The Implementation of Curriculum Policy at MAN Sibolga

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Abstrak

Kebijakan kurikulum merupakan hal urgen yang harus ditetapkan oleh pimpinan madrasah setiap tahun. Hal ini ditujukan untuk meng-*upgrade* komponen dan kegiatan pembelajaran sesuai dengan perkembangan teknologi serta kebttuhan masyarakat. Penelitian ini bertujuan untuk mendeskripsikan implementasi kebijakan kurikulum di MAN Sibolga. Fokus pembahasan penelitian ini meliputi kajian tentang formulasi, solusi, dan langkah-langkah implementasi kebijakan kurikulum di MAN Sibolga. Metode penelitian ini berupa studi deskriptif dengan pendekatan kualitatif. Data diperoleh menggunakan teknik observasi, wawancara, dan dokumentasi. Analisis data menggunakan teknik reduksi data, penyajian data, dan verifikasi, serta dinyatakan absah melalui teknik triangulasi. Hasil penelitian ini menunjukkan bahwa (1) Proses formulasi kebijakan dalam pengembangan kurikulum MAN Sibolga berupa pelaksanaan kegiatan musyawarah atau pertemuan. Pertemuan tersebut dalam bentuk musyawarah atau Rakerja (rapat kerja), selain itu dilakukan kegiatan seminar dan diskusi. Dalam rapat dan musyawarah kepala madrasah melakukan diskusi untuk mencari formulasi dan solusi untuk menentukan suatu kebijakan dalam membangun dan mengarahkan MAN Sibolga; dan (2) Langkah-langkah implementasi kebijakan dalam implementasi kurikulum di MAN Sibolga dengan men-sosialisasikan terhadap guru-guru serta melakukan pelatihan dan bimbingan terhadap guru-guru dalam memahamkan kurikulum agar dapat diimplementasikan dengan baik.
Kata Kunci: Kebijakan Pendidikan, Kurikulum, Pendidik.

Abstract

Curriculum policy is an urgent matter that must be determined by the madrasa leadership every year. This is intended to upgrade components and learning activities under technological developments and community needs. This study aims to describe the implementation of curriculum policies at MAN Sibolga. The focus of this research discussion includes a study of the formulation, solutions, and steps for implementing curriculum policies at MAN Sibolga. This research method is a descriptive study with a qualitative approach. The data were obtained using observation, interview, and documentation techniques. Data analysis used data reduction techniques, data presentation, and verification, and was declared valid through triangulation techniques. The results of this study indicate that (1) the policy formulation process in developing the MAN Sibolga curriculum is in the form of carrying out deliberation activities or meetings. The meeting is in the form of deliberation or work meeting (work meeting), besides that seminars and discussions are held. In meetings and deliberation, the head of the madrasah held discussions to find formulations and solutions to determine a policy in building and directing MAN Sibolga; and (2) steps for implementing policies in curriculum implementation at MAN Sibolga by socializing with teachers and conducting training and guidance for teachers in understanding the curriculum so that it can be implemented properly.
Keywords: Education Policy, Curriculum, Educators

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INTRODUCTION

Knowledge and scientific development in individuals is obtained through educational facilities (Amin, *et.al.*, 2019: 200-220). In this context, educational institutions have a vital role in conceptualizing and contextualizing Islamic-based and quality learning curricula for students (according to community needs) (Qolbi & Hamami, 2021: 1120-1132). Theoretical and operational educational programs and activities at Islamic educational institutions are firmly guided by the basics or principles sourced from the Qur'an and hadith (Islamic teachings) (Mulyani & Haliza, 2021: 101-109).

The existence of Islamic educational institutions in Indonesia is ideally established and sufficient to meet the community's needs for careers, welfare, and the existence of Muslim personalities (Widyawati, 2013). In practice, Islamic educational institutions are required to be able to create superior human resources, have a good personality, and have a noble character in building a sovereign nation (Hafidhoh, 2016: 88-106). This shows that Islamic educational institutions play a major role in building education based on community needs.

Madrasas as one of the polarizations of educational institutions in Indonesia combine religious and general learning in an integral and interconnected manner, then use an assessment system, and "offer" certificates (ijazah) to graduates (Yaqin, 2016: 93-105). This shows that the existence of madrasas is based on the emergence of the spirit of reforming Islamic education in Indonesia. In its development, madrasas consist of basic education levels (MI/Madrasah Ibtidaiyah and MTs/Madrasah Tsanawiyah) and senior secondary education levels (MA/Madrasah Aliyah).

