

Curriculum Development Management at Madrasah Aliyah Negeri

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ABSTRACT. This study aims to determine how the management of curriculum development in MAN Padang Lawas Utara. This research used a qualitative approach with a descriptive type. Data collection techniques used observation, interviews and documentation techniques to obtain valid data about curriculum development management at MAN Padang Lawas Utara. Based on the results of the study, it shows that 1) The planning of curriculum development at MAN Padang Lawas Utara is quite good, which includes: the background of the preparation of curriculum development based on the needs and feasibility of the madrasah, reviewing the vision, mission and goals of education, formulation of curriculum content, projects that need to be done, design strategies in learning, design guidance strategies in dealing with problems, design assessment strategies to determine the level of success that has been achieved after implementing curriculum development, 2) Organizing curriculum development management at MAN Padang Lawas Utara is quite good, because it is carried out regularly and planned. Conducted by a curriculum development team formed by the principal. So that it makes it easier to make curriculum and get effective and efficient results, 3) The implementation of curriculum development at MAN Padang Lawas Utara is going well, according to the agenda that has been prepared by the curriculum development team, namely determining the curriculum structure to support competency standards, 4) Evaluation of development North Padang Lawas MAN curriculum is quite good, it can be seen with monitoring and assessment to determine the implementation of curriculum development by the principal and the supervisory team. Supervision is carried out starting from planning, organizing to implementing curriculum development internally and externally. as teacher professional education training (TPT), as well as collaboration between teachers and students.

Keywords: *Curriculum development. Supervision, Madrasah*



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INTRODUCTION

Education has an important role in the development of a better generation. Quality education in an institution, namely the institution must be able to create quality, creative, innovative alumni, etc. in order to compete in the outside world and make the school quality (Annisa, Akrim, & Manurung, 2020; Bisri, 2020). Curriculum is the heart of education. If you want to improve and improve the quality of education, the first thing to do is to develop and complete a curriculum adapted to the potential of the region and the demands of the times (Lafrarchi, 2020). The curriculum is a tool to realize the goals of national education. With a note that the goal to be achieved is Indonesian national education with character, this is a standard goal. So, to be able to achieve it, it is necessary to develop a curriculum that is adapted to the regional potential of an institution where students study (Haryadi & Widodo, 2020).

The concept of management has developed since centuries ago, when linked in the context of cooperative efforts within a community group to achieve a certain goal. Management comes from the word "to manage" which means to regulate. Management is the art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals (Asmarani, Sukarno, & Widdah, 2021; Muhammad, Nurjaman, Sukandar, Khorri, & Lestere, 2022).

The term management relates to efforts to achieve certain goals by using the resources available in the organization in the best possible way. In the sense of organization there is always an element of a human group, although management can also be assigned to individual efforts (Fathurrochman, Ristianti, & Arif, 2019). Every organization always needs management because without effective management there will be no successful business long enough. The achievement of organizational goals, both economic, social, and political, largely depends on the ability of managers in the organization concerned. Management will provide effectiveness to humans (Sirojuddin, Ashlahuddin, & Aprilianto, 2022).

Curriculum development is a curriculum planning process in order to produce a broad and specific curriculum plan. This relates to the selection and organization of various components of a teaching and learning situation through a series of activities (Ma'arif, 2018). Curriculum development is important to improve the success of the education system as a whole. Schools that are not creative and innovative in developing the curriculum will be left behind and left behind by students and the world of work (Munjiat, 2017). Therefore, the curriculum needs to be designed and perfected to improve the quality of education nationally and the quality of Indonesian human resources, so that the Indonesian nation has competitiveness with other countries in various fields (Bahri & Arafah, 2020; Sutrisno & Nasucha, 2022). The process of improving the curriculum or curriculum development becomes the autonomy of the school. Schools are given full rights in developing the curriculum, so that later the school curriculum is adapted to the conditions of each school, which is adapted to the conditions of the students and the potential of the area (Krisbiyanto & Nadhifah, 2022).

