

Curriculum Implementation to Improve the Quality of Graduates

M Aliyul Wafa^{1*}, Khoirun Nisa², Nuril Asma'ul Khusna³

^{1,2,3} Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: wafa@unwaha.ac.id

ABSTRACT

This study discusses the implementation of the curriculum in improving the quality of graduates which is motivated by the importance of the curriculum to education. This study aims to: 1) describe curriculum planning in improving the quality of MAPK graduates at MAN 4 Jombang; 2) describe the implementation of the curriculum in improving the quality of MAPK graduates at MAN 4 Jombang; 3) describe the supporting and inhibiting factors of curriculum implementation in improving the quality of MAPK graduates at MAN 4 Jombang.

This research uses descriptive qualitative research. Data collection techniques by means of observation, interviews, and documentation. The data obtained during the study were analyzed by means of data reduction, data presentation, and drawing conclusions.

The results of the research at MAPK MAN 4 Jombang are: 1) Curriculum planning in improving the quality of graduates has been well prepared since the beginning of the school year; 2) curriculum implementation in improving the quality of graduates consists of the readiness of learning tools (RPP and Syllabus) before the learning process, MAPK MAN 4 Dormitory with complete facilities; 3) supporting factors for curriculum implementation in improving the quality of graduates are adequate infrastructure, teacher readiness in teaching, and the disciplined attitude of madrasa residents. In addition, the inhibiting factor for implementing the curriculum in improving the quality of graduates is the number of outside activities that interfere with the learning process.

Keywords *implementation; curriculum; graduate quality.*

INTRODUCTION

Education is a very important component in life. Education has always been the foundation and even the hope of all human beings to develop individual personalities. Education is a means, vehicle and continuous process, becoming a tool to transfer the heritage of the people from parents to children, and also from ancestors to grandchildren (Wardani *et al.*, 2022). Given the importance of education to improve the quality of education, the various efforts that the government has made are certainly inseparable from a curriculum continue to evolve to adapt to various developments that occur at the unit level of education and must determine the results as expected (Baharun, 2017).

The most important component of the curriculum is the goal, because this component is the basis for determining learning resources, learning and evaluation (Nur *et al.*, 2021). There are three sub-components of curriculum evaluation that can be used as indicators of the success of a curriculum, namely effectiveness, efficiency, and attractiveness (Roziqin & Istiqomah, 2021).

Education with a boarding system is not something new in the context of education in Indonesia. Many educational institutions in Indonesia apply the concept of boarding education in the form of "Pondok Pesantren", where dormitories are an integral part of the education system in Islamic boarding schools. Islamic boarding schools can be said to be the forerunner of boarding education in Indonesia (Rahmawati & Sa'diyah, 2022). Subsequent developments are quite a lot of formal educational institutions implementing a boarding system, known as boarding schools or boarding schools (Permatasari & Shofiyani, 2022). The education system in dormitories is based on considerations of creating a more complete educational goal in developing aspects of attitudes, knowledge aspects, and aspects of students' skills so as to produce graduates who are superior in mindset and have noble personalities (Darmawan & Rochmawati, 2022). Education with a boarding system can implement a comprehensive-holistic education program covering religion, academic development, life skills (soft

skills and hard skills), as well as national and global insights (Sudarman, 2019).

Many schools in Indonesia, Madrasah Aliyah Religious Program (MAPK) is one of the leading madrasahs organized by the Ministry of Religion. As one of the leading madrasah certified madrasahs organized by the Ministry of Religion, it is necessary to provide space for innovation in the implementation of education to achieve the goals set (Zulfah & Khusmiati, 2021). The basics of this innovation are regulated in the Minister of Religion Regulation Number 184 of 2019 concerning guidelines for curriculum implementation in madrasahs. MAPK MAN 4 Jombang is the only MAPK in Jombang.

