TAWHID-BASED CURRICULUM MANAGEMENT IN SOCIAL CARE CHARACTER BUILDING
(Study at SDIT Labschool Al Fatah Bekasi City)

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Abstracts
This study aims to determine the management of the Tawhid Curriculum implemented at SDIT Labschool Al Fatah Bekasi city, which includes, planning, organizing, implementing and evaluating. This research uses a qualitative approach with a descriptive method. Data collection techniques with observation, interviews and documentation studies. Data analysis using Miles and Hubberman analysis. The results of the study describe the management of the Tawhid curriculum including: 1). Planning, organizing, implementing, and evaluating the curriculum has been going well, but it still needs to be improved to make it even better. 2). The inhibiting factors faced, among others; Limited resources, diverse acceptance and understanding from stakeholders, with solutions including conducting training and optimizing the use of existing resources and conducting effective communication 3). The social care character of students is good, this is evidenced by the many social activities carried out. From this research, it can be concluded that the management of the tawhid curriculum implemented needs to be improved.

Keyword:
Curriculum Management, Tawhid Curriculum, Social Care

Introduction

Nowadays the mental development of students tends to be selfish, less caring for others, and even feeling indifferent to their friends, let alone others. Therefore, the world of education must be able to raise students' social awareness. The sensitivity to act caring towards others cannot be developed alone, but rather requires a process of education and practice. The role of teachers and the community, even the government, is needed in an effort to encourage and educate social sensitivity. The value of social care is now starting to decline, as seen from behaviors such as wanting to succeed alone, not being loyal to friends, not caring about others, not caring about their suffering, and other similar behaviors. The value of caring is eroded for a number of reasons, including social inequality or socioeconomic position, everyone's selfish

attitude, lack of understanding or cultivation of social care values, and lack of tolerance, sympathy, and empathy.

Based on the data obtained by the researchers, in 2018 there were 1885 cases handled directly by the Indonesian Child Protection Commission (KPAI). The reason is, the perpetrators of criminal acts involve 504 children, ranging from drug offenders to theft, and the most cases occur in asocial cases. In several recorded cases of children in conflict with the law or ABH, the most children entered the Special Juvenile Correctional Institution (LPKA) to steal as much as 23.9 percent, drug cases as much as 17.8 percent, and immoral cases as much as 13.2 percent and others. Not only that, based on data from the Child Protection Commission, it was recorded that 62.7 percent of junior high school adolescents in Indonesia were not virgins. Other results also noted that 93.7 percent of middle and junior high school students had kissed, 21.2 percent of middle school teens admitted to having had an abortion, and 97 percent percent of middle and high school students have watched porn. In addition, in 2018 KPAI stated that Indonesia had a brawl case rate of 14 percent (Hidayat and Sunarya, 2019).

Various efforts have been made by many groups to overcome social problems for students, the younger generation and the wider community, such as youth organizations, state institutions engaged in the humanitarian sector and others. In addition, private educational institutions strive to solve the social problems of the younger generation or among students in order to educate students through an Islamic curriculum and based on Tawhid.

Currently, curriculum development is not a power for the central government, but shares tasks with local governments. Furthermore, the central government only regulates and handles *the core* curriculum, while the curriculum compiled and developed by each local government even at the education unit level is an *extended* curriculum. Curriculum development is not directed at creating a single curriculum that is implemented by each school. However, curriculum development can be differentiated for each group, both due to innate factors and due to the availability of supporting resources. Thus, the implementation of different curricula in each group also requires different ways of measuring the level of achievement of learning objectives in each group of children.

Now there are many educational institutions that design and develop educational curricula by adjusting to the situation and conditions of the surrounding environment, and have a direction that is in line with the vision and mission and goals of educational institutions that have been designed from the beginning. Such as the modern Islamic boarding school Gontor Ponorogo, Trenmatika Islamic School Bekasi, and many others. The above educational institutions make efforts to improve the quality of education that can answer the challenges of the times as well as a manifestation in implementing law Number 20 of 2003 article 36.

The above phenomenon shows that curriculum development with various supporting programs is an effort by the government and educational institutions to improve the quality of education. In addition to some of the educational institutions above, researchers also found data that, educational institutions that have carried out curriculum development are SIT Al Fatah Bekasi. SIT Al Fatah Bekasi is an educational institution in which there are several formal and non-formal education units, one of which is SDIT Labschool Al Fatah which follows the development and changes in its educational institutions. This is done because of the need to organize educational institutions, especially in developing the quality of education through Tawhid-based curriculum management programs.