Barbara B. Seels and Rita C. Richey revealed that development is a process of translating or elaborating design specifications into physical form. Development can be interpreted as an activity that is intentional, systematic, purposeful, formulating, improving, developing, producing, testing the effectiveness of products, models, methods/strategies/methods, certain procedures that are superior, new, effective, efficient and meaningful. The meaning of development here is a process of activities carried out systematically either to make or improve something starting from the design stage which is then realized into physical form through certain procedures so that it can produce something meaningful (Fadillah & Istikomah, 2021).

Curriculum development is important to improve the success of the education system as a whole. Educational institutions that are not creative and innovative in developing the curriculum will be left behind and left behind by students and the world of work. A well-designed and refined curriculum will improve the quality of education nationally and the quality of Indonesian human resources and support the achievement of national education goals. This will make the Indonesian nation competitive with other countries in various fields (Hasanah, Yusuf, Istiqomah, & Fatahillah, 2022; Lubis, Fatmawati, Pratiwi, Sabtohadhi, & Damayanto, 2022). The process of curriculum improvement or curriculum development becomes the autonomy of educational institutions. He is given full rights in developing the curriculum, so that later the curriculum is in accordance with each condition, namely in accordance with the conditions of students and the potential of the area (Rofiq & Nadliroh, 2021).

One of the Islamic educational institutions that seeks to develop a curriculum is MAN Padang Lawas Utara. The madrasa has adequate human resources and infrastructure for the provision of education. The Education Unit Level Curriculum, abbreviated as KTSP, is an

operational curriculum compiled by and implemented in each education unit. The education units in question are SD/MI, SMP/MTs, SMA/MA, and SMK/MAK. The National Education Standards, abbreviated as SNP, are the minimum criteria for the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (NKRI). KTSP is developed, ratified, and implemented by the Supreme Court of North Padang Lawas. In general, the KTSP of the North Padang Lawas State High School underwent a revision according to the conditions of the school which were discussed by the school committee and school residents. In the academic year 2021/2022, MAN Padang Lawas Utara will run a national curriculum, namely the revised 2013 curriculum.

The success of education in North Padang Lawas State MA if learning activities are able to shape student behavior patterns, maintain academic and non-academic potential, as well as a religious-based culture in accordance with the school's vision and mission and educational goals, and can be evaluated through measurements using tests. and non-test.

MAN Padang Lawas Utara is a school that is characterized by religious lessons. Madrasas develop and integrate religious and general education curricula. Reflecting on the peculiarities of the 2013 curriculum which develops spiritual and social attitudes, the curriculum structure and development of teaching and learning activities at MAN Padang Lawas Utara seeks to produce students who have good morals as well as science and technology abilities.

However, based on direct observations made by researchers in madrasas, that researchers have not seen the full participation of teachers in curriculum development, the impact can be seen from the lack of moral improvement for students, lack of students' ability to solve problems and low student achievement. Based on the description of the background of the problem above, the authors are interested in conducting this research with the title "Management of Curriculum Development at MAN Padang Lawas Utara".

METHOD

This approach uses a qualitative approach that describes a situation or problem that is described descriptively or in the form of a narrative based on the actual situation where the informant interviews an object to obtain information and data can then be obtained as material for research. According to Salim and Haidir, qualitative research uses the natural environment as a data source. Events that occur in a social situation are the main study of qualitative research. Meanwhile, according to Rossman in Sugiyono says "The fundamental methods released on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, document review."

Based on the opinion expressed above, that qualitative research is research that is natural in nature in the sense that the conditions that occur in the object under study do not change and then produce data that is described with a narrative. The research approach used is to look at Curriculum Development Management at MAN Padang Lawas Utara using a descriptive qualitative approach, this research was conducted to describe a situation, symptom of a particular individual or group.

This research was conducted at MAN Padang Lawas Utara. This research process takes place from observation, submission of titles, preparation of thesis proposals, mentoring process, proposal seminars, proposal improvements, research permits, to research implementation, thesis preparation, thesis mentoring, and to the last point for the thesis exam. The primary data sources in this study are: Principal of MAN, Deputy Head of Curriculum and Teachers.