Madrasah Aliyah Religious Program (MAPK) MAN 4 Jombang is under the auspices of Mambaul Ma'arif Islamic Boarding School Denanyar Jombang. This madrasa was founded by Al-Maghfurlah K.H. Bisri Syansuri. There are many excellent programs at MAN 4 Jombang. In addition, MAN 4 Jombang applies a bilingual system of 2 languages, namely Arabic and English to improve students' soft skills in the field of international communication. MAPK MAN 4 Jombang often gets achievements at the provincial and national levels. So that many MAPK MAN 4 Jombang graduates continue and are accepted at bona fide universities in the country and abroad. Good quality graduates require careful curriculum planning. Based on the results of preliminary observations made by researchers at MAPK MAN 4 Jombang, it is known that the quality of graduates is good, so researchers are interested in researching how to implement the curriculum in improving the quality of MAPK graduates at MAN 4 Jombang. It is hoped that the results of this study will be able to contribute to education in Indonesia in the application of appropriate curriculum management so as to produce good quality graduates.

METHOD

This type of research is descriptive, qualitative, the subject of this research is the deputy head of MAN 4 Jombang. Data collection techniques using observation, interviews and documentation. The data analysis technique uses data reduction, data display, and drawing conclusions. The data validity technique in this study used source triangulation, technical triangulation, and time triangulation (Hadi & Asrori, Rusman, 2021).

RESULT AND DISCUSSION

Curriculum Planning in Improving the Quality of Graduates

Curriculum planning in improving the quality of MAPK graduates at MAN 4 Jombang uses 2 curricula. Because MAPK is a special MAN with dormitory. The revised normal/K 13 curriculum and the diniyah curriculum are the curriculum that deepens religious learning in the morning for the Religious Program. Curriculum preparation is prepared annually to be submitted to KANWIL. MAN 4 has excellent programs, namely the Religious Program, credits, and skills. This is as conveyed by Mr. Muhammad Ali Mahfudz as Deputy Head of Curriculum at MAN 4 Jombang: "MANPK is a special MAN with dormitories, the learning is in 2 curriculums, namely regular/K 13 which is carried out in the morning and the diniyah curriculum which deepens the curriculum in the morning, especially in the field of Religion. Book studies are carried out in the morning and evening. Learning in the evening until 22.00 WIB."

Based on the statement above, it can be explained that in the implementation of the curriculum at MAPK MAN 4 Jombang in the morning using the 13 revised curriculum, but at night using the diniyah curriculum to deepen the curriculum in the morning. He also added that curriculum planning refers to KMA 183 & 184 and then it is broken down to the curriculum structure of MAN 4 Jombang specifically for the religious department. Sebagaimana yang disampaikan oleh Bapak Muhammad Ali Mahfudz : "Curriculum planning, we refer to the technical guidelines of KMA 183 & 184 where there are several changes related to several subjects majoring in religion."

The preparation of the curriculum is adjusted to the madrasa program and there is a curriculum development team accompanied by supervisors from the Ministry of Religion. Programs at MAN 4 include the Superior Program, SKS, MAN Plus Skills, MAPK, so the curriculum preparation is adjusted to the program at MAN 4. The curriculum structure of MAN 4 Jombang operationally contains the content of the MAN 4 Jombang curriculum including the learning substance taken in one level of education during three years starting from class X to class XII. In general, curriculum content is prepared based on core competencies and basic competencies of subjects. The madrasa curriculum refers to the 2013 curriculum consisting of 6 Group A (general) subjects and 3 group B (general) subjects, and 4 specialization subjects plus local content and self-development. Contents of the MAN 4 Jombang curriculum class X - XII are presented in the table following.

Table 1. Contents of the MAN 4 Jombang Curriculum

SUBJECTS		TIME ALLOCATION /WEEK		
		X	XI	XII
GROUP A (GENERAL)				
1.	PAI Madrasas and Arabic	12	10	10
2.	Pancasila and civic education	2	2	2
3.	Indonesian	4	4	4
4.	Mathematics	4	4	4
5.	Indonesian History	2	2	2
6.	English	2	2	2
7.	Art and culture	2	2	2
8.	Sports physical Education and health	3	3	3
9.	Craft and Entrepreneurship	2	2	2
Number of hours of lessons for groups A and B per week		33	31	31
Academic specialization subjects		12	16	16
Elective cross-interest and/or deepening subjects		6	4	4
interest		2	2	2
LOCAL CONTENT		53	53	53

