

The Role of the Head of School in the Implementation of Two Curriculums in the Basic School of MI Muhammadiyah Ngombakan, Polokarto, Sukoharjo

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Abstract: The study aims to evaluate the implementation of the secondary education curriculum in Madrasah Ibtidaiyah Muhammadiyah Ngombakan. The research methods used are qualitative, with a focus on planning, organization, leadership, evaluation and monitoring as well as curriculum follow-up. Data is collected through observations, interviews and documentation. The research subjects are the Head of the School and the Chief of the Curriculum. This research contributes to a further understanding of the implementation of basic education curricula and provides recommendations for future improvements. Based on the results of the research showed that Madrasah Ibtidaiyah Muhammadiyah Ngombakan successfully implemented two curricula well, reflecting the ability to adapt and respond to change in education. Structured curriculum administration processes, clear leadership systems, and periodic evaluations are a strong basis for providing quality education.

Keyword : Headmaster role, Curriculum, Elementary School

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Introduction

The curriculum is a tool for achieving educational goals, and at the same time a guideline in teaching and learning activities in the world of education. The curriculum can reflect the life of a nation, where and how it will be determined by the curricula used by the nation. The curriculum, which is generally understood as a means of achieving the goal of education, can be compared to the road that must be passed by the pupils in their endeavours to know and understand knowledge. (Hidayat et al., 2024)

Education cannot be carried out without a curriculum. Curriculum becomes the most indispensably important part of the educational process. Simply put, the curriculum becomes the guideline in the implementation of education. That said, because the curriculum is the basis for the implementation of the learning process in schools. Of course, there's no learning without a curriculum. Where to go in education in Indonesia if there is no curriculum. The curriculum is a tool used to a goal. Education so it can be said

that the curriculum is a reference for the process of implementation of education in Indonesia. Accordingly, the curriculum must not be viewed as a mere document but as a tool and a benchmark for educators to carry out the best educational process in order to national educational goals. How can education be done well, if the educators don't understand the curriculum itself.

The curriculum shows the basis or view of a nation's life in education. (Suryana et al., 2022) The purpose of the nation's life in its education is determined by the curriculum used. In this view, the curriculum becomes the basis or view of life. Basic or life view must describe the goal of education that will be achieved in the future so that the upliftment will not feel the results instantly but in the next ten years will see the results. If the curriculum is a strong foundation in the implementation of education, then of course the hold of educators from the basic level to the higher level of education will be directed in implementing its education. Whatever is dictated by our education will be achieved at the end of the day.

So important is the curriculum in the field of education because it is a tool, a reference, a foundation or a view of life as described above. (Pembelajaran, n.d.) curricula are constantly updated but of course the improvement of the curriculum is influenced by various factors, one of which is to balance the rapid progress of science and technology so massive in the field of education. If you don't want to, if you do not like the curriculum, it has to be continuously improved. From elementary education to higher education. In connection with this, it is natural with the new government sometimes there is also a curriculum perfection because it does adapt to the demands of today where the integration of technology to education is so felt especially since the world was hit by Covid-19. Education must continue to familiarize itself with the demands of today's technology so as not to be left behind. In our societies, it is often heard that "change ministers for curricula" because they assume that any change of government will be a change of curriculum as if it were a continuously preserved tradition. However, if we look further, the change or improvement of curricula is a way for the government to adapt education to the demands of the 21st century, where science and technology evolved so rapidly that it could not be controlled. Therefore, there is no other option to compensate for this by perfecting the tool that will continue to be used, the curriculum.

Next by looking at the factors above, the change in the curriculum quip is based on other factors. Alhamuddin (2019), the change in curriculum from the time of independence until 2013 is based on the rapid change in the world in various fields, including education. So it's clear that curriculum changes are very much needed and must depend on developments worldwide. Of course, the change of curriculum is not as well as because of the replacement of ministers curricula, only impressed that while it is not like that in fact is only a growing opinion in the Society (Angga et al., 2022).

