

Policy Evaluation of Post 2013 Curriculum on Madrasah Ibtidaiyah

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Abstract

The purpose of this research is to discuss 1. Madrasah Ibtidaiyah Curriculum Planning Post Curriculum 2013 in MIN 4 Medan City. 2. Implementation of Madrasah Ibtidaiyah Curriculum Policy Post Kurikulum 2013 in MIN 4 Medan City. 3. Concept of Evaluation of Madrasah Ibtidaiyah Curriculum Policy Post Curriculum 2013 I MIN 4 Medan City, this research method is using literature and field. Literature research is used to look for references related to the Evaluation of Post-Curriculum Curriculum Policy 2013 which is applicable and in accordance with the National Education Law, while field research is used to obtain direct information in the field related to the management of the 2013 Post Curriculum Curriculum Policy Evaluation in the madrasa that is the research site. The results of this research are curriculum is very closely related to the goals to be achieved, the material to be studied, the learning process to be implemented, and the evaluation that will be done as a form to find out the success rate of learning activities that have been implemented. Likewise with MIN 4 Medan City, then in the implementation of learning activities have been adjusted to the existing design.

Keywords: Policy Evaluation, Curriculum, MIN 4.

INTRODUCTION

The world of education is faced with various changes in accordance with the demands of the needs of the times, education in Indonesia is expected to be able to answer various problems and rapid global changes. These changes and problems include free markets, labor, information development, and the development of science, technology, art, and culture.

Education in Indonesia produces graduates who are still low in competitiveness, it is an indicator that education has not been able to produce quality human resources (HR). *Human development index* (HDI) issued by UNDP reported that Indonesia was ranked 108th in 1998, ranked 109th in 1999, from the report released by UNDP, Indonesia ranked 124th out of 187 countries surveyed

with a score of 0.617. This value increases from the value obtained in the last two years, namely in 2009 by 0.593, while in 2010 it was 0.600. This position is below the five Southeast Asian Countries, namely; Singapore ranked 26th, followed by Brunei in 33rd, Malaysia 61st, Thailand 100th, and The Philippines at 112th (Tempo, 2011).

In an effort to catch up, Indonesian education held curriculum changes, changes from the 2006 curriculum to the 2013 curriculum. The 2006 curriculum is identical to KBK and KTSP, the competence of graduates emphasizes on aspects of knowledge. Regulation of the Minister of National Education (Permendiknas) Number 23 of 2006 on Graduate Competency Standards, mentions that competence is the ability to behave, think, and act consistently as an embodiment of the knowledge, attitudes, and skills possessed by learners. Competencies are developed to provide competitive skills and expertise to survive in change, opposition, uncertainty, and various complexities in life.

Depag RI (2005:250), Allah SWT in the Qur'an surah Alra'd verse 11 requires humans to always make changes this is stated in the verse that reads:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

"Indeed, Allah does not change the condition of a people until they change what is in themselves, and when Allah wills evil for a people, there is no one who can avert it, nor is there any protector for them except Him.

From the word of Allah SWT it is stated that Allah will not change a person if in his personality if there is no intention to change or to improve himself. Likewise in the field of education, if we do not want to improve our education, then there can be no good change by itself without the desire and effort of ourselves to change it.

In the meantime, the government of the Republic of Indonesia has decided to make changes in the field of Education through the Decree of the Ministry of Education and Culture of the Republic of Indonesia number 81A, on curriculum implementation policy 2013. Based on PP No. 32 of 2013, the main focus of curriculum changes in 2013 includes four national standards of education, namely: 1) Graduate competency standards; 2) Standard content; 3) Process standards; and 4) standard assessment. Hermawan et al (2008: 1) argue that madrasah as a formal educational institution must certainly respond to the curriculum changes. Furthermore, Dinata (2004: 11) stated madrasah as formal education, should already have an educational design in the form of a written curriculum that is arranged systematically, clearly and in detail. In its implementation, supervision and assessment are carried out to find out the level of achievement of the curriculum. Curriculum is a strategy element in educational services programs. Currently the government has required for every formal educational institution both public and private status to establish a madrasa curriculum for one year of

