



The Implementation of Madrasah Aliyah Curriculum: Quality Improvement Management

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Article History:

Received: August 18th, 2021

Revised: November 26th, 2021

Accepted: December 14th, 2021

Published: December 31st, 2021

Keywords:

Curriculum,
Management,
Quality Improvement

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Abstract: Curriculum is one element that contributes greatly to realizing the students' quality and potential development. To face the challenges that will befall the world of education in Indonesia, clarity of the curriculum and its implementation is needed to improve the performance of education which is far behind the developed countries in the world. This study aims to see how to improve the quality of curriculum implementation at Madrasah Aliyah in Bandar Lampung City. The researcher employed the mixed methods with source explanatory design and source triangulation design involving 34 teachers in two madrasahs in Bandar Lampung City. The study revealed that teachers' ability to prepare lesson plans influences their performance in learning. The percentage of effects obtained from MAN 1 Bandar Lampung was 36.6 percent, while the percentage value obtained from MAN 2 Bandar Lampung was 46.4 percent. The results are in line with the theory that the teacher's ability to prepare lesson plans will positively impact the teacher's ability to carry out learning. The results in both schools show that the greater the teacher's ability to prepare lesson plans, the greater the teacher's ability to carry out learning.

INTRODUCTION

The educational system always refers to curriculum changes to improve the quality of education. Curriculum changes often occur continuously because there is no proper revitalization and innovation. It is necessary to make efforts to change the curriculum to be more innovative to create a generation of students who excel and understand national identity and can compete in the international arena (Lase, 2015; Octavia et al., 2018; Saddhono, 2018; Wijaya Kuswanto & Dinda Pratiwi, 2020). The curriculum will always change according to the times; therefore, the curriculum is dynamic. Curriculum management is structured to produce quality learning with a joint efforts process to achieve,

facilitate, and streamline learning goals (Ermi, 2018; Pahrudin & Pratiwi, 2020; Sumiarwan, 2017). Understanding the curriculum can be interpreted into narrow meaning and broad meaning. A nation will be developed if it has gone through tough challenges. In the international world, many countries compete to improve the degree and quality of their respective countries, including Indonesia (Agus, 2019; Siskandar, 2017). A theory of economic globalization says that globalization equates to interdependent trade, finance, and macroeconomic policies (Mardiasmo, 2000; Zulkarnaen et al., 2012). One way to reform the economy in the dominant ideology is to link neoliberalism and technocratic solutions (Zajda, 2015). The effectiveness

of ICT (Information Communication Technology) in education emphasizes the information dimension of globalization and reform (Agus, 2019; Bashith & Amin, 2020; Zajda, 2015).

The Indonesian educational world must be ready to face challenges related to curriculum planning and implementation to improve Indonesian academic performance to avoid being left behind by other developed countries (Agus, 2019; Hakim, 2017; Nuriyah, 2016; Zahra, 2019). The educational objective related to the antimonic state of being human should be more transparent and easier to understand. Good reasons for the scheme of life should be expressed in education as an intellectual figure in the same study of volitional-interpretative. A teacher improves students' quality through a predetermined future life plan so that students can have the willingness to enter the transcendental phenomenological realm (Claudia Serban & Lulian Apostolescu, 2020; Jansen, 2005).

The Ministry of Religious Affairs issued decree number 184 of 2019, revealing that madrasas and public schools have different curricula. Therefore it is necessary to apply the curriculum in madrasas using different approaches. In implementing the curriculum, it is essential to integrate and focus on religious education and general education. The two contents must be interrelated and become the center of the curriculum implementation process

without going through both. Proper supports, abilities, and responsibilities are needed to achieve a curriculum relevant to the expectations and reality of the madrasa. The Ministry of Religious Affairs assists madrasas in implementing a curriculum effectively by providing the basis of implementation and guide so that the management can execute the educational process with ease (KMA, 2019).

It is necessary to collaborate with madrasa residents regarding understanding a curriculum to improve the quality of education in madrasas. Therefore, the development of science and technology in education must be the center of concern to realize this desire. In the millennial era, madrasas must be ready to help students' in facing the industrial revolution 4.0. Industrial Revolution 4.0 consists of four C's: critical thinking, creative thinking, communication, and collaboration (Popkova, 2019; Suharto et al., 2020). The analysis on MA in Bandar Lampung was conducted to determine how the madrasas improve the quality of their planning and implementation to achieve higher quality.

