


Implementation of Curriculum Management at Private Madrasah Education Institutions

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Abstract

The curriculum is essentially a component content that is crucial in the educational environment. Curriculum management is a measure of the success and quality of an educational institution in the implementation of learning activities. Therefore, the author aims to analyse the problematic curriculum as well as how the curriculum development strategy is used in madrasahs. This article uses a qualitative method with a pattern of interviews and observations to collect information which is then reviewed by the literature study method. The results of this mini research are: 1) Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo experiences several problems in implementing the new curriculum, so good management is needed to support the implementation of the curriculum in accordance with the curriculum objectives. 2) The final result in the implementation of the curriculum in this madrasa, the institution has several strategies to support the implementation of the new curriculum with a project-based work programme, so that students can freely express themselves while honing their skills to live the values contained in the new curriculum. 3) One form of curriculum strategy evaluation is by utilising Information Technology (IT) as an infrastructure tool that supports the performance of teachers and students in learning and learning activities, so that the use of IT can be collaborated with other strategies. In addition, the implementation of the curriculum also requires the cooperation of all school members as well as parents of students.

Kata Kunci:

*Manajemen,
Kurikulum,
Pendidikan
Islam.*

Kurikulum pada hakikatnya merupakan muatan komponen yang menjadi hal krusial dalam lingkungan pendidikan. Manajemen kurikulum menjadi tolak ukur keberhasilan dan kualitas suatu Lembaga Pendidikan dalam pelaksanaan kegiatan pembelajaran. Oleh karena itu penulis bertujuan untuk menganalisis problematika kurikulum sekaligus bagaimana strategi pengembangan kurikulum yang digunakan di madrasah. Arikel ini memakai metode kualitatif dengan pola wawancara dan observasi untuk mengumpulkan informasi yang kemudian di kaji dengan metode studi pustaka. Hasil dari riset mini ini adalah: 1) Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo mengalami beberapa problematika pada penerapan kurikulum

yang baru, sehingga diperlukan manajemen yang baik guna menunjang pelaksanaan kurikulum sesuai dengan tujuan kurikulum. 2) Hasil akhir dalam pelaksanaan kurikulum di madrasah ini, pihak lembaga mempunyai beberapa strategi pendukung pelaksanaan kurikulum baru dengan program kerja berbasis proyek, sehingga peserta didik dapat bebas mengekspresikan diri sekaligus mengasah *skill* guna menghayati nilai-nilai yang terkandung pada kurikulum yang baru. 3) Salah satu bentuk evaluasi strategi kurikulum adalah dengan memanfaatkan *Information Technology* (IT) sebagai alat sarana prasarana yang menunjang kinerja guru dan murid dalam kegiatan belajar dan pembelajaran, sehingga pemanfaatan IT tersebut bisa dikolaborasikan dengan strategi lainnya. Selain itu, pelaksanaan kurikulum juga memerlukan kerjasama dari seluruh warga sekolah sekaligus orang tua peserta didik.

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1. Introduction

Education has an important role as something that makes a student experience learning changes, it can be in the form of new experiences and knowledge, or in the form of ambition to progress. Of course, with education, the nation's generation can explore various hopes by having the determination to process optimally in developing their potential, so that they become graduates in accordance with the expectations of educational institutions. An Islamic educational institution or madrasah will progress, if it is considered capable of competing and being useful in the future when it is managed properly and correctly. Improving management skills is a must that must be implemented by an educational institution. The process will involve many components that need to be organised systematically, one of which is curriculum management (Dedi Lazwardi, 2017).

The curriculum has an important role in supporting the quality of the development of educational institutions, if it has good management, the success of realising the ideals or expectations of an institution with graduates who are able to compete in the realm of higher education. So that an institution can take part in realising the goals of national education (Mohamad Ahyar Ma'arif, 2012). The curriculum has a fundamental role in an institution because it is a set of components that regulate as well as guide the implementation of learning activities, this is in accordance with the nature of the curriculum contained in Law number 20 of 2003 concerning the national education system which states that the curriculum is a set of plans and controls that contain goals or targets, content, teaching materials and guidelines for organising teaching and learning activities in obtaining educational goals (Huda, 2017).

