthquake and tsunami in Palu City was the beginning of the activation process to achieve learning objectives. Planning by the management team from the Education and Culture Office has developed a curriculum and learning guidebook.

The learning planning for the PKM program at SDN Balaroa and SDN Inpres Silae after the earthquake, where the planning was not designed in the form of a Program Implementation Plan (RPP), but the teacher made simple plans or preparations such as preparing materials, media, and learning resources, compiling materials related to memorization. Short surahs and daily prayer readings. Keywords: program planning; Islamic development, PKM program. Introduction Islamic spiritual development is an inseparable part of the national education system and Islamic education in particular.

Therefore, as an inseparable unit, Islamic spiritual development should have the 'equal' or 'more' portion in formal/general and non-formal/special education (Amin, 2015;

Nugroho, 2019; Triyono, 2019). However, the facts on the ground show that the inculcation of religious values informal education is not sufficient due to various limitations (Basyar, 2019; Masruri, 2019; Sisi, 2021). Thus, it is necessary to support this alternative of Islamic religious development in different formats and dimensions with the same goal. Spiritual development in children plays a very important role.

As the first educators at home, parents are needed for the spiritual development of children (Iftitah & Anawaty, 2020; Rahman et al., 2020; Ruli, 2020; Zakariyah & Hamid, 2020). Coaching can be done by being a good role model for children, spending time together, and choosing a conducive learning place. In addition, the government's role in supporting education in the school environment is also very important (Hisbullah, 2020; Nurdin, 2020).

The importance of a government program in spiritual development has been carried out by the Palu City government, who compiled the "Palu Kana Mapande" Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 108 ISSN 2808-8646 program, abbreviated as PKM. PKM is a program included in the list of budget expenditures and activities of the Education Office since 2017. The PKM program is one of the strategic programs of the Palu City Government, which aims to encourage students, especially at the elementary school level, to read and write the Koran.

The implementation of this program refers to the Decree of the Mayor of Palu Number: 420/56/DISDIK/2018 concerning Additional Hours of Religious Lessons for Class V Students of Public and Private Elementary Schools. The PKM program is the commitment of the Palu City government to realize its vision, which is to make Palu City a "City of Services, cultured, and customs based on the faith of piety to Allah SWT.". This program is an effort to internalize religious values from an early age. The government budgeted around Rp. 4.4

billion for implementing the PKM program in Elementary Schools (SD), which is carried out and controlled directly by the education and culture office. Additional hours of religious lessons are not only given to students who are Muslim but also non-Muslim students. Method This study uses a qualitative approach, with the type of descriptive research. This study uses research instruments in interview sheets, observation formats, and documentation analysis formats.

According to Miles and Huberman, data analysis uses data analysis techniques, consisting of data reduction, data display, and concluding (Bin-Tahir & Hanapi, 2017). The data was obtained through interviews from the Palu city government, the Palu city

education office, elementary school teachers, and several students from Balaroa Elementary School and Silae Inpres Elementary School. In addition, observation data were obtained from The data from the documentation analysis were obtained from the analysis of learning tools carried out by the teacher in teaching, which consisted of a syllabus, lesson plans (RPP), annual programs (Prota), semester programs (Promes), which were described as integrated with the vision and mission of the City of Palu, The Palu City Education and Culture Office, as well as the Elementary School which became the object of research in Palu City.

Result and Discussion The Palu City government's efforts to improve the quality of human resources to have high competitiveness to compete with other regions. The steps that will be taken to improve the quality of human resources are carried out in three important aspects, namely improving the quality of education, quality of health, and strengthening of religion. This is by the vision and mission of the City of Palu. Palu City Vision 2016-2021: Palu City of Services Cultured and Civilized based on Faith and Piety. The Vision of Palu City for 2016 - 2021 can be described as follows: Table 1.