METHOD

The researchers employed mixed methods (Mixed Methods) with several research designs: source explanatory design and source triangulation design. The source exploratory design is shown in Figure 1.

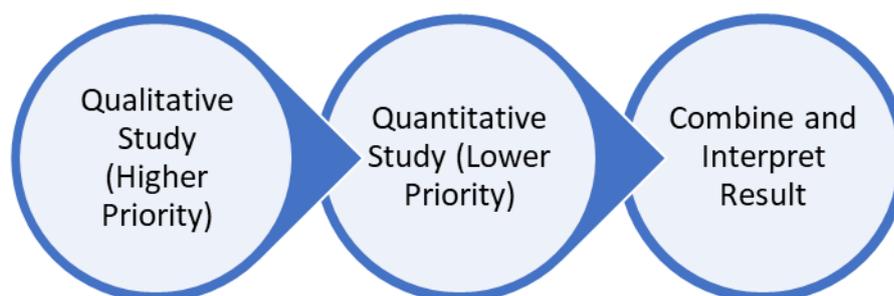


Figure 1. Source Exploratory Design (Adapted from Creswell and Plano Clark (Creswell, 2015; Pont et al., 2008).

Within six months, the researchers conducted this research at Madrasah Aliyah Negeri in Bandar Lampung, namely MAN 1 Bandar Lampung and MAN 2 Bandar Lampung. The samples consisted of 17 teachers of MAN 1 Bandar Lampung and 17 MAN 2 Bandar Lampung teachers. The data collecting techniques used were interviews to explore data on the quality improvement management in curriculum implementation in madrasahs. The second technique was observation to determine the quality of curriculum implementation (directed at the teachers' ability in teaching) in the classroom. The last technique was documentation by reviewing documents (lesson plans) on management functions to improve the quality of curriculum implementation. A validity test was performed through the source triangulation method by comparing observation and documentation data after the data had been reduced, displayed, and verified. At the same time, quantitative data analysis was performed through prerequisite tests (validity and reliability) and then tested by performing a normality test, a homogeneity test, and a hypothesis test.

The significance level of the test is 0.05. The H_0 is accepted if observed is lower than critical, and H_0 is rejected if observed is higher than critical. The independent sample t-test was performed with SPSS version 21 with a significant level of 5 %.

RESULT AND DISCUSSION

There are four management functions proposed by George R. Terry, namely planning, organizing, actuating, and controlling (supervision) (Sista, 2017). In modern management, the above

management functions are declining. So, the organization can be said to be planning, organizing staff and resources, running work programs, and controlling the way work is structured and formed into a management cycle. They serve as a basis to improve the quality of education.

Wijayanti analyzed the management of the 2013 curriculum implementation development in madrasahs, saying that the teacher's maximum approach in the learning process could determine the success of learning, for example, by using a scientific approach (Nai & Wijayanti, 2018; Wijayanti, 2015). A study by Krissandi and Rusmawan reveals that students, government, institutions, and parents are factors that could hinder the planning of the 2013 curriculum, which became an obstacle for elementary school teachers (Anugrahana, 2020; Krissandi & Rusmawan, 2015). According to Siskandar, (2017) the principal plays a role in implementing and planning a curriculum, while the teacher only plays a role in implementing it in the classroom. Therefore, the role of the principal is greater in carrying out the curriculum than the role of a teacher. Curriculum implementation and planning must be carried out in collaboration with these two roles to achieve desired goals. Indonesian education, which is lagging far behind developed countries globally, must innovate in planning and implementing curriculum as one of the madrasah's vision and mission. In carrying out curriculum planning and implementation, it is necessary to have a management to produce a good curriculum implementation. The following is a comparison between MAN 1 and MAN 2 Bandar Lampung.