Data collection techniques are important for the success of the research. Data collection techniques used to collect information or facts in this field are observation, interviews and documentation. The process of data analysis by analyzing or explaining data through the form of words or sentences so that data can be drawn conclusions or understanding. In this study, the authors analyzed the data obtained using descriptive-qualitative, namely the presentation of the data in written form and explaining what it was in accordance with the data obtained from the research results. According to Miles and Huberman in Sugiyono's book that activities in qualitative data analysis are carried out interactively and continue to be completed, so that the data is saturated. Activities in data analysis are: data reduction, data presentation and conclusion drawing (Miles, Huberman, & Saldana, 2018; Sugiyono, 2008).

RESULT AND DISCUSSION

RESULT

Based on the data collection technique of management research and development of the North Padang Lawas MAN Curriculum, that the curriculum used is the nationally applicable curriculum, namely the 2013 curriculum. The core curriculum refers to the Indonesian Ministry of National Education applicable to senior high schools. In developing the curriculum of MAN Padang Lawas Utara it is always based on: 1) philosophical foundations; 2) psychological foundation; 3) social foundation. The curriculum document of MAN Padang Lawas Utara also mentions the foundation used in developing the school's curriculum. In the curriculum document, only one foundation for curriculum development is written, namely: Philosophical Foundation, MAN Padang Lawas Utara as a center for developing culture and character cannot be separated from the cultural values adopted by a nation. The Indonesian nation has cultural values originating from Pancasila, as the philosophy of life for the nation and state, which includes religion, humanity, unity, democracy, and justice. These values are used as a philosophical basis in the development of the school curriculum. Planning for curriculum development at MAN Padang Lawas Utara is carried out by the principal. School curriculum development planning activities start from planning in determining educational goals or competency standards for school graduates, determining content, and program structure and overall curriculum preparation strategies. The planning carried out is to determine school graduation standards. Planning in determining educational goals has been mentioned in the curriculum document of MAN Padang Lawas Utara which refers to laws and regulations and government regulations. By considering all the potential of the school looking at the direction of the development of Indonesian education in the future, MAN Padang Lawas Utara sets the vision, mission and educational goals as follows. MAN Padang Lawas Utara excels in the future which is manifested in the following school vision "Noble, Intelligent, Disciplined, Independent and Caring for the Environment".

After curriculum development is planned, then the principal distributes tasks in implementing curriculum development. This is done so that the curriculum development process can run as expected. The process of division of tasks in curriculum development at MAN Padang Lawas Utara, namely the results of the plans that have been made by the principal, is submitted to the teacher council at an

open meeting at the end of the new school year. Then the principal appoints one of the teachers as the head of the curriculum development implementation team, then the curriculum development team will be assigned to carry out the plans that have been made by the principal. The curriculum development implementation team will later make standard operating procedures that are ratified and approved by the principal.

In implementing curriculum development, the curriculum development team that has been formed then prepares an agenda to carry out the plans that have been made. The curriculum development desired by the principal is based on graduate competency standards which are made with reference to the foundation and principles of curriculum development, which is more focused on developing the existing curriculum structure. The development of the North Padang Lawas MAN curriculum after determining the competency standards of school graduates as outlined in the school's vision and mission. Then for this academic year, one graduate competency standard is added, namely: Printing graduates who can read the Qur'an.

Curriculum evaluation is a systematic activity to assess the design, implementation, product and impact of a curriculum. This curriculum evaluation includes evaluation of objectives, and systems.

Evaluation of curriculum development at MAN Padang Lawas Utara is carried out by the principal as the decision holder. In this case, the principal also forms a supervision team to evaluate the curriculum development process carried out by the curriculum development implementation team. The supervision team is led by the principal himself and assisted by senior teachers at MAN Padang Lawas Utara.