The overall curriculum management function will be discussed in this study, including elements of planning, organizing, implementing, and assessing, supporting and inhibiting factors of Tawhid-based curriculum and social care of students at SDIT Labschool Al Fatah Bekasi City.

Based on the description above, this study aims to obtain an overview of the implementation of Tawhid-based curriculum management in an effort to realize school goals at SDIT Labschool Al Fatah Bekasi City, including: 1). Planning, organizing, implementing,

and evaluating the curriculum contained in SDIT Labschool Al Fatah Bekasi City. 2). Supporting and inhibiting factors faced in implementing a tawhid-based curriculum at SDIT Labschool Al Fatah Bekasi City. 3). The social care character of SDIT Labschool Al Fatah Bekasi City students.

Methods

This research is a naturalistic qualitative study research, where this study aims to observe objects within a certain period of time to be drawn a conclusion from the behavior studied. This study intends to decrypt the application of Tawhid-Based Curriculum Management in Social Care Character Building of SDIT Labschool Al Fatah Bekasi City students.

Researchers collect literature as a theoretical foundation for data collection, then refined with empirical data tools obtained from field research through observation, interviews, and documentation studies.

1. Observation

    Observations made by researchers at SDIT Labschool Al-Fatah sought to know more deeply about the Tawhid-based curriculum. On the other hand, we also want to reveal the extent of the success of Tawhid-based learning on the character of social care for students.

2. Interview

    In qualitative research, interviews are a common method of collecting data. The act of conducting an interview technique refers to making communication contact or talking with the interviewee. with the aim of collecting information from *(interviewee).* In qualitative research, resource persons are informants who provide information and understanding. In this study, researchers used standard interviews to conduct interviews with several components at SDIT Labschool Al-Fatah.

    a. Principal's interview guidelines regarding school profiles and policies for implementing Tawhid-based curriculum at SDIT Labschool Al Fatah.

    b. Interview guidelines to the vice principal regarding the implementation of the Tawhid-based curriculum at SDIT Labschool Al Fatah.

3. Documentation

    Documentation aims to obtain data directly from the place of research, including related books, regulations, activity reports, photos, documentaries, and data relevant to the research.

Results and Discussion

Based on data collected by researchers through several methods, researchers describe findings obtained from observation, interviews and documentation.

Planning, organizing, implementing and evaluating Tawhid curriculum management at SDIT Labschool Al Fatah Bekasi City.

SDIT Labschool Al Fatah in addition to using the National curriculum, namely the 2013 Curriculum, also uses a Tawhid-based curriculum, as said by the head of SDIT Labschool Al Fatah. School culture habituation developed at SDIT Labschool Al Fatah as an effort to develop Islamic culture and national character by applying various habituations, as stated in the following table:

Table 1. School Culture Habituation

No.	Types of Activities and Habituation	Developed character education
1	Every morning picket officers stand in front of the gate, greeting students by greeting and greeting teachers	5S (smile, greeting, greeting, polite and courteous)
2	Pray before and after study	Religious/Islamic
3	The flag ceremony was accompanied by the National Anthem Indonesia Raya by a choir	Love of the Motherland
4	Read a book for 30 minutes after the flag ceremony in the reading corner of each class	Reading interest
5	Tahiyyatul Masjid prayer, Quran recitation, Dhuha prayer and reading morning and evening prayers,	Religious/Islamic
6	Learning in the first hour always begins with ice breaking to prepare students	Spirit
7	habituation 5 S; smiles, greetings, greetings, courtesy and courtesy between fellow teachers / employees, students with teachers / employees, and between students and with parents	Religious, Cooperation, Friendly/Communicative
8	Class hygiene pickets before and after learning	Care for the Environment
9	Laseri activities (joint gymnastics and eating mung bean porridge and drinking milk) once a month on Fridays in the last week	Healthy Lifestyle
10	Sunnah fasting activities and breaking the fast together at school once a month	Religious/Islamic
11	Daily Infak habituation to be given every Friday (Friday Alms)	Generous
12	Playback of Murratal Al Quran Juz 30 and Asmaul Husna	Religious/Islamic
13	Shop Honesty &; Lost Deposit Box	Honest
14	The habit of congregational worship (congregational prayer)	Religion and Tolerance
15	Sports learning begins with marching in an orderly manner and praying.	Religious and disciplined
16	Culture queues in service in canteens, eateries, libraries, and others	Discipline and cooperation
17	Washing cutlery after eating	Independent and Disciplined
18	Provide rewards for achievers and punishment for violators.	Rewarding achievements
19	*Market Day* (students selling merchandise)	Hard work, tenacious, observant of opportunities, confident