study. This is done because the success of the learning process in an educational institution cannot be separated from the curriculum. Curriculum has a central position in the education process because the curriculum directs all forms of educational activities with the aim of achieving educational goals. The curriculum provides an educational design that serves to provide guidelines in the educational process. Curriculum is also a reference for all parties related to the implementation of educational programs. If the planning, implementation / implementation, and evaluation of the curriculum is as good as it should be, it will certainly produce good educational products also in accordance with the national education objectives that have been regulated in the Law of the National Education System No. 20 of 2003, namely developing capabilities and forming the character and civilization of a dignified nation in order to educate the life of the nation, Aims to develop the potential of learners to become human beings who believe and fear God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Conversely, if the planning, implementation / implementation, and evaluation of the curriculum is not good will not produce a good educational process and results.

Curriculum as an educational tool must be monitored and controlled in order to run in accordance with the established program. Curriculum is an educational program offered by an educational institution to the community. Evaluation is an important tool for collecting data, giving consideration and determining decisions based on data and information from the objects evaluated.

Curriculum is a set of plans and arrangements regarding the content of the subject matter and the way used as a guideline to use teaching and learning activities. The curriculum is viewed as an educational program that is planned and implemented in achieving educational goals that require innovation and development. Therefore the curriculum is always dynamic, always changing, adjusting to the needs of those who learn. This is because society and anyone who learns to experience change as well.

Evaluation of curriculum policy plays an important role both in the determination of educational wisdom in general, and in decision making in the curriculum. Sukmadinata (2009: 173) suggests that policy evaluation is a vital tool that serves to collect data, give consideration, and determine decisions based on data and information from the objects evaluated. The results of curriculum policy evaluation can be used by education policy holders and curriculum developers in selecting and establishing the wisdom of education system development and curriculum model development used. The results of curriculum policy evaluation can also be used by educators, madrasah heads and other education implementers, in understanding and assisting the development of learners, choosing subject matter, choosing methods and lesson aids, assessment methods and other educational facilities.

In addition, curriculum policy evaluation is needed to improve and provide input for the development of the next curriculum in accordance with developments and needs in the world of education. Evaluation here is not to give an absolute assessor and negative correction, but rather to provide positive input so that the curriculum can be in accordance with the needs and developments of the times in its time.

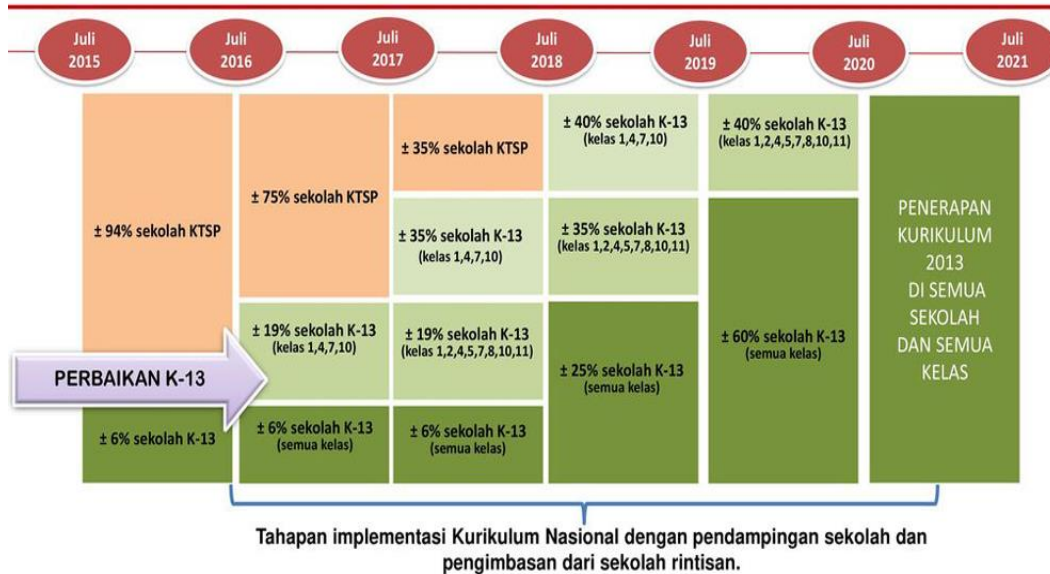
A few years earlier, the implementation of the curriculum in Indonesia had become a very urgent phenomenon. Such as the implementation of the 2013 curriculum that has been implemented in several madrasas as *piloting project* Curriculum 2013. However, along with the development of the 2013 curriculum in the 2014/2015 school year, the government took the policy to implement the 2013 Curriculum in all madrasas in Indonesia. Various polemik related to the 2013 curriculum finally broke. The government and education experts conducted a 2013 curriculum policy evaluation and finally decided that in the next year all madrasas returned to using the KTSP curriculum, except madrasas that had been *piloting projects*.