Palu City Vision Explanation Keywords Explanation Palu A four-dimensional city (bays, rivers, hills, and mountains) has a comparative advantage in being inhabited by several ethnicities. In addition, the Kaili tribe as a local ethnic group has diverse and unique cultural characteristics and can coexist with other cultures that allow Palu to become a destination city. Service City A city that excels in providing health services, education, Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 ISSN 2808-8646 109 infrastructure, comfort, and security to the community to increase economic competitiveness by creating superior and independent science-based innovation villages for people's economic independence while prioritizing pollution control and preservation of natural resources.

Cultured and Traditional Culture in the context of traditional arts, customs, and values (tolerance, kinship, and cooperation) Faith and Taqwa We are encouraging social life based on faith and piety to God Almighty. Indicators of faith and piety as the basis for the development of Palu City are: 1. Increasing the quality of religious life as reflected in the increase in religious harmony, including inter-religious harmony, internal harmony between religious communities, and harmony between religious communities and the government. 2.

Increased understanding and practice of religion by their respective religions and beliefs. The Palu City Development Mission: 1. The realization of the mapping of the potential of Palu City resources based on IT; 2. Increasing and developing the competitiveness of human resources potential; 3. Superior and independent innovation

village based on science and technology for people's economic independence; 4. Rationalization of the efficient and effective culture-based Palu City government bureaucracy; 5. Arrangement and development of city infrastructure based on cultural tourism; 6. Revitalization of the nation's cultural values.

The Long Term Development Plan (RPJP) 2005 - 2025 related to the field of Education and Culture aims to create a society with noble character, morality, ethics, culture, and civility and create a competitive nation. Based on the RPJP 2005 2025, the direction of education development in the Medium Term Development Plan (RPJM) III is as follows: 1. Improving the quality of education supported by efficient and effective management of education services; 2. the alignment of the development of science and technology education and industry with the increasingly strong Indonesian economy. The Vision and Mission of the Palu City Education and Culture Office.

Vision: The realization of a millennial generation that is intelligent, cultured, and characterized by faith and piety. Mission: 1. Provide basic education services that are cheap, affordable, of good quality, and with character; 2. Providing equitable and fair access to education; 3. Improving the competence of educators and education personnel by national education standards (SPN). Improving the quality of education, health, and strengthening religion and culture for human resources can be obtained when the government provides facilities and infrastructure and policies that support the ease of public access to these three things.

Providing quality, easy, and affordable education and health services is a strategic step for the current Palu City government. Likewise, strengthening religion for the whole community needs to be part of the moral responsibility of local governments through policies that direct people learn more about religion, both informal and non-formal education. Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 110 ISSN 2808-8646 Basic education is held for children who are seven years old with the assumption that children of that age have a level of understanding and educational needs that suit them. Basic education is held to provide basic knowledge, attitudes, and skills for students. This basic education is further developed to improve the self-quality of students.

The education and culture office carries out the Palu City government affairs in education based on the principle of autonomy and assistance tasks and carries out other tasks related to education given by the mayor/regent by their field of duty. These tasks include supervision, preparation of regional education programs, formulating strategies, formulating education policies, to providing public services in terms of education. The education office is also the builder and giver of school permits from

kindergartens, elementary schools, junior high schools, high schools to tutoring institutions. The field of elementary school (SD) development is in charge of: 1.

Elementary School Curriculum and Assessment Section; 2. Section of Institutional and Elementary School Infrastructure; 3. Student Section and Elementary School Character Development. The Palu City Government's innovative program through the Education and Culture Office, which is branded with the name Palu Kana Mapande Program, aims to sharpen religious spirituality intelligence and cultural character of the nation's generation, especially elementary school-aged children in Palu City.

Islamic spiritual development to students through the Palu Kana Mapande program where teachers as professionals are educated, teaching, guiding, directing, training, assessing, and evaluating student learning outcomes. To get an idea of implementing the Palu Kana Mapande (PKM) program, the authors conducted a study of additional hours of religious lessons in elementary schools after the earthquake and tsunami in Palu City. Before discussing learning planning in elementary schools, the planning of the program involves various parties, including the head of the Education and Culture Office, the Head of the Technical Implementation Unit (UPTD), the principal, PAI teachers, and the management team as well as the textbook drafting team. For preparing textbooks for the PKM program, the team is 1) Arifuddin M. Arif, S.Ag., M. Ag, 2) Agustan Ahmad, S.Ag., M. Pd. I, 3) H. As'ad Dg. Mattantu, M. Pd, 4) Darmansyah, S. Pd. I., M.