Source: Document 1 SDIT Labschool Al Fatah

The self-development activities can be carried out as follows:

Table 2. Personal Development Activities

Activities	Example
Routine, which is scheduled activities	Monday Flag Ceremony and National Holidays
	Women's Fiqh (Puterian)
	Daily leadership and lifeskills training activities
	Tilawah Al Qur'an (memorization of short surahs) Pesantren Kilat Ramadhan
	Implementation of Islamic Religious Day (Muharram)
	Commemoration of National Holidays (e.g. Youth Pledge Day, Indonesian Independence Day, Heroes' Day, etc.)
	Porseni/Art Performances / School Festivals
	Language Week (English and Arabic)
	Visit to learning resources (Museum) / *Outing Class*
	Introduction to the types of professions / *Carrier Day*
	Widyawisata
	Perjusa (camp) and scout competition level I Penggalang/Siaga
	Fun Cooking
	Mabit (Night of building faith and piety)
	Visit to *Book Fair* in order to instill reading / literacy culture
	Inter-school competition
	Quantum Quran Day
	Certification and graduation of the Quran
Spontaneous, is an unscheduled activity in an event	Give and answer greetings
	Apologize
	Thank
	Visiting the sick
	Dispose of trash in its place
	Helping people in distress
	Reconcile quarrels
Exemplary, is an activity in the form of daily behavior	Teacher performance
	Picking up scattered trash
	Speak politely
	Say thank you
	Apologize
	Respect the opinions of others
	Give different opinions a chance
	Put parents first
	Student assignments in shifts
	Obey the rules (discipline, obey the time, obey the rules)
	Say hello when you meet
	Dress neatly and cleanly
	Keep promises
	Give awards to achievers
	Behave alone
	Good self-control

	Praising honest people
	Acknowledging the truth of others
	Admitting one's own mistakes
	Dare to make decisions
	Dare to tell the truth
	Protecting the weak
	Helping the poor
	Patiently listen to others
	Visiting a sick friend
	Defending the honor of the nation
	Return items that don't belong to them
	Queued
	Reconcile
	Instillation of reading / literacy culture

Source: Document 1 SDIT Labschool Al Fatah

The reason why SDIT Labschool Al Fatah implements a Tawhid-based curriculum is so that all students will be stronger and stronger in realizing Allah as the substance of the Almighty Creator and maintaining this nature and the only substance we worship.

In order for the implementation of the curriculum to run well, it is necessary to have a mature plan. Curriculum planning considers the needs and characteristics of students to be in accordance with the educational goals to be achieved. Curriculum development at SDIT Labschool Al Fatah Bekasi involves many parties. Each other gives each other positive and productive feedback. Related parties include cooperation with the teacher council, school management, board of trustees and trustees of the Foundation. Regular meetings, training, and group discussions to improve and develop the curriculum are also often implemented.

The preparation of the curriculum at SDIT Labschool Al Fatah is planned in advance. Preparation is done by gathering information about important changes in education, studying the latest developments in the national curriculum, and conducting an analysis of student needs. In planning the creation of school curriculum management, we consider the needs and characteristics of students, educational goals to be achieved, and national curriculum standards. We also involve the active participation of teachers in this planning process.

Learning planning is carried out by designing yearly, semester, daily plans or programs based on lesson schedules, syllabi, and lesson implementation plans (RPP) which contain media and learning resource preparation plans, learning assessment tools, and learning scenarios. The teachers at SDIT Labschool Al Fatah in carrying out the learning process in the classroom use a variety of learning methods that are tailored to the needs, so that the content of the Tawhid curriculum can be integrated with the content of the national curriculum. Assessment of the learning process using an authentic assessment approach assesses the readiness of students, processes, and learning outcomes as a whole. Supporting and inhibiting factors encountered when SDIT Labschool Al Fatah Bekasi City implements Tawhid curriculum management.

Things or circumstances that can advance or expand an activity, company, or production are known as supporting or driving factors. A supporting factor can be interpreted as a condition that encourages or helps a person to carry out a task successfully. Infrastructure, socialization or publication, funding, and human resources are variables supporting effective curriculum implementation. Without the above, a program will undoubtedly not work well. Similarly, experienced by SDIT Labschool Al Fatah, among the factors that support the implementation of the Tawhid-based curriculum are human resources who have the spirit to implement it all, especially teachers who get full support from school management. The implementation of the

tawhid-based curriculum integrated into the national curriculum will not run well without the mujahadah or sincerity of the teachers.