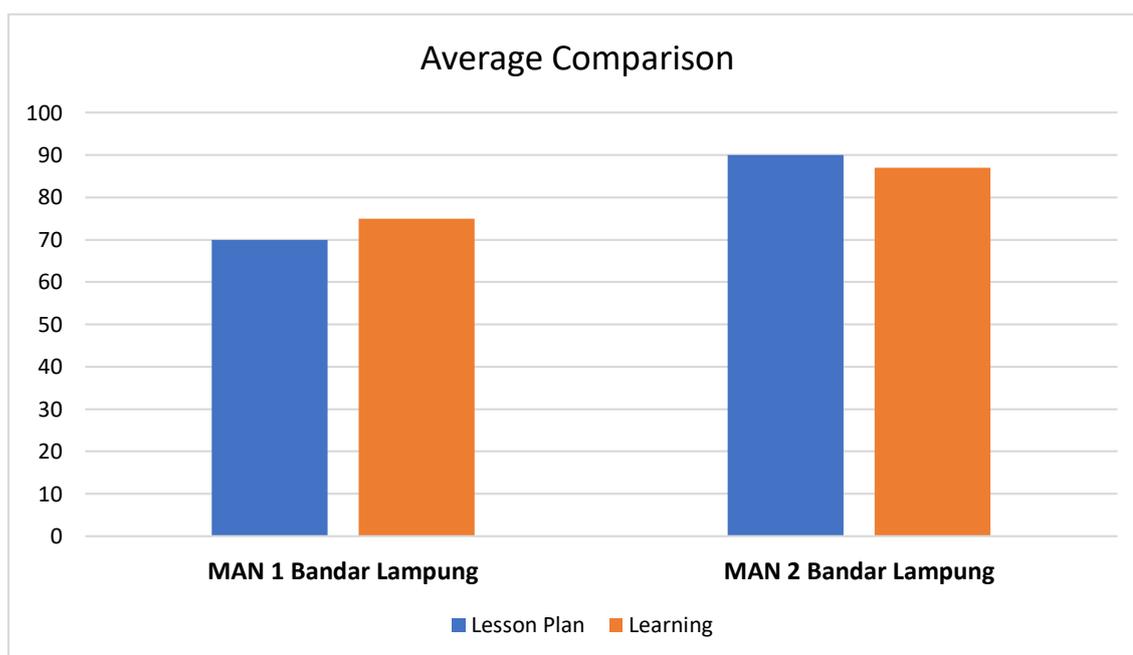


Figure 2. The Average Comparison Results

Based on the analysis, it is assumed that the implementation of learning by the teacher in preparing the lesson plans greatly influences the teacher's ability. In this case, MAN 2 Bandar Lampung has a greater influence than MAN 1 Bandar Lampung. This statement is the same as the theory, which says that the teacher's ability to be effective in carrying out learning results from the teacher's ability and readiness in preparing lesson plans. So, if a teacher can carry out learning well, it is due to their ability to prepare lesson plans. Therefore, teachers must have the ability to develop lesson plans to be more structured and directed to help students have better skills and abilities (Djamahar et al., 2018; Kinasih et al., 2018; Ristanto et al., 2018).

Qualitative Data Analysis

In the analysis at MAN Bandar Lampung, there are four components to improve curriculum implementation quality: planning, organizing, actuating, and controlling. At the beginning of each academic year, it is mandatory to make plans and programs. All school members, except students, must coordinate in

program making and planning. Here, the needs and record data can be obtained, ranging from teachers, students, education staff, facilities, infrastructure, etc. A needs comparison refers to the conditions of the madrasas to determine whether it is still possible to empower madrasas or not to find a solution.

The management planning efforts include the preparation stage by disseminating information to all madrasah parties, forming a development group with people involved in management planning, conducting an evaluation by forming a team, determining what will be evaluated, and deciding to whom it will be evaluated. Second, the implementation stage by obtaining information, compiling reports, and submitting methods and recommendations. Third, the follow-up stage analyzes results, determines initial interests, sets school goals and objectives, and improves madrasas' quality through work programs. Fourth, the control function at Madrasah Aliyah Negeri Bandar Lampung City consists of preliminary supervision to prevent revisions or changes to the program by looking at the learning programs made by

the teachers. Other education personnel observes work programs and target. It is designed to prevent standard or objective errors and permit correction before the stage is complete. Second, process supervision has done simultaneously with implementing a program through monitoring and supervision. The goal is that if there is a disturbance in carrying out activities, it can be immediately calculated and resolved. Therefore, the implementation of work and achieving goals can be carried out optimally and efficiently. Third, monitor feedback to place and evaluate the value of a completed program and support and feedback on past, present, and future conditions.