Pd. I. In addition to the team preparing the textbooks, the government has also prepared teaching staff selected by a team from the Palu City Education and Culture Office. In addition to the selection of teaching staff, the preparation of curriculum and textbooks, the author also obtained data or information that one form of activity to increase the competence of the teaching staff of the Palu Kana Mapande program is a workshop. The implementation of a workshop by the Department of Education and Culture to improve the competence of the PKM program teaching staff in Public and Private Elementary Schools in Palu City.

The workshop was held from 30 October to 02 November 2019. This activity was attended by all teaching staff who were divided by region. The workshop materials are: 1. The policy of the Palu City government towards additional hours of religious lessons for fifth-grade students of Public/Private Elementary Schools for the 2019/2020 school year. 2. Character Education based on local wisdom 3. Communication and classroom management of additional learning hours of religious lessons 4. The method of learning to read and write the Qur'an (BTQ) in additional hours of Islamic religious lessons.

The activity of guiding teachers in preparing learning programs is one of the tasks that managers must carry out. Likewise, classroom management and the determination of suitable methods can be used in additional activities for religious lessons. Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 ISSN 2808-8646 111 The targets to be achieved from this training are technical and behavioral. For program organizers, targeting has an important meaning and becomes a benchmark in determining the success or failure of the training program and can be a reference in determining the next steps.

As for the training participants, targeting is useful in preparation and the effort they should make to get the maximum benefit from the training activities they participate in. The teaching staff workshop means that after attending the training, the TJPA teacher at an elementary school in Palu City will be motivated and motivated to improve performance, learning methods for reading and writing the Qur'an, as well as ways of communicating and managing classes.

Through these training or workshops, teachers can broaden their horizons so that they are maximal in their work and dare to act autonomously to process the curriculum and learning experiences of students according to the progress of science and technology/time. In addition, teachers are wise and act innovatively in improving the quality of learning. The workshop for teaching staff is a strategic step for the Department of Education and Culture to prepare qualified teaching staff. Therefore, prior to learning, careful preparation is needed so that learning runs effectively and efficiently and students actively participate in lessons.

Observing the informant's explanation, it can be understood that the PKM program planning by the government, in this case, the Palu City Education and Culture Office, can be seen from the preparation in the form of the preparation of a team in charge of activities, or the formation of a Management Team, assigning a selection team for teaching staff, a textbook drafting team, selection or recruitment of teaching staff, placement of teaching staff based on the number of study groups in schools, both public elementary schools, and private elementary schools, as well as improving the competence of PKM program teachers through workshops or training. The person in charge of implementing the PKM program consists of: 1.

The Head of the Palu City Education Office has the following duties: a. Ensuring that the additional hours of religious learning have taken place properly. b. Periodically, they must guide teachers for additional hours of religious lessons at the city level. c. Constantly monitoring the implementation of additional hours of religious lessons at the city level. d. Make reports periodically/1 (one) year/ at any time if necessary on

implementing additional hours of religious lessons at the city level. 2.

The Head of the Technical Implementation Unit of the Education Office (UPTD) is the person in charge of implementing additional hours of religious lessons in their respective regions and has the following duties: a. Ensuring that in their area, the additional hours of religious instruction take place properly. b. Periodically, they must guide teachers for additional hours of religious lessons in their area. c. Always monitor the implementation of additional hours of religious lessons in his area. d. Make reports periodically/semesterly/at any time if necessary on implementing additional hours of religious lessons in their area. 3.

Principals of public or private elementary schools are in charge of implementing additional hours of religious lessons in their respective schools. 4. The management team for additional hours of religious lessons has the task of running and controlling the Palu Kana Mapande program through additional hours of religious lessons in the fifth-grade Elementary School (SD) education unit. Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 112 ISSN 2808-8646 Based on this view, it can be understood that the PKM program involves various parties, including the head of the Education and Culture Office, the Head of the Technical Implementation Unit (UPTD) of the school principal, PAI teachers, and the management team in charge of monitoring the implementation of the PKM program.