Examining the curriculum management of educational institutions as an effort to advance and improve the quality of education is one of the crucial things that is urgently monitored regularly. The implementation of this curriculum must be

supported by all parties, which includes education stakeholders at the government stage, or all madrasah residents (Wardani et al., 2016). Madrasahs are also given the authority to manage the curriculum in the form of describing and developing programmes that support the improvement of the implementation of the curriculum used. Keep in mind, the actualisation of the curriculum requires a good programme and management in all its aspects. Therefore, to obtain the direction of the educational mission, curriculum management at Islamic Education Institutions has a very urgent role in having an impact on the growth and development of students (Mansur, 2016).

The different characters of each learner also affect the level of understanding in learning activities. Bad habits carried over from the impact of the covid-19 pandemic also have an impact on the personality of students, becoming less productive and difficult to try something so that students like this will find it difficult to solve their own problems. Of course this is a separate task for a teacher in socialising and implementing a curriculum that must pay attention to the needs of students and related institutions so as to produce a comprehensive curriculum (Komala & Erihadiana, 2022). The curriculum at Islamic educational institutions must be clearly designed and planned in systematically outlining a series of knowledge that should be taught by teachers to students in the form of all forms of educational activities, without eliminating religious characteristics as one of the Islamic educational institutions. Thus, an appropriate curriculum plays an important role in presenting educational activities in madrasahs. Therefore, as a basic concept in implementing and elaborating the curriculum in Islamic Education Institutions, curriculum management needs to be presented with innovations in the context of madrasah development as well as evaluation strategies in solving existing curriculum problems (Muhammad Muttaqin, 2021).

As time goes by and the times progress, of course the curriculum undergoes changes in adjusting to the needs of students. However, the dynamic curriculum certainly has an impact on the learning process of students. In addition to the positive impact to meet the intellectual needs of students, this curriculum change also has a negative impact. One of them is that the new curriculum has not been fully understood by teachers and students, so that in its application it will be less effective and less than optimal. There will be various problems in the realm of education due to this curriculum change. So the need for innovation to answer the problems that exist (Nasbi, 2017).

The emergence of these problems, it is expected that a teacher and students can understand the curriculum that is applied properly, so that its implementation is also in accordance with expectations. Innovations are needed so that the curriculum can be developed according to the needs of the madrasah by openly accepting input or utilising existing technology to support the curriculum to be implemented regularly. Thus, the capacity of students can develop in carrying out their duties as a student, or as a person who returns to the community. With good curriculum management by madrasah, all existing problems can be solved by the process of observing, discussing, evaluating and implementing the solution (Nashir, 2017).

A lot of research before this, which focuses on discussing curriculum management, as for the findings of researchers including the following:

First, based on Aldo Redho Syam in a study entitled 'Teachers and Islamic Religious Education Curriculum Development in the Era of the Industrial Revolution 4.0' states that the curriculum plays a role in the educational setting, especially in Islamic religious education as a direction as well as a guide, then the teacher can determine the direction and purpose of learning, learning patterns, learning models, learning media, and learning evaluation tools that are relevant to the content of teaching materials. In welcoming the social dynamics at this time, it is necessary to develop the curriculum, so that curriculum preparation is not just the mission of the government and the highest office holders in Islamic educational institutions, but a teacher can play an active role in elaborating the Islamic religious education curriculum in Islamic educational institutions, especially during the industrial revolution 4.0 (Syam, 2019).

Second, according to Muhammad Nasir in a study entitled 'Islamic Education Curriculum Development' that the development of the Islamic education curriculum needs to be planned and regulated by containing several aspects such as goals, content or teaching materials, educational activities and evaluation in the form of assessments that are the basis for the implementation of education. Therefore, curriculum development must support the implementation of learning objectives, content, processes and assessments can be implemented properly so that it can be called an appropriate curriculum (Nasir, 2013).

Third, according to Nidawati in a study entitled 'The Nature of the Islamic Education Curriculum' that the characteristics of the Islamic education curriculum are based on none other than the Qur'an and Al-Hadith. The Islamic education curriculum needs to be designed and planned regularly and clearly in outlining a series of knowledge as teaching material in order to achieve the objectives of Islamic education (Nidawati, 2021).