The four elements cannot be separated from the supporting elements. The supporting component is the implementation of Total Quality Management (TQM) in the State Madrasah Aliyah Bandar Lampung City. According to the principal's explanation, the quality of education achieved so far has reached a 100% success rate since countless graduates are accepted into private and public universities. It cannot be separated from the participation of all teachers, students, parents, and the madrasa head. In essence, achievement can be achieved through effort and hard work.

In general, the supporting factors for implementing integrated quality are the principal's leadership, training, evaluation, communication, and education. The first supporting factor is the principal's leadership. A principal needs to (1) act democratically, (2) take an active role in overcoming problems in schools, (3) foster trust, (4) act on data and facts, (5) create conducive and pleasant conditions, (6) improve teacher competence through programmed education and training. The leadership aspect is indispensable in the development of quality. Leadership is seen from the principal's point of view

since the principal is obliged to seek improvement and management of the implementation of school activities. The teacher must determine the situation in which students can reach their potential optimally through the impact resulting from the collaboration of teachers and students.

The second supporting factor is education and training. Skills to educate and train teachers are different. Therefore, an effort is needed to help teachers find the right strategies and methods in teaching and learning to ensure quality improvement and solve individual learning problems. For this reason, the schools develop a Class Teacher Consultation Program (MGMP) to share knowledge and experiences. It provided opportunities for teachers to participate in education and training organized by the Ministry of Religious Affairs and other parties.

The third supporting factor is communication. In a social society, communication is necessary to achieve goals. Therefore, according to the principal's statement, two-way and multi-way communication needs to be improved so that the programs achieved can meet the targets according to the school's vision and mission. The teachers' commitment and persistence in implementing changes and improving quality can be observed. Regular meetings are needed, which will be an effective means of building communication in schools.

The evaluation activities are used to determine whether or not completed activities are successful. A design evaluation is needed for library staff, laboratory personnel, and administration. Process evaluation is designed using monitoring and supervision. If someone does not complete the task, there will be special directions and warnings. The outcome is the final success of a series of actions. The following principles strongly guide the school: customer focus, total engagement, and process improvement.

The integrated application process is very complex. First, focus on customers, the principle of quality, meet customer satisfaction, integrated quality management, distinguishing customers into external customers (outside the madrasa organization) and internal customers (inside the madrasa organization). Second, process improvement based on the principal's proposal. Process improvement is continuous improvement to achieve the madrasa's vision and mission and minimize the program's failure rate towards quality improvement. The main goal of continuous improvement is a reliable process to produce the desired object without reducing anything. If the agreement has been made minimal and the result is not satisfactory. The second goal of process improvement is to rearrange the process to produce output according to customer needs to satisfy internal and external customers. Third, total involvement. Every part of the school has the same share and responsibility in achieving the vision and mission. It requires a sense of responsibility with an objective division of tasks by setting targets from each field according to their respective expertise. This approach starts with the leadership (the principal, vice-principal, teachers, and parents) as a manager responsible for achieving the management function. As a planner, the principal introduces and plans the school's work and formulates various ways to get the desired results. Roles in this function are planning, setting goals and standards, setting rules, determining work procedures, and determining future achievements.

The role of teachers is not much different from the role of the principal. The role of the teacher is on a smaller scale. The teacher manages the learning process according to the study group and the field of study. Every teacher must plan the learning process, understand the vision and mission, compile material

activities with methods and learning resources that follow the teacher's expertise, implement democratic leadership and ensure that students make decisions according to their authority, and establish good communication with school principals, parents, teachers, and students. Teachers also need to monitor students' progress and assess each student's development to improve the overall implementation of learning. Then the teachers also need to give awards to students who excel, provide motivation, and help students who do not excel.

The role of parents and society is an important factor in education to develop students to be independent and skilled individuals. The parents can work with madrasas to realize an orderly, structured, formal, and planned educational function. Students have a very important role by organizing a formal unit with various rules. Their position is the subject of educational goals so that they have their hopes, motivations, and sense of attachment to educational programs by allowing them to be heard.

