

CURRICULUM MANAGEMENT IN IMPROVING COMPETITIVE ADVANTAGE IN MADRASAH

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Abstract :

This study aims to find and analyze curriculum management in increasing competitive advantage in Madrasah Aliyah Nurul Jadid, Paiton, Probolinggo, East Java. This study uses a qualitative case study approach. The data collection technique is done through interviews, observation, and documentation. The results showed that curriculum management in increasing competitive advantage at Madrasah Aliyah Nurul Jadid was carried out through; 1) planning, which includes analyzing activities for students, processing material content, analyzing learning techniques or methods, documenting learning components, providing motivation to students; 2) Implementation of the planning design that has been determined together by integrating the government curriculum and pesantren; 3) Evaluation of the implementation of the curriculum, both on the process and its outputs and outcomes, with the principle of continuous improvement.

Abstrak :

Penelitian ini bertujuan untuk menemukan dan menganalisis tentang manajemen kurikulum dalam meningkatkan competitive advantage di Madrasah Aliyah Nurul Jadid, Paiton, Probolinggo, Jawa Timur. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan datanya dilakukan melalui wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen kurikulum dalam meningkatkan competitive advantage di Madrasah Aliyah Nurul Jadid dilakukan melalui; 1) perencanaan, yang meliputi kegiatan menganalisis terhadap siswa, mengolah isi materi, menganalisis teknik atau metode pembelajaran, dokumen komponen pembelajaran, pemberian motivasi kepada siswa; 2) Pelaksanaan terhadap desain perencanaan yang telah ditentukan bersama dengan mengintegrasikan kurikulum pemerintah dan pesantren; 3) Evaluasi terhadap pelaksanaan kurikulum, baik terhadap proses maupun output dan outcomnya, dengan prinsip continuous improvement.

INTRODUCTION

The curriculum is understood as a path that educators and students must pass to develop knowledge, skills, attitudes, and values. In this case, the curriculum emphasizes more on the content of the lessons that must be taken to get a diploma for students (Muhaimin, 2017; Baharun, 2017). Along with the times, changes in the field of education impact changing views on the curriculum (Ihsan & Muali, 2020). The curriculum, which was initially seen as several subjects, changed its meaning to all activities or learning experiences given to students under the school's responsibility to achieve educational goals (Yunus, 2019; Saufi & Hambali, 2019).

The curriculum must be dynamic, by socio-cultural developments, even world developments, and more specifically, by developing contemporary and contextual Islamic studies (Rojji, Istikomah, Aulina, & Fauji, 2019). A good curriculum is always re-learned so that it is by the vision of education in the formation of human personality and expertise (Kisbiyanto, 2016; Lubis, 2020).

The review is not only an administrative-formalistic impact. Still, it must be vital in developing a curriculum that can respond to the development of science, knowledge, technology, and today's world community (Dakir, 2018). Therefore, the curriculum is seen as a plan for learning that is systematically arranged and provided by certain educational institutions to achieve academic goals (Yuhasinil & Anggreni, 2020).

The curriculum must be designed and managed in such a way so that the curriculum owned and implemented by madrasas can respond to the demands of society and anticipate the impact of globalization in achieving the vision and mission of the institution, especially Madrasah Aliyah Nurul Jadid, as an educational institution that is responsive and innovative in responding to the complexity of demands. Society and the challenges of modernization (Kusumadewi, 2019).

As an educational institution based on pesantren, Madrasah Aliyah Nurul Jadid designs and designs its curriculum to be able to encourage and develop all types of learning experiences that are essential for achieving learning achievement (Saajidah, 2018), to improve the institution's quality, which has an impact on increasing the institution's competitiveness (Fauzi, 2020).

The curriculum design developed with appropriate management principles is intended so that Madrasah Aliyah Nurul Jadid can survive and continue to exist amid global competition so that the output produced can compete and continue studies at prominent universities, both at home and abroad.

Curriculum management is one of the main substances in madrasas. The basic principles of curriculum management are trying to make the learning process run well, with benchmarks for achieving goals by students, and encouraging teachers to develop and continuously improve strategies in learning (Arief & Rusman, 2019). Curriculum management is an essential component because it involves the goals, direction of education, learning experiences that every student must have, and how to organize the experience itself so that the quality of education can be maintained and win the

competition amid educational competition.

