



## The Role of School Principals in the Implementation of the Minister of Religion Number 183 and Number 184 of 2019

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### **ABSTRACT**

*The newly implemented Curriculum of the Minister of Religion Number 183 and Number 184 of 2019 can encourage the education and learning process in Islamic schools to become more dynamic, creative, and innovative. Curriculum changes make it clear that learning is a shared responsibility between teachers, principals, and the education board. In implementing the curriculum, the principal plays an important role because the principal is responsible for the school he leads and is required to develop the professionalism of teachers and education personnel. The failure in implementing this curriculum is due to the 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. Therefore, this study aims to obtain empirical evidence regarding the Principal's Role in the Implementation of the Curriculum of the Decree of the Minister of Religion Number 183 and Number 184 at Bahrul Ulum Tambakberas High Islamic School Jombang. This study was used to determine how important and influential the role of the principal is to establish a religious culture as an effort to improve student discipline, and the results of this study can add to the literature and can be used as reference material for further research. The research method used is descriptive qualitative analysis. The data collection used is interviews, observation and documentation. Data collection in the field was carried out in 2021. The results showed that the Bahrul Ulum Madrasah had implemented the curriculum of the Minister of Religion Decree No. 183 and No. 184 in this year's teaching*

**Keywords:** Curriculum; The Role of The Principal; Implementation.

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### **INTRODUCTION**

Education is the main key to prepare future young generations and to compete with other nations. Education has a big role in shaping quality human beings who are considered capable of living well in the community in the future (Ashoumi & Shobirin, 2019). As a pressure point, humans are able to build and improve their quality of life by exploring the potential that exists within themselves, their families, communities, nations and countries (Faizin, Moh Al-Ghozali, M Dzikrul Hakim Zulfah, 2020). All of that will be reflected in the culture and civilization of a nation itself. Efforts to improve the quality of education are continuously carried out both conventionally and innovatively (Sirojudin & Al Ghozali, 2022). This is even more focused after it was mandated that the goal of national education is to improve the quality of education at every type and level of education (Lilawati, 2019).

In implementing the curriculum, especially those under the auspices of the Ministry of Religion, the enactment of the Decree of the Minister of Religion Number 183 of 2019 concerning the Curriculum for Islamic Religious Education and Arabic in Islamic Schools and the Decree of the Minister of Religion Number 184 concerning Guidelines for Curriculum Implementation in Islamic Schools (Amin, 2019b). Very fast changes in life and the demands of the global world must be anticipated and responded to by the world of education (Wardani *et al.*, 2021). Together with the advancement of science and technology and communication bring major changes in the pattern and way of life of mankind (Amin, 2019a). It is estimated that changes will continue to be progressive and require changes in people's perspectives, ways of behaving and acting, including the next generation of this nation. The Islamic school curriculum must be able to anticipate these changes and answer the demands of the ever-changing era. The Islamic and Arabic

language education curriculum is directed at preparing madrasa students to be able to adapt to changes so that graduates are compatible with the demands of their time in building the nation's civilization.

The active role of the principal greatly determines the progress of the school in various fields, by appearing as a figure who must be able to lead the education staff in the school, so that they can work together with parents and the community in general in implementing curriculum number 183 and number 184. In this study the authors are interested in researching: "The Role of the Principal in the Implementation of the Curriculum of the Decree of the Minister of Religion Number 183 and Number 184 of 2019 at Bahrul Ulum Islamic High School Tambakberas Jombang" (Mulyasa.E, 2013).

## **METHOD**

This research is a field research (Field Research) which means that this research takes authentic data objectively, using qualitative methods, namely research methods used to examine the condition of natural objects, where research is a key instrument, data analysis is inductive, and research results qualitative emphasizes more on meaning (Sugiyono, 2016). This qualitative research is inductive, meaning that this researcher allows problems to arise from the data. Therefore, researchers as the main instrument carry out research in natural conditions, and go directly to data sources. The research used is descriptive, the data is in the form of words from the results of interviews, observations and document analysis, to add and strengthen data in addition to the observation and interview methods collected in the study (Sukmadinata, 2010). From the description above, the author uses a qualitative descriptive method, in this study with the aim of obtaining an overview of the role of school principals in implementing the curriculum of the Minister of Religion Decree Number 183 and Number 184 of 2019 at Bahrul Ulum High School Jombang.

## **RESULT AND DISCUSSION**

### **Result**

The Role of the Principal in the Implementation of the Curriculum Curriculum for the minister of religion Number 183 and Number 184 of 2019 at Bahrul Ulum High Islamic School Jombang

Role is a behavior that is owned by a person in a certain position. When the term role is used in the environment, someone who gets a position will carry out his role in accordance with what is expected by the job. Therefore, a responsible and professional attitude is needed from this role. A position has a certain role that must be carried out in accordance with applicable rules (norms). There is no role without position without role. In this case, the principal carries out his role in accordance with his rights and obligations. The role of the principal is very important in strengthening the quality of learning, the Education Office has determined that madrasah principals must be able to carry out their duties as educators, managers, administrators, and supervisors (Sudjiman, 2014). Principals carry out managerial functions in curriculum implementation. The managerial functions include planning, implementation, monitoring, and evaluation functions, as well as development functions. Dimba said that through the results of his research, five important aspects of the role of school principals in curriculum implementation were presented. The ability of school principals to organize development activities, such as in-service training programs, workshops, staff development meetings and by inviting experts, develop various implementation strategies to guide teachers, Collaborating with users (stakeholders) in managing curriculum changes, Involving stakeholders in implementation management, Involve parents in implementation. The scope of the principal's role as stated by Dimba implies several important things regarding the principal's role in strengthening the management of curriculum implementation. First, the role of planning regarding the implementation and development of resources. Second, the ability factor to develop implementation strategies through the preparation and guidance of teachers. The three collaborative roles, namely management in developing cooperation, both with stakeholders and parents of students (Katuuk, 2014).