There are strengths, weaknesses, opportunities, and challenges to improve the quality of education in Madrasas in Bandar Lampung. In terms of strengths, there are 17 teachers with a bachelor's degree, one teacher with a master's degree, and one teacher currently pursuing a master's degree. The schools have permanent and easily accessible buildings, have a science laboratory with fairly complete equipment, have 12 operational units of computer, have a library with a sufficient number of books and facilities. For students' activities, there are Scouts, PMR, Drum band, and Paskibra. The students have the same ability as any other favorite high school in Bandar Lampung. Around 60% of students have accepted leading universities in Indonesia every year through the invitational route.

The unavailability of sophisticated equipment indicates the weaknesses in the

science laboratory, the unavailability of several planning and planning standards, and the inability of teachers to operate the science laboratory. Some teachers are teaching not according to their education. Some teachers only focus on teaching obligations. Some employees cannot operate the computer well. Furthermore, the principal is replaced in quite a short time (2 years). Therefore, the school managements are diverse, not optimal, and do not have a fixed standard in the admission system for new students. Some students from rural areas cannot adapt to the environment and independent learning methods.

In terms of opportunities, structured moral development through adequate religious education is a form of government attention in improving education and fostering outstanding students. Government plans to foster the science majors, social studies, and language. The government socializes its programs, namely the Life Skills Program, Mathematics, and Natural Sciences Olympiad, and youth activity tournaments every year at regional and national levels.

The threats present increasingly fierce competition to enter higher education. Also, there is a paradigm of competency-based curriculum and school-based management. Another threat is the learning and utilization of very rapid development of information and communication technology.

The commitment and obsession of madrasah principals, teachers, staff, students, and the madrasa community towards quality is needed. A quality vision and mission should be focused on meeting the needs and expectations of its customers, both internal customers, such as teachers and staff, and external customers such as students, parents, community, government, further education, and the business world. Therefore, efforts to realize quality madrasas that are integrated are needed to

target customers through the comprehensive participation of all madrasah citizens, the existence of standards for the quality of education, the view of education as a system, and continuous improvement of the quality of education.

Besides the SWOT analysis, a method is also needed. The method is aimed at customers through the participation of all madrasah citizens, the existence of standards for measuring the quality of education, continuous quality improvement, and views of education as a system. Performance and implementation discipline by teachers, employees, and madrasah principals are essential for improving curriculum implementation as a work culture. Seeing students as well-served customers should be done by all. Madrasah administrators are always eager to progress and improve their abilities and skills, which will improve their performance in front of students. If all madrasa implementers already have a high work culture and performance, and discipline, then the application of TQM can work and will make educational organizations (madrasas) more advanced, exist, have a higher brand image. The qualified alumni can be equated with other nations. The following is an overview of the results of qualitative research.



Figure 3. Qualitative Analysis Results

Quantitative data analysis

1. Validity and Reliability Validity

The correlation formula used was product moment. The reliability was tested using Cronbach's alpha formula. The data is reliable if the reliability is equal to or more than 0.70.

a. Observation Sheet on Teachers' Competency in Designing Lesson Plans

The results of the validity analysis on the lesson plan can be seen in Table 1.

Table 1. Validity of the Lesson Plan

Items	Item Corrected	Rtable	Validity	Cronbach's Alpha	Reliability
1	.779**		Valid		Reliable
2	.612**		Valid		Reliable
3	.847**		Valid		Reliable
4	.802**	0,4821	Valid	0,772	Reliable
5	.757**		Valid		Reliable
6	.683**		Valid		Reliable
7	.818**		Valid		Reliable
8	.356		Invalid		Reliable

Table 1 shows that the observed values are higher than 0.482. Therefore, seven items met the validity criteria. Furthermore, the reliability values are 0.772 and are declared reliable.

b. Observation Sheets on Teachers' Ability in Learning Implementation

The results of the analysis can be seen in Table 2.

