



The Principal's Role in the Implementation of the KMA Curriculum No. 183 and No. 184 of 2019

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ABSTRACT

This Final Project discusses the role of the principal in implementing the KMA curriculum Number 183 and Number 184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang. This madrasah has implemented the KMA No. 183 and No. 184 of 2019. The purpose of the researcher is to find out how the role of the principal in implementing the KMA No. curriculum. 183 and No.184 of 2019, supporters and obstacles in implementing the KMA curriculum No. 183 and No. 184 of 2019. The stages in implementing the KMA No. curriculum. 183 and No. 184 of 2019 starting from the presence of researchers to the location directly looking for data sources, interviews, observation and documentation as data collection steps then analyzing data to find out how far the implementation process is in the learning process of Islamic education in the application of the KMA No. 183 and No. 184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang. Based on the results of research, Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang has implemented the KMA curriculum No. 183 and No. 184 in 2019. Various facilities and policies are also implemented as a form of the principal's efforts to support the implementation of this curriculum. There are no obstacles in the implementation of this curriculum because the KMA curriculum No.183 and No.184 of 2019 is a refinement curriculum from the previous curriculum, but there are also obstacles in its implementation due to circumstances that cannot be forced in the delivery of material directly

Keywords: Role; Principal; Curriculum.

INTRODUCTION

Education is an interaction between teachers and students who support human development that is oriented towards the values of cultural preservation and development (Satriani, 2019). Islamic school are Islamic educational institutions under the auspices of the Minister of Religion which provides general and vocational education with characteristics of the Islamic religion (Amin, 2019). Principal leadership is one of the factors that encourage Islamic school to realize their vision, mission, and goals through planned programs (Wahjosumidjo, 2013). The emergence of theories about leadership shows that leadership must play an important role in the progress of an institution to improve school development (Satiti et al, 2021). The principal acts actively as a curriculum leader by delegating leadership responsibilities to subordinates. Curriculum development will fail without the support of the principal (Satriani, 2019); (Chotimah, & Wulandari, 2021); (Sirojudin & Waqfin, 2020). Thus the principal may play a more direct and major role in curriculum development (Umam & Sulaikho, 2021). Curriculum is a plan drawn up to facilitate the process of teaching and learning activities under the guidance and responsibility of schools or educational institutions (Nasution, 2005).

Curriculum as a learning medium for the education and learning process in educational institutions (Faizin, Moh Al-Ghozali, M Dzikrul Hakim Zulfah, 2020). In implementing the curriculum, especially those under the auspices of the Ministry of Religion, the enactment of the Decree of the Minister of Religion (KMA) No. 183 of 2019 concerning the Islamic and Arabic Language Education Curriculum at Islamic school and the Decree of the Minister of Religion No. 184 concerning Guidelines for

Implementing Curriculum in Madrasahs. The failure in implementing the KMA curriculum No. 183 and No. 184 of 2019 at Madrasah Aliyah Al Ihsan was due to delays in the syllabus, lack of knowledge, skills, and abilities of teachers in carrying out their duties that must be carried out. These conditions indicate that the functioning of the curriculum lies in its implementation in schools (Amin, 2019).

METHOD

Research on the role of the principal in the application of the KMA Curriculum No.183 and No.184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang, researchers took a qualitative approach, according to (Sugiyono, 2016) qualitative research methods are methods based on philosophy postpositivism, postpositivism philosophy is often referred to as an interpretive and constructive paradigm, which views social reality as something holistic or whole, complex, dynamic, full of meaning, and interactive symptomatic relationships. This type of research is a case study. Some of the informant subjects in this study included school principals, waka curriculum and also looked for existing data (Ashoumi & Shobirin, 2019). The data collection technique was carried out by researchers by means of direct interviews with several informant subjects, interviewing researchers by giving several questions that could not be separated from the background context, then the researcher conducted observations by observing and finally taking documentation by collecting data that was already exist as research support. The process of data analysis in this study was carried out before entering the field, during the field, and after finishing in the field.

RESULT AND DISCUSSION

Result

The researcher will describe the data from the research that has been carried out by the researcher through observation, interviews and documentation with the principal, and waka of the curriculum at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang in the form of:

One of the implementation of the curriculum of a school depends on the principal who leads the school. Because the principal is the driving force to help teachers to overcome and improve deficiencies that occur in the school environment as a whole. To improve the quality of education in the school he leads, a school principal must be able to improve the performance of educators, including education personnel under his authority and improve the curriculum every year. As a motivator, the principal must have the right strategy to motivate education staff. The role played by the principal in implementing the KMA curriculum number 183 and number 184 in 2019 at Madrasah Aliyah Al Ihsan is very dependent on the leadership and wisdom of the school principal. Therefore, in implementing the curriculum the role of the principal is very important to improve the quality of education.