In dynamic education, curriculum administration becomes one of the crucial aspects in ensuring the effectiveness and quality of education in an institution. This article aims to explain the implementation of curriculum administration in Madrasah Ibtidaiyah Muhammadiyah Ngombakan, in particular focusing on the use of the two curricula, the

differences between the two, and the process of the administration of the curriculum as a whole.

In a period that continues to evolve rapidly, education has become one of the aspects that are heavily affected by the dynamic changes in society. In this context, the educational curriculum is a critical foundation in creating a relevant and effective learning environment. This article aims to detail and analyze recent changes in educational paradigms as well as explore their impact on curriculum development. The challenges faced in curriculum development today include the challenge of refining the relevance of curricula in the face of technological developments, globalization, and job demands in the 21st century. Moreover, demographic changes and differences in student needs require curricular adaptation to provide a more inclusive and in-depth learning experience.

The main objective of this study is to investigate strategies and approaches in designing curricula capable of addressing such challenges. Through a qualitative and quantitative approach, this article aims to provide an in-depth understanding of how curricula can be adapted to be more responsive to the developments of the times. It is hoped that the findings of this study can provide a foundation for policymakers, educators, and researchers to develop a curriculum that not only meets academic needs, but also supports the development of 21st-century skills such as critical thinking, collaborative, and creative skills. Thus, this article is expected to make a significant contribution in the context of ongoing education change.

Methodology

This study is a descriptive study that uses a qualitative approach, because the researchers want to describe a phenomenon according to the actual circumstances experienced by the subject of the study, in this study the researcher wants to describe how the implementation of the curriculum at MI Muhammadiyah Ngombakan. The data obtained as a reference in describing the implementation of the curriculum is based on the results of observations, interviews and documentation.

The research was conducted at the Basic School of MI Muhammadiyah Ngombakan, Polokarto, Sukoharjo, Central Java. The study will take place from May 6th to May 10th 2024. Subjects on this study are the Head of School and the Chair of curriculum at MI Muhammadiyah Ngombakan. The purposive sampling technique according to Sugiyono (2017) is a technique of data sample taking with certain consideration. This particular consideration is the head of the MI as the person who has a major role in curriculum policy, while the head is considered to know most about what data is needed by researchers.

Result and Discussion

Finding

Based on research carried out at MI Muhammadiyah Ngombakan, Polokarto, Sukoharjo found that the institute applied two curriculum, as follows:

1. Implement two curriculum

During an interview with the head of the Madrasah Ibtidaiyah Muhammadiyah Ngombakan curriculum, the mother of Ria Puspita Nia Sari explained that MI Muhammadiyah Ngombakan chose a unique approach by applying two curricula at once. Grades 1, 2, 4, and 5 adopted the Free Curriculum, while Grades 3 and 6 implemented Curricula 13. (K-13). It shows diversity in learning approaches, giving flexibility to the needs and characteristics of each class level. Of these two curricula are equally good, have advantages and disadvantages respectively depending on the way the school in running the curriculum. The curriculum at MI Muhammadiyah Ngombakan is regulated by the Kemenntrian Religion (Kemenag) for from the center and could be changed at the beginning of new teachings but not biased to be changed in the middle of teachings because it remains guided by the rules made by the center.

2. P5P2RA in Madrasah Ibtida'iyah Muhammadiyah Ngombakan

Based on the results of an interview with Mr. Rianto, Chief of the Madrasah Ibtidaiyah Muhammadiyah Ngombakan informed that in Madrasah Ibtidaiyah Muhammadiyah Ngombakan there is a P5P2RA (Project for Strengthening Student Profiles of Pancasila and Profile of Students of Rahmatan Lil Alamin), namely Pancasila Education and Citizenship, Hisbul Wathon Guidance, Holy Places, and Islamic Spirituality to get children to read the Qur'an, teach worship, train children to be friends, get used to thinking. The presence of these elements indicates the school's commitment to developing the character and personality of students outside the academic realm.

In the Pancasila Student Profile Enhancement Project Development Guide book issued by Kemdikbud researchers. Described the key principles of the Pancasila Student Profile Enhancement Project. The guidelines explain that there are four principles that are all encompassing, contextual, focused on the student and explorative.