In implementing a planned program, it is natural that there are obstacles and obstacles, as well as SDIT Labschool Al Fatah in implementing the Tawhid curriculum integrated with the national criculum experiencing several obstacles. To overcome this obstacle, our teachers collaborate, conduct small discussions at levels, attend relevant trainings and workshops, and communicate with related parties to get knowledge support and so on.

The inhibiting factors for the implementation of the Tawhid-based curriculum at SDIT Labschool Al Fatah are as follows: 1. The incomprehension of some parents, 2. Resource limitations, 3. Challenges in integrating the Tawhid-based curriculum with the national curriculum.

One way to measure a person's level of faith is by how well they take care of others. Because everything that happens to us and those around us is essentially a test from Allah SWT. Caring can be demonstrated by reaching out and providing resources such as food, clothing, money, and other necessities to those in need. Giving compassion and praying for others are two examples of immaterial ways a person might show they care.

Everyone needs to go through a process of education and coaching to develop caring. In order for students to avoid unwanted tendencies such as arrogance, indifference, individualism, and indifference to the suffering of others, it is necessary to cultivate an attitude of social care. The ideal time to instill an attitude of social care in students is during the learning process. Since humans cannot live alone in this world, everyone needs to have an attitude of social responsibility towards others. Environmental influences have a significant impact on the process of creating an attitude of social responsibility.

SDIT Labschool Al Fatah strives to instill in its students to have a sense of care for anyone, with various programs implemented, including:
  a. Conducting learning programs that encourage social care, such as community service activities, visits to orphanages, and participation in social activities in the surrounding environment.
  b. Integrate social values in curriculum and learning materials.
  c. Holding extracurricular activities that focus on developing social care characters, such as selling food from extracurricular fun cooking and then the profits obtained are donated to orphans and the poor.

Based on the results of research on the social care attitude of SDIT Labschool Al Fatah students is good, this is evidenced by the existence of an award certificate from one of the institutions engaged in social and humanitarian fields.

Planning, Organizing, Implementing and Evaluating Tawhid curriculum management at SDIT Labschool Al Fatah Bekasi City.

Curriculum planning, implementation, and evaluation are three factors that must be considered in curriculum implementation, according to Mulyasa in Lusiana (2022). Oemar Hamalik stated the same thing, broadly speaking the implementation of the curriculum includes preparation, implementation, and evaluation (Oemar Hamalik, 2007).

Planning is the steps that must be taken to achieve the goals that have been set. (Suryapermana, 2017; Ridwanulloh et al., 2023). Based on the results of observations and interview studies, it is known that at the planning stage or preparation of the SDIT Labschool Al Fatah curriculum is carried out by school management, namely the principal who is assisted

by curriculum waka, student waka, sarpras waka and involves all teachers to find out the expectations and goals that will be obtained by students. In line with Haryati in Eka Nursabila that the parties involved in curriculum development are principals, teachers and committees (Nursabila, 2022).

Preparation is done by gathering information about important changes in education, studying the latest developments in the national curriculum, and conducting an analysis of student needs. This is done to ensure that the curriculum applied remains relevant and in accordance with the latest developments. Implementation is the action of a plan or policy that has been carefully and precisely established to achieve the objectives of the activity, according to Lusiana's thesis. As for the way a system is implemented, namely the existence of actions, activities, actions, or procedures (Lusiana, 2022).

Based on the findings of observational studies and interviews, active learning is used to carry out learning in every class at SDIT Labschool Al Fatah, where students are required to be more active in participating in the teaching and learning process. The teacher simply acts as a facilitator, assisting students in making connections between newly acquired knowledge and those they find difficult to apply.

Teachers involve students in group learning to encourage participation from them in teaching and learning activities. Students can share knowledge, practice working together, and gain confidence through groups. In addition to participating in groups, students also actively interact with the teacher, ask questions, and answer questions passionately, allowing interaction between teachers and students and vice versa throughout the learning process. In the evaluation stage, M. Edy Muttaqien said evaluation is the process of collecting information to be used as a consideration for making decisions. While Tyler said as quoted by Sukmadinata Evaluation is a process to find out whether educational goals have been achieved or realized. In this case, the stages of evaluation include; 1. Evaluation of learning objectives, 2. Evaluation of curriculum implementation, 3. Evaluate the effectiveness of time, effort and cost, and 4. Evaluation of the results that have been achieved (Muttaqien: 2020).