Fourth, according to Nurmadiyah in her article entitled 'Islamic Religious Education Curriculum' in essence the curriculum is not only a means of achieving the purpose of education itself, but also the basis for learning activities in the classroom. The current phenomenon, political changes in a country also affect the quality of the education sector, one of which is the implementation of curriculum changes. So that this curriculum is seen as something dynamic to adjust to the times (Nurmadiyah, 2016).

Fifth, according to Moh Rofie in his article entitled 'Pesantren-Based Islamic Religious Education Curriculum Management' that First, curriculum planning is prepared by the Madrasah structural party accompanied by a team of pesantren functionaries, in an effort to synchronise madrasah education programs with pesantren. Furthermore, educational activities can be organised based on the results of curriculum development with all efforts relevant to Islamic Religious subjects. Then, the curriculum is implemented by evaluating the structural components and evaluating the results of student learning competencies (Rofie, 2017).

Sixth, according to Fatkhur Rohman in his discussion entitled 'Curriculum Management in Islamic Education' that the concept of curriculum management in an educational institution includes the basis of the curriculum, curriculum characteristics, curriculum developer programme elements, Islamic education

curriculum, global principles that are central to the Islamic education curriculum, roles and effective processes in managing the Islamic education curriculum which are expected to help in the management and development of curriculum in Islamic educational institutions (Fatkhur Rohman, 2018).

Seventh, according to Sri Astuti in a study entitled 'Discourse on the Nature of the Islamic Education Curriculum' that the curriculum has validity including; folisofis, sociological, organistorical, and psychological, while one of the rules is based on the value of religiosity, coherent and adaptive. Ultimately this curriculum orientation includes preserved values, educational and scientific actors and media. Curriculum content essentially includes cognitive, psychomotor and affective intelligence. Thus, a curriculum also requires a review and evaluation as an implication of existing developments (Samad, 2021).

Eighth, according to Ernaka Heri in a study entitled 'Character Education-Based Curriculum Development (Review of Islamic Religious Education Learning Innovation Development)' that the character education curriculum relationship includes educational objectives, material content, learning methods used and assessment of learning outcomes which are referred to as a form of completeness of an interrelated curriculum. There are also other parts that are reciprocal to each other including: 1) goals, 2) material that contains character values, 3) all learning processes related to methods, strategies and techniques carried out by an educator in learning activities, 4) organising the curriculum properly, 5) evaluating strategies to improve and minimise deficiencies so that it will be closer to the desired achievement (Suharyanto, 2019).

Ninth, according to Mohammad Ahyan in a study entitled 'Development of Islamic Religious Education Curriculum in the Perspective of Value Education' that the parent of curriculum development with value education is all efforts used as a way to achieve primary goals in all aspects of the curriculum that guides students to implement the main values in Islamic Religious Education to obtain national education goals. Such a design should be of particular concern to education organisers by considering the urgency of education as a process of practising noble values (Sya'bani, 2018).

Tenth, according to Ahmad Taufik in a study entitled 'Islamic Education Curriculum Development' that the function of the curriculum is as a guide so that knowledge, skills and attitudes become part of the focal point of curriculum development. The educational process refers to the conceptualisation of a full human being who uses a structured strategy. While the popular method is the method of education through the teachings of Islam which is associated with all aspects of science and skills based on the teachings of Islam itself. In the end, the barometer in determining and choosing a curriculum from the side of religiosity and the side of culture and use value (Selamet et al., 2022).

Eleventh, according to Yuhasnil and Silvia Anggreani in a study entitled 'Curriculum Management in Efforts to Improve Education Quality' that with the implementation of the authority to decentralise education during regional autonomy, which then requires each region to design its own progress curriculum which is a breakdown of the education curriculum that has been approved by the center. The case is very relevant to the provisions of the curriculum, so that local governments and school institutions can contribute to outlining quality improvement programmes so that each region can compete healthily for educational progress in their respective institutions (Yuhasnil, 2020).

