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An Analysis of Madrasah Curriculum and Its Implementation in Basic Education Institutions

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Abstrak

Penelitian ini bertujuan untuk menganalisa kurikulum yang digunakan oleh madrasah serta implementasinya pada lembaga jenjang pendidikan dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Pemerolehan data dilakukan menggunakan teknik observasi, wawancara dan studi dokumen. Selanjutnya, analisa data menggunakan teknik pemilahan data, penyajian hingga verifikasi data. Hasil penelitian ini menyimpulkan bahwa kurikulum yang digunakan oleh madrasah Al-Washliyah Stabat adalah kurikulum 2013 (hasil revisi) sebagai pedoman pembelajaran dan pengembangan sumber daya manusia (guru dan siswa) di madrasah. Implementasi kurikulum tersebut diawali dengan sosialisasi kepada para guru mengenai perubahan dalam kurikulum 2013, memberikan pelatihan bagi guru untuk meningkatkan keterampilan pengelolaan kelas dan proses pembelajaran, menyusun jadwal akademik, melengkapi buku ajar (untuk siswa atau guru sesuai edisi terbaru), serta melaksanakan supervisi akademik dan manajerial dalam proses pembelajaran.

Kata Kunci: Implementasi Kurikulum, Kebijakan Madrasah, Kurikulum 2013.

Abstract

This study aims to analyze the curriculum used by madrasahs and their implementation in basic education institutions. This study uses a qualitative approach with a descriptive study method. Data collection was carried out using observation techniques, interviews, and document studies. Furthermore, data analysis uses data sorting, presentation, and data verification techniques. The results of this study conclude that the curriculum used by Madrasah Tsanawiyah Al-Washliyah Stabat is the 2013 curriculum (revised) as a learning guide and human resource development (teachers and students) in madrasahs. Implementation of the curriculum begins with socialization with teachers regarding changes in the 2013 curriculum, providing training for teachers to improve classroom management skills and the learning process, preparing academic schedules, completing textbooks (for students or teachers according to the latest edition), as well as carrying out academic supervision and managerial in the learning process.

Keywords: Curriculum Implementation, Madrasah Policy, Curriculum 2013.

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INTRODUCTION

Education is a system for the formation of superior human resources in a sustainable manner (Simanjuntak, 2017: 169-195). Through education, humans (especially students) are directed to the procedures for behaving according to norms and independently developing their potential. The desired personality in the educational process also leads to an integral attitude between spirituality, emotionality, and intellectuality (Fitriandari & Winata, 2021: 1-13). This is intended so that graduates of the education program display a personality of noble character.

The educational process becomes very important as a determinant of the success of the process itself (Harahap, *et.al.*, 2022: 39-44). This means that a quality education process plays an important role in producing superior graduates (human resources) in the global community. This shows that efforts to create a quality learning process are the needs of the wider community and the government is responsible for facilitating it (Nasution, *et.al.* 2022: 50-54). This is in line with the role of education as a "vehicle" for the development of productive human resources to give birth to a superior, professional and dedicated generation for the progress of the country.

In practice, learning does not just absorb various advances and predictions in the future as an absolute requirement for direction or orientation of learning, more than that, learning presents a culture or social culture that is in line with protecting human dignity (Iskandar, *et.al.*, 2022: 26-29). On this basis, the slogan was born that education is interpreted as an effort to humanize humans (Christiana, 2013: 398-410). In turn, this view is justified in accordance with the duration of lifelong education at the same age as humans and their dignity (Abdul, *et.al.*, 2020: 79-99). Thus, the function and role of education are on the right track, namely liberating humans from all shackles to develop their potential optimally.

Implementatively, madrasahs as Islamic educational institutions are responsible for providing quality education for the Muslim generation from an elementary age (Hilmi, 2020: 251-269). This is in line with the nature of education as a school characterized by Islam. Madrasah organizers play a role in creating programs that are launched to develop the potential of students according to the direction and phase of development (Taliak, 2018: 57-74). This is also an implementation of the image of the madrasah which is seen by the community as being able to lead students to broaden their horizons and character integrity.

Madrasah management is based on empowering all components of education that are interrelated in realizing quality education (Alfiansyah, *et.al.*, 2020: 52-67). These components include teachers, students, learning curriculum, community, and the environment (Syafaruddin, *et.al.*, 2020). In this context, students are not only intended as objects of education but are also placed as educational subjects who must be actively involved in developing their potential. This is also in line with the demands of the global community for the next generation who must be adaptive, creative, and innovative in responding to the rapid changes and developments in the world.

Optimizing the potential of students is under the control of the teacher as the leader of the learning process (Pamessangi, 2020: 151-159). Furthermore, the liaison or connector between educators and students is a learning guide that is comprehensively contained in the learning curriculum. All forms of learning interactions, including approaches, techniques, methods, strategies, media, and learning models are included in the curriculum so that they are aligned between the foundations, indicators of success, and educational goals (Sufa & Setiawan, 2018).