The madrasa learning curriculum is relevant (same) as the curriculum practiced in schools, even adding Islamic studies as a characteristic of Islamic educational institutions. Sulistyorini (2012) termed madrasas as value-added schools because of the combination of learning curricula. Madrasas as an Islamic educational institution are in demand by many people quantitatively (an increase in the number of students each year) and qualitatively (madrasa graduates occupy strategic positions in various agencies and are also dignified in the community).

The image of madrasas that are in demand by the community is balanced with the increase in the number of madrasas. As data obtained in 1986, the total number of madrasas was 290 educational institutions, then experienced a significant increase in 1998 to a total of 558 madrasas (Wahid & Hamami, 2021). This increase should be the full attention of the government and education providers to optimize existing resources, so that madrasa governance is effective and superior (quality).

Effective madrasa management is based on the preparation of the right curriculum as the basis for the learning process (system). Kuntoro (2019: 84-97) explains that a superior (quality) madrasa is a madrasa that has a quality curriculum. Because the times are getting faster (rapid), it must be balanced with adjustments and upgrading of the curriculum based on community needs. The curriculum applied by a madrasa is the difference between the process and results of education in other madrasas (schools).

The success of the madrasa in its development is inseparable from the management and development of the curriculum. Of course, the development in question is an up-to-date madrasa effort to various changes in preparing the right creations and innovations for students (Priatmoko, 2018: 221-239). In addition, it is also necessary to cultivate religious-based characters and existing local wisdom, so that they become the foundation and provision for students in the future. This is what Umar & Ismail (2018) mentioned as a basic principle in the implementation of madrasa curriculum development.

Furthermore, Baharun (2016: 243-262) explains that there are at least 4 (four) processes or stages in curriculum development management, namely planning, organizing, implementing, and evaluating. In the conception of these stages, planning has an urgent role for the sustainability of processes and programs in madrasas, including character education, curriculum structure, learning media (components), and budget

allocations (Mundiri, 2016). These four aspects are the basic foundation in setting the program on the agenda of the learning planning meeting.

Furthermore, the organization of the curriculum in each subject is classified into several fields of study, including Islamic religious education (akidah morals, fiqh, al-Qur'an hadith, and the history of Islamic education) (Azzahra & Arif, 2021: 9-20). At the implementation level, the PAI curriculum is based on character education (internalization), including madrasa programs and policies set by the madrasa head, teacher creations and innovations when teaching, value and character-based learning implementation plans (RPP), exemplary, and extracurricular activities (Priyatna, 2017: 21). Then, the curriculum is evaluated with regard to teacher performance, learning methods, student development, and cooperative relationships with student guardians (Indrioko, 2016: 61-76). With good curriculum management, it is hoped that the madrasa curriculum can develop the potential of students to the maximum so that the curriculum applied is a superior and appropriate curriculum.

A superior curriculum is a curriculum that results from good management (Akhiruddin, 2015: 195-219). The development of good curriculum management certainly comes from the policy of decision-makers. Policies are decisions in the form of regulations or legislation that become guidelines for implementing the program of an institution or organization (Wahyuni, 2018: 64-79). Thus, the policy relates to the idea of organizational regulation and is a formal pattern that is equally accepted by governments/institutions so that they pursue their desired goals. The model of policy implementation according to policy experts is schematic. The purpose of policy implementation is simply to determine the direction so that policy objectives can be realized as a result of government activities (Nuryana, 2017: 11-19). The establishment of new policies can begin if the goals and targets that were originally general in nature have been detailed to realize the stated goals.

Education policies determine the success of educational goals (Rahman, 2018: 1-14). One example of the implementation of character education policies in an educational institution is going well even though there are several obstacles (Zen, 2016). To overcome these obstacles, a strategy is implemented in the following ways: (1) increasing the professionalism and spirit "among" teachers, (2) implementing the method of character education with the "understand, feel, act" method, and (3) strengthen the role of character education, parents and the community by increasing the role of the school committee. This can be seen in the school culture, the process of preparing learning programs in instilling character values, and the implementation of learning in instilling character education, as well as forms of evaluation that can measure the success of planting these character values.