SUBJECTS		CLASS		
		X	XI	XII
I. Specialization in Mathematics and Natural Sciences				
1	Mathematics	3	4	4
2	Biology	3	4	4
3	Physics	3	4	4
4	Chemical	3	4	4
II. Social Science Specialization				
1	Geography	3	4	4
2	History	3	4	4
3	Sociology	3	4	4
4	Economy	3	4	4
III. Specialization in Science – Language Studies				
1	Indonesian Language and Literature	3	4	4
2	English Language and Literature	3	4	4
3	Foreign Languages and Literature	3	4	4
4	Anthropology	3	4	4
IV. Specialization in Science – Religious Sciences				
1	Hadith Science of Hadith	2	3	3
2	Tafsir Science Tafsir	2	3	3
3	Usul Fiqh	2	3	3
4	Arabic	2	3	3
5	Morals	2	2	2
6	Kalam	2	2	2

Subjects Groups A and C are groups of subjects whose content and references are developed by the center. Group B subjects are groups of subjects whose content and references are developed by the center and can be supplemented with local content. Group B subjects can be stand-alone local content subjects. Local content is a typical pesantren subject. One hour of face-to-face learning is 45 minutes. The structure of the MANPK Boarding Education Curriculum is regulated as follows: (1) MANPK Boarding Education Curriculum Structure; and (2) the structure and load of hours are flexible according to each MANPK Preparation of an educational calendar for the period of 1 (one) academic year and based on the decision of the East Java provincial education office and the Regional Office of the Ministry of Religion of East Java province.

- Beginning of the school year begins on the third Monday of July, or if that day is a holiday, then the start of the school year begins on the next day which is not a holiday. The first days of entering school last for 3 (three) days with the arrangement of class X carrying out the Ta'aruf Period of Madrasah

Students (Matsama) and Study Time. Study time uses a semester system which divides 1 academic year into semester 1 (one) and semester 2 (two).

- Mid-semester Activities Mid-semester activities are planned for 3 (three) days. Mid-semester activities will be filled by students to hold Sports Week (POR)/Class Meeting and Performing Arts (Pentas).
- Madrasah Holidays Madrasa holidays are days determined by madrasah, central, provincial, and district/city governments not to hold learning processes in madrasahs.

Table 2. Schedule of KBM

Day	Time	Time Allocation	Information
Saturday	I	06.50 – 07.35	Dzuba prayer - Istighotsah, reading and summarizing books in the library
	II	07.35 – 08.20	Teaching and learning activities
	III	08.20 – 09.05	Teaching and learning activities
	IV	09.05 – 09.50	Teaching and learning activities
	Ist I	09.50 – 10.05	Break
	V	10.05 – 10.50	Teaching and learning activities
	VI	10.50 – 11.35	Teaching and learning activities
	VII	11.35 – 12.20	Teaching and learning activities
	Ist II	12.20 – 12.50	Dzuhur Jama'ah Prayer
	VIII	12.50 – 13.35	Teaching and learning activities
Sunday - Thursday	IX	13.35 – 14.20	Teaching and learning activities
	I	06.50 – 07.35	Teaching and learning activities
	II	07.35 – 08.20	Teaching and learning activities
	III	08.20 – 09.05	Teaching and learning activities
	IV	09.05 – 09.50	Teaching and learning activities
	Ist I	09.50 – 10.05	Break
	V	10.05 – 10.50	Teaching and learning activities
	VI	10.50 – 11.35	Teaching and learning activities
	VII	11.35 – 12.20	Teaching and learning activities
	Ist II	12.20 – 12.50	Dzuhur Jama'ah Prayer
	VIII	12.50 – 13.35	Teaching and learning activities
IX	13.35 – 14.20	Teaching and learning activities	
X	14.20 – 15.05	Special MAPK class, Monday to d. Wednesday to X (tenth)	