DISCUSSION

The findings regarding curriculum development planning at MAN Padang Lawas Utara are quite good, it can be seen from the results of interviews related to curriculum development management at MAN Padang Lawas Utara with the waka curriculum, and the school principal. After the interview, the researcher got answers to the problems faced. From each answer obtained, the researcher concludes that the practice of curriculum development management is very good. The curriculum developed is in accordance with the components of the curriculum itself. In carrying out development, madrasas have also carefully reviewed the field, starting from the reasons for developing the curriculum, what components were developed, the implementation of management, and the added value obtained from the development. After knowing the curriculum development management process at MAN Padang Lawas Utara, the researchers mapped the form of curriculum development management that took place from the results of interviews. Curriculum development in schools or institutions requires good management so that the results obtained are in accordance with the objectives to be achieved. Management Curriculum development means implementing curriculum development activities based on a management mindset, or based on management processes in accordance with management functions, which consist of planning, implementation or implementation and evaluation. Understanding curriculum development management is a social process with regard to the efforts made in the context of curriculum development to achieve educational goals. Planning is the selection or setting of

organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals.¹

Planning is an initial process when you want to do work both in the form of thoughts and frameworks so that the goals to be achieved get optimal results. Planning is one of the initial functions of management activities in achieving goals effectively and efficiently. Anderson defines planning as looking into the future and creating a framework for directing one's actions in the future.

Good planning is carried out to achieve: 1) "Protective benefits", namely keeping the objectives, sources and techniques/methods of high relevance to future demands so as to reduce decision risk. 2) "Positive benefits" namely productivity can be increased in line with the formulation of a comprehensive and appropriate plan.

Good planning will be achieved by considering the conditions in the future in which the plans and activities that will be decided will be carried out, as well as the current period when the plans are made. Planning is an important aspect of management. The need for this planning lies in the fact that humans can change the future according to their will. Humans should not give in to uncertain circumstances and futures but create that future. The future is the result of past circumstances. The current situation and accompanied by efforts to be carried out. Thus, the basic foundation of planning is the human ability to consciously choose the alternative future that he will want and then direct his efforts to realize the future he chooses, in this case what kind of management will be applied, so that on that basis a plan will be realized with good. After conducting interviews, the researchers understood and understood the management of curriculum development carried out at MAN Padang Lawas Utara. All processes or activities are planned and implemented in accordance with national education goals. It's not enough, madrasas also involve committees, administrators, communities, and guardians of students in the procurement of curriculum development. The development carried out has been in accordance with the expectations of the madrasa and the expectations of the surrounding community. With the implementation of these developments will bring benefits and positive impacts in the life to come. Planning for curriculum development at the North Padang Lawas MAN School is carried out by the principal together with the teachers. This was expressed by the principal as follows: Planning for school curriculum development is usually carried out by myself and the teachers based on the evaluation at the end of the previous school year. School curriculum development planning activities start from planning in determining educational goals or competency standards for school graduates, determining content, and program structure and overall curriculum preparation strategies. The planning carried out is to determine school graduation standards. The competency standards for graduates of MAN Padang Lawas Utara are in accordance with the school's vision and mission, we design for the graduation standards for MAN Padang Lawas Utara to be able to read and memorize the Qur'an.

Curriculum development planning in determining educational goals is carried out by the principal and the teacher council. Students are not given the opportunity to participate in planning the school's educational goals. This was conveyed by the Waka Curriculum at MAN Padang Lawas Utara as follows: I, as Waka Curriculum, was involved in planning curriculum development. together we do our best to achieve educational goals. The data above shows that the planning of the curriculum

¹ Din Wahyudin, *Curriculum Management*, (Bandung: Rosdakarya Youth, 2014), p. 73

at MAN Padang Lawas Utara was carried out at the beginning of the school year. The curriculum that is used as a reference is the curriculum of the National Education and Ministry of Religion. What is meant by the Diknas curriculum is the curriculum set by the Ministry of National Education which contains objectives, content/materials, organization, and evaluation.

Based on the results of interviews with the principal and the head of the curriculum, curriculum development planning at MAN Padang Lawas Utara is carried out by the principal himself based on a year-end evaluation. School curriculum development planning activities start from planning in determining educational goals or school graduation competency standards, determining content, program structure and overall curriculum preparation strategies in order to achieve educational goals and can give birth to a good generation (Aprilianto, Sirojuddin, & Afif, 2021).