In accordance with this discussion, it is necessary to conduct a mini research-based research on one of the Islamic educational institutions to analyse the

implementation of the curriculum in Islamic educational institutions as one of the barometers in assessing the quality of an institution. For this reason, the researcher conducted a mini research with the title of curriculum management implementation at a private madrasah institution, namely at Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo by taking the formulation, namely: who is involved in the preparation of the madrasah curriculum, how is the urgency of the curriculum in the madrasah, what curriculum is used by the madrasah, how is the implementation of the Islamic religious education curriculum in the madrasah, how are the strategies carried out by the madrasah, and how are the problems and evaluations in the implementation of the curriculum in the success of the implementation of the curriculum well in the madrasah.

2. Methods

This research method uses a qualitative approach by describing the analysis of curriculum management implementation in private madrasah institutions that focus on the implementation of Islamic religious education curriculum to improve the quality of madrasah. The mechanism of data accumulation that researchers do is by conducting interviews and observations or observations at educational institutions; and by using data review techniques using the Miles and Huberman theory which focuses attention on things that are considered crucial and principal; and validating data with source triangulation by comparing existing information with the results of previous research. The research in this journal focuses on: 1) Curriculum implementation in private madrasah institutions in the form of: (a) who plays a role in the preparation and implementation of curriculum implementation, (b) the urgency of the curriculum, (c) the curriculum used in madrasah, (d) the application of the curriculum in madrasah and 2) Problematics of the curriculum at Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo ranging from: (a) curriculum problems in the madrasah (b) strategies used by the madrasah (c) evaluation carried out by the madrasah

3. Result and Discussion

The discussion in this article is presented based on the findings in the form of data obtained by the author as a result of the interview process in the scope of MTs Muhammadiyah 2 Jenangan Ponorogo, while the discussion in this article has two sub-discussions, namely how the implementation of the curriculum in the madrasah and how the problems and strategies used in the implementation of education at MTs Muhammadiyah 2 Jenangan Ponorogo.

Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan is one of the madrasahs located on Jalan Raya Jenangan number 68 located in Jenangan District, Ponorogo Regency. As one of the private madrasahs under the auspices of Muhammadiyah. In strengthening the student profile, MTs Muhammadiyah 2 Jenangan collaborates with various parties to succeed the existing curriculum.

3.1 Implementation of the Curriculum at MTs Muhammadiyah 2 Jenangan Ponorogo

The curriculum is a series of plans containing teaching materials which are the basis for learning activities in order to advance the institution and the quality of

good graduates. The implementation of the curriculum at Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan includes:

1.1 The curriculum development team at Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo

The preparation of the madrasah curriculum takes place before the implementation of the new school year, because in general the curriculum is used as a guide in the implementation of learning activities. There is a separate team in this madrasah as a team that focuses on curriculum development. This madrasah has a special team with the name 'Madrasah Development Team' which is led by the madrasah head. In addition to the head, secretary and treasurer, in this team there are also several sections, including: (a) Content standard development team, (b) Process standard development team, (c) Graduation competency standard development team, (d) Educators and educational staff standard development team, (e) Facilities and infrastructure standard development team, (f) Management standard development team, (g) Financing standard development team, and (h) Assessment standard development team. Because it is felt that this curriculum needs to be arranged properly and systematically.

1.2 The urgency of curriculum in madrasahs

In view of the new curriculum, the madrasah insists on realising the profile of Pancasila learners by assisting students to develop their potential, so that students can express themselves according to the potential that exists in each individual. Therefore, the preparation of the curriculum for madrasah operations needs to be updated and considered.

1.3 Classification of curriculum in madrasahs

The teaching material curriculum used in this madrasa is the K13 curriculum for grade 8 and grade 9 in the madrasa. Meanwhile, grade 7 already uses the Merdeka curriculum. The Merdeka curriculum is a curriculum that focuses on developing soft skills and character, focusing on essential material, and flexible learning.