One of the implementations 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 the shortcomings that occur in the school environment as a whole. To improve the quality of education in the school he leads, a principal must be able to improve the performance of educators, including education personnel under his authority and improve the curriculum every year. The principal is the main part of a school that has duties and responsibilities, one of which is in the implementation of the curriculum of the minister of religion decree number 183 and number 184 of 2019. The above is in line with the statement of the Head of the Islamic Middle School Senior High School Bahrul Ulum who stated that the principal did planning on the curriculum of the minister of religion decree number 183 and number 184 of 2019 and

managing the curriculum, as well as supervising the implementation of the existing curriculum in schools and always providing guidance, motivation and encouragement to teachers and staff to implement the curriculum of the minister of religion decree number 183 and number 184 of 2019 and trying as much as possible to apply this curriculum to the maximum, meaning that between the teacher in providing material to students, and students in capturing it maximally, it can be completely completed.

From the results of interviews and observations with the school principal, it was said that in implementing the curriculum the ministerial decree number 183 and number 184 at Bahrul Ulum Tambakberas Jombang high school had implemented the curriculum and tried as much as possible to provide the best. The above is in line with the statement of Mr. Mashuda, S.Pd., M.Si as deputy head of the Bahrul Ulum Islamic School curriculum which stated that my role as deputy principal was that I planned the curriculum of the minister of religion 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 in compiling the curriculum of the minister of religion number 183 and number 184 of 2019 and I hope that as much as possible the application of this curriculum can be applied here to the maximum, meaning between the teacher in giving the material to the students, and the students in capturing it maximally, it can be completely completed.

Supporting and Inhibiting Factors for Principals in Implementing the Curriculum of the Minister of Religion Number 183 and Number 184 of 2019 at Bahrul Ulum High Islamic School Jombang

## **Discussion**

Supporting Factors in the Implementation of the KMA Curriculum Number 183 and Number 184 of 2019 at MA Bahrul Ulum include: 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 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 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 (Practice community service), khitobah, prakerin, and so on.

The process of implementing this curriculum has several obstacles in the implementation of the KMA curriculum number 183 and number 184 of 2019 including what was stated by the Principal at the Bahrul Ulum Islamic High School, namely Mr. Asmu'i, S.Ag. M.MPd. said that: The inhibiting factor in implementing the curriculum in general is the lack of material, delays in learning tools such as syllabus, teacher books and student books, the current situation is not possible, namely the existence of covid 19 where some of the subject matter should be practiced, so it is not possible can be maximally applied because time is only limited in learning, and discipline is also an inhibiting factor because most students always skip the teaching and learning process.

This is in line with what was said by the Deputy Head of the Islamic Senior High School Curriculum Division Bahrul Ulum Mashuda, S.Pd., M.Si who said that: In developing the curriculum of the Minister of Religion Number 183 and Number 184 of 2019 at the Bahrul High Islamic School, Ulum is not all going well, one of the inhibiting factors is the current impossible situation, namely the Covid-19 pandemic where some of the subject matter should be practiced, so it cannot be applied optimally because time is only limited in learning and most students are not well disciplined. in the learning process in the classroom and outside the classroom. Based on the statement above, the authors conclude that the inhibiting factors in curriculum development include: delays in learning devices, namely syllabus, teacher books, student books, the presence of covid 19, lack of discipline from students.

## **CONCLUSION**

Based on the description of the research results at the Bahrul Ulum High Islamic School, several conclusions can be drawn, the Principal's Role in the Implementation of the Minister of Religion's Curriculum Number 183 and Number 184 of 2019 at the Bahrul Ulum High Islamic School was carried out properly and as it should. The school principal plans the Curriculum of the minister of religion Number 183 and Number 184 of 2019, according to the characteristics of students and needs and the principal is able to manage, supervise the implementation of the curriculum and evaluate the curriculum of the minister of religion Number 183 and Number 184 of 2019 properly and in accordance with regulatory procedures

and regulations. Characteristics of Learners. Supporting Factors in the Implementation of the Minister of Religion Curriculum Number 183 and Number 184 of 2019 at Bahrul Ulum Islamic Senior High School include: internal factors and external factors, internal factors are the principal assisted by the waka curriculum in managing curriculum development. Then the external supporting factor is the community, because the community gives an assessment of the curriculum of the minister of religion Number 183 and Number 184 of 2019 which is applied and the community also always provides assistance, both physical and deed to meet school needs, for example helping in launching activities outside of school, for example. Community service practices, lectures, internships, and so on. Inhibiting Factors in the Implementation of the Minister of Religion Curriculum Number 183 and Number 184 of 2019 at Bahrul Ulum Islamic High School include: lack of funds, delays in learning devices, namely syllabus, teacher books, student books, current circumstances that are not possible, namely the existence of covid 19 which should be some of the subject matter must be practiced, 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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