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Curriculum Management Development Strategy in Madrasah (Visionary Studies in Educating Students at the Elementary Education Level)

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Abstrak

Kurikulum memuat indikator keberhasilan proses pembelajaran, mulai dari aspek perencanaan, pelaksanaan (kegiatan inti) dan penutup. Untuk itu, kurikulum membutuhkan manajemen yang efektif serta strategi pengembangan, sehingga adaptif bagi perkembangan zaman dan sesuai dengan kebutuhan peserta didik. Penelitian ini bertujuan untuk menganalisa manajemen kurikulum dan strategi pengembangannya di MTsN 4 Mandailing Natal. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pemerolehan data dilakukan secara sistematis melalui teknik wawancara, observasi dan studi dokumentasi. Selanjutnya, data dianalisis menggunakan teknik reduksi (pemilahan data), penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menyimpulkan bahwa pengembangan manajemen kurikulum di madrasah dioptimalkan oleh Kepala MTsN 4 Mandailing Natal melalui 4 strategi internal madrasah, yakni (1) pengembangan kurikulum berbasis bahan ajar harus dilengkapi rujukan (buku) sebagai pendamping pengajaran; (2) guru dituntut proaktif dalam memfasilitasi proses belajar siswa dan menghubungkan siswa dengan berbagai sumber belajar; (3) menyediakan alat-alat peraga pembelajaran yang memadai; dan (4) pemberian bimbingan langsung dari kepala madrasah kepada guru dalam kegiatan pelatihan atau *workshop* peningkatan mutu.

Kata Kunci: Kurikulum, Manajemen Pembelajaran, Mutu Madrasah, Strategi Pengembangan.

Abstract

The curriculum contains indicators of the success of the learning process, starting from aspects of planning, implementation (core activities) and closing. For this reason, the curriculum requires effective management and development strategies, so that it is adaptive to the times and in accordance with the needs of students. This study aims to analyze curriculum management and development strategies at MTsN 4 Mandailing Natal. This study uses a qualitative approach with descriptive analytical study method. Data collection was carried out systematically through interview, observation and documentation studies. Furthermore, the data were analyzed using reduction techniques (data sorting), data presentation, and drawing conclusions. The results of this study conclude that the development of curriculum management in madrasah is optimized by the Head of MTsN 4 Mandailing Natal through 4 madrasa internal strategies, namely (1) curriculum development based on teaching materials must be equipped with references (books) as teaching companions; (2) teachers are required to be proactive in facilitating student learning processes and connecting students with various learning resources; (3) providing adequate teaching aids; and (4) providing direct guidance from the head of the madrasa to teachers in training activities or quality improvement workshops.

Keywords: Curriculum, Learning Management, Madrasah Quality, Development Strategy.

PRELIMINARY

The curriculum is the content of a set of learning components that are integral (Ansori, *et al.*, 2022: 4156-4163). In the curriculum, all components are interconnected (interconnective) and integrated (integral), so that it cannot be separated from one component to another. Furthermore, the curriculum becomes a reference for the entire process of implementing learning. This is based on the completeness of learning materials in the curriculum, including planning tools, implementation tools, assessment tools, learning foundations and objectives, as well as indicators of learning success (Amrullah, *et al.*, 2021: 73-85).

Through the implementation of learning based on the curriculum, it can be arranged the next step (follow-up) of the process that has been carried out (Nursabila & Nuraini, 2022). This is the basic reason why the curriculum is very important to be considered as a reference, because it is a basic (principal) factor in efforts to improve the quality of learning. In particular, the curriculum becomes a textual description of the vision, mission, goals, and targets for national learning achievements (Zaini, 2020: 79-103). For this reason, the value content contained in the curriculum becomes a matter that is contextualized (transformed) to students.

As a system in the learning process, the curriculum must be managed effectively and efficiently. In this case, the manager led by the head of the madrasa is responsible for regulating and empowering human resources in the madrasa. Furthermore, the head of the madrasa is tasked with ensuring that all management functions of the learning curriculum are well implemented, starting from aspects of planning, implementation, organization, to evaluation (assessment) (Wilatikta, 2020: 251-263). To carry out its functions and roles, the head of the madrasa has the right to issue an internal madrasa policy as a textual follow-up to the national education curriculum (Alfiansyah, *et.al.*, 2020: 52-67).