The essence of the Merdeka curriculum provides freedom for educators to get to know students better so that it is hoped that educators can create learning that is not only formal in class but also pays attention to the potential of each student to elaborate learning programs that are deemed relevant according to their needs and learning environment. The madrasah operational curriculum at MTs Muhammadiyah 2 Jenangan Ponorogo is prepared by accommodating the needs of students to develop skill proficiency in the 21st century which includes integration of PPK (character education) values, religious moderation, literacy analysis, 4C development (creative, critical thinking, communicative and collaborative), and habituation of competence using HOTS (higher order thinking skill) questions. Strengthening Islamic character as one of the Islamic educational institutions is also carried out by MTs Muhammadiyah 2 Jenangan in achieving the vision and mission of the madrasah, this is evident from the cultivation of character in the form of habituation that is cultivated in the madrasah.

1.1 Implementation of the curriculum in madrasah

Supporting the implementation of the Merdeka curriculum where a learner is given the freedom to explore his/her talents and interests, in the sense that students not only learn theoretical and pragmatic subjects in the classroom, but non-academic assessment is also one of the additional assessments for students. So, the madrasah will provide sufficient time to learners so that they can optimise this time to explore concepts and strengthen their competencies.

MTs Muhammadiyah 2 Jenangan has a project as a form of implementing the independent curriculum. The project is one of the local wisdom projects, with the aim of fostering the character of the Pancasila generation in commemoration of the language month. The series of preparations made are in the form of: (a) the preparation of the Pancasila Student Profile Strengthening Project team and the Rahmatan lil 'Alamin Student Profile or abbreviated as P5P2RA, (b) designing the dimensions of the theme and time allocation, which then has a division of teacher duties in each division, (c) preparing the P5P2RA module which will be socialised to students, (d) implementing the project in the form of activities carried out by students accompanied by teachers, and (e) designing project reporting strategies..

In this P5P2RA activity (Project for Strengthening the Pancasila Student Profile and the Rahmatan lil 'Alamin Student Profile) in fact, it is to provide facilitators to all new students in the 2023/2024 school year. By providing stimulants or challenges according to learning styles, imagination, creativity, and innovation as well as specialisation in the project theme. Then, the facilitator team will provide positive support to students by accompanying the implementation of the project and helping to solve existing problems. In addition, there are also some other additional tasks in providing materials as follows: (a) about language month, (b) organisation, (c) social manners, (d) the nature and tutorial of the core committee which includes the chairman, secretary and treasurer, (e) technical event organisation and secretarial, (f) technical equipment, (g) technical public relations, (h) technical consumption and reception, and (i) technical performers. The series of activities is nothing but a place for students to find their competence in organising an activity, so that students are able to be independent if they are deployed in an event at school or in the community.

This project-based activity is expected to produce a generation of Pancasila and rahmatan lil'alamin. So that if one day these students have graduated from madrasah, they will be better prepared to return home and benefit others and socialise in the community, this also applies when they will continue their higher education with mature provisions. Of course, besides students, teachers are also one of the keys to the success of this project, as a supporter of the implementation of the Merdeka curriculum in madrasahs.

3.2 Problems with the Existing Curriculum in Madrasahs

2.1 Curriculum Problems in Madrasahs

The times affect the development of the curriculum, so the curriculum in Indonesia is dynamic. Some consider that with this new curriculum, the goals of national education will be increasingly achieved and evenly distributed, but there are also those who think that this frequent change of curriculum can have a negative impact on a teacher or on students. In this article, the author will write

about some of the problems that exist at MTs Muhammadiyah 2 Jenangan according to existing field data, as follows: a) The new curriculum used by madrasah has not been fully understood by every teacher, so teachers need time to explore the new curriculum and some training that is considered sufficient to strengthen the curriculum in teachers. b) Because there are still some teachers who have not fully explored this new curriculum due to the lack of teaching materials that are less outgoing, so that students also have not felt the existence of this curriculum in depth. Plus this curriculum is still new, and students also need time to adapt from the previous school level. c) Limited infrastructure facilities, especially Information Technology (IT) in supporting the implementation of the curriculum implementation process well.