Dormitory learning activities are carried out outside of regular learning hours. The timing is left to each madrasa. in the case of learning in a dormitory whose material is the same as regular learning, the learning hours in the dormitory can be used as a substitute/substance for regular learning hours. Extracurricular activities at this Madrasa include Scouts, KIR, Paskibraka, LDK, Sports, Theater Arts, Islamic Gambus Art, Journalism, Qiroah, PKS, PMR, Bina Baca Al-Qur'an, and Tahfidhul Qur'an. In planning the curriculum at the beginning of each academic year, teachers are required to prepare workbooks including syllabus, lesson plans, KKM, grade books/agenda, grade journals, agenda journals. As explained by Mr. Muhammad Ali Mahfudz: "Every year, teachers are required to prepare workbooks, there are syllabus, lesson plans, KKM, what is an agenda book, value journal, learning agenda journal at the beginning of each new school year." In essence, curriculum planning in improving the quality of graduates at MAPK MAN 4 Jombang has been planned very well. In addition to internal meetings to finalize curriculum planning in improving the quality of graduates. Madrasahs also analyze the needs of teachers (learning tools) the suitability of learning materials whether they are in accordance with the established curriculum and analyze the goals/targets to be achieved by the school. The preparation of the curriculum is adjusted to the madrasa program and there is a curriculum development team accompanied by supervisors from the Ministry of Religion.

Implementation of the curriculum in improving the quality of graduates

The implementation of the curriculum in improving the quality of MAPK graduates at MAN 4 Jombang is divided into several points, namely the readiness of learning tools (syllabus and lesson plans), infrastructure, and the suitability of the curriculum with the needs of students in learning activities. MANPK in its implementation is equipped with the existence of dormitories as an inseparable subsystem

to ensure the implementation of all the programs that have been set in it. To be able to realize this goal, the environment, life, and care in the MAN PK dormitory need to be organized, managed and equipped with a set of rules that can ensure activities run effectively and efficiently. The MAN PK dormitory as an integral part of the educational process must be interpreted as an environment that functions as a vehicle for character building, inculcating religious moral values, nationality, and academic strengthening. Terkait dengan kesiapan perangkat pembelajaran Bapak Muhammad Ali Mahfudz said: "Every year, teachers are required to prepare workbooks, there are syllabus, lesson plans, KKM, what is an agenda book, value journal, learning agenda journal at the beginning of each new school year." Based on this statement, the teacher is the most influential supporter in the implementation of learning and contributes greatly to the quality of graduates. This is supported by the statement of Mr. Yusron, one of the teachers at MAN 4 Jombang, he said: "That's the teacher's obligation, so it must be there at the beginning. The educational calendar, the calendar from the Foundation, continues with the curriculum, after that we will make PROTA, PROMES, RPP and the syllabus. It's mandatory, yes, all teachers here." Based on the explanation above, it can be concluded that the Deputy Head of Curriculum and teachers always try to prepare learning tools properly, so that the learning process can be appropriate and produce quality graduates.

Supporting and inhibiting factors for curriculum implementation in improving the quality of graduates

The inhibiting and supporting factors for curriculum implementation in improving the quality of graduates are of course always present in the implementation of curriculum implementation. The implementation of the curriculum certainly does not always run smoothly, there are activities that are carried out and there are activities that have not been implemented. As stated by Mr. M. Ali Mahfudz as deputy head of the curriculum, "Usually, some of the implementation of the curriculum is carried out and some is not carried out because there are several factors, for example there are activities outside the school and there are events that cause delays in the implementation of the curriculum. Be it from the outside or from the inside." Based on this statement, the researcher concludes that the inhibiting factor for implementing the curriculum is that there are many activities that interfere with/impede the curriculum implementation process. For example, commemoration of Islamic and National holidays, as well as monitoring. Because with these activities can make the learning process less than optimal. Factors supporting the curriculum in producing quality graduates who are productive, creative, and innovative, as well as realizing the goals of national education, namely to educate the nation's life and to shape the character and civilization of a dignified nation are largely determined by various key success factors. Mr. M. Ali Mahfudz stated, "Faktor pendukungnya ya sarana prasarana itu sangat mendukung." Based on this statement, the researcher concludes that when the infrastructure is adequate, the curriculum implementation process will run smoothly. Based on the observations of researchers, the infrastructure at MAPK MAN 4 Jombang has complete facilities, such as classrooms with LCD/Projectors, Language Laboratory, Computer Laboratory, etc.

