

Management of the Madrasah Aliyah Curriculum of Religious Sciences Program at MAN 1 Purwakarta

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ABSTRACT: This study aims to determine how the curriculum management in MAN 1 PURWAKARTA, namely planning, implementing, and evaluating the curriculum, including obstacles in curriculum management. This study uses a qualitative method with a case study approach. The research subjects consisted of the principal of the madrasa, the deputy head of the madrasa, and the teaching staff. The object of research: learning activities, and school conditions. Collecting data in this study using interviews, observation, and document analysis. The validity of the data is done by testing the credibility, transferability, dependability, and confirmability. Data analysis used Miles-Huberman interactive analysis which consisted of data reduction, data presentation, and drawing conclusions. The results of this study indicate that curriculum planning is planned through workshops that are guided by the national curriculum and the development of local excellence. This evaluation is also carried out in the form of mid-semester assessments, end-of-semester assessments and national exams. The inhibiting factors for managing this curriculum include: program modules that are not standardized and diktat books are not systematic; lack of patience of educators in making learning tools and smooth mastery of computer technology; infrastructure facilities that are still inadequate; student discipline problems in participating in learning; crowded school activities, and organizations reduce the focus of student learning; and language skills of children who have not been able to understand the text as a whole.

Keywords: *curriculum management, religious program*

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INTRODUCTION

Madrasah Aliyah Negeri 1 Purwakarta designed the curriculum to be 70% religious and 30% general. The characteristics of this curriculum can be seen in the curriculum structure that teaches religious knowledge with more portions than general science, Islamic religious lessons which consist of subjects of aqidah morals, qur'an hadith, science of interpretation, science of hadith, fiqh, ushul fiqh, tasawwuf, the history of Islamic civilization, Arabic and the rest are general sciences which include citizenship, Indonesian language and literature, mathematics, physical education, arts, and English. This religious program is designed to prepare students to have Islamic integrity and adequate Islamic knowledge skills to continue to a higher level of education both at home and abroad (Ida Rochmawati, 2012), (Budiarti et al., 2021).

Madrasah aliyah special programs use K-13 even though in implementation it is not fully K-13. For the sake of Madrasah aliyah, the religious program designed the K-13 curriculum even though its implementation did not involve all parties. The government's attention to improving the competence of educators is minimal, training for educators is rarely held and it can even be said that there has never been, only limited to workshops from the school's internal parties. Then the time allocation for subjects that are considered capable of being studied by students independently is shortened face-to-face, but basic competencies are still achieved. This happens because religious subjects are a priority in learning at MAN 1 Purwakarta (Majir, 2017).

Through this research, we will examine in more depth about the management of the madrasah aliyah curriculum at MAN 1 PURWAKARTA, how MAN 1 Purwakarta implements the curriculum from the stages of curriculum planning, curriculum implementation, and curriculum evaluation. The problems in MAN 1 PURWAKARTA are as follows:

1. Not all learning activities of MAN 1 PURWAKARTA are written in documents K-13,
2. Not all educators are involved in the preparation of K-13,
3. The government's attention to improving the competence of educators at MAN 1 Purwakarta is still lacking,
4. MAN 1 PURWAKARTA reduces lesson hours for certain subjects that students feel they can learn on their own,
5. The number of hours of study for MAN 1 PURWAKARTA students is very high congested.

This research is focused on the management of the madrasah aliyah curriculum of MAN 1 PURWAKARTA, which includes planning, implementing, and evaluating the curriculum, as well as the constraints of curriculum management in MAN 1 PURWAKARTA. The purpose of this study is to describe more deeply about:

1. Curriculum planning for MAN 1 PURWAKARTA MAN 1 PURWAKARTA,
2. Implementation of the MAN 1 PURWAKARTA curriculum
3. Evaluation of the curriculum of MAN 1 PURWAKARTA MAN 1 PURWAKARTA,

4. Factors constraining the curriculum management of MAN 1 PURWAKARTA.

The benefits of this research, among others, are expected to be a reference for the development of curriculum management theory in educational institutions characterized by Islamic science. Then the results of this study are also expected to provide benefits for madrasas so that they can evaluate the curriculum management implemented as a consideration for madrasa principals, and further educators, other schools can take positive things from the results of research on curriculum management in MAN 1 PURWAKARTA and use them as examples. in managing the curriculum in their respective schools.