2.1 Strategies adopted by the madrasah

The strategies carried out by MTs Muhammadiyah 2 Jenangan include: a) Facilities: MTs Muhammadiyah 2 Jenangan will provide facilities related to the implementation of the curriculum in the form of facilities in the form of infrastructure, as well as facilities for the competence of students. Thus, all the potential of students can be developed without exception. b) Strengthening the curriculum: MTs Muhammadiyah 2 Jenangan will introduce the Merdeka curriculum to students. Through direct socialisation to students and socialisation to student guardians with the aim that the curriculum objectives can be implemented properly and monitored by student guardians. c) Regarding efforts to improve the quality of teachers to maintain professionalism in curriculum implementation, the madrasah plans to hold events in the form of training and workshops that must be attended by MTs Muhammadiyah 2 Jenangan Ponorogo teachers so that the curriculum can be fully understood. d) Utilisation of Information Technology (IT): In supporting the implementation of the curriculum properly, the use of IT can also support the implementation with a simpler and more relevant process.

According to the opinion of the deputy head of the madrasah in the curriculum section, assessing a strategy can be said to be successful if all targeted or planned programmes run with good results, the barometer of MTs Muhammadiyah 2 Jenangan in seeing the success of the strategy is: increasing the quality and growth of students using the existing curriculum, empowering students who are evenly distributed, students can be more independent and express freely with their respective competencies, and can cultivate productive achievement.

2.2 Evaluation

Madrasahs will continue to consider learning principles that can motivate students to be more active in learning, think critically, creatively, and innovatively and can develop the soft skills of each student well, so that when in the field educators need breakthroughs that are considered relevant as an answer to balancing the rights of each student to work according to their respective potential. Then, as a teacher must also conduct continuous analysis and make recommendations for solutions to each problem. To understand the above discussion briefly, readers can observe the concept map below:

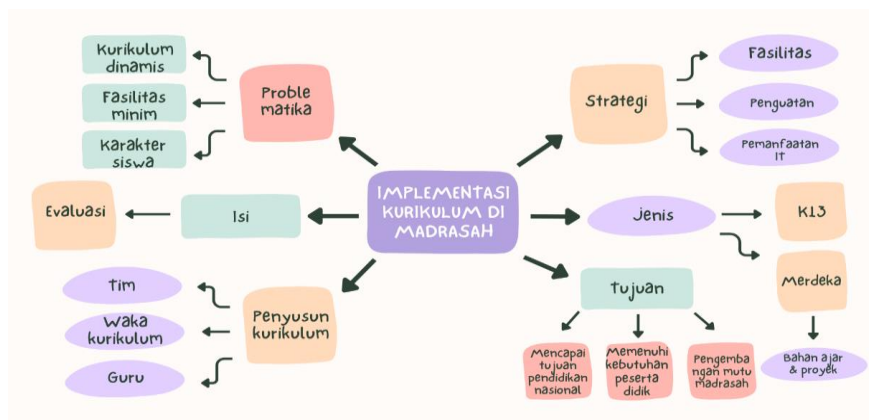


Figure 1. Curriculum Implementation in Private Madrasah Institutions.

4. Conclusion

The curriculum is essentially one of the components that is crucial in the world of education. Curriculum management is a measure of the success and quality of an educational institution in the implementation of learning activities. The urgency of the curriculum in Islamic Educational Institutions is to be a guide as well as a direction for educators and students in an institution. Therefore, the author examines this at Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo to analyse what curriculum problems are as well as how curriculum development strategies are used in madrasahs. Madrasah Tsanawiyah (MTs) Muhammadiyah 2 Jenangan Ponorogo experienced several problems in implementing the new curriculum, so good management is needed to support the implementation of the curriculum in accordance with the curriculum objectives. The final result in the implementation of the curriculum in this madrasah, the institution has several strategies to support the implementation of the new curriculum with a project-based work programme, so that students can freely express themselves while honing their skills to live the values contained in the new curriculum. One form of curriculum strategy evaluation is by utilising Information Technology (IT) as an infrastructure tool that supports the performance of educators and students in learning activities, which in turn can be collaborated with other strategies. In addition, the implementation of the curriculum also requires the cooperation of all school members as well as parents of students. Thus, the adverse implications of curriculum implementation can be minimised, and the curriculum can be implemented properly by madrasah.

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