Table 2. Validity of the Teachers' Ability in Learning Implementation

Items	Total Corrected	Correction RTable	Validity	Reliability Cronbach's Alpha	Reliability
1	.693**		valid		Reliable
2	.388		invalid		Reliable
3	.660**		valid		Reliable
4	.688**		valid		Reliable
5	.735**		valid		Reliable
6	.742**		valid		Reliable
7	.749**		valid		Reliable
8	.655**		valid		Reliable
9	.702**		valid		Reliable
10	.688**	0,4821	valid	0,941	Reliable
11	.760**		valid		Reliable
12	.742**		valid		Reliable
13	0.680**		valid		Reliable
14	.808**		valid		Reliable
15	.759**		valid		Reliable
16	0,772**		valid		Reliable
17	0,855**		valid		Reliable
18	0,715**		valid		Reliable
19	0,620**		valid		Reliable

The 19 questions used in this study indicate that 18 questions are valid and 1 question is invalid, namely question number 2. it was due to the observed being higher than critical. Furthermore, in testing the reliability, the researchers

employed Cronbach's alpha value of 0.941.

2. Prerequisite Test

a. Normality

The researchers were assisted by SPSS software with the One-Sample

Kolmogorov-Smirnov Test to test the normality of the data. If the residual significance is higher than 0.05, the data is considered normal.

Table 3. Normality Test Results

Analysis		MAN 1 Bandar Lampung Unstandardized Residual	MAN 2 Bandar Lampung Unstandardized Residual
N		17	17
Normal Parameters ^{a,b}	Mean	,00000000	,00000000
	Std. Devices	5,48373270	6,46265624
Most Extreme Difference	Absolut,		117,116
	Positive		117,116
	Negative	-, 107	-, 083
Statistics		Uji, 117,	116
Asymp. Signature. (2-tailed)		.200 ^{c, d}	.200 ^{c, d}

- a. Normal test distribution.
- b. Calculated from the data.
- c. Lilliefors Significance Correction.
- d. This is the lower limit of the true meaning.

Based on Table 3, it can be stated that the data is normal because the significance value of the data for MAN 1 and MAN 2 Bandar Lampung (0.200) is higher than 0.05.

b. Homogeneity

Furthermore, two tests were performed for the homogeneity test, namely individual and simultaneous testing. The researchers used Levene's test for individual testing and Box M for simultaneous testing.

Table 4. Homogeneity Test Results

Observation Sheet	Levene Statistic	DF1	df2	Sig.
Lesson plans	327	1	32,	572
Lessons	947	1	32,	338

Based on Table 4, the value of the lesson plan on the observation sheet is 0.572, and the value of the learning observation sheet is 0.338. In conclusion, the two values can be declared homogeneous since the homogeneous standard value is 0.05.

c. Hypothesis Testing

1) MAN 1 Bandar Lampung

The results of the hypothesis test can be seen in Table 5.

Table 5. Anova

Model	Number of Squares	df	Mean Square	F	Sig.
1 Regression	385,275	1	385,275	8,648	0,010 ^b
Residual	668,255	15	44,550		
Quantity	1053,529	16			

- a. Dependent Variable: Total Y1
- b. Predictor: (Constant), Sum X1

Table 5 indicates that the teachers' ability to prepare lesson plans has an effect on their ability to carry out learning in the classroom. The Fobserved value

obtained was 8.648 and the significance level was 0.010. it means that the Fobserved value was greater than the significance level value. Table 5 also

displays that the value of the significance level is smaller than the value of the significant criteria, namely $0.01 < 0.05$.

Therefore, the teachers' ability to prepare lesson plans can affect their ability to perform teaching and learning activities.

Table 6. Significance Effect

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.605 ^a	.366	.323	6,675

a. Predictor: (Constant), Sum X1

Based on Table 6, the correlation/relationship R-value is 0.605. This value can be interpreted as the relationship between the two variables in this study being in the medium category. From the output, the coefficient of

determination (R square) is 0.366, which implies that the teacher's ability to prepare lesson plans on the teacher's ability to carry out learning is 36.6 %. In comparison, 63.4 % is influenced by other variables.

Table 7. Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	30,459	12,967		2,349	,033
	Total X1	1,528	,520	,605	2,941	,010

a. Dependent Variable : Total Y1

Based on Table 7, the regression equation model is obtained with constant and variable coefficients.

$$Y1 = 30,459 + 1,528X1.$$

2) MAN 2 Bandar Lampung

The hypothesis testing results can be seen in Table 8.