THEORETICAL REVIEW

Management Of Curriculum

In order for the implementation of quality educational services for students in this context, management for the field of education is needed, namely a management in the implementation of tasks in the field of education by utilizing all resources efficiently in order to achieve effective goals. This management is intended to manage and be developed in the education system which includes; learners; education personnel; curriculum; infrastructure; finance; partnership with the community; and special guidance and services (Engkoswara & Komariah, 2010), (Tabroni, 2019).

As is the case with Islamic education management as the management of Islamic educational institutions in an Islamic manner by sorting and selecting learning resources and other related matters in order to achieve the goals of Islamic education effectively and efficiently in order to improve and develop the quality of Islamic educational institutions. So far, there is still an assumption that madrasas are considered as Islamic educational institutions whose quality is lower than the quality of other educational institutions, especially public schools. Although some madrasas are actually of higher quality than public schools, they have not been able to erase existing negative assumptions (Qomar, 2002). Islamic education management is a solution to improve the quality of Islamic education which contains the basic components of Islamic education management that must exist in the Islamic education process, namely; personnel management; education; curriculum; and Islamic education infrastructure (Qomar, 2002).

The curriculum is one of the an important component in the field of education that needs to be managed in order to contribute to improving the quality of education (Sukmadinata, 2012). It was also revealed by Rivai & Murni (2010) that among the main activities of efforts to improve the quality and relevance of secondary education is to develop a curriculum based on basic competencies in accordance with with the needs and potential of the region, able to increase the creativity of educators, being inclusive, and not gender biased according to the capacity of students, and also emphasizing the need to increase faith and piety, national insight, physical health, personality with noble character, work ethic, understanding rights and obligations, as well as increasing mastery of other sciences. This shows that the implementation in the field of

education requires curriculum management so that the relevance of education to the needs of the community can be met (Imam Tabroni, Erfian Syah, 2022).

The Islamic education curriculum which emphasizes religious and moral goals in various objectives, content, methods, tools, and techniques must be able to adapt to the demands of the times without having to leave the Islamic values which are its main characteristics. Therefore, the Islamic education curriculum needs to be optimized properly in order to produce alumni who are able to compete with general school alumni by having advantages in the field of mastery of Islamic religious knowledge. Through this curriculum management, Islamic education is expected to be able to manifest curriculum management that supports the achievement of Islamic education goals (Qomar, 2002).

The madrasa curriculum has the characteristics of Islamic values. The implementation of education also continues to refer to Permendiknas Number 22 of 2006 concerning content standards and is regulated in more detail through Minister of Religion Regulation Number 2 of 2008 concerning competency standards and content standards of Islamic religious education, and taking into account the circular letter of the director general of Islamic education number DJ.II.1/ PP.00/ED/681/2006 dated August 1, 2006 concerning the implementation of content standards, which in essence is that madrasas can improve the competence of graduates and develop curriculum with higher standards. The structure of the seven subjects is morals, history of Islamic culture, Arabic, interpretation, hadith, fiqh and science of kalam. Islamic sciences are studied in depth and thoroughly in religious programs so that the curriculum design is also owned different (Mudlofir, 2011).

METHODOLOGY

This study uses a qualitative case study approach because this study examines the management of the Madrasah Aliyah Religious Program curriculum at MAN Purwakarta which is seen from the planning, implementation, evaluation of the curriculum, and the factors that constrain the Madrasah Aliyah Religious Program curriculum management in depth. With this research, it is expected to find out new facts that exist in the field. And it is hoped that the findings from the curriculum management of Madrasah Aliyah Religious Programs at MAN Purwakarta will further enrich studies on curriculum management in Islamic educational institutions. This research was conducted at Madrasah Aliyah Negeri Purwakarta which focused on religious programs. MAN Purwakarta is located at Jl. Veteran No. 299, Ciseureuh, Purwakarta, West Java 41118 in January 2022. (Creswell & Guetterman, 2020), (Sugiyono, 2014)

The subjects of this study were the principal of the madrasa, the deputy head of the madrasa, and teachers of the religious department. The head of the madrasa as the head of the institution is assumed to know a lot of information about the management of the madrasah aliyah curriculum for religious programs. The deputy head of the madrasah religious program participates in determining the curriculum design for religious programs, implementing and evaluating the curriculum. Teachers from religious programs were chosen because they are directly involved with students in implementing the curriculum

in the classroom so that they know the level of achievement and obstacles faced during the process of implementing the curriculum.