The madrasas that became *pilot projects* in the 2013 curriculum must qualify as pioneer madrasas. Such requirements are A-accredited madrasas, strategic and developing madrasa locations, facilities and infrastructure that meet standards of eligibility and skilled human resources. This is seen by the madrasa forced to meet the demands of physical completeness of the 2013 curriculum for madrasas that will carry out the curriculum. Therefore, there is agreement from the center that the only one running the 2013 curriculum is a madrasa that has used the 2013 curriculum for three semesters, for which only one semester is returned to the 2006 curriculum. In other words, madrasas that were appointed from the beginning were appointed by the central government as pilot madrasas using the curriculum in 2013. This is in accordance with the Regulation of the Minister of Education and Culture No. 160 of 2014 on the Enactment of curriculum in 2006 and curriculum 2013 in article (2) Paragraph 1 which reads: "Elementary and secondary education units that have carried out the 2013 Curriculum for 3 (three) semesters continue to use the 2013 Curriculum". So that the 2020/2021 School Year as a whole at each level of Education uses the 2013 Curriculum as a National Kurikulum.

The following figure shows some of the stages of implementation of the 2013 Curriculum that took place from July 2015 to July 2021:

TAHAPAN IMPLEMENTASI KURIKULUM NASIONAL

- Ragam model pengembangan kapasitas sekolah secara reguler berbasis kompetensi & konteks wilayah
- Persiapan sekolah rintisan K-13
- Program pengembangan yang holistik untuk daerah khusus, termasuk 3T



Based on the above stages, it is clear that the government has prepared from July 2021 all levels of Education have used the 2013 Curriculum as the National Curriculum.

But the government's plan is not working as it should, pandemik Covid-19 has made the implementation of education in madrassas and madrassas change. Education and learning systems have a big impact with the Covid-19 Pandemic. Among the very real impacts in the world of education is the change of learning systems that were originally face-to-face (offline) into distance learning (online). This fact certainly "forces" policy makers to devise the right strategy in an effort to still fulfill the right of the nation's children to education. Distance learning, which is mostly done online, is a learning solution during the Covid-19 pandemic, which is not only done in Indonesia, but also in several countries in the world.

One of the Madrasah Ibtidaiyah that has implemented the 2013 Curriculum and undergoes a 2013 Post Curriculum change caused by the Covid-19 Pandemic is MIN 4 Medan City. MIN 4 Medan City is one of the Madrasah Ibtidaiyah in Medan City which became the *Pilot Project* for the implementation of the 2013 Curriculum.

Circular Letter of the Director General of Islamic Education No. 2851 of 2020, dated March 14, 2021 on Efforts to Prevent the Spread of the Covid-19 Virus is the basis used by MIN 4 Medan City. The regulation of this Circular Letter is in the form of implementing an Emergency Curriculum based on the Decree of the Director General of Islamic Education No. 2791 of 2020 on Emergency Curriculum Guidance in Madrasah, dated May 18, 2020. This decision was followed up through the Decree of Menteri Pendidikan and Culture Republik Indonesia Nomor

719/P/2020 dated August 4, 2020 on the Implementation of curriculum in the Education Unit in Special Conditions.