Madrasah Tsanawiyah (MTs) Al-Washliyah Stabat Langkat Regency is one of the madrasahs that continues to strive to improve facilities, quality, and institutional accreditation quality. As a madrasah under the auspices of the Islamic mass organization Al-Washliyah, this madrasah adheres to an ideology that is closely related to the realization of the progress of Islamic education in globalization. Of course, the implementation of this ideology is manifested in the learning curriculum (guidelines) applied by the madrasah.

Academic studies on the analysis of the madrasa curriculum and its implementation in basic education institutions have been examined from various perspectives. Among them are discussing aspects of curriculum dynamics in Islamic educational institutions (Amin & Rasmuin, 2019: 1-16), implementation of management functions in madrasa management (Maujud, 2018: 31-51), problem-based learning model in Islamic educational institutions (Hakim, 2015: 37-56), curriculum development (Ansori, 2020: 41-50), strategic management in improving the quality of educational institutions (Adilah & Suryana, 2021: 87-94), 2013 curriculum implementation (Suryana & Pratama, 2018), comparative study of madrasah curriculum in Asia (Nasir, 2015: 145-166), implementation of the curriculum in the era of the Covid-19 pandemic (Nengrum, *et.al.*, 2021: 1-12), implementation of curriculum management at SD/MI level (Ismiatun, *et.al.*, 2022: 965-969), as well as the ideal orientation of the management of curriculum development and quality of Islamic educational institutions (Mawardi, 2018: 1239-1253).

Observing the description above, it is understood that this research is different from previous research. This can be seen from the two problem formulations set out in this study, including how the curriculum is applied at the Madrasah Tsanawiyah Al-Washliyah Stabat and why the madrasa uses the 2013 curriculum as the main curriculum of the madrasa. This research is summarized in the title, "*Analysis of Madrasah Curriculum and Its Implementation in Basic Education Institutions*". Through this research, it is hoped that it can become a reference in curriculum management in basic education institutions, and it is recommended to analyze the dynamics of the curriculum applied by madrasahs from time to time.

METHOD

Research with the theme of curriculum analysis and its implementation at MTs Al-Washliyah Stabat uses a qualitative approach with analytical descriptive study methods (Assingkily, 2021). The informants of this research include all academics in carrying out their main tasks, functions, and responsibilities as professional educators. To understand the curriculum used by MTS Al-Washliyah Stabat Langkat Regency, it is necessary to do analysis and mapping through the stages of data collection, data is collected by reviewing the literature and information obtained, both through books, research journals, and articles relevant to problems, especially regarding the subject matter of the educational curriculum.

The presence of researchers in this context seeks to collect information (data) using observation techniques. Furthermore, the researchers also ensured the correctness of the data through interviews with informants, namely the head of the madrasa, teachers, and the deputy head of the curriculum. For the perfection of the data, various texts on the education curriculum were consulted to support this paper, and the arguments of this article, with data analysis using data collection, reduction, display, and conclusion techniques. Several stages of data presentation are applied in this paper, namely data re-presentation, description to map data patterns, and interpretation to highlight the exact contextual meaning of educational curriculum events used by MTS Al-Washliyah Stabat Langkat Regency. Then the next step is drawing conclusions narrated in the form of paragraphs.

RESULTS AND DISCUSSION

2013 Curriculum as a Guide for Learning and Human Resource Development in Madrasahs

The curriculum has an important role in the development of human resources in madrasahs and becomes a guide for the implementation of learning (Muyassaroh & Sunaryati, 2021: 13-26). In the context of developing madrasah human resources, the 2013 curriculum is believed to be appropriate as a direction and orientation for accelerating the nation's superior human resources because it offers a scientific approach known as the scientific approach as an effort to create contextual-based learning. This shows the alignment of the 2013 curriculum with the era of globalization (Awang, *et.al.*, 2020: 109-117).

Contextual-based learning trains children to be able to think critically and creatively (Komarudin, *et.al.*,

2018: 119-130). This becomes the basic capital for children in interacting with the people around them, ranging from peers, parents, teachers, and the surrounding community. The use of the 2013 curriculum is also intended as an evaluative effort on the learning process that children go through so that the components of the assessment of spiritual attitudes, social attitudes, self-skills, and personality are evaluated comprehensively in the 2013 curriculum (Sanjaya, 2021: 1-10).

In line with the opinion above, the Head of Madrasah Al-Washliyah Stabat said:

“...Yes, sir, if we apply the 2013 curriculum, this is because this is a national order, and madrasas should follow national rules so that the development and empowerment of students are aligned with the next generation. In addition, another reason is that it is intended as a guide for human resource development in madrasas so that students are adaptive and creative in responding to various changes that exist”.

