

## MANAGEMENT OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM AT MTS NEGERI 1 KEBUMEN

Arif Nur Chakim<sup>1</sup>, Benny Kurniawan<sup>2</sup>, Atim Rinawati<sup>3</sup>, Maryanto<sup>4</sup>, Ali Mahfudz<sup>5</sup>,  
Siti Fatimah<sup>6</sup>

<sup>1,2,3,4,5,6</sup>*Institut Agama Islam Nahdlatul Ulama Kebumen*  
[arifnurchakim.gce@madrasah.id](mailto:arifnurchakim.gce@madrasah.id)

### ABSTRAK

Penelitian ini bertujuan menganalisis manajemen implementasi kurikulum merdeka di MTs Negeri 1 Kebumen ditinjau dari perencanaan pelaksanaan kurikulum merdeka. Penelitian ini menggunakan pendekatan kualitatif jenis field research. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Keabsahan data menggunakan teknik triangulasi. Teknik analisis data menggunakan tiga tahap yaitu kondensasi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukkan bahwa MTS Negeri 1 Kebumen telah membuat perencanaan yang baik dalam mengimplementasikan kurikulum merdeka yaitu dengan pembuatan kurikulum operasional madrasah.

**Kata kunci** : manajemen, perencanaan, implementasi kurikulum merdeka

### ABSTRACT

*This research aims to analyze the management of implementing the independent curriculum at MTs Negeri 1 Kebumen viewed from planning the implementation of the independent curriculum. This research uses a qualitative field research type approach. Data collection techniques use observation, interviews and documentation. Data validity using triangulation techniques. The data analysis technique uses three stages, namely data condensation, data presentation, and data verification. The results of the research show that MTS Negeri 1 Kebumen has made good plans in implementing the independent curriculum, such as creating an operational madrasa curriculum.*

**Keywords:** *management, planning, implementation of the independent curriculum*

### INTRODUCTION

Along with the development of time, changes have occurred in the education system in Indonesia. These developments can be seen through policies and updates to education standards such as curriculum changes (Hadi, 2022; Setiawan et al., 2022). The attention of the Indonesian government and people to the importance of education is manifested in various efforts to advance and

improve the quality of education, such as providing significant budgets for education, building or providing various educational facilities, improving education system and management, recruiting educators (teachers and lecturers) and educational staff, curriculum improvement and development, providing education and training for educators (teachers and lecturers), and so on..

In an effort to improve the quality of education, the government has issued new policies regarding the implementation of the “kurikulum merdeka”. The “kurikulum merdeka” provides significant opportunities for teachers to teach in accordance with students' development (Muliardi, 2023; Setiawan et al., 2022). Through differentiated learning, students will receive learning experiences according to their learning styles (Fatimah & Chamdani, 2023). Meanwhile, through the reinforcement of the Pancasila student project, students acquire abilities that are in line with the current developments, such as critical thinking, creativity, collaboration, and of course, having a religious attitude (Haqiem & Nawawi, 2023; Juwandi et al., 2023).

Efforts to improve and enhance the quality of education are ethical, logical, and should be continuously pursued and maintained to ensure that education contributes positively to life. With the demands of life becoming increasingly complex, there is a direct demand for the quality of education as a means to improve the quality of life. The term "quality" implies the degree or level of excellence of a product, whether tangible or intangible, goods or services. Quality is a comprehensive representation and characteristic of goods or services that demonstrate their ability to satisfy expected needs (Manghani, 2011).

MTs Negeri 1 Kebumen is the most advanced and rapidly developing school. It is even the favorite MTs in Kebumen Regency, thus remaining the first choice for prospective students to enroll in school. This preference is not merely because it is a public school, but more so due to its commitment to improving the quality of education. The physical facilities and building infrastructure of this madrasah are magnificent and adequate. Similarly, other educational facilities and learning resources are also sufficient. The success of MTs Negeri 1 Kebumen in improving the quality of education cannot be separated from the implementation of good quality improvement management. Management can be defined as a

series of decision-making activities and managerial actions that involve formulation, implementation, and strategic evaluation repeatedly and continuously in an educational institution involving human resources and other resources to achieve desired goals. Essentially, management is quality management (Bwalya, 2023; Kaehler & Grundei, 2019). In an effort to run a program, the planning aspect is a very important aspect. With good planning, results will be achieved that are in line with the goals (Beenen et al., 2021; Jeseviciute-Ufartiene, 2014).

Based on the above explanation, this study aims to analyze Strategic Management for Quality Improvement of Madrasah Based on the Merdeka Curriculum at MTsN 1 Kebumen *viewed from planning the implementation of the independent curriculum*.

A qualitative case study methodology was employed in this study. The present investigation employed a field research methodology to examine the impact of transformational leadership on enhancing the quality of education at MTsN 1 Kebumen. Techniques for gathering data include documentation, interviews, and observation. The triangulation method is applied to guarantee the accuracy of the data. In addition, data analysis is done using the three-stage Miles, Huberman, & Saldana model (Miles et al., 2014). Data verification, data display, and data condensation are these phases.