Evaluation of curriculum policy after the 2013 curriculum in madrasah is needed to know how to implement and evaluate the curriculum policy. On the basis of the above statements, there is interest in Peneliti to conduct observations and interviews in MIN 4 Medan City regarding the Evaluation of Kurikulum Policy in the madrasa, especially during the Post-Curriculum period 2013 (Pandemic *Covic-19*).

METHOD

Research Subjects and Objects

The research subject in this paper is *MIN* 4 Kota Medan. While the object of his research is the Evaluasi Kurikulum Post Curriculum Policy 2013 (Emergency Curriculum) which was implemented and applied in *MIN* 4 Medan City.

Research Methods

In this study the authors used literature and field research methods. Literature research is used to look for references related to the Evaluation of the Kurikulum Post Curriculum Policy 2013 which is applicable and in accordance with the National Education Act, while field research is used to obtain direct information in the field related to the management of the Evaluation of Kurikulum Policy Post Curriculum 2013 in the madrasa that became the research site.

Techniques and Data Collection

For data collection on educational management standards in madrasas that are the location of research in efforts to improve the quality of the madrasa, researchers use the following data collection techniques:

1. Interview

According to Suhartono (2008;69) Interview is the collection of data by asking questions directly. The interview techniques used in this study are unstructured interviews, using interview guidelines in the form of outlines of the questions you want to ask.

This is because researchers still do not know exactly the data that will be obtained at the time of the interview so that researchers listen more to the explanation of the study subject. Furthermore, based on the answers obtained, researchers ask questions in a more specific direction on the focus of the study.

2. Observation

Lexy J. Moleong (2004; 184) Observation is an observation using the sense of sight which means not asking questions. Observation is carried out by visiting madrasas and covering a series of events or activities that show symptoms, have useful value, and are related to the focus of research.

3. Documentation

Lexy J Moleong (2004;184). Documentation is a way of collecting data through written authorship, such as archives, including books on theories, opinions, arguments, or laws, and others related to research problems.

From the above reference, the data collection technique carried out in this study is to analyze written data such as: archives, records of administration related to research.

4. Data Analysis Techniques

Once the data that the researcher needs is collected, the next step is to analyze the data. Analyzing data is a way that is used to decipher the data obtained so that it can be understood not only by researchers, but also by others who want to know the results of research.

RESULTS AND DISCUSSION

Post-Curriculum Curriculum Planning 2013 in MIN 4 Medan City.

Post K-13 Curriculum Planning (Emergency Curriculum) in MIN 4 Medan City for education unit level curriculum was analyzed by the Curriculum Development Team led directly by PKM Curriculum, Dra. Bidasari Daulay.

"This Curriculum Development Team consists of class teacher representatives at every grade level ranging from grade 1 to class VI, representatives of teachers in the field of religious studies, and sports teachers. These teachers will later become peer tutors for other educators. This division of tasks is very helpful for PKM Curriculum tasks. Kurikulum Development Team created the concept of Emergency Curriculum that will be applied in this madrassa in accordance with the character of learners, teacher ability, support facilities, and the environment of the educational unit. After later compiled, then the curriculum is socialized in a workshop at MIN 4 Medan City by including MIS built". (Interview with Ms. Dra. Bidasari Daulay, PKM Kurikulum).

MIN 4 Kota Medan has an advisory board that periodically monitors and assists, and carries out supervision. The advisory board consists of the head of the madrassa and the supervisor of the Office of the Ministry of Religious Affairs of Medan City who served in this madrassa. The madrassa committee also plays an active role in providing input on the program implemented in MIN 4 Medan City. After the workshop is held, then there is a review in the form of inputs for the refinement of the program that has been made. These inputs are to revise the quality of RPP and Syllabus, clarity, integration of capabilities, quality formulation of indicators from KD, selection of content and organization of learning materials, and other completeness. RPP prepared in the form of RPP 1 sheet that contains basic things only.