The position of religious values should not even clash with the values of human rights, and religious values should be in line with cultural values, even though the position of religion should be higher than just human rights (Fadilah & Hamami, 2021: 4186-4197). In addition, when examining several provisions in Law no. 20 of 2003, it was found that many of its contents were inconsistent, contradicting one verse and article with another, even contradicting the Islamic education system and the 1945 Constitution. Therefore, the law needs to be revised to suit the teachings of the majority religion in Indonesia, namely Islam. In this view, it is natural to try and strive to realize education that develops the potential of students in an Islamic and quality manner. There are five potentials/domains that must be grown and developed in students, namely: potential for thought (intellectual intelligence), the potential for taste (social intelligence), the potential for intention (mental/psychic intelligence), religious potential (spiritual intelligence), and physical potential /physical (kinesthetic intelligence).

Based on this, MAN Sibolga is the institution that regulates and makes education policy in developing the curriculum of MAN Sibolga. In fact, MAN Sibolga has the same curriculum. However, the reality in the field in the initial study obtained information that one madrasa and another madrasa have curriculum

differences both from the limits of the lessons they study. This is where the interest in doing mini research at MAN Sibolga comes from.

Indeed, academic studies on the implementation of curriculum policies have been studied from various perspectives. Among them, Firmansyah (2007) discusses the aspects of the obstacles (barriers) in the curriculum implementation, Ardianingsih, *et.al.* (2017: 21-30) discuss the point of view of teacher participation in the curriculum implementation process, Marhaeni (2015) describes authentic assessment studies in the 2013 curriculum, Ma'rufah (2020: 125-136) examines the theme of creating a religious culture in students, Turmuzi & Wahidaturrahmi (2021: 341-354) discussed the professional and pedagogical competencies of educators, Fahmi & Bitasari (2020: 81-91) discussed efforts to revitalize the curriculum and its components. Next, the theme is curriculum development (Azis, 2018: 44-50; Ikhsan & Hadi, 2018: 193-202), basic education curriculum (Ningrum & Sobri, 2015: 416-423; Yusuf, 2018: 263-278; Rahelly, 2018: 381-390; Suherman, 2014: 71-76), and character education curriculum (Manab, 2018; Islam, 2017: 89-100; Novitasari, *et.al.,* 2019: 79-86; Maulida, *et.al.,* 2015: 11-19).

Observing the description above, it is understood that academic studies on the implementation of curriculum policies are discussed around the themes of development, re-orientation, revitalization, and evaluation of curriculum implementation. This study seeks to examine the "empty side" that has not been studied previously, namely from the aspect of madrasa internal policies, including management functions. The research in question is summarized in the research title, "*Implementation of Curriculum Policy at MAN Sibolga*".

METHOD

This research uses a qualitative approach with a descriptive study method. This study seeks to describe or describe data obtained from the field of literature related to the implementation of curriculum policies at MAN Sibolga. With this research, it is hoped that data in the form of words or meanings will be explored to explain the actual situation in depth what is being done by the madrasa in implementing the learning curriculum. To collect research data, the methods used in this study were participant observation, structured in-depth interviews, and documentation (Assingkily, 2021). Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions (verification). Test the validity of research data using triangulation techniques and persistence of observation.

RESULTS AND DISCUSSION

MAN Sibolga's Policy Formulation Process in Madrasah Curriculum Development

Madrasah's internal policies are a combination of the application of national education curriculum policies and community local wisdom in educational institutions (Alfiansyah, *et.al.*, 2020: 52-67). In this context, madrasas take a series of actions in an effort to choose the best alternative for madrasas. This action is known as madrasa policy formulation (Sudarman, 2019: 195-225).

The madrasa policy formulation process needs to take into account the various aspirations and needs of "madrasa service users". In addition, it is also necessary to analyze policies based on the development of information and communication technology (Munajat, 2016). In this context, the madrasah principal has an important role in determining the institution's official decisions, in the form of approval, modification, or rejection of an alternative policy. The head of the madrasa together with madrasa stakeholders who carry out planning activities for policy formulation intensely and seriously means that they are planning the success of education policies (Suryanto, 2017). This is because planning has an important role in the process of implementing and achieving a program.

In the formulation of the policy of MAN Sibolga in developing the madrasa curriculum according to the rules made. The formulation process is in accordance with the curriculum set by the government. Based on

this, the government has the right to make policies on education, including policies for developing educational curriculum (Prayoga, *et.al.*, 2019: 70-84). This is based on the function of the curriculum as a guide, guide, and foundation in the learning process in madrasas (Takdir, *et.al.*, 2020: 210-229).

