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Curriculum Management and Implementation Management at Madrasah Ibtidaiyah (Islamic Elementary School) Al Mukhlisin, Bandung

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ABSTRACT
The curriculum serves as a learning program to accomplish institutional goals in educational institutions, making it crucial in developing high-quality schools. Meanwhile, People are constantly condescending toward madrasah. The purpose of this study is to provide an overview of the planning and implementation of the curriculum at MI Al Mukhlisin, Bandung Regency. In this study, methods like documentation, interviews, and observation were used. In an effort to examine the data, data reduction techniques, data presentation, and conclusions are then used. According to the study's findings, students at MI Al Mukhlisin had to actively participate in their learning, and the curriculum there gave practical knowledge precedence over theoretical. The research suggestion in the study is the implementation of Kurrikulum Merdeka for Madrasah Ibtidaiyah (Islamic Elementary School) in the future

Keywords: Curriculum, Management, Implementation, Planning

INTRODUCTION

Everyone is familiar with the phrase of curriculum. A curriculum is a plan to accomplish objectives(Charland et al., 2021; Jonker et al., 2020; Matiisen et al., 2020). No matter how well-formulated the goals are, if the correct program is not in place to support them, they will not be realized. As a result, the curriculum needs to be able to reflect the dynamics of society. The curriculum must be able to address the difficulties that the larger community faces in daily life and respond to their demands.

According to Roziqin (Roziqin, 2019), educational institutions, acting as the coordinators of learning activities must effectively manage the curriculum, which is a compilation of many educational components. Then curriculum management, in accordance with Adipratama (Adipratama et al., 2018), is a type of cooperative effort or endeavor to promote the attainment of teaching goals, particularly initiatives to

enhance the caliber of teaching and learning interactions. Due to this, evaluation, planning, and implementation three integral continuum units are required.

The curriculum serves as a learning program to accomplish institutional goals in educational institutions, making it crucial in developing high-quality schools. Empowerment in management or management of the curriculum is required to support the achievement of the curriculum(Abong, 2015; Dera, 2021; Duke et al., 2010; Indriyanto, 2012; Schneiderhan et al., 2019).

An organization is required for the curriculum's execution in all of its parts. The planning, organizing, implementing, and assessing or regulating phases of this organizational process will be tightly related. One of the fields whose ramifications use these procedures is management. As a result, in order to apply curriculum, school or madrasah management must possess knowledge of management, both for managing education and curriculum..

Curriculum, namely instructional programs offered to pupils by educational institutions or schools(Arrieta, 2021; Avci et al., 2019; Petrina, 2004). Due to a lack of teaching resources in educational institutions, the autonomous learning curriculum has not been fully provided as was done by the MI Al Mukhlisin school principal, Bandung Regency this year.

To put it another way, the school's efforts to help students grow are carried out by creating a curriculum that is jam-packed with different learning activities. The curriculum is not only limited to a few subjects, but also includes everything that can have an impact on students' development, such as school facilities, teaching resources, and equipment. school, library, staff members, photos, and school yard.

Numerous scholars have thoroughly analyzed pertinent studies on management of curriculum planning and implementation. Discussing, for example, the creation of educational objectives (Lazwardi, 2017), ICT-based learning, and other aspects of the quality of education, academics, and graduates of educational institutions (Giarti, 2016).

In the implementation of the curriculum, an organization is needed in all its components. In this organizing process will be closely related to planning, organizing, implementing, and evaluating or controlling. Meanwhile, management is one of the disciplines whose implications apply these processes. Therefore, in implementing curriculum implementation, school or madrasah management must master management knowledge, both for managing education and curriculum(Erwin Akib et al., 2020; Haris & Ghazali, 2016; Rohmatulloh et al., 2019; Wei, 2020).

It is clear from the presentation that was presented that the study of management planning and execution of the curriculum was investigated in various educational institutions, starting at the level of basic education to higher education. This study tries to distinguish itself by focusing on the planning, administration, and implementation of the curriculum at MI Al Mukhlisin, Bandung Regency.