Fathorrazi (2017) , in his research, said that one of the keys to successful curriculum implementation lies in the leadership of independent and professional principals with solid management and leadership abilities. Kusyairy et al. (2018) aid that curriculum management in schools was implemented through planning, performance, and evaluation with the principle of continuous improvement. To improve the quality of education, especially the quality of graduates , curriculum management is carried out through planning, organizing, implementing, and evaluating activities (Dakir, 2017; Muhith, 2017).

In another study, Hakim & Herlina (2018) aid that curriculum management in improving the quality of education in Islamic boarding schools was carried out by integrating the government's formal curriculum and Islamic boarding school curriculum. Furthermore, Ahmad (2019) said that curriculum management in schools is carried out in an integrated manner by integrating Islamic values in all activities at school.

Some of the studies mentioned above show that curriculum management plays a vital role in creating a competitive advantage so that the quality of education can be well maintained and guaranteed. Therefore, in this case, the researcher focuses his study on curriculum management in increasing competitive advantage at Madrasah Aliyah Nurul Jadid, Paiton Probolinggo.

RESEARCH METHODS

The research approach used in this research is qualitative with a case study type. The case study model focuses its research on a particular case, emphasizing exploration with in-depth data mining. The researcher focuses on a problem and then selects a limited chance to explain the situation. In this case, this research focuses on curriculum management in increasing competitive advantage in Madrasah Aliyah Nurul Jadid, Paiton, Probolinggo, East Java.

Data collection techniques were carried out through interviews, observation, and documentation. In analyzing the data, the researcher seeks to provide a systematic, factual, and accurate description of the conditions that exist at the research location regarding the object under study through data presentation and data reduction, in which facts related to these conditions are also presented and based on existing facts to be used as a conclusion

RESULTS AND DISCUSSION

Competition or competition in the world of education at this time is an unavoidable situation. With competition, educational institutions are directed at various threats and opportunities, both external and internal, to have a considerable influence on the sustainability of these educational institutions. For this reason, every educational institution is always required to understand the desires and needs of consumers in the field and the various changes in the academic environment. This is done so that educational institutions can compete with other educational institutions, especially in minimizing existing weaknesses and maximizing their strengths (Kholik & Laeli, 2020). For this reason, to increase competitive advantage, Madrasah Aliyah Nurul Jadid Paiton Probolinggo manages its curriculum as well as possible. The curriculum is seen

as an essential component in determining the success of education.

Curriculum Management Planning

Curriculum planning is a process in which participants at many levels make decisions about learning objectives, how to achieve these goals through teaching-learning situations, and examine the effectiveness and significance of the method. Without curriculum planning, the systematics of various learning experiences will not be interconnected and will not lead to the expected goals.

Based on the results of an interview with LH as the head of Madrasah Aliyah Nurul Jadid, information was obtained that the preparation of the curriculum was carried out before the new school year began. Curriculum preparation activities at Madrasah Aliyah Nurul Jadid started with a workshop attended by all components of the madrasa, including leaders, employees, and teachers. A curriculum development team carries out curriculum preparation that the head of the madrasa has appointed through a decree from the head of the madrasa. This team will produce a new curriculum adapted to the dynamics of the times and the demands of society.

In planning the curriculum in schools, several aspects must be considered (Roziqin, 2019). The aspects that characterize curriculum planning in the school are described by Hamalik (2012) namely; 1) Curriculum planning must be based on a clear concept of things that make life better, the characteristics of present and future society, and basic human needs; 2) Curriculum planning must be made by considering and coordinating the essential elements of effective teaching and learning in a comprehensive framework; (3) Curriculum planning must be both anticipatory and reactive. Education must be responsive to students' needs to help students lead a good life; 4) Educational goals should emphasize the needs of the community; 5) The formulation of the various objectives of the approach must be clarified with concrete illustrations so that they can be used in the development of specific curriculum plans. Otherwise, the perceptions that arise are less clear and contradictory; 6) In curriculum planning, continuous evaluation of the decisions that have been planned on the curriculum, which also includes an analysis of the curriculum process and content; 7) Various levels of school, from Kindergarten to Higher Education, should respond and accommodate changes, growth, and development of students. Therefore, it is necessary to reflect on the organization and procedures in various ways.

The curriculum formulation at Madrasah Aliyah Nurul Jadid aims to become an educational institution that is superior and competitive with academic institutions, with the same targets in the same area. As the Deputy Head of the Curriculum, NM said that the curriculum produced by the curriculum development team is an adaptive curriculum to the dynamics of existing developments, both in social, cultural, economic, political, and developmental aspects. In addition, the curriculum is also adapted to the pesantren curriculum, and the government curriculum is the basis for the development carried out.