To further clarify the description of the implementation of the Palu Kana Mapande program in the Elementary School, the authors describe it as follows: 1. PKM Program Planning at SDN Balaroa Planning determines what program organizers should do and how best to implement the program to achieve its goals. Learning planning means determining the goals, activities, and results to be achieved in learning activities. Therefore, planning is concerned with determining what will be carried out. I was planning to set goals, develop strategies, and outline tasks to achieve planning goals.

In learning activities, planning is a process towards achieving certain goals or preparations that are directed and systematic so that goals are achieved effectively and efficiently. Planning is very important in regulating activities in educational institutions, especially in learning activities. Planning is the beginning of the implementation of learning. Teachers as educators hold the leading position and role. Teachers must lead students to actively participate in learning and develop their pedagogical potential to achieve learning objectives.

In learning planning, the ability, skills, and foresight of learning planners are needed to analyze the situation and characteristics of students. Students have different characters,

characteristics, and abilities so that the same treatment of all students will result in less than the optimal implementation of learning. Therefore, one of the important stages in learning planning is to analyze the characteristics of students.

In the learning process, the teacher always makes the characteristics of students as one of the benchmarks for planning and managing learning in the classroom. Learning programs in elementary schools will be effective if they are by the characteristics of students who will learn. Analysis of the characteristics of students is one of the efforts made to understand; demands, talents, interests, needs, and interests of students related to a particular learning program.

This stage is considered necessary considering many considerations, including the social development of students, culture, economy, science, and technology, and the interests of certain learning programs that students will participate in. The planning function includes activities to determine what is to be achieved and how to achieve it, how long it will take, how many people will be needed, and to whom the program is intended. A team compiled the Palu Kana Mapande program planning from the Education and Culture Office in a curriculum and syllabus, books, or learning materials. PKM program planning in the form of a curriculum can be seen in the following table.

Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 ISSN 2808-8646 113 Table 2. Learning Program Outlines The curriculum design for additional hours of religious learning compiled by the management team becomes a reference in preparing textbooks. Ansar Sutiadi stated that with the publication of textbooks that refer to the curriculum, it is hoped that the PKM program teachers for grade V Elementary Schools within the Education Office can optimally encourage students' reading and writing skills Qur'an (BTQ). Learning program planning related to determining the length of time required still refers to the annual program and semester program.

The content of the learning material focuses on fostering and learning aspects of reading and writing the Qur'an, fostering the practice of worship and Islamic law, training in writing Arabic numbers and letters, guidance for memorizing daily prayers, short suras, and inculcating faith and morals. The annual program is divided into two semesters, namely semester one and semester two. The time allocation in one semester consists of 15-16 weeks, or learning lasts for four months. The determination of the length of time needed in learning the PKM program is based on interviews with the head of the management team that the learning burden of the PKM program is as follows: 1) The learning load is at least 30 weeks and a maximum of 32 weeks effective for one year of learning.

2) The learning load in one semester is at least 15 weeks and a maximum of 16 learning weeks 3) The learning load in one week is six hours of learning with a duration of one hour of learning 45 minutes (three meetings in one week) 4) The learning load for one meeting consists of two learning hours (2 x 45 minutes). Based on this opinion, it can be seen that the learning load or the allocation of learning time is 6 hours of lessons in one week. The implementation of learning is three times a week, and every face-to-face meeting consists of 2 hours of lessons or 90 minutes. Time allocation is one component of the learning implementation plan.

The number of hours of lessons in one semester consists of 90 JP, which becomes a reference in planning a learning program. Good learning planning will determine the quality of learning outcomes. Therefore, the author hopes that the teacher must make lesson plans before the implementation of learning Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 114 ISSN 2808-8646 in class and sign by the principal as a prerequisite before learning activities, determine the media and methods to be used, select and prepare learning resources to be used and prepare assessment guidelines. 2.