Discussion

Judging from the quality standards of MAPK MAN 4 Jombang graduates, there are 3 activities in achieving graduate quality standards including, curriculum planning, curriculum implementation, and curriculum evaluation. The implementation of improving the quality of graduates is certainly related to various activities and supporting facilities, including the implementation of the curriculum. Improving the quality of graduates is included in MAPK MAN 4 Jombang. Efforts to improve the quality of graduates at MAPK MAN 4 Jombang are carried out through activities that involve various components of madrasas consisting of madrasa heads, vice principals, supervisors, teachers and education staff at madrasas. Planning activities to improve the quality of graduates at MAPK MAN 4 Jombang as implemented have produced written plans that are used as guidelines for implementing activities to improve the quality of graduates at MAPK MAN 4 Jombang. Efforts to improve the quality of graduates at MAPK MAN 4 Jombang begin with curriculum planning, curriculum implementation, and evaluation. Besides that, there are several supporting and inhibiting factors in the curriculum implementation process.

The curriculum planning process at MAPK MAN 4 Jombang refers to the technical guidelines of KMA 183 & 184 where there are several changes related to several subjects majoring in religion. In

MAPK MAN 4 Jombang, two curricula are used, namely the Revised K 13 curriculum and the diniyah curriculum. In the process of recruiting teaching staff there are several tests that must be passed by prospective teachers at MAPK MAN Jombang, namely having followed the national selection. Not only that, before being accepted into MAPK MAN 4 Jombang, students must pass the National New Student Admission System (SNPDB) test from the center. The quality standard of graduates at MAPK MAN 4 Jombang at least memorizes 4 Juz, both male and female, actively and passively mastering Arabic and English and at least being able to read 1 book.

The preparation of the curriculum is adjusted to the madrasa program and there is a curriculum development team accompanied by supervisors from the Ministry of Religion. Programs at MAN 4 include the Superior Program, SKS, MAN Plus Skills, MAPK, so the curriculum preparation is adjusted to the program at MAN 4. In addition, there are many extracurricular activities that support the curriculum implementation process in improving the quality of graduates. In planning the curriculum at the beginning of each academic year, teachers are required to prepare workbooks including syllabus, lesson plans, KKM, grade books/agenda, grade journals, agenda journals.

The process of implementing the curriculum at MAPK MAN 4 is divided into several points, namely the readiness of learning tools (syllabus and lesson plans), infrastructure, and the suitability of the curriculum with the needs of students in learning activities. With the suitability of these points, the curriculum implementation process will run smoothly.

Evaluation of the implementation process of improving the quality of graduates in accordance with the curriculum is given to students when the children have completed all the basic competencies. Every year there is a review of the implementation of the learning process. In addition, evaluation is also given to the father/mother and educators, which is carried out once a year. Setyodarmodjo explained that in a policy process, the implementation process is a process that is not only complex (complicated), but also very decisive. Not a few government policies that have been formulated very perfectly, but failed in their implementation to achieve the goal, this is one of the things that happened because it was carried out through other ways, not in accordance with the guidelines and also due to subjective factors of the implementers (policy actors). as well as from the people who are directly or indirectly affected by the policy in question.

The implementation of curriculum implementation at MAPK MAN 4 Jombang does not always run smoothly, there are several inhibiting factors that cause delays in the curriculum implementation process. Activities outside the learning process such as commemoration of holidays, national days, and other activities. Factors supporting the implementation of curriculum implementation at MAPK MAN 4 Jombang are complete infrastructure facilities in Madrasahs, teacher readiness in teaching, disciplined attitudes of all madrasa residents.

The results of the identification of inhibiting and supporting factors for the implementation of improving the quality of graduates, can also be an educational problem that can be used as a challenge and obstacle that must be faced by the government. In order for the implementation of the policy to improve the quality of graduates to achieve the target, teachers, madrasa principals, and other stakeholders should really be able to sit together, determine the vision and mission of education in the future. The success of implementing the curriculum for improving the quality of graduates within the framework of decentralized education is highly dependent on all parties.