As stated by Bashori (2017), the competitive advantage in question is an effort to improve the quality of the competitiveness of educational institutions

so that they can become quality educational institutions and are in demand by students. Besides that, there are essential things related to planning in increasing competitive advantage in Islamic educational institutions, namely; 1) Identify the assistance the manager/principal will provide; 2) identify the obstacles that hinder achievement and how to overcome them; 3) Develop a common understanding of the relative importance of work tasks and authority (Baharun, 2016).

Implementation of Curriculum Management

The implementation stage of curriculum management at Madrasah Aliyah Nurul Jadid is illustrated in the learning process in the classroom. This is because the formulation or planning of the curriculum is discussed with the core team, which is then transferred to the learning components, including syllabus, lesson plans, and so on. As applicable, the Madrasah Aliyah Nurul Jadid curriculum is a 2013 curriculum with additional adjustments to the community's needs and the Nurul Jadid Islamic boarding school itself because this madrasa is one of the educational institutions under the auspices of the Nurul Jadid Islamic Boarding School. This collaboration then became a unique thing for MA Nurul Jadid Paiton Probolinggo, who maintained its existence in front of the community and had an advantage in competing with other educational institutions.

The implementation of curriculum management is an integral part of the overall management of education which is applied in all types and levels of education. It is not even an exaggeration to say that its curriculum management largely determines the success of an educational institution. The implementation of curriculum management is required to provide convenience or facilitate the performance of the curriculum in learning activities. Curriculum implementation, also called curriculum implementation, seeks to transfer curriculum planning into operational action so that the implementation stage of curriculum management is the implementation of curriculum management plans that have been formulated and utilize the functions of educational organizations to realize the curriculum goals that have been set (Anwar, 2019). Dalam tahap ini, sumber daya manusia di Madrasah Aliyah Nurul Jadid, dialokasikan, jadwal dan waktu kegiatan ditetapkan, demikian juga hal-hal lain yang berhubungan dengan pelaksanaan kegiatan, seperti mekanisme pendelegasian wewenang, pembagian tugas dan tanggung jawab dan sebagainya.

In this stage, human resources at Madrasah Aliyah Nurul Jadid are allocated, the schedule and time for activities are determined, and other matters related to the implementation of activities, such as mechanisms for delegation of authority, division of tasks and responsibilities, and so on.

The statement from MZ as a teacher at Madrasah Aliyah Nurul Jadid that the curriculum implemented by the madrasa refers to the government curriculum and the pesantren, where the two curricula are trying to be integrated so that it becomes a typical madrasa curriculum. This is done through various activities involving various essential components in the madrasa to formulate the curriculum so that it is by shared expectations and

has a competitive advantage as Nainggolan (2018) quoted, Day and Wensley state that competitive advantage must be viewed as a dynamic process following change rather than being considered a result.

The 2013 curriculum, as implemented at Madrasah Aliyah Nurul Jadid, especially in its learning activities, uses a scientific approach. This approach emphasizes five critical aspects in practice, including observing, experimenting, reasoning, and communication. In the element of watching, it tends to use the lecture method. In the 2013 curriculum, the lecture method is not prohibited, but the dose of its use is reduced (Ikhsan & Hadi, 2018). Then the second aspect is asking. Teachers are required to be creative to encourage students to ask questions. That way, indirectly, students have studied and looked for all the problems they encountered. The third aspect is to try; in this case, students are required to participate or play a role not only as spectators. Thus students will have experience not only know the theory. Then the fourth aspect is reasoning; in this case, students must not understand the material half-heartedly. This requires a complete concentration. Then the last is the communication aspect. This fifth aspect is an amalgamation of the previous four parts.

Curriculum Management Evaluation

After the planning and implementation stages of curriculum management, the next step is evaluating curriculum management. Curriculum evaluation is carried out comprehensively to achieve maximum goals. Understanding the basics of curriculum evaluation can help curriculum developers design curriculum evaluations according to relevant theoretical studies (Hamdi, 2020). The activity explores the basics of implementing assessment in the curriculum as an essential and interrelated part of one another. This, of course, must be considered in planning and preparing curriculum evaluations, which are related to the history of curriculum evaluation developments, the role of curriculum evaluation, the objectives of curriculum evaluation, approaches in curriculum evaluation.

According to NM, as the Deputy Head of the Curriculum section, the curriculum evaluation carried out at Madrasah Aliyah Nurul Jadid is intended to provide value and meaning to the goals, content, learning outcomes that are comprehensive and interrelated, to make continuous improvements.