Madrasah internal policies are closely related to the mindset and actions that will be practiced in the madrasa. Through internal policies, the head of the madrasa regulates everything about efforts to control learning, discipline "madrasa residents", managing learning time, so that the learning process is carried out in a conducive and comfortable manner (Zaharah, 2013). This practice is also a follow-up to the mandate of the Law on the National Education System and National Education Standards (Mawardi, 2018: 1239-1253). Thus, the learning target in the form of students can be developed independently of their character and skills.

The success of a madrasa in achieving quality education begins with effective and efficient management, especially regarding the curriculum implemented by the madrasa (Yustiani, 2009: 99-110). This is because the curriculum will become a reference for all learning practices, and ensure that the agreed educational programs are implemented properly in accordance with the goals of the institution (madrasah). In fact, according to Subandi (2018: 214-248) that the curriculum is the main feature of a madrasa.

In line with the opinion above, Solichin & Hasanah (2017: 176-199) explains that the curriculum applied to a madrasa is a concrete form of creativity and innovation of madrasa leaders. This is because all indicators of madrasa success will be measured and evaluated based on the components contained in the curriculum. On this basis, it is very important that curriculum management is compiled comprehensively and strategically developed according to the needs of students.

Curriculum management is integral in the systematization of its functions, from planning to assessment, it must be aligned and measurable (Andini, 2018: 159-169). This is because curriculum management is in line with the implementation of the madrasa's vision and mission. The main target is the achievement of learning objectives. Furthermore, special development strategies are needed from the madrasa in creating learning curricula that can improve the quality of madrasahs.

Madrasahs as schools are characterized by Islam, combining the national education curriculum, religious learning curriculum (which is regulated in the Minister of Religion Regulation) and the madrasa internal curriculum based on local wisdom (Utami, 2018: 275-283; Khotimah & Dodi, 2022: 144-169). For example, MTsN 4 Mandailing Natal which researchers took as the research location, because it combines the three aspects of the curriculum, and seeks to carry out strategic plans in the form of madrasa curriculum development.

Indeed, the relevant academic studies that are used as literature reviews in this study, explain the management of the madrasa curriculum from the aspect of religious programs (Zulfa & Pardjono, 2013: 219-234), implementation of madrasa curriculum management (Khudrin, 2008: 19-34; Suryana & Pratama, 2018; Taruna, 2009: 87-98), the role of madrasa leaders in ensuring the learning curriculum management functions (Saajidah, 2018: 201-208), learning curriculum development (Huda, 2017: 52-75; Almua, 2018: 1-19), integrated curriculum in madrasahs (Sintasari & Fitria, 2021: 203-227; Hakim & Herlina, 2018: 111-132; Rouf, 2016: 1-21; Syaibani & Zamroni, 2021: 26-35), development of a religious curriculum based on the study of Islamic boarding schools (Tsuroyya, 2017: 379-410), madrasa quality in the context of the curriculum (Sinawar & Warits, 2020: 526-533), and development of madrasa culture (Harahap & Pasai, 2022: 63-72).

Observing the description above, it is understood that there is a gap analysis of this study with previous research in the form of efforts made by MTsN 4 Mandailing Natal, North Sumatra Province in implementing special strategies to develop curriculum management in madrasahs. Furthermore, this research is discussed in depth and summarized in the theme, "*Strategy for Curriculum Management Development in Madrasahs (Visionary Studies in Educating at the Elementary Education Level)*".

METHOD

This study uses a qualitative approach with a descriptive analytical study method. The focus of the research discussion is how the strategy for developing curriculum management at MTsN 4 Mandailing Natal, as a study related to the visionary head of madrasas in realizing a positive educational environment climate in madrasas (Assingkiy, 2021). Data collection was carried out systematically starting from observations, interviews, and documentation studies. Furthermore, data analysis was carried out using reduction techniques, data presentation, and verification to draw a conclusion. The validity of the research data was tested through persistence of observation and triangulation test.

RESULTS AND DISCUSSION

Management means an effective and efficient system for managing institutional resources, both human resources (HR) and natural resources (SDA). This management is carried out as an effort to achieve a common goal (Maryam, 2020: 187-194; Mukarromah & A'yun, 2021: 175-187). These efforts are manifested in the functions of planning, implementing, organizing and evaluating (evaluating). The effectiveness of the use of management makes people really need governance wisely regarding the past and future expectations that are actualized in the present (present) (Rofie, 2018: 149-169).