Findings regarding the organization of curriculum development at MAN Padang Lawas Utara are quite good, as can be seen from the implementation which is carried out regularly and in a planned manner. It is carried out by a curriculum development team formed by the principal, making it easier to create a curriculum and get effective and efficient results (Mumtahanah, 2020). After curriculum development is planned, then the principal distributes tasks in implementing curriculum development. This is done so that the curriculum development process can run as expected (Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). In the process of curriculum development, the principal arranges and performs the division of tasks to accelerate the implementation of curriculum development. Organizing is the process of organizing, allocating and distributing work, authority and resources among organizational members. Stoner states that organizing is the process of employing two or more people to work together in a structured way to achieve a specific goal or goals. According to Terry, organizing is a basic activity of management carried out to manage all the resources needed, including the human element, so that the work can be completed successfully. Organization in the view of Islam is not merely a container, but rather emphasizes how a job is done neatly. The organization places more emphasis on setting up work mechanisms. The process of division of tasks in curriculum development at MAN Padang Lawas Utara, namely the results of the plans that have been made by the principal and the head of the foundation, are submitted to the teacher council at an open meeting at the end of the new school year. Then the principal appoints one of the teachers as the head of the curriculum development implementation team, then the curriculum development team will be assigned to carry out the plans that have been made by the principal. The curriculum development implementation team will later make standard operating procedures that are ratified and approved by the principal (Karim, Kartiko, Dauly, & Kumalasari, 2021; Yazicioglu, 2020).

The principal of the school stated that the head of the curriculum development team is the waka of the curriculum. The deputy head of the curriculum is also the head of the curriculum development team, under which the members are teachers according to their respective fields. After the head of the curriculum development team is determined, the team leader selects the members to be the

curriculum development team. Which will serve as the core team for implementing curriculum development to evaluating curriculum development. The task of the curriculum development team is to realize and compile the curriculum from the plans that have been made by the principal. This was conveyed by the waka of the curriculum to carry out what had been planned by the principal and compile it into a curriculum document from the results of the development that had been carried out. "Organizing curriculum development is done so that the curriculum development process can get effective and efficient results," said the head of MAN Padang Lawas Utara. Based on the results of interviews conducted by researchers, it can be concluded that the organization of curriculum development management at MAN Padang Lawas Utara is carried out regularly and planned. Conducted by a curriculum development team formed by the principal. This makes it easier to create curriculum and get effective and efficient results.

The findings regarding the implementation of curriculum development at MAN Padang Lawas Utara have gone well, in accordance with the agenda that has been prepared by the curriculum development team, namely determining the curriculum structure to support competency standards. In its implementation, curriculum development must go through the following stages: Feasibility studies and needs analysis, Curriculum planning (initial draft), Development of curriculum operational plans, Implementation of curriculum limited trials in the field, Curriculum implementation, Monitoring and evaluation of curriculum, Improvement and preparation .

The implementation of work is the most important aspect in the management function because it is the effort of various types of action itself, so that all group members from the top to the lowest levels try to achieve organizational goals in accordance with the plan that was originally set, in a good and right way. The terms that can be grouped into this implementation function are directing commanding, leading and coordinating. The implementation of work is of course the most important in the management function because it is the effort of various types of action itself, so that all group members from the top to the lowest levels try to achieve organizational goals according to the plan that has been originally set, in the best and correct way. In implementing curriculum development, the curriculum development team that has been formed then prepares an agenda to carry out the plans that have been made (Pakpahan & Habibah, 2021).

The curriculum development desired by the principal is based on graduate competency standards which are made with reference to the foundation and principles of curriculum development, which is more focused on developing the existing curriculum structure. The development of the North Padang Lawas MAN curriculum after determining the competency standards of school graduates which are described in the school's vision and mission. Then for this academic year, one graduate competency standard was added, namely: Printing graduates who can read and memorize the Qur'an. Then the waka of the curriculum as the curriculum development team formulates the curriculum structure to support the competency standards of graduates that are made. The development of this curriculum structure

was formulated with the teachers of MAN Padang Lawas Utara in accordance with the scope of the planned subjects.