Table 8. Anova

Model		Sum of Square	Df	Mean Square	F	Sig
1	Regression	421,558	1	421,558	13,839	.002 ^b
	Residual	487,386	16	30,462		
	Total	908,944	17			

a. Dependent Variable: Total Y2

b. Predictors: (Constant), Total X2

Table 8 shows that the calculated F value is 13,839 with a significance level of 0.002. It means that the value is lower than the significant criteria. It can be concluded that the variables have an

effect. Thus, the ability of teachers to prepare lesson plans has a significant effect on their ability to carry out learning.

Table 9. Significance of the Effect

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 ^a	.464	.430	5,519

a. Predictors: (Constant), Total X2

The second hypothesis test was carried out at MAN 2 Bandar Lampung. The R-value was 0.681, which means that the relationship between the two variables studied was in the medium category. The

coefficient of determination obtained from the output value was 0.464, which means that the teacher's ability to prepare lesson plans on carrying out learning was

46.4 %. In comparison, 53.6 % was the influence of other variables.

Table 10. Coefficient

Model	Unstandardized Coefficient of		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27,584	13,897		1,985	,065
X2 Total	1,631	,438	,681	3,720	,002

a. Dependent Variable : Total Y2

Based on Table 10, the regression equation model with a constant and variable $Y2=27.584+1.631X2$ is obtained. Based on the results of hypothesis testing, the teacher's ability to prepare lesson plans influences their ability to carry out learning. The influence of MAN 1 Bandar Lampung is 36.6%, while the influence of MAN 2 Bandar Lampung is 46.4%. The results are in line with the theory that the teacher's ability to prepare lesson plans will positively impact their ability to carry out learning. The results in both schools show that the greater the teachers' ability to prepare lesson plans, the greater their ability carry out learning. The teachers' ability to prepare lesson plans can help them focus more on developing skills and competencies to carry out learning well so that student learning outcomes will be good (Hazrullah & Furqan, 2018; Mooduto, 2019; Nair, T. & Bindu, 2016). The following are figures containing the data analysis related to improving the quality of curriculum implementation at Madrasah Aliyah in Bandar Lampung City.



Figure 4. MAN 1 learning Implementation

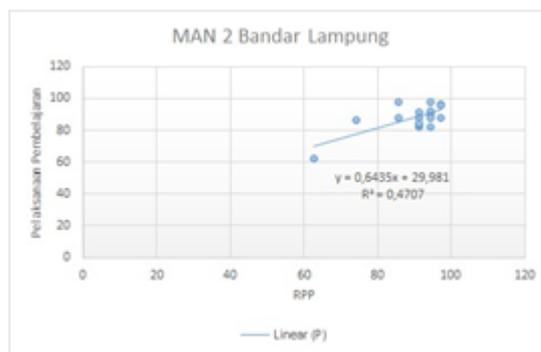


Figure 5. MAN 2 learning Implementation

CONCLUSION

Implementation management is required for the curriculum's successful implementation. In the context of implementing the 2013 Curriculum, numerous strengthening steps must be made to ensure the success of the 2013 Curriculum implementation. The cooperation of madrasah principals, teachers, facilities, infrastructure, and a quality academic atmosphere and culture is required to implement the 2013 curriculum. A comprehensive and integrated strengthening plan is required when leveraging natural resources and capabilities. The availability of documentation, various instruments, and reference for implementation and consistent implementation in the field can help maintain the quality and success of implementation.

Strengthening stakeholders' involvement through monitoring and evaluation is critical for enhancing management and bolstering implementation techniques. A successful strategy requires commitment from all relevant parties. Excellent decision-makers have strategic roles: making

strategic judgments and operational implementation decisions, and handling problems in the field. As primary players in the curriculum implementation, madrasah principals and teachers play critical roles. Similarly, students, parents/Madrasah Committee, users, and any parties interested in increasing educational quality, should be included.

The findings of this study suggest that there is a need for monitoring and evaluation and surveys for teachers to assess the implementation of the curriculum and as a follow-up to the performance outcomes. As a result, surveys, monitoring, and assessment are utilized as data by school administrators to improve the quality of instructors when executing the curriculum.

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