In particular, MAN 4 Jombang is a special madrasa, apart from a good curriculum planning, implementation and evaluation process, MAN 4 Jombang also has various excellent programs. Among them, MAN PK, MAN Plus Skills, and Madrasah SKS program. With these programs, students can make more achievements, especially the MAN PK program. In addition, students are also equipped with various skills so that when they graduate they already have skills according to the abilities of each student. Not only that, graduates of MAN 4 Jombang can be accepted into universities from within the country and abroad. (Daarmodjo,2000)

CONCLUSION

Curriculum planning in improving the quality of MAPK MAN 4 Jombang graduates is the preparation of the syllabus, lesson plans, teacher agenda books before the start of the learning process. Therefore, in curriculum planning, all teachers are required to follow these rules in order to improve the quality of learning, the quality of education, so as to support the realization of improving the quality of graduates. The implementation of the curriculum in improving the quality of MAPK MAN 4 Jombang graduates is the application of the curriculum according to the needs and success in achieving learning

objectives, especially in realizing educational goals in madrasas. Therefore, in implementing the curriculum, planning, organizing, implementing, monitoring and evaluating the curriculum carried out in learning in madrasas is carried out in order to improve the quality of learning, the quality of education, so as to support the realization of improving the quality of graduates. Factors supporting the implementation of the curriculum in improving the quality of graduates are the facilities and infrastructure available in madrasas such as study rooms, laboratories for student practicums, as well as the resources and professionalism of teachers in carrying out their duties, especially in the implementation of the teaching and learning process in the classroom. teacher readiness in teaching, the discipline of all madrasah citizens. The inhibiting factor is that there are still many activities outside the learning process that can interfere with the implementation of the curriculum.

REFERENCES

- Baharun, H. (2017). *Pengembangan Kurikulum : Teori dan Praktik*. Probolinggo: Pustaka Nurja.
- Daarmodjo, (2000). *Public Policy: Pengertian Pokok untuk Memahami dan Analisa Kebijakan Pemerintah*: Surabaya: Airlangga University Press.
- Darmawan, M. F., & Rochmawati, S. (2022). Analysis of Library Reading Interest at MAN 2 Jombang. *APPLICATION: Applied science in Learning Research*, 2(1), 5-8.
- Hadi, Asrori, Rusman. (2021). *Penelitian kualitatif study fenomenologi, case study, grounded theory, etnografi, biografi*. Banyumas: CV. Pena Persada.
- Nur, L. C. N., Ni'maturrohman, L. E., & Ma'arif, I. B. (2021, December). Designing Educational Learning Media through Android for Eighth Grade Junior High School. In *Multidiscipline International Conference* (Vol. 1, No. 1, pp. 350-354).
- Permatasari, N. M., & Shofiyani, A. (2022). Development of Communicative-Based Teaching Materials in Aqidah Akhlaq Subjects. *SCHOOLAR: Social and Literature Study in Education*, 1(4), 237-240.
- Rahmawati, R. D., & Sa'diyah, A. (2022). Development of Contextual-Based Nahwu Teaching Materials for VII Class at MTsN 3 Jombang. *SCHOOLAR: Social and Literature Study in Education*, 2(1), 10-15.
- Roziqin, M. K., & Istiqomah, D. (2021). The Principal's Role in the Implementation of the KMA Curriculum No. 183 and No. 184 of 2019. *SCHOOLAR: Social and Literature Study in Education*, 1(3), 193-197.
- Sudarman. (2019). *Buku Ajar Pengembangan Kurikulum : Kajian Teori dan Praktik*. Samarinda: Mulawarman University PRESS.
- Wardani, D. K., Janah, N., & Ashoumi, H. (2022). Effectiveness of Using Qur'an Hadith Module to Learning Outcomes. *APPLICATION: Applied science in Learning Research*, 2(2), 93-98.
- Zulfah, M. A., & Khusmiati, E. (2021, December). Implementation Of Mobile Learning In Islamic Cultural History (ICH) Lessons. In *Multidiscipline International Conference* (Vol. 1, No. 1, pp. 85-90).