METHOD

This study employs a qualitative methodology and a descriptive study design (Assingkily, 2021). The planning and execution of curriculum management at MI Al Mukhlisin, Bandung Regency, is the subject of this study. The methods of observation, documenting, and interviewing were employed to collect the data. Additionally, the data were examined utilizing methods for data reduction, data display, and conclusion-making. A data's validity is determined by putting data triangulation techniques to the test (methods and sources)

In this study of management planning and curriculum implementation at MI Al Mukhlisin, researchers used a qualitative research type, because researchers wanted to describe the results of this study in a descriptive and in-depth manner. The research location was held at MI Al Mukhlisin which is located at Jl. Lengkong Gg. PGA No. 100 RTs. 02 RW 02, Lengkong Village, Bojongsoang District, Bandung Regency, West Java. The choice of this place was based on several considerations, namely the existence of problems regarding planning management and implementation of the curriculum, and similar research had never been conducted at this location. The subject in this research is someone or something about which information is obtained or people in the research setting who are used to provide information about the situation and conditions of the research setting.

In a study, the subject has a very strategic role, because it is on this research subject that data about research variables will be observed. The subjects in this study were school principals, vice curricula, and TU. The selection of subjects in this study was by selecting a purposive sampling technique, because to determine whether someone is a sample or not is based on a specific purpose.

Much success in data collection is determined by the researcher's ability to appreciate the social situation that is the focus of the researcher. To determine the form of data collection techniques needed, researchers should identify the questions that are formulated in the research focus. Data collection techniques are strategies or methods used by researchers to obtain data and information needed in research. To obtain the data used is the technique of interviews, observation, and documentation. Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions. The validity of a data is obtained by testing data triangulation techniques (methods and sources).

From these informants, the researcher made the following data acquisition targets:

a. Principals, researchers will dig up data on curriculum planning and implementation in general, starting from the application of planning principles,

steps, and curriculum planning and implementation models used by the MI Al Mukhlisin school.

b. Deputy Curriculum, researchers will collect data on the application of the principles of curriculum planning and implementation as well as the steps in planning and implementing the curriculum.

c. Head of administration, researchers will dig up data on proof of obtaining data on the application of the principles of curriculum planning and implementation.

After interviews with the school principal, deputy head of curriculum, and head of the TU were deemed sufficient, the researcher asked to be shown the next informant who felt he had information related to the information needed. From the appointed informants, sufficient interviews were carried out, and at the end of the interview the researcher asked to be shown other informants who had the required information, and so on until all the required information was obtained.

At the observation stage, the researcher begins with observations that generally describe the social situation that exists at MI Al Mukhlisin. Furthermore, in a more focused way, the researcher observed matters related to:

a. Efforts or actions of the principal in planning and implementing the curriculum.

b. The existing academic system in the school.

The practice of teachers who have good performance in implementing curriculum planning and implementation.

The main data collection instrument in qualitative research is the researcher himself, because the researcher in this study is working full time to obtain and process the data needed in this study. This researcher must also maintain the accuracy of the data obtained so that the results are as expected. The interview instrument is a reference and to find out the planning and implementation of the curriculum. The interview guide used is unstructured. The process of making interview instruments was made to assist research according to the indicators used. The following is a grid of interviews for curriculum planning and implementation.

Table 1 – Interview Grid for Curriculum Planning and Implementation.

Indicator	Questions
School Description	What is the natural background of MI Al Mukhlisin?
	What is the vision and purpose of MI Al Mukhlisin?
Curriculum Planning	Does MI Al Mukhlisin carry out curriculum management?
	How does MI Al Mukhlisin plan the curriculum?
	What is the purpose of curriculum planning at MI Al Mukhlisin?
	Does every teacher at MI Al Mukhlisin prepare a learning syllabus before starting the learning process?
	What subjects are applied at MI Al Mukhlisin?
	Why does MI Al Mukhlisin carry out curriculum planning?

Indicator	Questions
	Who does curriculum planning at MI Al Mukhlisin?
	What are the obstacles in curriculum planning at MI Al Mukhlisin?
	How to overcome obstacles in curriculum planning at MI Al Mukhlisin?
	What learning methods are used by the teacher?
Implementation of Curriculum	How is the implementation of the curriculum at MI Al Mukhlisin?
	What are the obstacles in implementing the curriculum at MI Al Mukhlisin?
	Is there a class division at MI Al Mukhlisin?
	How many students are in each level?
	What are the facilities and infrastructure at MI Al Mukhlisin?
	Does the teacher make pre-learning preparations before starting the lesson?

Source;Researcher

The data obtained from this interview instrument will then be analyzed in stages as in the Miles and Huberman model, starting from data reduction, data presentation, and drawing conclusions.