## **DISCUSSION**

The curriculum planning to be implemented can be seen from the KOM conducted by MTs Negeri 1 Kebumen. The draft KOM is also presented to the public through plenary meeting materials, which include the curriculum structure. The curriculum structure developed by MTs Negeri 1 Kebumen to improve the quality of the madrasah is apparently tailored to the needs and programs that have been planned. It turns out that MTs Negeri 1 Kebumen places the curriculum structure used to improve the quality of the madrasah differently from the standard curriculum structure stipulated by the government through Decree No. 347 of 2022. In the standard rules of the Merdeka curriculum set by the government through Decree No. 347 of 2022, changes are made to 6 subjects to adjust to the Merdeka curriculum.

The addition of the curriculum structure above clearly demonstrates the commitment of MTs Negeri 1 Kebumen to the Full Day School (FDS) program in improving the quality of the madrasah, despite the Merdeka curriculum. The reduction in the number of hours per week for 6 subjects actually serves as compensation for the addition of hours for project activities known as P5PRA (Strengthening Project of the Student Profile in Pancasila and Rohmatallil 'alamin). However, MTs Negeri 1 Kebumen, even though conducting P5PRA activities, does not reduce the number of hours for the 6 subjects in the intracurricular activities; instead, it is increased.

In the FDS program, it receives 6 portions, while in the IBS (Islamic Boersing School) it receives 5 portions. The reduction in the portion of Bahasa Indonesia, as adjusted by Decree No. 346 of 2022, does not have a significant impact. This is because the other 5 subjects receive the same amount of hours as FDS. This indicates the seriousness of MTs Negeri 1 Kebumen in improving quality in both programs.

In addition to the curriculum structure serving as the foundation for academic development, MTs Negeri 1 Kebumen also introduces local content and additional services. Local content and additional services are useful for fostering students' competencies by adding the number of face-to-face meeting hours. This is expected to enable students to better master the knowledge according to their respective educational programs. For the FDS (Full-day school) program, the local content consists of Javanese language, Tahfidul Quran, Research, and English active. Each of these subjects is allocated 2 hours of meeting time. Furthermore, FDS students are provided with additional service programs such as Olympiads/robotics, Research, English active, and literacy in reading and writing. Additional hours for Olympiads/robotics are 2 hours, for English active are 4 hours, and for literacy in reading and writing is 1 hour.

Similar services are provided in the Islamic Boarding School (IBS) program, namely the same Local Content as the FDS program, which includes 2 hours for Javanese language, Tahfidzul Quran, and English Active. However, there are more additional services. These include Tahfidzul Quran, English Active, Literacy in Reading and Writing, Tutoring, Muhadasah, Nahwu and

Shorof, as well as Kitab (Islamic texts). The additional services are tailored to the programs offered in IBS, focusing on Kitab (specializing in reading Islamic texts), Tahfidz, and language.

In addition to the FDS and IBS programs, the third program is a specialized program. In this special program, local content and additional services are provided for each specialization program: Research, Tahfidz (Quran memorization), Bilingual, Sports, and Infotek (Information Technology). Some of the local content is tailored to the program, while others are applied to every program. The ones applied to all programs include Javanese language and Tahfidz Al Quran. Meanwhile, other local content such as Research, Infotek, Sports, and English Active are adjusted according to the program. Additional services are also provided based on the program, including Tahfidz AlQuran, Olympiads, Research, Infotek, Sports, and English Active.

MTs Negeri 1 Kebumen allocates special funds for students to participate in every competition, whether at the district, provincial, national, or even international levels. Participation in competitions has become a tradition at MTs Negeri 1 Kebumen because involvement in competitions means maturing the students. Students will learn how they should learn.

The fundamental concept developed by MTs N 1 Kebumen is by involving its students in competitions. Certainly, this experience serves as internal motivation, triggering students to willingly engage in learning. Involvement in competitions makes students more mature and helps them understand their abilities. Thus, students already have imagination and understanding of competition, both with their peers within the madrasah and competitors from other schools.

MTs Negeri 1 Kebumen also prepares regular academic competition branches by training them both by teachers and professional staff from outside. This will certainly provide valuable experiences for students, especially during training conducted by their teachers or by external professionals. In addition, robotics, scouting, and other non-academic branches are prioritized because there are competitions held every year, and MTs Negeri 1 Kebumen often wins these competitions. However, there are some branches that are not facilitated at MTs N

1 Kebumen, such as archery. In this branch, MTsN 1 Kebumen still provides support to students to participate and engage in the competition. The form of support includes instructions along with competition accommodations.

MTs Negeri 1 Kebumen brings in experts who are accustomed to handling the implementation of social and science olympiad competitions. This concept is very good for planning and execution because the learning character has been formed in MTs Negeri 1 Kebumen. Certainly, the indicators of its success can be seen from the academic achievements attained by MTs Negeri 1 Kebumen, such as achievements in competitions like KSM (Madrasah Science Competition), OBA (Arabic Language Olympiad), OSS (Sukarno Science Olympiad), and so on.