Responding to the interview excerpt above, Gumanti (2020: 264-279) argues that the development of human resources in the era of globalization needs the participation of educational institutions. This is based on the current dependence of Indonesian society on the quality of learning provided by schools/madrasahs. Furthermore, education providers in madrasahs are responsible for facilitating children's learning needs, so that they are skilled in this sophisticated era while still ensuring the inculcation of noble characters in children's souls.

Furthermore, the 2013 curriculum in the context of learning guidelines brings children closer to local wisdom and culture that is systemized in the community. The themes raised in the learning are also unique and dynamic, where the words I, Family, My Village, and something very close to children's lives are used as learning themes. This shows that the learning theme of the 2013 curriculum is contextual and functional in helping the development and optimization of children's potential.

According to Kurniaman & Noviana (2017: 389-396), the preparation of the 2013 curriculum theme is intended as an effort to improve students' skills, attitudes, and knowledge. This is based on the alignment of these themes with the 2013 curriculum learning assessment (evaluation) system. Furthermore, Hakim (2014: 46-59) explained that the 2013 curriculum presents integrative-thematic-based learning. That is, the themes raised in learning and their implementation is carried out in an integrated manner by combining several components of contextual subjects.

Based on the description above, it is understood that the use of the 2013 curriculum in Madrasah Tsanawiyah Al-Washliyah Stabat Langkat Regency is based on the national application of the 2013 curriculum (revised) in each educational institution in Indonesia. In addition, the 2013 curriculum is also considered appropriate to be given to students because it is contextual, functional, and in accordance with the demands of the times in producing superior, creative, scientific reasoning, innovative and critical human resources.

Implementation of the 2013 Curriculum in Madrasah

An implementation is a form of realization of all the designs that have been prepared previously (Ikhsan & Hadi, 2018: 193-202). That is, the implementation of the 2013 curriculum carried out by the Madrasah Tsanawiyah Al-Washliyah Stabat Langkat Regency refers to curriculum planning. Systematically, the madrasa when asked for information through the deputy head of the madrasa in the field of curriculum said:

“...So sir, the implementation of the curriculum begins with outreach to teachers regarding changes in the 2013 curriculum, providing training for teachers to improve classroom management skills and the learning process, preparing academic schedules, completing textbooks (for students or teachers according to the latest edition), and implementing academic and managerial supervision in the learning process.”

The following is the documentation of the 2013 curriculum socialization activities carried out by the madrasa.



Figure 1. Socialization of Changes in Curriculum 2013 by WKM for Curriculum Sector

The interview excerpt and picture above, inform the systematic implementation of the 2013 curriculum carried out by the Madrasah Tsanawiyah Al-Washliyah Stabat Langkat Regency. Observing the excerpt from the interview, Fussalam (2018: 45-55) explained that socialization is the right step for leaders in determining and implementing a change, including the learning curriculum. This is termed by Sunuyeko, *et.al.* (2017: 18-26) as an effort to link the hearts of educators to be actively involved and contribute concretely in implementing mutual agreements on changes to the learning curriculum.

After carrying out the socialization activities, the teachers at the Madrasah Tsanawiyah Al-Washliyah Stabat were also provided with training to improve classroom management skills. According to Alawiyah (2013), this needs to be done considering the main task of the teacher as a teacher and leader of the learning process. In line with this opinion, Krissandi & Rusmawan (2015) argue that education and training (training) is something that is needed by teachers and that leaders should provide these opportunities on an ongoing basis for teachers, both internal and external training for madrasas. Furthermore, the madrasah prepares an academic learning schedule and is accompanied by internal supervision from the madrasa head.

According to Amanda, *et.al.* (2017: 149-154), academic supervision activities and managerial supervision carried out by madrasah principals are very important as an internal study of the development of the quality of institutions, the quality of educators, and students. Furthermore, Faiqoh (2019: 98-110) added that the internal supervision activities carried out by the madrasa head must be objective and transparent, so that institutional self-assessment will determine the next course of action. Thus, supervision has an important role in improving the quality of the institution.

Based on the description above, it is understood that the steps for implementing the 2013 curriculum at the Madrasah Tsanawiyah Al-Washliyah Stabat Langkat Regency begin with outreach activities. Furthermore, the madrasah provides training opportunities for teachers to improve classroom management skills and the learning process, arrange academic schedules, complete textbooks (for students or teachers according to the latest edition), and carry out academic and managerial supervision in the learning process. Thus, the implementation of the 2013 curriculum is carried out effectively and systematically in madrasas.

CONCLUSION

Based on the results and discussion above, it is concluded that the curriculum used by Madrasah Al-Washliyah Stabat is the 2013 curriculum (revised) as a guide for learning and developing human resources (teachers and students) in madrasas. Implementation of the curriculum begins with socialization with teachers regarding changes in the 2013 curriculum, providing training for teachers to improve classroom management skills and the learning process, preparing academic schedules, completing textbooks (for students or teachers according to the latest edition), as well as carrying out academic supervision and managerial in the learning process.

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