"Quality improvement programs on the implementation of K-13 are implemented through learning planning workshops. Our teachers gather to create learning devices. In the implementation monitored through supervision activities, at the time of evaluation is carried out. At the end of the year there must be an evaluation, for educators themselves are always pumped through MGMP activities and various workshops. And all to refresh

the professionalism of educators. There are various programs, daily assessment programs, general reassessment programs, class increase replays, then there are exam programs, in the middle there is mid-semester, all are evaluated to see the weaknesses of its implementation. His findings were then acted upon." (Interview with Mr. Muallim, S.Ag, M.Pd Head of MIN 4 Medan City).

When this program has been implemented, there was an outbreak of Covid-19 pademik that swept across the world so that it affects the learning that has been designed in such a way. However, MIN 4 Medan City continues to carry out learning with several policies and policies that refer to the Decree of the Director General of Islamic Education No. 2791 of 2020 on Emergency Curriculum Guidance on Madrasahs. Emergency Curriculum Guide as intended as a guideline for educators and education units of Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) in carrying out learning in madrasahs in times of emergency. Educators and educational units can develop more creative and innovative learning according to the conditions and needs of each madrasa.

Referring to the Decree of the Director General of Islamic Education No. 2791 of 2020, the Head of MIN 4 Medan City also seeks to inform and socialize the guidance on the implementation of the Emergency Curriculum through the Meeting of the Board of Teachers and Committee Administrators. .

There is also a curriculum planning policy taken by the Head of MIN 4 Medan City, PKM Curriculum, Student PKM, and PKM Facilities and Infrastructure to address the existence of the Covid-19 Pandemic outbreak by offering various alternative strategies that educators can do in carrying out the learning process in accordance with the Emergency Curriculum Guidelines, including:

- 1) Building madrasah elearning applications, but not realized because it is only to the limit of socialization only without real applications.
- 2) Provide electronic textbooks,
- 3) Encourage support for the creation of teaching materials by madrasah educators in the form of videos, animations, lesson modules, electronic books to fill e-learning content,
- 4) The Shiar Ramadhan Madrasah Program in cooperation with Electronic Media every Monday to Friday during Ramadan,
- 5) Cooperation with the Russian Embassy utilization of Dragonlearn.org platforms, namely learning fun mathematics for MI learners for free during the Covid-19 pandemic and so on.

These efforts are in order to optimize education services in madrasahs in times of emergency.

In addition to preparing emergency curriculum materials, PKM Curriculum also makes a shorter online lesson schedule because learning at home is not required to complete KD, but emphasizes character development, noble morals, ubudiyah, independence and other social piety.

Here is an example of an annex to the Decree of the Head of MIN 4 Medan City following up on the Decree of the Director General of Islamic Education No. 2791 of 2020 on Emergency Curriculum Guidance on Madrasah, dated May 18, 2020. This policy began to be implemented since the 2nd semester of the 2020/2021 School Year.

Kepala Madrasah Ibtidaiyah Annex 4 Medan City
 Nomor : B-58/ MI.02.15/4/KP.00.4/05/ 2020
 Tentang Waktu Belajar, Jadwal Masuk Kelas Kegiatan Pembelajaran Masa Darurat Pada
 Madrasah Ibtidaiyah Negeri 4 Medan Tahun Pelajaran 2020/2021