Based on observational findings and interviews, the SDIT Labschool Al Fatah school management evaluated the curriculum related to various topics. This evaluation involves an assessment of the implementation of the Tawhid-based curriculum, the quality of learning implemented, student responses to learning, the fulfillment of learning objectives and indicators, and their impact on student development. Evaluation also involves gathering feedback from teachers, students, parents, and other relevant stakeholders.

In general, the evaluation carried out by SDIT Labschool Al Fatah in the implementation of the curriculum is that the school collects data related to the implementation of the Tawhid-based curriculum, including teacher assessment of learning, student achievement, and feedback from students, parents, and other relevant stakeholders. This data is then analyzed to evaluate the effectiveness of the curriculum and its implementation. Evaluation also involves assessing the fulfillment of learning objectives, the quality of learning, and student responses to learning. Curriculum management evaluations are carried out periodically, usually every semester or school year. This allows schools to see progress in curriculum implementation, identify strengths and weaknesses, and make necessary improvements and developments.

Supporting and inhibiting factors encountered when SDIT Labschool Al Fatah Bekasi City implements Tawhid curriculum management. Each task will undoubtedly face elements that encourage and discourage when carried out. Without this, the implementation of a monotheism-based curriculum integrated into the national curriculum will not succeed. Factors supporting the implementation of a decent curriculum include human resources, learning methods, infrastructure, socialization or publication, and funding.

Referring to the results of interviews, documentation and observations in the field as well as from sources received, there are several supporting factors in implementing the Tawhid curriculum which is integrated into the national curriculum.

Supporting factors for the sustainability of the implementation of the Tawhid curriculum at SDIT Labschool Al Fatah are;

1. Support from Al Fatah Foundation
This support can take the form of training and guidance organized by the Foundation to teachers at SDIT Labschool Al Fatah.
2. School and faculty commitment
The management and teaching staff of SDIT Labschool Al Fatah have a high commitment to the implementation of a Tawhid-based curriculum, this will be an important factor. Teachers who are well trained and have a deep understanding of Tawhid-based curriculum will be able to implement it more effectively.
3. Resources and support materials
The availability of supporting resources such as textbooks, teaching materials, and other teaching materials that are in accordance with the Tawhid-based curriculum can greatly support implementation. Alhamdulillah at SDIT Labschool Al Fatah has adequate and up-to-date resources, teachers and students will be able to more easily engage in the learning process.
4. Parental involvement
Parental support and involvement are very important in implementing a Tawhid-based curriculum. Alhamdulilla most parents have a good understanding and awareness of this curriculum, they can support and involve themselves in school activities, such as extracurricular activities, parenting study events, and other school activities.

In its implementation, there are obstacles that are not as desired. As an educational institution, SDIT Labschool Al Fatah has a variety of students and parents themselves, ethnicity, race, social strata and so on. Based on the findings of discussions with the management of SDIT Labschool Al Fatah, among the inhibiting factors in the implementation of the Tawhid-based curriculum integrated with the national curriculum from the internal side is the limitation of human resources (teachers), while from the external side is the acceptance and diverse understanding of stakeholders, including students, parents, and the general public related to the tawhid-based curriculum.

1. Incomprehension from some parents
Some parents may not fully understand the application of Tawhid-based curriculum. This can be an obstacle in implementation if there is disharmony between school goals and parents' expectations.
2. Resource limitations
Limited resources such as funds, facilities, or trained teaching staff can be an obstacle in implementing a Tawhid-based curriculum. SDIT Labschool Al Fatah continuously strives to ensure that the necessary resources are adequately available to support the effective implementation of a monotheism-based curriculum.
3. The challenge of integrating the Tawhid curriculum with the national curriculum.
The integration of Tawhid-based curriculum into the national curriculum can face administrative and technical challenges. However, good coordination with supervisors in the East Bekasi region and a clear understanding of the national curriculum requirements are important so that there are no conflicts or difficulties in implementing the tawhid-based curriculum.

However, it can all be overcome by conducting training and optimizing the use of existing resources with careful planning and proper time allocation, effective communication

and persuasive approaches to stakeholders to obtain better support and understanding of the tawhid-based curriculum.

Social care attitude of SDIT Labschool Al Fatah students Bekasi City.