Holistic, means looking at things in a whole and comprehensive way, not partially or separately. Each project theme is not a thematic container that gathers a wide range of subjects, but rather a container to unify diverse perspectives and knowledge content. Besides, the holistic approach also encourages us to be able to see meaningful connections between components in project implementation, such as pupils, educators, educational units, communities, and realities in everyday life.

Contextually, it relates to the effort that underpins a learning activity on the real experience encountered in everyday life. This principle encourages educators and learners to be able to make the environment and reality of everyday life the main learning material. Therefore, the educational unit as the organizer of the project activities should open up space and opportunities for students to explore things beyond the scope of the education unit. The project themes presented, as far as possible, could touch local issues

that are happening in their respective areas. By basing the project on real experiences encountered in daily life, it is expected that learners can gain meaningful learning to enhance the understanding and ability of learners.

Explorative, connected with the passion to open up a wide space for the process of inquiry and self-development. The Pancasila Student Profile Strengthening Project is not in an intrakurricular structure associated with various formal schemes for setting up subjects. As a result, the project has a wide exploration zone in terms of learning material reach, time allocation, and adaptation to learning objectives. However, it is expected that on planning and implementation, educators will still be able to plan project activities systematically and structured in order to facilitate their implementation. The exploratory principle is also expected to encourage the role of the Pancasila Student Profile Enhancement Project to fulfill and strengthen the skills already acquired by students in intra-curricular lessons.

3. Curriculum Planning Process

Ika Ria Puspita Nia Sari, the head of the curriculum explained that at the beginning of the year Madrasah Ibtidaiyah Muhammadiyah Ngombakan has already prepared the process of planning curricula learning, drawn up curricular programmes and for the educators or teachers preparation-devices, starting from the yearly and semester programmes. In the K13 curriculum in preparation of curricula (CPTP Teaching Module), RPP and evaluation, Then prepare also the division of tasks, learning schedule and Operational Curriculum Madrasah (KOM) part of the learning reference in the madrasah prepared at the beginning of the school year.

Curriculum planning is an initial step in the implementation of the curriculum in the field. The definition of Arranging has been put forward by many figures, including Kaufman who stated that planning is a projection of what is needed in order to a reasonable and valuable goal. According to (Hidayat et al., 2024) curriculum planning is, the planning of learning opportunities intended to build students towards the change of behavior desired and to assess to what extent the changes have occurred in students themselves. Meanwhile, according to Dwindle F. Olivia, curriculum planning takes place at various levels. Officers, disciplinary staff and master staff and others are involved in curriculum planning, but the master who is withering is participating in the curricula. Planning level where the master function can be conceptualized as the figure shown (Juraidah & Hartoyo, 2022)

4. School Curriculum Administration Leadership System

The leadership system in Madrasah Ibtidaiyah Muhammadiyah Ngombakan involves the head of the madrasah assisted by four coordinators, each responsible for curriculum, scholarship, humas, and Sarana Prasarana. And then there's the library and

the UKS. It creates a clear organizational structure that responds to the needs of various fields. There are several functions of curriculum administration among them as follows:

- a. Improve the efficiency of the use of curriculum resources, empowerment of resources and curricular components can be improved through planned and effective management.
- b. Increase the equity and opportunity of students to maximum results, the maximum ability of students can be achieved not only through intra-curricular activities, but also necessary through extracurricular activity that is managed in integrity in achieving curricula objectives.
- c. Enhance the relevance and effectiveness of learning in accordance with the needs of the students and the environment around the students, curriculums managed effectively can provide opportunities and results that are relevant to the need of the learners and the surrounding environment.
- d. Improvement of the efficiencies of the performance of teachers and student activities in reaching the learning goals, management of a curricula that is professional, effective, and integrated can provide motivation to the master performance and student activity in learning.
- e. Besides, the master and students are always motivated to carry out effective and efficient education because of the support of positive conditions created in curriculum management activities.
- f. Increase public participation to help develop curricula, curriculums that are properly managed will involve the community, in particular in filling out unlatched materials or learning resources that need to be tailored to the characteristics and needs of local development.