The principal is the main part of a school that has duties and responsibilities, one of which is in implementing the KMA curriculum number 183 and number 184 in 2019. From the results of the interview with Drs. H. Nur Kholis, M.Pd.I said that Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang has implemented the KMA Curriculum No. 183 and No. 184 of 2019 since the beginning of the new academic year 2020/2021. My role as principal is that I plan regarding the KMA curriculum number 183 and number 184 of 2019 and managing the curriculum, evaluating and supervising the implementation of the curriculum in schools and I always provide guidance, motivation and encouragement to the teachers I have appointed in compiling the KMA curriculum number 183 and number 184 of 2019. And What I hope is that as much as possible the application of this curriculum can be maximally applied here, that is, between the teacher in providing material to students, and students in their capture can optimally be completely complete.

After the implementation of the KMA Curriculum No. 183 and No. 184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang cannot be separated from the two supporting factors and inhibiting factors that researchers get information from some of the informants above. Mrs. Sri Utami, SE as the Deputy Principal for Curriculum said that the supporting factors after the implementation of the KMA Curriculum No. 183 and No. 184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang includes: internal factors and external factors, internal factors, namely the principal assisted by the waka curriculum in managing curriculum development, teachers as the main factor determining the success of teaching in schools, especially in the classroom, because the curriculum is developed according to the needs and characteristics of students, infrastructure to support the success of the learning process. Then the external supporting factor is the community, because the community gives an assessment of the applied KMA curriculum No. 183 and No. 184 of 2019 and the community also

always provides assistance, both physical and deed to meet school needs, for example helping in launching activities outside of school such as PPM. (Community service practice), khitobah, internship, and so on. However, there are inhibiting factors for the delay in learning devices such as syllabus, teacher's books and student books, a situation that is not possible at this time is the existence of Covid 19, which should have practiced some of its material subjects, so it cannot be maximally applied because the time is only limited in learning, and discipline is also is an inhibiting factor because most students always skip in the teaching-learning process.

Discussion

A role is a task or function of a person who has been mandated by a certain party and has a certain position to contribute in the form of thoughts, energy or material, so that he can carry out his role according to what is expected from the job. Therefore, it requires a responsible and professional attitude from this role (Wahjosumidjo, 2013). The principal comes from two words, namely "principal" and "school". The word "head" can be interpreted as a leader in an institution or an organization. While the word "school" can be interpreted as an institution where it is a place to receive and give lessons (Khasanah, 2016). The principal is the highest leader in the school, in which there are several components, including: teachers, students, and other personal staff. As a motivator, the principal must have the right strategy to motivate education personnel (Surur, 2019). The curriculum is a plan designed to smooth the process of teaching and learning activities under the guidance and responsibility of a school or educational institution (Tarihoran, 2017). The curriculum is an educational program provided to teach students. With this program students carry out various learning activities, resulting in changes and development of student behavior, in accordance with educational and learning objectives. Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve educational goals (Toenlio, 2017). Based on some of the definitions above, the authors conclude that the curriculum is the whole lesson presented by an educational institution to achieve educational goals, which must be taken by students to obtain a diploma, as well as learning activities that are planned and organized for students to achieve educational goals that have been achieved. determined by the educational institution. The Ministry of Religion published the KMA curriculum Number 183 of 2019 concerning the Islamic Religious Education Curriculum (PAI) and Arabic in Islamic school, and also published the KMA curriculum Number 184 of 2019 concerning Guidelines for Implementing Curriculum in Islamic school. With the two KMA curricula, it means that the KMA curriculum Number 165 of 2014 will no longer be valid. Even so, learning PAI and Arabic at KMA Number 183 of 2019 will be the same as KMA Number 165 of 2016, where the subjects include Al-Qur'an Hadits, Arabic, Aqidah Akhlak, Islamic Cultural History, and Jurisprudence. The new curriculum that is implemented can encourage learning in Islamic school and will become more dynamic, creative, and innovative. The two KMA curricula will be applied simultaneously at all levels. From the curriculum, students are expected to be able to express religious understanding in their lives.