This research begins with a preliminary study to determine the initial conditions of Madrasah Aliyah Negeri Purwakarta focused on religious programs so that problems are found that need to be resolved. The problems found at the research site are then written down in the form of articles or journals. The next step is to conduct research to obtain data according to the research focus that has been determined, namely curriculum management of religious programs at MAN Purwakarta including planning, implementing, and evaluating curriculum as well as curriculum management constraints. The data that has been collected is then analyzed to answer research questions by describing the actual conditions at the research location, making conclusions and making suggestions for the problems found.

The data collected in this study is data about the curriculum management of religious programs at MAN Purwakarta in the form of questions, information, documents and observations of activities that are in accordance with the research objectives. The research instruments were researchers and interview documents, observations and document analysis.

Technical analysis of qualitative research data is inductive, namely analysis based on the data obtained to find out and find the concept of the research focus being researched. Data analysis in this study consisted of 3 stages, namely data reduction, data presentation, and drawing conclusions or verification. Steps are taken to facilitate the analysis by grouping the data according to their respective categories. These data include the process of curriculum preparation, curriculum socialization in the form of curriculum implementation, the role of teachers and dormitory supervisors in implementing the curriculum, forms of curriculum evaluation, curriculum achievement and factors that hinder the curriculum management of religious programs at MAN Purwakarta. Furthermore, a second data reduction was carried out to find the same data so that it was considered objective to be interpreted in order to produce conclusions in the form of concepts in the curriculum management processes of MAN Purwakarta (Sugiyono, 2013).

RESULTS AND DISCUSSION

The results of the research on the management of the religious program curriculum at MAN Purwakarta consist of four main topics, namely:

1. MAN 1 Purwakarta Religious Program Curriculum Design

Curriculum planning is carried out through workshops guided by the national curriculum, development of local excellence, and adaptation of the boarding school system so that the distinctiveness of the religious program curriculum appears in the form of mastery of Islamic religious knowledge, Arabic and English, and book study which is manifested in the structure and content of the curriculum for the majority of religious subjects. Islam is taught using the Arabic language of instruction. The workshop involved various parties, starting from the head of the madrasa, deputy head of the madrasa,

teachers and madrasa committee so that all aspirations could be accommodated for comprehensive and strategic curriculum planning in facing the demands of changing times (Tabroni & Purnamasari, 2022).

The national curriculum in question is the curriculum set by the government for religious programs consisting of moral subjects, Islamic cultural history, Arabic, interpretation, hadith, jurisprudence and kalam, accompanied by lessons set out in the structure and content of the secondary education curriculum, namely lessons, mathematics, Indonesian, Bahasa, English, citizenship, physical education, sports and health, as well as technology, information and communication with a total number of face-to-face meetings of 45 hours per week. Furthermore, student extracurricular activities consist of activities that accommodate students' interests and talents including calligraphy, hadrah, recitation of the Qur'an, and scientific works (Tabroni & Dodi, 2022) .

This dense religious program curriculum needs to be planned so that the implementation of the religious program curriculum has a clear direction and becomes a guideline for school principals, waka, teachers, program coordinators/coaches, and students including madrasa committees as stakeholders in carrying out learning in accordance with the educational goals set (Imam Tabroni, Husniyah, et al., 2022). by madrasas, namely to create graduates who are able to master Islamic science with good character with superior Arabic and English language skills that are adequate to compete globally. Planning the curriculum of the religious program of MAN 1 Purwakarta is useful for synchronizing with the vision and mission of the madrasa, because planning is derived from the vision and mission of the madrasa so that it can be said that curriculum planning is in accordance with the function of curriculum planning according to (Hamalik, 2008), namely as a driving force for organization and management to create change. in society in accordance with the goals of the Institution. So far, efforts have been made to plan the curriculum for religious programs to realize the vision and mission of the Institute (Kustiani et al., 2021).