According to Ade Juli Saraswati et al, one of the qualities needed by students is the value of social care. The Ministry of National Education defines social care as attitudes and behaviors that always aspire to help other individuals and communities in need in order to instill the value of social care in students (Ade Juli et al., 2020).

Boyatzis and Mckee explain that showing concern is a genuine type of concern. We can handle challenging situations with creativity and resilience when we are open to others. Our ability to build relationships with other individuals is aided by empathy. On the other hand, Bender in A Tabi'in, caring makes oneself relate to others whatever their problems. Therefore, a caring person is one who puts the needs and feelings of others above his own.

Based on observations and interviews, the social care attitude of students at SDIT Labschool Al Fatah is good, as evidenced by the frequent holding of social service activities, both routine weekly (Friday alms), and incidental, such as disaster response and others.

Social care at SDIT Labschool Al Fatah involves developing empathy, care, and awareness of the needs of others around us. In using this Tawhid-based curriculum, social care attitudes are instilled in students through the following ways: 1. Character education: Tawhid-based curricula often place emphasis on developing good character, including social care. Through the teaching of Tawhid values, such as compassion, justice, and helpfulness, learners are taught to have concern and concern for fellow humans and other creatures. 2. Real experiences of students at SDIT Labschool Al Fatah who teach students about the importance of social care. For example, through community service activities or visits to orphanages, students can see firsthand the condition of people who need support and feel deep concern for them, 3. Teaching about social obligations. The Tawhid-based curriculum here also teaches students about the social obligations that every Muslim has. They are taught to give alms, share happiness with others, and participate in charitable activities. This can help students be able to apply social care attitudes in everyday life. By using this Tawhid-based curriculum, students are important to integrate social aspects and care in every aspect of education. Thus, learners will be accustomed to social care attitudes and are expected to apply them in daily life as Muslims who uphold the sunnah and teachings of the Qur'an and are responsible and caring for fellow humans.

Conclusion

The following conclusions can be drawn from the analysis of research data and data collection results;

1. Curriculum management plans, compiles, implements, and evaluates Tawhid curriculum management at SDIT Labschool Al Fatah Bekasi City.

   At the planning stage or preparation of the SDIT Labschool Al Fatah curriculum is carried out by school management, namely the principal who is assisted by the vice principal for curriculum, vice principal for student affairs, vice principal for infrastructure and involves all teachers to find out the expectations and goals that will be obtained by students.

   At the implementation stage, learning in each class at SDIT Labschool Al Fatah runs with an active learning pattern, where students are required to be more involved in the process of teaching and learning activities. The teacher is only a facilitator, helping students connect new knowledge to be learned, and helping students who have difficulty applying the knowledge they have.

   The evaluation conducted by the management of SDIT Labschool Al Fatah school related to the curriculum covers various aspects. This evaluation involves an assessment of the implementation of the Tawhid-based curriculum, the quality of learning implemented,

student responses to learning, the fulfillment of learning objectives and indicators, and their impact on student development. Evaluation also involves gathering feedback from teachers, students, parents, and other relevant stakeholders.

2. Factors that support and hinder the implementation of Tawhid curriculum management at SDIT Labschool Al Fatah Bekasi City.

   There are several supporting factors in implementing the Tawhid curriculum which is integrated into the national curriculum, namely; Support from the chairman of the Al Fatah Foundation, commitment of the school and faculty, resources and supporting materials, and parent involvement. The factors that become obstacles in implementing the Tawhid-based curriculum at SDIT Labschool Al Fatah are limited human resources, acceptance and diverse understanding from stakeholders, including students, parents, and the general public related to the Tawhid-based curriculum. However, it can all be resolved by conducting training and optimizing the use of existing resources with careful planning and proper time allocation, effective communication and persuasive approaches to stakeholders to obtain better support and understanding of the tawhid-based curriculum.

3. Social care attitude of SDIT Labschool Al Fatah students Bekasi City.

   Developing social care can be done in conjunction with assistance from the surrounding environment. Therefore, social care is not just a concept, but an action in accordance with established guidelines. In addition, social reality has a number of critical points that need to be corrected as soon as possible. Three stages are used to instill social responsibility in students.

   First, improve students' competencies so that they can change the way they perceive the value of those in their immediate environment.

   Second, the increased desire to help those around him.

   Third, children may develop the habit of reaching out to others in need.

   Based on the above, the social care attitude of students at SDIT Labschool Al Fatah is good, as evidenced by the frequent holding of social service activities, both routine weekly (Friday alms), and incidental, such as disaster response and others.

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