In the practice of the madrasa policy formulation process, the madrasa principal needs to involve all elements of the madrasa, starting from teachers, education staff, and madrasa committees (Lestari, 2021: 118-129). Furthermore, it takes a big role for teachers in implementing the madrasa curriculum, because teachers are the "front line" in learning activities with students (Ikhwan, 2014: 182-200). On this basis, teachers are "obligated" to be involved in the curriculum policy formulation process, so that various aspirations and needs during the education process can be conveyed in the madrasa curriculum meeting agenda (Yanto & Fathurrochman, 2019: 123-130).

Educators as learning facilitators in the classroom need 4 (four) basic competencies, namely personality, social, pedagogic, and professional competencies (Andina, 2018: 204-220). The role of educators in madrasa curriculum planning becomes very important based on the task of educators as a balancer (adjuster) between curriculum concepts and practices (Baharun, 2018: 1-26). Thus, educators should not be fixated or rigid on existing facilities, but must be able to create and innovate in each lesson.

The understanding of educators (teachers) related to the curriculum is a determining factor for the effectiveness of learning in the classroom. Werdayanti (2008) mentions that teachers have multiple tasks in curriculum contextualization, namely as a team of planners, thinkers, developers, implementers, to curriculum evaluators. Referring to the Law on the National Education System (Sisdiknas) Number 20 of 2003, it is understood that the rapid development of technology necessitates the renewal of the education system in a short time. For this reason, teachers should not be fixated on administrative matters but should present creations and innovations in every learning process.

Furthermore, teachers are given more opportunities to develop the learning process. So, teachers are not burdened with syllabus preparation tasks (Dudung, 2018: 9-19). In implementing the new curriculum, several factors such as school resources, community, principals, teachers, and external factors must be considered and prepared optimally. Ideally, the purpose of the curriculum is to realize national education goals that are in tune with the development of students and the needs of national development. Regarding this, the development of information technology science and cultural arts also needs to be considered in constructing the curriculum.

Based on this explanation, curriculum changes are a matter of course, although basically if the curriculum is formed in a complex and good manner by looking at developments for the future, of course, the curriculum will not be changed as a whole but only for development (Mahmudi, 2009). Curriculum changes lead to improvements to the curriculum system itself, so this is an obstacle because the mindset of educators must be changed from a lay and rigid mindset to a more modern one. Another explanation of curriculum change because by advances in science and technology provides a change in the approach to teaching, namely from the traditional approach to the latest approach (Supandi, *et.al.*, 2020). So, it can be understood that the curriculum has a dynamic nature because it is demanded by the developments and challenges of the times.

Thus, it can be concluded that the policy formulation process in developing the MAN Sibolga curriculum is in the form of conducting deliberation activities or meetings. The meeting is in the form of deliberation or work meeting (work meeting), besides that seminars and discussions are held. In meetings and deliberation, the head of the madrasah held discussions to find formulations and solutions to determine a policy in building and directing MAN Sibolga.

MAN Sibolga Policy Implementation in Curriculum Implementation

The process of implementing curriculum implementation policies at MAN Sibolga is carried out through socialization at the teacher council meeting forum, then delivered at the meeting, and at the same time, a discussion process is carried out (Yuliah, 2020: 129-153). Suggestions or responses from the teacher council will be accommodated and discussed together. After there is a policy made by the education council,

the madrasah will consider the state of the school's ability (condition) and whether it can be implemented as soon as possible or will be implemented in stages.

The implementation of policies in curriculum implementation at MAN Sibolga has been carried out by providing educators in the form of training and workshops, as has been done by training principals, followed by training and workshops for teachers. The characteristics of the policy include: having a clear and targeted educational goal, having a formal legal aspect so that it can be declared valid and officially valid, and having an operational concept so that it can be implemented.

The most important obstacle in optimizing the implementation of the curriculum at MAN Sibolga is the attitude values and the amount of imposition of discussion material in the curriculum within a limited time. This has an impact on its implementation when educators prepare those who can cover the whole so that each program will not be effective and efficient in its accomplishments.

The curriculum construction at MAN Sibolga is a combination of competence and character that is integrated in the curriculum, the goal is that students can realize their knowledge by internalizing character values and noble character in everyday life. The MAN Sibolga curriculum in its implementation is the responsibility of all parties. So we need coordination by establishing cooperation between schools, parents, and the government in all aspects. It can be said that the MAN Sibolga curriculum is a curriculum that was born from development in the world of work.