Qualitative research is declared valid if it has one of them, namely the degree of trust. Credibility is a measure of the correctness of the data collected, which describes the compatibility of the researcher's concept with the research results (Satori, Djam'an, 2014). In this study, researchers used triangulation as a test of data credibility. Triangulation is checking data from various ways and times (Satori, Djam'an, 2014).

RESULTS AND DISCUSSION

The author's interview with the head of the MI Al Mukhlisin school yielded the following conclusions regarding the planning, management, and implementation of the curriculum at the school:

The 2013 curriculum is being implemented at MI Al Mukhlisin, Bandung Regency. If the government does not make any further modifications, it will employ the autonomous learning curriculum in the ensuing years. Each homeroom teacher is currently required to prepare elements for learning activities, such as lesson plans, annual programs, semester programs, and syllabus. Additionally, every teacher in this school is required to understand the scope, techniques, and assessment instruments in Class, which includes assessment of attitudes, skills, and knowledge competencies. These three competencies are therefore taught and learned through activities. Then, despite the fact that he still had a lot of shortcomings, he added that he would improve.

Facilities and infrastructure in an educational institution are very important to note because they are a support in the learning process, both co-curricular and

extra-curricular activities. The rooms in MI Al Mukhlisin are: principal's room, administrative room, teachers' room, 6-class study room, library room, and 2 bathrooms with separate rooms for men and women.

The curriculum is the most important reference in the implementation of the teaching and learning process. Curriculum structure is needed to prepare planning at the beginning of each new school year. MI Al Mukhlisin curriculum content consists of three parts, namely general lessons (thematic, ICT, mathematics, PJOK, SBDP which includes Sundanese, and English), religious lessons (Arabic, history of Islamic culture, jurisprudence, and qurdis), and activities extra curricular (scout, tahfidz, martial arts, and the arts).

Study load at MI Al Mukhlisin is expressed in learning hours per week. The learning load for one week for class I is 34 hours of learning, class II is 36 hours of learning, class III is 40 hours of learning, class IV, V, and VI is 43 hours of learning, the duration of each one learning hour is 35 minutes.

Specific research findings are directed at efforts to reveal research findings at Madrasah Ibtidaiyah Al Mukhlisin which are guided by curriculum planning and implementation. The curriculum is an element of education that has a strategic position and function in the process of developing the potential of students. A good curriculum management or management process is needed to be able to achieve learning objectives effectively and efficiently. In the management process, of course, begins with planning activities related to the things that will be done in achieving goals. Likewise in the curriculum, to achieve educational goals, a good curriculum planning is needed. Curriculum management in Madrasas begins with curriculum planning activities.

Based on the results of the author's interview with the MI Al Mukhlisin school principal regarding the management of curriculum planning at the school, he said:

"*Curriculum management at MI Al Mukhlisin bases its implementation on laying down the vision and objectives of the Madrasa, namely "to become a superior madrasa". Of course, the learning material is very closely related to the vision or goals of our madrasa. Because the subject matter has a central role in educating children to be noble. Contains facts, principles, concepts and procedures that are relevant to the formulation of indicators and the achievement of competencies that are formulated'*.

The findings from the interview results reaffirmed that the principal explained that MI Al Mukhlisin had carried out curriculum planning management activities. This is also supported by the results of interviews with the deputy head of curriculum, as follows:

"Of course there is curriculum management at MI Al Mukhlisin, when it comes to management, then every Madrasah must have curriculum management. It includes planning, organizing, implementing, and so on".

From the results of interviews with the deputy head of curriculum, it can be seen that MI Al Mukhlisin has implemented a curriculum management process, which consists of planning, organizing, implementing, and evaluating. Continuation of the results of interviews with school principals regarding the curriculum planning process at MI Al Mukhlisin, as follows:

"As for the curriculum, curriculum planning is usually held at a special meeting called an annual meeting. At this annual meeting, many things are carried out, one of which is preparing learning administration for preparation for the next six months to

a year. Such as learning programs, learning schedules, extracurricular schedules, preparation of medium and short term programs, formulation of madrasa culture. At this annual meeting all elements of the madrasa gather together to discuss future programs, determine madrasa policies in achieving these programs. The Annual Meeting was held twice, namely the first was held by the head of the madrasa and deputy head of the madrasa, as well as staff. Then the second meeting involved all elements of the madrasa, both the head of the madrasa, the deputy head of the madrasa, staff and employees as well as teachers and homeroom teachers".