In addition to student achievement orientation, MTs Negeri 1 Kebumen also prioritizes the aspect of teachers as a pillar considered important for improving the quality of the madrasah. Teachers are trained regularly. Even to the level of habituation, such as practicing English routinely (out of the box), so that teachers become accustomed to always speaking in a foreign language. Nevertheless, teachers also participate in training sessions both offline and online independently and voluntarily. This is an initiative, meaning there are no directives from the madrasah.

MTs Negeri 1 Kebumen has programmed digitalization in the aspect of the curriculum. The use of Learning Management System (LMS) media indicates progress in the curriculum field. This technological approach allows MTs Negeri 1 Kebumen to enhance quality, especially in the field of technology. This interview is synchronized with documentation techniques by tracking through web pages, revealing that MTs Negeri 1 Kebumen has already implemented e-learning. Moreover, not only that, but there are also digital madrasa books and digital madrasa libraries available.

The above results are relevant to several studies conducted by other researchers, indicating that planning to improve the quality of education, especially in implementing the independent curriculum, should begin with human resources and infrastructure preparation.

## CONCLUSION

The results of the research show that MTS Negeri 1 Kebumen has made good plans in implementing the independent curriculum, such as creating an operational madrasa curriculum. The Quality Management Planning Based on the Independent Curriculum in MTs Negeri 1 Kebumen has been running very well, aligning with the madrasa's vision of realizing religious, intelligent, skilled, excellent, and environmentally conscious individuals. The planning exceeds expectations regarding the independent curriculum. While other madrasas reduce hours for 6 subjects: Mathematics, Science, Social Studies, Indonesian Language, Civic Education, and English, MTs Negeri 1 Kebumen actually adds hours for the Science subject and retains hours for the other subjects. Furthermore, the addition of local content and additional services makes MTs Negeri 1 Kebumen superior to other madrasas.

## REFERENCES

- Beenen, G., Pichler, S., Livingston, B., & Riggio, R. (2021). The Good Manager: Development and Validation of the Managerial Interpersonal Skills Scale. *Frontiers in Psychology*, *12*, 631390. <https://doi.org/10.3389/fpsyg.2021.631390>
- Bwalya, A. (2023). *Management—Is it Science or Art.pdf*. 986149 Bytes. <https://doi.org/10.6084/M9.FIGSHARE.23614773>
- Fatimah, S., & Chamdani, M. (2023). The P5 and PPRA Model in Inclusive Schools. *Auladuna: Jurnal Pendidikan Dasar Islam*, *10*(2), 247–257. <https://doi.org/hdoi.org/10.24252/auladuna.v10i2a10.2023>
- Hadi, M. Y. (2022). The Foundation of Curriculum Renewal (Reviewing From Philosophical, Juridic, Historical, Psychological, Social and Cultural Aspects). *Jurnal Pendidikan Indonesia : Teori, Penelitian, Dan Inovasi*, *2*(2). <https://doi.org/10.59818/jpi.v2i2.202>
- Haqiem, A., & Nawawi, E. (2023). Implementasi Penguatan Nilai—Nilai Pancasila Pada Era Globalisasi Pendidikan Abad-21 di Sma Negeri 1 Palembang. *Jurnal Pengabdian West Science*, *2*(01), 126–135. <https://doi.org/10.58812/jpws.v2i01.158>
- Jeseviciute-Ufartiene, L. (2014). Importance of Planning in Management Developing Organization. *Journal of Advanced Management Science*, 176–180. <https://doi.org/10.12720/joams.2.3.176-180>

- Juwandi, R., Nurmahdiah, E., Fakhrudin, F., Sarinah, S., Ihsani, L., & Nurachman, H. (2023). Analisis Penerapan Proyek Penguatan Profil Pelajar Pancasila Dalam Pengembangan Nasionalisme Peserta Didik di Sekolah. *Simpati: Jurnal Penelitian Pendidikan Dan Bahasa*, 1(4), 201–212. <https://doi.org/10.59024/simpati.v1i4.475>
- Kaehler, B., & Grundei, J. (2019). The Concept of Management: In Search of a New Definition. In B. Kaehler & J. Grundei, *HR Governance* (pp. 3–26). Springer International Publishing. [https://doi.org/10.1007/978-3-319-94526-2\\_2](https://doi.org/10.1007/978-3-319-94526-2_2)
- Manghani, K. (2011). Quality assurance: Importance of systems and standard operating procedures. *Perspectives in Clinical Research*, 2(1), 34. <https://doi.org/10.4103/2229-3485.76288>
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. Sage Publication.
- Setiawan, A., Ahla, A. A. F., & Husna, H. (2022). Konsep Model Inovasi Kurikulum KBK, KBM, KTSP, K13, dan Kurikulum Merdeka (Literature Review). *AL GHAZALI: Jurnal Pendidikan dan Pemikiran Islam*, 2(1), 54–77.