2. Religious Program Curriculum of MAN 1 Purwakarta

Curriculum socialization is carried out through various media, both verbally through madrasah meetings, in writing through 2013 Curriculum documents , brochures, circulars and online through the madrasa website (Siti Maesaroh et al., 2022). The dissemination of the policies that have been made is an important step as well as the socialization of the religious program curriculum . The main curriculum socialization is through madrasah meetings where the principal conveys the curriculum to teachers and employees so that they understand its contents before implementing the curriculum (Hasibuan, 2014), (Tabroni & Purnamasari, 2022), (Tabroni & Juliani, 2022).

3. Religious Program Curriculum of MAN 1 Purwakarta

The implementation of the MAPK curriculum is realized through various forms of activities including learning and self-development activities. The variety of planning processes at MAN 1 Purwakarta has been a hallmark of the past, so it is still maintained today (Sallis, 2005). The role of school principals, teachers, hostel supervisors in the curriculum of MAN 1 Purwakarta The head of the madrasa as the leader of the institution is in charge of monitoring all curriculum implementation activities held in schools and dormitories either directly or assisted by the wakamad of religious programs (Lestari, 2016). Monitoring carried out by the head of the madrasa is traveling to classes to see how the teacher is carrying out learning or just chatting with the teacher to listen to the complaints or obstacles experienced by the teacher (Tabroni et al., 2022), (Imam Tabroni & Rahmania, 2022). Then the principal comes to the dormitory to provide motivation and support to the hostel supervisor and students in carrying out activities. He is also involved in student organization activities so that he knows firsthand how the activities are carried out (Tabroni & Dodi, 2022).

The important role of the madrasah head as a supervisor is to assess the performance of the teacher and hostel supervisor, whether it is in accordance with the job description or not, if not, it is necessary to find out what the cause is to be resolved (Imam Tabroni, Putra, et al., 2022). The teacher as the spearhead of the implementation of the curriculum in the classroom, interacts directly with students and is responsible for organizing active, creative, interactive and fun activities for the development of student potential. The teacher prepares materials, teaching materials, methods, teaching aids to convey new knowledge to students (Tabroni & Budiarti, 2021).

4. Evaluation of the Curriculum of MAN 1 Purwakarta

The evaluation of the curriculum that is held is the evaluation of student learning outcomes associated with the achievement of basic competencies in mastering Islamic knowledge and foreign languages after participating in the learning process (Silalahi & Simarmata, 2020). The evaluation was carried out for morning learning which incidentally is the national curriculum . To assess students' abilities in terms of cognitive, affective and psychomotor. Everything is evaluated in the form of semester exams (Hairun, 2020).

5. Achievement of MAN 1 Purwakarta Curriculum

The achievement of the curriculum is seen from several aspects, namely the level of student graduation, competitiveness outside the madrasa, mastery of language skills, and mastery of Islamic religious sciences. So far, the graduation rate of students has almost reached one hundred percent with very satisfying scores even exceeding the scores achieved by ordinary MAN graduates. Then the students' mastery of

Islamic religious sciences is quite deep, able to understand from original Arabic sources, mastery of foreign languages is seen that students are able to communicate in Arabic and English in daily activities (Crosby, 1995).

6. Constraints in Curriculum Management at MAN 1 Purwakarta

Constraints faced when implementing the curriculum arise from various factors, inadequate infrastructure, problems with child discipline, the density of activities that reduce the focus of children's learning, and language skills of children who have not been able to understand the text as a whole (Bush, 2020).

CONCLUSIONS AND RECOMMENDATIONS

The results of the research regarding the curriculum management of religious programs at MAN 1 Purwakarta consist of four components, planning, socialization, implementation, and evaluation.

Religious program curriculum planning is carried out through workshops guided by the national curriculum. And also the development of local advantages, and adaptation of the cottage system so that its religious characteristics can be seen. The process of socializing the religious program curriculum at MAN 1 Purwakarta was carried out using various media, both print and online.

The implementation of the religious program curriculum is realized through various forms of activities including learning and self-development activities. Evaluation of the religious program curriculum is an evaluation of student learning outcomes associated with competency achievement. The implementation of the religious program curriculum still has several obstacles that must be overcome, these obstacles arise from two factors, namely internal and external factors.

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