5. Evaluation and Further Action

based on an interview with Ika Ria Puspita Nia Sari, also explained that in Madrasah Ibtidaiyah Muhammadiyah Ngombakan always carry out evaluation in learning, i.e.: In the curriculum K13 evaluation of the Sumative Assessment of the end of the semester (ASAS) is the same as the independent Curriculum for the first semester. Then in the second semester of the K13 its evaluation is the Final Year Appraisal (PAT) and in the independent curricula is the Summary Assessments of the End of the Year. (ASAT). The evaluation process is held every month by the head of the madrasah. This evaluation aims to evaluate learning, any shortcomings, barriers of both teachers and students in the field or in the classroom. The evaluation covers aspects such as teacher performance and student performance. If a deficiency or impediment is found, immediate corrective action is taken to ensure the smoothness of the learning process.

Evaluation of the curriculum is carried out for smooth implementation of curricula 2013 and at the same time smooth learning process. In line with this thought Sangadji (2014) also said that the evaluation of curriculum should be made something important for the continuation of a good learning process for students. Mohebbia (2011) also said in the implementation of planning evaluation when evaluation is done repeatedly on the

same program, can make a better analysis of the weaknesses and strengths of the program, so can design and improve the quality of the programme. The evaluation used to evaluate the 2013 curriculum requires show evaluation that not only focuses on the evaluation of the outcome alone, but also evaluates a program thoroughly.

Discussion

The Merdeka curriculum is here to complete the implementation of the Curriculum 2013. It is supported by the results of research Wahyuni, dkk. (2019) that the master has difficulty in implementing the Curriculum 2013 in terms of preparation of RPP, implementation of scientific learning, and evaluation of learning. Further supported by research from Krissandi and Rusmawan (2019) that the implementation of Curriculum 2013 is controlled by the government, school agencies, teachers, and parents of students, as well as students themselves. Because of this, then the government makes a breakthrough with the existence of the Curriculum Merdeka. As the results of research from Nyoman, dkk (2020) that the master's understanding in the application of the curriculum is still in the category sufficient, and needs to be developed. (Angga et al., 2022). The curriculum is something that is designed and structured to launch learning and teaching activities with the guidance and responsibility of schools and educational institutions and teachers. There is this co-operation so that no quality occurs in the learning process of teaching. The low quality of this teaching activity is due to the influence of a number of factors. The results of education are also not supported by a test or assessment system that is self-reliant and independent so there are frequent changes in the curriculum.

The curriculum of the country of Indonesia cannot be denied anymore that so often there are changes that are always directed in the effort of balance to improve the national education system. The change is grounded because there is no change in education that seems to have not reached the desired expectations. Therefore there are revisions and changes and improvements to the curriculum of education regularly must be carried out in order to form a superior generation and character in the time to come (Pendidikan & Konseling, n.d.).

The fundamental difference between the Merdeka Curriculum and K-13 lies in the name of the study. The Merdeka curriculum separates the IPS and IPA subjects, while K-13 combines them into IPAS. Besides, Pancasila education is in K-13, while in the Merdeka Curriculum there is PKN. This reflects the diversity of learning approaches and curricular content adapted to the development of the times.

Considering the importance of planning in learning activities, then a teacher should design a learning plan before carrying out learning activities. Learning planning should refer to the curriculum, because it is the root of the core in learning planning, both a learning plan for a standard of competence and a basic competence. Learning planning is an activity that is carried out so that teaching activities can run well, accompanied by

various anticipative steps to minimize the gaps that occur so that the activities reach the set objectives. (Sakban & Hidayah, 2020).

Sari (2019), Says that curriculum 13 is a curricula whose mostly used method is discussion. Students who are active in managing knowledge because there are some controls such as a minimum understanding of curriculum 13 as well as discourse habits unusual in the Indonesian population then with the presence of an application of the curricular 13 this can make an improvement in terms of education in Indonesia.