NO	MONDAY		GR	NO	TUESDAY		GR
	TIME	SUBJECT			TIME	SUBJECT	
1	07.00-07.30	DOA DHUHA & TADARR	NEW	1	07.00-07.30	DOA DHUHA & TADARRUS	NEW
2	07.30-08.30	MATHEMATICS	NO	2	07.30-08.30	THEMATIC	NEW
3	08.30-09.30	MATHEMATICS	NO	3	08.30-09.30	THEMATIC	NEW
4	09.30-10.30	THEMATIC	NEW	4	09.30-10.30	THEMATIC	NEW
5	10.30-11.30	BTQ	NEW	5	10.30-11.30	THEMATIC	NEW
NO	WEDNESDAY		GR	NO	THURSDAY		GR
	TIME	SUBJECT			TIME	SUBJECT	
1	07.00-07.30	DOA DHUHA & TADARR	NEW	1	07.00-07.30	DOA DHUHA & TADARRUS	NEW
2	07.30-08.30	QUR'AN HADITH	MD	2	07.30-08.30	THEMATIC	NEW
3	08.30-09.30	QUR'AN HADITH	MD	3	08.30-09.30	THEMATIC	NEW
4	09.30-10.30	B. ARAB	THE	4	09.30-10.30	THEMATIC	NEW
5	10.30-11.30	THEMATIC	NEW	5	10.30-11.30	THEMATIC	NEW
NO	JUM'AT		GR	NO	SATURDAY		GR
	TIME	SUBJECT			TIME	SUBJECT	
1	07.00-07.30	DOA DHUHA & TADARR	NEW	1	07.00-07.30	DOA DHUHA & TADARRUS	NEW
2	07.30-08.35	ENGLISH	TWO	2	07.30-08.30	MORAL FAITH	SL
3	08.35-09.40	JURISPRUDENCE	SL	3	08.30-09.30	SKI	SL
4	09.40-10.45	THEMATIC	NEW	4	09.30-10.30	PJOK	HW
				5	10.30-11.30	THEMATIC	NEW

NB :

- The task is done by students at home for 1 (one) week and collected to MIN 4 Medan City every Thursday by complying with health protocols.

1. Implementation of Post-Curriculum Curriculum 2013 in MIN 4 Medan City.

Here is an excerpt of an interview with Educator 2nd Grade A, Mrs. Nenny Rahmawarny, S.Pd.I;

"Before the pandemic, learning activities in MIN 4 Medan city were adapted to the material, if the material did allow students to be taken out of the madrasa, around the environment, then the learning method that uses the madrasah environment as a source of learning. However, if for example because the situation and conditions do not allow ya using methods that can be implemented in the classroom. Although maybe later the source

of learning may be with pictures, with the internet or with interviews on other days for example"

When there is a change in the curriculum from face-to-face learning (during) to learning through network (online) had made the madrasah MIN 4 Medan City overwhelmed. Because the government policy requires MIN 4 Medan City to be ready with all existing conditions. Despite various problems or shortcomings, and so on, the head of the madrasa still supports and strives to continue to communicate it with educators through regular meetings or at other unscheduled meetings.

The development of an emergency curriculum, but more emphasis on character development, noble morals, *ubudiyah*, independence and other social piety. But aspects of attitude, aspects of knowledge, and aspects of skills must still be met. Learning activities, too, should be able to stimulate the growth of 4C (*Critical thinking, Collaborative, Creativity and Communicative*) in learners. Therefore, PKM Curriculum always provides ideas that can help educators to carry out their duties so that the subject matter can be received by learners well.

Furthermore, the Head of MIN 4 Medan City through PKM Curriculum creates and organizes kbm schedule tasks both PJJ / Face-to-Face.

"Learning for all levels of the classroom is done online, either through WhatsApp, gogle metting, or through the zoom application. But especially for learners who are still sitting in grades 1 and 2, online learning is carried out 4 days a week and offline learning 2 days a week with tennis entering the classroom is done by making 2 (two) waves to avoid crowds. This is done because it is difficult for low-grade learners to understand the material the teacher teaches without direct communication and contact with the teacher. When students are learning in madrasas, they must adhere to health protocols by still wearing masks, washing their hands using available faucet water, using hand sanitizer, and informing parents to drop off and pick up their children on time on a schedule to avoid crowds." (Interview with PKM Student)

In the implementation of the learning process there are various obstacles faced. The obstacles found in MIN 4 Kota Medan include that most learners are still familiar with the method of learning lectures in the classroom, so that when educators give students the opportunity to find their own ideas, ideas, and opinions at the time of online learning they have difficulty because their habits are just listening and listening. Especially for low-class learners, when students enter madrasah do not have enough foundation in various lessons.

In addition to learners, educators are also still happy to use the lecture method compared to other methods. Therefore, after the implementation of PTS in the first semester, the madrasa held training in a special madrasa on ways to teach online using various applications so that learning for learners becomes effective, efficient, and fun.