From the results of these interviews, it was found that in the implementation of curriculum planning at Madrasah Ibtidaiyah Al Mukhlisin, it was carried out in annual meetings which were held regularly at the beginning of the new school year. The meeting discussed curriculum planning by preparing learning administration for preparation for the next six months to a year. The curriculum planning carried out at this Annual Meeting is learning programs, learning schedules, extracurricular schedules, medium and short term programming, formulation of madrasa culture. The annual meeting is held twice, namely the first is held by the head of the madrasah and the deputy head of the madrasah, as well as the employee staff.

From the explanation of the findings mentioned above, it is known that the annual meeting which is held on curriculum planning at Madrasah Ibtidaiyah Al Mukhlisin, is the first step in designing the curriculum as a guideline for implementing learning programs in the next one year. The annual meeting is an activity in the form of a meeting of employees and leaders to discuss matters related to the implementation of the duties of an agency. Annual meetings are held aiming to discuss issues related to the work to be faced. The problems in this case are everything that is seen as a comprehensive system, but is limited within a certain framework, in which case a plan needs to be implemented in order to achieve the goal. The implementation of madrasah curriculum planning uses the concept of deliberation which is carried out through annual meetings. The concept of deliberation is a process of discussing together with the intention of reaching a decision on solving a problem, in the form of negotiation, deliberation, so as to produce a consensus. This is in accordance with the nature and characteristics of Islamic management, one of the characteristics of Islamic management is management based on democracy (Syafaruddin, 2005).

With deliberation, each personnel will feel responsible and have a commitment in carrying out all decisions. This is based on the word of Allah SWT in the letter Ali Imran verse 159 which means: "and consult you on all matters" (QS. 3:159). Thus the involvement of members in decision making, they will be more empowered in carrying out their work and encourage the emergence of job satisfaction accompanied by rewards that are in accordance with the necessities of life, organizational capabilities and applicable provisions. This means, in curriculum planning at a madrasah, that the more involved teachers/employees are in making decisions that are made in the planning process to determine plans to be implemented, the teacher/employee will understand more and feel responsible for all decisions to be implemented. This will make it easier to achieve the goals of the institution or madrasah.

Furthermore, in curriculum planning at Madrasah Ibtidaiyah Al Mukhlisin, there is a division of authority carried out by the head of the madrasa towards

teachers and staff at the madrasa. In the case of curriculum planning at Madrasah Ibtidaiyah Al Mukhlisin which is carried out at an annual meeting, the implementation of curriculum management at MI Al Mukhlisin consists of two levels, namely at the madrasah level and at the class level. At the madrasah level, curriculum management is carried out by the head of the madrasa and the deputy head of the madrasa, such as preparing the division of teacher tasks, preparing lesson schedules, determining learning administration, determining the culture of the madrasa. At the class level, curriculum management is carried out by the teacher, such as preparing lesson plans, implementing learning, and implementing learning evaluations.

This explanation also illustrates that in planning the curriculum at this madrasa, those who have full authority are the head of the madrasa and the deputy head of the madrasa who are members of the first team. Meanwhile, teachers and other staff have the authority to provide input in the form of suggestions related to programs that have been designed and carry out these programs in a responsible manner.

The above illustrates that the planning carried out by madrasas uses an administrative approach, namely the curriculum is planned by superiors and then handed down to subordinate agencies up to the teachers. So from the top down, from top to bottom at the initiative of the administrators. In this case there is not much that can be done by subordinates in planning curriculum, because it is superiors who have full power in carrying out this planning (Rohiat, 2010).

Subsequent findings in the implementation of curriculum planning at Madrasah Ibtidaiyah Al Mukhlisin are carried out in annual meetings which are held regularly at the beginning of the new school year. The meeting discussed curriculum planning by preparing learning administration for preparation for the next six months to a year. Curriculum planning carried out at this annual meeting is learning programs, learning schedules, extracurricular schedules, medium and short term programming, formulation of madrasa culture. Curriculum planning for teachers is carried out by preparing all learning tools related to learning materials. Teachers are given the freedom to develop and adapt their teaching materials according to their learning needs.

Curriculum planning is carried out with the aim that the learning process in class can be carried out effectively and efficiently in accordance with the objectives of madrasah education. Curriculum planning forms the basis for implementing the entire learning process in the classroom and also forms the basis for carrying out evaluations in the implementation of the learning curriculum. Curriculum planning is useful as information for teachers about what to teach and how to teach it. Curriculum planning is also important as a basis for preparing all learning tools, both media and learning tools. The explanation above gives the meaning that curriculum planning in madrasas is in accordance with its function as a guide or tool in carrying out the educational process. This is in accordance with the function put forward by Hamalik (Hamalik, 2010), namely curriculum planning functions as a guideline or management tool, which contains instructions on the types and sources of participants needed, storage media, actions that need to be taken, sources of costs, personnel, facilities and necessary infrastructure, evaluation control system, the role of personnel elements to achieve organizational management goals.

