



## JURNAL BASICEDU

Volume 6 Nomor 6 Tahun 2022 Halaman 9535 - 9542

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



### 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 a descriptive-analytical study method. Data collection was carried out systematically through interviews, 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.

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DOI : <https://doi.org/10.31004/basicedu.v6i6.4090>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 6 No 6 Tahun 2022  
p-ISSN 2580-3735 e-ISSN 2580-1147

## INTRODUCTION

The curriculum is the content of a set of learning integral components (Ansori, *et.al.*, 2022: 4156-4163). In the curriculum, all components are interconnected (interconnective) and integrated (integral), so that they 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, and 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's 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", and manage 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 the madrasa's success will be measured and evaluated based on the components contained in the curriculum. On this basis, curriculum management must be 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 by 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 madrasas (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: 526-551), 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 madrasas. 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)*".

The novelty in this study relates to efforts to analyze the success indicators of a learning curriculum in terms of managerial development strategies for the curriculum. Furthermore, the main reference of this analysis is the vision of the madrasa, so that all developments are visible, as well as the research background in basic education institutions. Thus, the results of the study can be used as a conceptual reference regarding the development of curriculum management at a level based on the vision of the madrasa.

## **METHOD**

This study uses a qualitative approach with a descriptive-analytical study method. The focus of the research discussion is how to develop curriculum management strategies at MTsN 4 Mandailing Natal, as a study related to the vision of madrasah principals in realizing a positive educational environment in madrasas (Assingkily, 2021). Data collection was carried out systematically starting with observations, interviews, and documentation studies. The research informants were classified into two, namely the informants as primary sources including the head of madrasah and deputy head of madrasas in the field of curriculum, and informants as secondary sources including teachers in madrasas. At the observation stage, the researcher tried to observe directly the learning process as a form of implementation of the curriculum concept that had been designed, while the evaluative aspect (management function) of the researcher referred to the student report cards. The researcher went through the interview process by asking the informants unstructured according to the interview guidelines that had been made before going into the field. Then, documentation refers to data archives from the madrasa administration. Furthermore, data analysis was carried out using reduction techniques, data presentation, and verification to conclude. The validity of the research data was tested through the persistence of observation and triangulation tests.

## **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 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 workers 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 madrasah. 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) preparing 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 under 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 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. In more detail, the results of the observations can be seen in table 1 below:

**Tabel 1**  
**Hasil Observasi Peneliti di Madrasah**

Day and Date	Time	Observation result	Information
Monday, August 1, 2022	07.00 – 07.45 A.M	Students line up in the madrasa courtyard at 07.00 WIB to carry out the flag ceremony. Furthermore, at 07.45 WIB the students entered the classroom to get ready to start learning.	Flag Apple and Early Class Entry.
	07.50 – 10.30 A.M	The learning process in the classroom is effective and the Dhuha Prayer is in a congregation	Classroom learning, Duha Prayer and Rest
	10.45 – 12.30 A.M	Advanced Learning	
Wednesday, August 9, 2022	10.30 – 12.30 A.M	Learning activities in class take place solemnly and involve students to be active	Managerial and Academic Learning is going well

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, the functions of management are planning, organizing, moving or directing, and supervising.

MTsN 4 Mandailing Natal has several strategies for realizing curriculum management. Not only in terms of its management function, but 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 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 and who can become pioneers of reform and change so that they can 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.

In relation to the descriptions and findings above, Putra, *et.al.* (2021: 2135-2145) explained that the study of curriculum development strategies so far has included content application, not yet fully discussing the management aspects of curriculum development. Likewise, Gunawan, *et.al.* (2022: 59-72) stated that from the evaluation aspect, the madrasa he studied was able to improve the quality of the madrasa in the learning process by referring to the agreed curriculum. Farida, *et.al.* (2022: 208-226) emphasized that the evaluation carried out in the learning process confirmed the large role of the curriculum as a reference for the educational process.

Even so, Hidayat & Seftiani (2018: 313-332) stated that the results of their research on curriculum management development so far have prioritized adaptation to the needs of the times. Syarif (2018: 124-137) strengthens this opinion because the findings of his research explain how the curriculum is more oriented towards the world of work and also the times. On this basis, this study seeks to analyze and deepen studies on strategies for developing curriculum management based on the madrasah's vision.

Based on the description above, it is understood that this research presents a new review of research on strategies for developing madrasah vision-based education curriculum management. This is the main factor because the development of a vision-based curriculum combines the needs of the community and the opportunities of the world of work. Thus, madrasahs can develop (advance) according to the vision that has been set, by optimizing opportunities for the world of work for graduates and the needs of the community.

## 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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