Learning in the 2013 curriculum has differences that make it a distinctive feature of the previous curricula. Curriculum form 13 is a logical and integrative thematic approach to learning, which passes students covering attitudes, knowledge, skills and evaluations with an authentic assessment. In order to conduct Indonesian language learning locally, the master performs learning activities such as conducting learning activities on curriculum 13. In learning Indonesia, the teacher uses core competencies one, two, three, and four on K-13 before the revision. Different from an independent curriculum where the master only gives instruction to the student.

This independent curriculum is designed to be easier than previous curricula as well as its focus on material that is essential and development to the character of the student. As to the nature or purpose of this curricular to support healing in learning characteristics of this Curriculum are 1) project-based learning activities to develop delicate skills and properties in accordance with the study profile of Pancasila. 2) focus on materials that are essential so that the students have a lot of time in learning especially numeration and literacy. 3) make learning more flexible for teachers to carry out differentiated learning activities according to the ability of students and implement an adaptation to the context and load neighborhood. The existence of an independent curriculum can be a hope in order to re-improve the competences of learning in the educational institutions because of its nature based on the needs of students. The implementation of the Merdeka curriculum makes a learning resource that takes on a pedagogical, social, and teacher character.

This curriculum has become intensive in order to reduce the crisis in learning activities. With the improvement in the curriculum it is hoped to be a hope for a safe, inclusive and enjoyable school. Implementation of Merdeka curriculum in teaching learning activities should provide fun and innovative activities so that in learning activities can cultivate positive attitude of students in learning. There are three concepts that are focused in this curriculum is to have a commitment and have a learning goal that should match needs, interests, and aspirations. For the independent curriculum also implemented the so-called project of strengthening the Pancasila Lesson Profile (Muspita Sari, 2019).

The project-based learning activities are held for the Pancasila Learning Profile Strengthening Project which has a purpose and dimension for the realization of Pancasila Learning Profiles. With such activities, the school can set up a set of themes that can be determined by the school's own abilities. To implement such project-based activities can be through customization activities or a practice-based learning activity which in such

activities apply learning profile lessons Pancasila. 1) Believing, fearful of the One God and having a noble morality, 2) globalized, 3) arrogant, 4) self-reliant, 5) critical, and 6) creative. The Pancasila Profile can also be applied in Indonesian language subjects. The application of Pancasila Student Profile values is so important for student character strengthening. Implementation of learning activities with the Pancasila Lesson Profile for Indonesian lessons on an independent curriculum has a very important role especially in improving literacy. The Indonesian language subjects are a major foundation for improving literacy activities because they have four main competences in language learning, namely, listening, speaking, reading and writing. Pancasila's Learning Profile is so important because it is important to answer the problems that occur in Indonesian education. So that's why this study is so important because it poses a challenge for implementation on the value of the Pancasila Lesson Profile in Indonesian language subjects.

Based on the results of the research showed that Madrasah Ibtidaiyah Muhammadiyah Ngombakan successfully implemented two curricula well, reflecting adaptability and responsiveness to the changes in education. Structured curriculum administration processes, clear leadership system, and periodic evaluation are the strong foundation for providing quality education.

Conclusion

Based on the results of the research showed that Madrasah Ibtidaiyah Muhammadiyah Ngombakan successfully implemented two curricula well, reflecting adaptability and responsiveness to the changes in education. Structured curriculum administration processes, clear leadership system, and periodic evaluation are the strong foundation for providing quality education. In addition, the leadership system in Madrasah Ibtidaiyah Muhammadiyah Ngombakan involves the head of the madrasah assisted by four coordinators, each responsible for the curriculum, scholarship, humas, and Sarana Prasarana. And then there's the library and the UKS. It creates a clear organizational structure that responds to the needs of various fields. At MI Muhammadiyah Ngombakan also presented these elements showing the school's commitment to develop the character and personality of students outside the academic realm, there is P5P2RA (Project for Strengthening the Student Profile of Pancasila and Profiles of Students of Lil Alamin's Mercy), namely Pancasila Education and Citizenship, Hisbul Wathon Guidance, Holy Places, and Islamic Spirituality to get children to read the Qur'an, teach worship, train children to make friends, get used to thinking.

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