Curriculum of the minister of religion number 183 and number 184 which is about the purpose of developing the Islamic Religious Education curriculum to prepare Indonesian people to have a moderate religious mindset and attitude and have the ability to live as individuals and citizens who are faithful, pious, creative, innovative, and able to be part of the solution. against various problems in the life of society, nation and state. KMA Number 184 of 2019 concerning Guidelines for Curriculum Implementation in schools was published to encourage how to innovate in the implementation of school curricula and provide laws for the development of religious moderation in schools. In implementing this new curriculum it is hoped that it can encourage learning in Islamic school to be more creative, innovative and dynamic in accordance with the demands of the times. Furthermore, this curriculum is applied at all levels simultaneously starting from MI, MTs, and MA. Referring to several previous studies regarding curriculum evaluation, both the KTSP curriculum or the 2013 curriculum, it is hoped that the implementation can be maximized but some have encountered obstacles. In Uswatun Khasanah's 2016 thesis, the Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta, regarding: "The Role of the Principal in Implementing the 2013 Curriculum at SMK Islamiyah Ciputat (Khasanah, 2016)." The results of his research indicate that the principal in carrying out his role and duties has done quite well. And the principal's efforts regarding the implementation of the 2013 curriculum for teachers are not optimal, because there are some subject matter that has been taught that are not in accordance with their educational background. Likewise, Achmad Dimas Cahyadin's 2019 thesis, Faculty of Tarbiyah and

Teacher Training at UIN Raden Intan regarding: "The Role of Madrasah Principals in Implementing School-Based Management at MAN 1 Pringsewu (Cahyadin, 2019)." The results of his research indicate that the principal in carrying out his role to achieve school goals is by mobilizing all waka to be able to carry out their respective work programs. That school-based management at MAN 1 Pringsewu is good, because it has taken steps in school-based management in general. Satriani In 2019, the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, regarding: "The Role of the Principal in Developing Local Content Curriculum at SMA Negeri 6 Bulukumba (Satriani, 2019)." The results of his research indicate that the principal in carrying out his role has been carried out properly as it should. Internal supporting factors in the development of local content curriculum at SMA Negeri 6 Bulukumba, namely the principal assisted by the time of the curriculum in managing curriculum development, while the external supporting factor in SMA Negeri 6 Bulukumba, namely the community who helps assess the local content curriculum that has been implemented by Public. The inhibiting factor in local content at SMA Negeri 6 Bulukumba, namely the lack of educators who are civil servants in the field of local content learning. From the discussion with the Principal of MA Al Ihsan Kalikejambon Tembelang Jombang, it can be concluded that in the application of the KMA No. 183 and No. 184 In 2019, schools must refer to 5 Pillars: Religious Pillars (Islamic religious values must animate and characterize school education practices), Nationality Pillars (Madrasa education practice cannot be separated from the context of national and state life in the framework of strengthening the Unitary State of the Republic of Indonesia which is based on Pancasila and the 1945 Constitution and has Unity in Diversity), the Pillar of Independence (the pattern of managing and developing school education based on one's own strength and confidence, without relying on other parties as a manifestation of education from, by and for the people as the beginning of school development), The Publicity Pillar (School education must be close to the people, can feel the pulse of the people and serve the needs of the people) and the Modern Pillar (madrasa management always keeps up with the times, adapting advances in science, technology and communication, but still maintaining good traditions and continuously continued to develop a better tradition as the identity of the Indonesian nation).

CONCLUSION

Based on the results and discussion of the research that has been evaluated, it can be concluded that the role of the principal in implementing the KMA curriculum No. 183 and No. 184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang, has planned the KMA curriculum number 183 and number 184 of 2019 and managed the curriculum, evaluated and supervised the implementation of the curriculum in schools and always provided guidance, motivation and encouragement to the appointed teachers. in compiling the KMA curriculum number 183 and number 184 of 2019. The principal acts actively as a curriculum leader by delegating leadership responsibilities to subordinates. Curriculum development will fail without the support of the principal. Thus school principals become more direct and primary in curriculum development. Supporting and inhibiting factors of KMA No. 183 and No. 184 of 2019 at Madrasah Aliyah Al Ihsan Kalikejambon Tembelang Jombang, the supporting factors include: internal factors and external factors, internal factors the principal is assisted by the waka curriculum in managing curriculum development, teachers as the main factor determining the success of teaching in schools in particular in the classroom, because the curriculum is developed according to the needs and characteristics of students, infrastructure as a support for the success of the learning process. Then the external supporting factor is the community, because the community gives an assessment of the KMA curriculum Number 183 and Number 184 of 2019 which is applied and the community also always provides good assistance, physical assistance and deeds to meet school needs, for example helping in carrying out activities outside of school, for example PPM (Community service practice), khitobah, internship, and so on, but there are inhibiting factors including: Delays in learning tools, namely syllabus, teacher books, student books, conditions that are not possible at this time, namely the existence of Covid 19 which should have some material subjects practice , so it cannot be applied optimally because the time is only limited in learning, and the lack of discipline from students.

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