The findings regarding the evaluation of curriculum development at MAN Padang Lawas Utara are quite good. Evaluation of curriculum development is carried out by monitoring and assessing to determine the implementation of curriculum development starting from planning, organizing to implementing curriculum development internally and externally (Abusin, Aliani, & Rofiq, 2021). Monitoring is carried out on an ongoing basis to obtain information on implementation and problems so that solutions are immediately sought. Assessment is carried out continuously to determine the success of curriculum development. Supervision means determining what has been carried out, meaning evaluating work performance and if necessary, implementing corrective actions so that the work results are in accordance with the plans that have been prepared (Terry, 1977).

In the Qur'an, supervision is transcendental, so that way, inner discipline will emerge (order oneself from within). That is why in the era of the first Islamic generation, their motivation for work was only Allah swt, even in worldly matters which are currently considered to be secular.

An example of supervision of the management function can be found in the Hadith narrated by Imam Bukhari as follows:

Al Bukhari Muslim narrated from Ibn 'Abbas, he said: "One night I stayed at the house of my aunt, Maimunah. After some time the night had passed, the Prophet got up to pray. He performed ablution very lightly (with a little water) and then prayed. So, I got up and performed ablution' like his ablution. I approached him and stood on the left. He turned me to his right and continued his prayer according to Allah's will" (Sahih Bukhari, 859)

From the above incident, it can be found that the supervision of the Prophet Muhammad SAW against Ibn Abbas who made the mistake of standing on his left side when he became a congregation in praying with him. Because a makmum must be on the right hand of the imam, if he is alone with the priest. He sallallaahu 'alaihi wa sallam did not allow the mistake of Ibn Abbas on the pretext of his early age, but he sallallaahu 'alaihi wa sallam still corrected him by shifting his position to the right he sallallaahu 'alaihi wa sallam. In carrying out supervision, he immediately gave the right direction and guidance.

Evaluation of curriculum development at MAN Padang Lawas Utara is carried out by the principal as the decision holder. In this case, the principal also forms a supervision team to evaluate the curriculum development process carried out by the curriculum development implementation team. The supervision team is led by the principal himself and assisted by senior teachers at MAN Padang Lawas Utara. This was revealed by the principal that the evaluation of curriculum development was carried out by a supervision team formed by the principal at a meeting with the teacher council. In addition, external supervision is also carried out by supervisors of the sub-district education unit and also the community. This supervision is carried out so that the implementation of curriculum development in schools can improve the quality of schools. This is because the supervision carried out will provide (income) or school input for continuous improvement.

Based on the results of the study, it can be concluded that the evaluation of curriculum development at MAN Padang Lawas Utara is quite good. Evaluation of curriculum development is carried out by monitoring and assessing to determine the implementation of curriculum development by the principal and the supervisory team. Supervision is carried out starting from

planning, organizing to implementing curriculum development internally and externally. Monitoring is carried out on an ongoing basis to obtain information on implementation and problems to immediately find a solution. Assessment is carried out continuously to determine the success of curriculum development (Ajjawi et al., 2020; Bentri, Hidayati, & Rahmi, 2016).

CONCLUSION

Based on the results of research on the management of curriculum development at MAN Padang Lawas Utara, it can be concluded that: 1) Planning for curriculum development at MAN Padang Lawas Utara is quite good, 2) Organizing curriculum development management at MAN Padang Lawas Utara is quite good, because it is carried out regularly and planned. 3) The implementation of curriculum development at MAN Padang Lawas Utara is going well, according to the agenda that has been prepared by the curriculum development team, namely determining the curriculum structure to support competency standards, 4) Evaluation of curriculum development at MAN Padang Lawas Utara is quite good, it can be seen by monitoring and assessment to determine the implementation of curriculum development by the principal and the supervisory team..

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