The human need for management is increasingly reflected in everyday life. Where humans need planning as the first step in taking an action (Langeningtias, *et.al.*, 2021: 1269-1282). Furthermore, supervision and organization are needed so that implementation can be evaluated properly and objectively. Furthermore, management-based activities cannot be carried out "at will", they must be based on predetermined and mutually agreed indicators (Adilah & Suryana, 2021: 87-94). This further shows the primacy of collaboration and cooperation in an activity.

Management in education regulates in such a way regarding education matters, especially the curriculum as a reference for the learning process (Pramulyani, 2019: 1-10). It contains objectives, foundations, content standards, lesson materials and other components of the learning process. On this basis, the curriculum is also referred to as the main guide to learning. Through the curriculum, teachers can create teaching materials according to the principles contained in it (Jannah, *et.al.*, 2019: 130-148). In this context, the curriculum is flexible and accepts various inputs, especially local wisdom in each region.

The curriculum prioritizes processes over results. Because, it regulates the polarization of learning and the interrelationships between learning components. As for the results, indicators of success or achievement are included in each teaching material (Alfianor, 2022: 139-156; Adyanto, 2017). Therefore, the measurement of the achievement of the learning process is seen from the process that has been carried out, and is aligned with the indicators that have been made (mutually agreed). Thus, all components of human resources in educational institutions work together as social work in helping to achieve common goals (Nasirudin, 2015: 293-309; Hasibuan, 2012).

In this study, the vision and mission of MTsN 4 Mandailing Natal are described as the main reference to see the direction (orientation) of learning curriculum development strategies (using the 2013 curriculum) in madrasas. The vision of MTsN 4 Mandailing Natal, namely "The Realization of Superior Human Resources in Quality, Achievement, Moral Karimah, and Piety". Furthermore, the madrasa mission consists of 4 (four) points, namely (1) preparing students who are Islamic, qualified (excellent) and have good character; (2) prepare future leaders who are competent in science and technology (IPTEK), highly competitive, creative, innovative, and competitive, based on faith and piety (IMTAQ); (3) improve the professionalism and ability of education personnel in accordance with the development of science; and (4) making MTsN 4 Mandailing Natal a prototype or model for superior madrasah tsanawiyah educational institutions.

According to the theory of curriculum management stages, planning at MTsN 4 Mandailing Natal has almost been carried out well. Where the vision and mission have been implemented in the teaching and learning process in order to realize the goals of the vision and mission. This is in line with the results of observations made by researchers that teaching and learning activities are carried out starting at 07.00 WIB and going home at 12.50 WIB with two breaks, and students are also accustomed to carrying out the Duha prayer in congregation at the madrasa mosque and also attending istighosah every Saturday. morning before the teaching and learning activities take place.

As previously explained, the function of curriculum management includes planning, organizing, implementing and monitoring or evaluating activities. So the series of curriculum management processes in educational institutions have almost the same scope as management in general. Experts have different

opinions about the function of management. But basically ⁹ the functions of management are planning, organizing, moving or directing, and supervising.

MTsN 4 Mandailing Natal has several strategies in realizing curriculum management. Not only in terms of its management function, this madrasa also has several strategies such as the theory described in the theoretical study above. The strategies are as follows (1) Madrasahs develop curriculum through classroom learning that requires teachers to be active in teaching and the availability of teaching materials; (2) Completeness of teaching materials such as subject books and other reference books that can accompany the lessons being taught; (3) Props that are quite complete (adequate); (4) Heads of Madrasahs often provide directions for training or workshops to deepen knowledge (insight); (5) more creative learning; and (6) Extracurricular which is quite active ² order to increase students' interest in learning.

It is necessary to know that quality education is education that can produce quality graduates, namely graduates who have academic and non-academic achievements who are able to become pioneers of reform and change ⁵ that they are able to answer the various challenges and problems they face both now and in the future. Thus, it can be concluded that the development of curriculum management in madrasahs is optimized by the Head of MTsN 4 Mandailing Natal through the strategies described in the previous discussion.

⁶ CONCLUSION

Based on the description above, it can be concluded that the development of curriculum management in madrasahs is optimized by the Head of MTsN 4 Mandailing Natal through 4 madrasa internal strategies, namely (1) curriculum development based on teaching materials must be equipped with references (books) as teaching companions; (2) teachers are required to be proactive in facilitating student learning processes and connecting students with various learning resources; (3) providing adequate teaching aids; and (4) providing direct guidance from the head of the madrasa to teachers in training activities or quality improvement workshops.

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