PKM Program Planning at SDN Inpres Sale Teaching preparation is essentially a short-term plan to estimate or project what is being done. Thus, the preparation for the implementation of learning in elementary schools to predict the actions taken in learning activities, especially about the formation of competencies in elementary schools. In developing preparation for the implementation of learning in elementary schools, one must first master theoretically and practically the elements contained in the preparation of learning.

Therefore, the ability to make teaching preparations is the first step that teachers must possess and is the estuary of all theoretical knowledge, basic skills, learning methods, and a deep understanding of learning objects and situations in elementary schools. Planning is making decisions about what to do to achieve goals. A plan must start from setting goals to be achieved through needs analysis and complete documents, then specifying the steps that must be taken to achieve goals effectively and efficiently. Planning includes preparing lesson plans, media, learning resources, learning scenarios, and assessment tools.

Each teacher in the education unit should prepare a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, efficient, motivating students to participate actively, creatively, forming independence according to their talents, interests, physical and psychological development students. Islamic Religious

Education (PAI) teachers, school principals, and program managers play an important role in fostering and guiding TIPA teachers in schools. In addition, the Department of Education and Culture has the authority and responsibility to monitor the implementation of additional hours of religious lessons in schools.

A teacher needs to pay attention to learning objectives, the scope of subject matter, facilities and facilities owned, the number of students who take lessons, the allocation of available lesson hours, and sources or teaching materials that can be used. Therefore, learning planning is very important before starting learning activities. The plan consists of annual programs, semester programs, and lesson plans. The benefits of preparing the learning implementation plan are as follows: a. Improving teachers' ability to design learning as part of the pedagogic competencies that teachers must possess, b.

The learning process will be more focused because the learning objectives, materials to be taught, methods, and assessments to be used have been planned with various considerations, c. Increase the teacher's confidence during learning because the whole process has been well planned. Based on the author's observations and interviews, it can be seen that the planning for the PKM program by the Government and the Education and Culture Office of Palu City has prepared a management team in charge of monitoring the implementation of the PKM program.

The schedule of additional hours of religious lessons is carried out after the teaching and learning process in elementary schools and is not allowed to interfere with the sustainability of the system and mechanism of formal teaching and learning activities (KBM) in schools. The time used is 2 (two) lesson hours or 90 (ninety minutes); learning is carried out on Tuesdays, Wednesdays, and Thursdays every week. Learning activities start at 1:00 pm until 2:30 pm. The place for implementing the program for students who are Muslim is located in their respective schools, and the school prepares the room.

As for non-Muslims, the place of program implementation is directed or determined by the Education Office based on the distance traveled and the domicile of non-Muslim students. The results of observations related to learning planning at SDN Balaroa and SDN Inpres Silae, the authors have not received a lesson plan in the form of lesson plans that the teacher Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP) I - 2021 ISSN 2808-8646 115 has made before implementing learning in class. As exemplified by the Department of Education and Culture.

However, one form of preparation or planning by the teaching staff before entering the class is to prepare materials or compile material grids related to daily prayers and stories of the Prophets. As for the reading and writing material of the Qur'an, the teacher uses a

package book that has been provided by the Palu City Education and Culture Office. In addition to textbooks as learning guides, teachers also use additional material from supporting books in Iqra and Juz Amma books.

Therefore, the lesson plans exemplified by the Palu City Education and Culture Office can be developed and become a reference in learning activities. Likewise, all school principals require and sign the RPP from each PKM program teacher before implementing learning. Conclusion PKM program planning in Islamic spiritual development after the earthquake and tsunami in Palu City is the beginning of the activation process to achieve learning objectives.

Planning by the management team from the Education and Culture Office has developed a curriculum and learning guidebook. The learning planning for the PKM program at SDN Balaroa and SDN Inpres Silae after the earthquake, where the planning was not designed in the form of a Program Implementation Plan (RPP), but the teacher made simple plans or preparations such as preparing materials, media, and learning resources, compiling materials related to memorization. Short surahs and daily prayer readings. Reference Amin, A. R. (2015). Sistem Pembelajaran Pendidikan Agama Islam pada Perguruan Tinggi Umum. Deepublish. Basyar, A.

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