In the context of implementing the MAN Sibolga curriculum, it is an effort to improve the curriculum to create a generation that can compete with changing times. Various obstacles were found after the curriculum was implemented, including those related to the budget, and the government's readiness to realize the 2013 curriculum. These obstacles could occur in other things, thus hampering the readiness of teachers to achieve success in implementing the 2013 curriculum. For the implementation of curriculum implementation for teachers in the learning process, the following are carried out:

1. Teacher Readiness in Curriculum Implementation

Teachers as the front line in curriculum implementation must be an important concern (Baidowi, 2020: 85-102). The teacher is someone who deals directly with students in learning so it has a direct influence on the success of students in completing learning tasks. The 2013 curriculum brings a fundamental change in the teacher's role in learning (Solichin, 2015: 148-178). Administratively, the central government has prepared learning implementation tools that no longer need to be prepared by teachers. However, teachers are required to play an active role as motivators and facilitators of learning so that students will become the center of learning. This is a separate obstacle for teachers because not all teachers have these competencies.

In addition, teachers are required to be prepared to implement the curriculum in a relatively short time while the equipment has not been prepared carefully. It is not an easy thing to prepare an ideal teacher like the curriculum hopes in a short time, especially to change the teacher's mindset from originally only serving to teach while in the 2013 curriculum the teacher must be able to direct students to be active, productive, creative, and think critically (Indriawati, 2013).

2. Teacher Training

The curriculum implemented at MAN Sibolga requires teachers to play an optimal role in learning. To prepare the ideal teacher in the 2013 curriculum, special education and training are needed. The government assesses that the teacher training process has attempted to use appropriate training models and methods. Therefore, teachers are expected to understand the training models and methods and can implement them in learning activities. The process of preparing teachers through training must be emphasized on improving the quality of teachers, and this must be supported by quality training as well. This must be continuously improved so that training is not just a formal activity (Aisah, *et.al.*, 2021: 128-135).

3. Mentoring, Coaching, and Teacher Clinic

The training and the coaching provided to teachers are then accompanied and carried out with the aim of supervising so that understanding of the curriculum becomes better and able to provide understanding to other teachers (Manurung, *et.al.*, 2021: 36-42). This activity is realized by the government through the Learning Consultation Clinic (K2P) program. This aims to open a consultation forum for all teachers who do not understand the 2013 curriculum as well as to provide training for teachers to be able to overcome the difficulties they face.

One of the most important components in the education system is the educational curriculum, this is an elaboration of the ideas aspired by the community in line with the needs of the community itself. In the education curriculum, the direction of education will be known and directed which becomes an alternative in education that includes planned educational outcomes and various educational activities (Risdiantoro, 2021: 144-157). So, it is not surprising that in the educational community the study of the curriculum has become an interesting and actual study material. This interesting study becomes something actual because of the demands for global changes and free-market competition.

These changes force educational institutions to keep pace with advances in science and technology so that the role of the curriculum becomes very important in improving education itself (Setiawan, 2018: 167-176). On the other hand, the curriculum is also very important in realizing education through the distribution of transparent, fair, and democratic services (Muhali, 2019: 28-36). That is, a good curriculum can make educational institutions transparent and directed according to conditions in the social environment of the school itself. So, schools as educational institutions that are part of the community become a forum for developing students through a democratic learning climate, a fun learning process.

The goal is that the alumni of the students can become competent, rational, and creative human resources in building a future that can face the challenges of changing times. So the realization of this goal is to make changes that require an effective and efficient education system for the subjects given to students so that they can provide provisions to compete with the wider world. Of course, in this case, making these changes is closely related to the curriculum of the educational institution itself. An effective curriculum will influence other components of the education system. As the ideals of national education, namely forming students with character, in this case, the curriculum changes carried out lead to that realm as well, namely a competency-based curriculum as well as character-based.

The goal is that students will be equipped with various attitudes and abilities to respond to the demands of technology-based developments (Roza, 2016: 137-146). Changes in the curriculum are very important so that community development and social welfare can be realized so that society can be adaptive to various changes. Thus, it is understood that the steps for implementing policies in curriculum implementation at MAN Sibolga are by socializing the teachers and conducting training and guidance for teachers in understanding the curriculum so that it can be implemented properly.

CONCLUSION

Based on the presentation of the findings and discussions above, it can be concluded that (1) The policy formulation process in developing the MAN Sibolga curriculum is in the form of conducting deliberation activities or meetings. The meeting is in the form of deliberation or work meeting (work meeting), besides that seminars and discussions are held. In meetings and deliberation, the head of the madrasah held discussions to find formulations and solutions to determine a policy in building and directing MAN Sibolga; and (2) steps for implementing policies in curriculum implementation at MAN Sibolga by socializing with teachers and conducting training and guidance for teachers in understanding the curriculum so that it can be implemented properly.

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