Evaluation of Post-Curriculum Curriculum Policy 2013 in MIN 4 Medan City

From the results of the evaluation of the implementation of distance learning, MIN 4 Kota Medan has not been able to carry out distance learning activities online / online (in-network) in full, and mostly organize distance learning offline (off-network). Some obstacles include, human resources limitations, limited facilities in the form of laptops or hp owned by learners, difficulty accessing the internet and limitations of internet quota of learners provided by their parents, and so on.

"From the results of supervision and supervisors that I do, many educators complain about the control faced at the time of online learning, for example there are still many learners who can not follow learning on time as scheduled because they do not have hp. They can only do their tasks after their father/mother returns home from work. Parents also complain that there are too many costs to be incurred for intrnet packages while their economic conditions are still mostly experiencing difficulties. "(Asmah, Superintendent of MIN 4 Medan).

According to PKM Sarana and Prasarana MIN 4 Kota Medan, Ibu Siti Zubaidah, S.Pd, S.PdI that "the Ministry of Religious Affairs once cooperated with Telkomsel to provide data packages (internet quotas), but it did not last long and finally parents and teachers had to bear the costs incurred to buy internet quota packages for the implementation of online learning".

Because there are still many learners who have difficulty carrying out distance learning online , the madrassa makes a wisdom for students who have difficulty writing tasks when they come to the madrassa to submit the completed task. Then the new task is done at home and submitted the following week according to the schedule of delivering and collecting the tasks of each class alternately. Educators can also provide assignments in the form of photocopies to learners.

Although learning cannot be done face-to-face in the classroom, educators must report their performance once a week to prove that the learning process is actually implemented.

CONCLUSION

Based on the results of research on the Evaluation of Post-Curriculum Curriculum Policy 2013 in MIN 4 Medan City can be concluded:

1. When the 2013 Curriculum program was implemented, there was an outbreak of Covid-19 pademik that swept across the world so that it had an effect on learning that had been designed in such a way. However, MIN 4 Medan City continues to carry out learning with several policies and policies that refer to the Decree of the Director General of Islamic Education No. 2791 of 2020 on Emergency Curriculum Guidance on Madrasahs. Emergency Curriculum Guide as intended as a guideline for educators and education units of Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) in the process of learning in madrasahs in times of emergency. The Head of Madrasah responded to the Decree of the Director

General by making a policy in the form of rearrangement of learning schedules to anticipate the covid situation that was initially carried out offline learning into online learning. Educators at MIN 4 Kota Medan strive to develop more creative and innovative learning in accordance with the conditions and needs of learners in the madrasa.

2. Implementation of post-curriculum curriculum 2013 learning for all grade levels in MIN 4 Kota Medan is done online, either through WhatsApp, gogle metting, or through the zoom application. But especially for learners who are still sitting in grades 1 and 2, online learning is carried out 4 days a week and offline learning 2 days a week with tennis entering the classroom is done by making 2 (two) waves to avoid crowds. When students are learning at madrasas, they must adhere to health protocols by wearing masks, washing their hands using available faucet water, using hand sanitizer, and informing parents to drop off and pick up their children on time on a schedule to avoid crowds. For students in grades 3 to 6 the schedule to collect their tasks is done every 1 step.
3. From the results of the evaluation of the implementation of distance learning, it is known that there are still many learners who have difficulty carrying out distance learning activities online / online (in network) in full, and mostly organize distance learning offline (out of network). Some obstacles include, human resources limitations, limited facilities in the form of laptops or hp owned by learners, difficulty accessing the internet and limitations of internet quota of learners provided by their parents, and so on. In addition, the implementation of distance learning during the Covid-19 emergency between one madrasa and another is very varied, according to the perception and readiness of each madrasa.

The curriculum is very closely related to the goals to be achieved, the material to be studied, the learning process to be implemented, and the evaluation that will be done as a form to find out the success rate of learning activities that have been implemented. Likewise with MIN 4 Medan City, then in the implementation of learning activities have been adjusted to the existing design.

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