Curriculum evaluation is carried out at Madrasah Aliyah Nurul Jadid by developing an ongoing curriculum to get the best curriculum. Madrasah Aliyah Nurul Jadid can compete with other institutions. The development of this curriculum has several activities that must be carried out, among others, formulating the goals to be achieved by the school, compiling SKL (graduate competency standards), and determining the content of the curriculum as a whole. Graduate competency standards in the form of competency knowledge, skills, and attitudes that students must achieve after learning at educational institutions. The SKL is formulated according to the type and level. Graduate competency standards show the community's expectations, such as parents, government, and private officials regarding the world of education, the business world, and others, and are expectations for higher education or the world of work (Fajri, 2019).

Every program, activity, or something else that is planned always ends with an evaluation. Evaluation is intended to review whether a program or action has been by the plan or not. From the evaluation activities, it will be known that the things that have been and will be achieved have met the specified criteria. Based on the evaluation results, a decision is then made whether the program will be continued or revised, or even replaced entirely (Adnan, 2017). Curriculum development activities will also not be separated from the evaluation element because evaluation is an essential component that cannot be ignored. In many ways, the assessment component plays a vital role in supporting the success of curriculum development; as we know, the curriculum developed is still in the form of theoretical and abstract plans. For this reason, before expanding its curriculum, Madrasah Aliyah Nurul Jadid first evaluates whether the curriculum that has been running is by the desired expectations or not. Before creating the curriculum, several things must be considered.

General principles in curriculum development include relevance, flexibility, continuity, practicality/efficiency, and effectiveness. The focus of relevance comprises internal and external bearing. Internally, it concerns the relevance between curriculum components (objectives, content/materials, strategies, and evaluations) (Munajim et al., 2020). While externally, it concerns the relevance of the curriculum components to society's demands, needs, and developments. The principle of flexibility involves considerations like the curriculum being developed, namely flexible, flexible, or flexible, which allows adjustments to be made to the circumstances, place, time, and conditions that are faced and constantly growing; In this connection also concerns the consideration of the existence of students in terms of their abilities and life backgrounds (Purwadhi, 2019).

The principle of continuity is continuity in the curriculum, both vertically, i.e., gradual and tiered and horizontally, both at the grade level, between education levels, and between education levels and types of work. The practical/efficiency principle ensures that activities and abilities are not wasted in all respects, such as time, effort, cost, and other sources, which must be carried out optimally, carefully, and precisely so that the results are adequate (Elbadiansyah, 2017). The principle of effectiveness strives for curriculum development activities to achieve the right goals, both quality, and quantity. Curriculum experts view curriculum development as a cycle of interwoven relationships between curriculum components, namely between the members of objectives, materials, activities, and evaluations. The four elements that constitute a cycle do not stand alone but influence each other or interrelation (Andini, 2018).

CONCLUSION

The competition between schools that is happening today is beautiful. Educational institutions that are educational service providers try to think of the right way to increase customer satisfaction and meet customers' needs, namely students. Academic units must constantly revitalize their strategies to ensure the suitability of environmental demands and competition with their internal strengths. The inability of an academic department to respond to external opportunities and threats will result in a decrease in competitiveness or delays in achieving the performance of an educational team. If this is allowed, it will threaten the continuity of the education unit concerned.

For this reason, to increase competitive advantage, Madrasah Aliyah Nurul Jadid manages its curriculum as well as possible. The curriculum management in consists of curriculum planning, implementation, and evaluation of the curriculum. At the planning stage, the formulation carried out at Madrasah Aliyah Nurul Jadid is to analyze consumers (students), this is because if you want to maintain the existence of the institution, an educational institution must be able to meet the expectations of the customer which in this case are students and society. Then the second is processing the content of the material or guessing the expectations of students in the class (related to the learning process). The third is to analyze the technique or prepare the best suitable learning method to help students reach their goals. The next step is the existence of documents as evidence of the technique to be used (such as lesson plans). The fifth is motivating students and carrying out what has been formulated. The implementation stage is carrying out what has been previously developed in collaboration with the curriculum adopted, namely the 2013 curriculum, which is characterized by the existence of 5 aspects in the learning process. At the evaluation, the stage is to develop a curriculum by looking at the expectations and procedures. If, with the implementation of curriculum management, the expectations of the madrasa have been achieved, then optimization is carried out; if it has not been achieved, then the curriculum will continue to be developed until the expected target can be completed properly.

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