Furthermore, Madrasah Ibtidaiyah Al Mukhlisin in planning the curriculum bases its implementation on the vision and objectives of the madrasa that have been made. This means that madrasas in formulating planning programs begin with a vision as a specific foundation and national education goals in general. The basis of reference in formulating programs in curriculum planning is very necessary so that the planned programs are appropriate and lead to the achievement of goals. This is in accordance with the planning principles as stated by Oemar (Hamalik, 2010), where one of these principles is that curriculum planning must be prepared based on objectivity, namely having clear and specific goals based on national education goals, real input data in accordance with needs. Public. Objectivity towards the clarity of goals to be achieved which forms the basis of curriculum planning will make it easier for curriculum planners to develop programs that are more appropriate in achieving these goals.

In relation to planning management and curriculum implementation, particular findings from observations, interviews, and documentation studies have led to the following research conclusions:

1. MI Mukhlisin's curriculum management concept serves as the primary driver of educational activities in system. The used or current curriculum is referenced in all student activities.
2. The implementation of MI Al Mukhlisin's curriculum management is carried out by designing an educational curriculum before entering the new school year. The design process is by holding a teacher coordination meeting during the student holidays. The MI Al Mukhlisin curriculum has the goal of achieving the vision and mission of the school and national education. Following that, the process of establishing the curriculum is based on the ideas that serve as a reference, specifically the philosophical foundation of the school, the psychological foundation, and the academic goals foundation. Make plans for the curriculum program's structure next, and then build local content for it in accordance with the circumstances of the school and the demands of the environment. The creation of a schedule that is followed before the admission of new students, taking into consideration the teacher's concerns on the application of the MGMP for the topic. When the holiday break is almost over, instructor responsibilities are divided. The selection of new student admissions is used to assign students to classes. The next step is to create lesson plans that follow the curriculum and syllabus. The deputy head of curriculum is responsible for student supervision, and they work together with the students and homeroom instructors to carry it out. Recounting student and homeroom teacher attendance is a step in the student supervision process. While curriculum staff members are required to be present twice daily, at the time of entry and return, to carry out the process of monitoring teaching staff. for evaluating learning outcomes in accordance with the 2013 curriculum's criteria.
3. Teachers' demands to be active and thorough with students have prevented MI Al Mukhlisin from implementing curriculum management because they have

ignored the importance of the students' learning outcomes. In this way, we are like people who must always be on standby and on time towards students judging from their every move. Not to mention the challenges with planning, managing, and putting the curriculum into practice, pupils don't do it.

However, the implementation of the curriculum at Madrasah Ibtidaiyah Al Mukhlisin has an inhibiting factor, namely parents' disagreement with madrasa policies. In this case, the madrasa continues to implement the policy while providing explanations and understanding to parents who do not agree with the madrasa policy. In addition, the factor that becomes an obstacle in the implementation of the curriculum in terms of learning is the lack of attention from parents to their children. This is evidenced by the lack of readiness of children in following the learning process. In addition, another obstacle in the process of implementing the curriculum at the classroom level is that teachers have to work harder, be more creative, innovative and varied in delivering learning material to students. Because the ability of thinking and comprehension of students as a whole is different. So, here it is required of the teacher to have more ability in carrying out the learning process.

CONCLUSION

According to the study's findings, MI Al Mukhlisin's planning and execution management was rated as good. preparing the MI Al Mukhlisin curriculum before the start of the new academic year. A teacher coordination meeting will be held during the students' breaks, according to the design process. The objective of the MI Al Mukhlisin curriculum is to fulfill the school's and education's vision and mission. The construction of the curriculum process, MI Al Mukhlisin, is founded on the concepts that serve as a guide for developing the curriculum, namely the philosophical underpinnings, psychological underpinnings, and fundamental academic objectives of the school. At MI Al Mukhlisin, managing the curriculum include planning, coordinating, implementing, and supervising. The requirement for teachers to be active and thorough with students, which ignores the significance of the students' learning results, is one of the challenges faced by MI Al Mukhlisin in implementing curriculum management.

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