
Policy Implementation of Curriculum Implementation Guidelines in Education Units Under Special Conditions in Madrasah Tsanawiyah Ma'had Al-Zaytun, Gantar District, Indramayu Regency

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Abstract

The COVID-19 pandemic in Indonesia has caused the government to issue policies to prevent the spread of this pandemic, which affects all sectors in Indonesia, one of which is the education sector. Schools that were originally face-to-face or offline, must be carried out online. This causes the curriculum that has been arranged in such a way, cannot be implemented properly. However, the policy is considered unable to overcome learning loss so it needs to be refined. Therefore, the government has set a policy on Guidelines for Curriculum Implementation in the Framework of Learning Recovery which is more commonly referred to as the Independent Curriculum (*Kurikulum Merdeka*). This study aims to find out how the policy is implemented in Madrasah Tsanawiyah Ma'had Al-Zaytun, the factors that support its implementation, as well as the factors that hinder it. This research uses a qualitative approach with qualitative descriptive methods. Selection of resource persons using purposive sampling techniques. The result of the research is that the implementation of the policy runs in accordance with the rules that have been set, most of the factors support the running of the policy implementation process, but needs attention in socio-economic conditions and budgeting funds.

Keywords: *Implementation Policy, COVID-19, Independent Curriculum.*

Introduction

Education is a familiar term in everyday life. In *Kamus Besar Bahasa Indonesia*, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts

In Indonesia, the definition of education is also regulated in Law Number 20 of 2003, namely a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. *Pasal 6* of Law Number 20 of 2003 explains that every citizen is required to attend basic education from the age of seven to 15 years, or it can be concluded that every citizen is obliged to study for 9 years. This is intended to improve the quality of education in Indonesia. In facilitating this, a plan is needed which in the world of education is referred to as the curriculum

Kamus Besar Bahasa Indonesia means that curriculum is a set of subjects taught at educational institutions, or a set of courses regarding specific areas of expertise. Meanwhile, in the perspective of national education policy, the curriculum has been defined in Law Number 20 of 2003, namely a set of plans and regulations regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning for certain education. In the course of education in Indonesia, the national curriculum has undergone several changes, starting from the 1947 Curriculum, 1952 Curriculum, 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum, 2006 Curriculum, and finally the 2013 Curriculum.

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However, special conditions starting from March 2020 when the Covid-19 pandemic spread in Indonesia which caused the government to issue policies to prevent the spread of this pandemic, which affected all sectors in Indonesia, one of which was the education sector. Schools that were originally face-to-face or offline, must be carried out online. This causes the curriculum that has been arranged in such a way, cannot be implemented properly. Therefore, the Minister of Education and Culture of the Republic of Indonesia issued the Decree of the Minister of Education and Culture of the Republic of Indonesia number 719/P/2020 concerning guidelines for curriculum implementation in educational units under special conditions. Broadly speaking, this decision contains the implementation of a curriculum that is tailored to the needs of students during the Covid-19 pandemic.

In 2022, the Ministry of Education, Culture, Research, and Technology considers that the application of the curriculum during special conditions as stipulated in the Decree of the Minister of Education and Culture Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units under Special Conditions have not been able to overcome learning loss so it needs to be perfected. Therefore, the Decree of the Minister of Education, Culture, Research, and Technology No. 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery was stipulated which clarified its technical implementation in the Decree of the Head of the Standard, Curriculum, Assessment, and Education Agency No.008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Independent Curriculum which was later refined in the Decree of the Head of the Standard, Curriculum, Assessment, and Education Agency No.033/H/KR/2022.

On the other hand, the implementation of education in Indonesia does not only refer to the decision of the Ministry of Education, Culture, Research, and Technology, but there is also a Ministry of Religious Affairs Decree, especially for faith-based schools. Among them are schools based on Islam which are usually called *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah*, *Madrasah Aliyah*, or *Madrasah Aliyah vocational*. The decision that regulates the implementation of education in these schools is the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasahs which is clarified in the technical implementation in the Decree of the Director General of Islamic Education Number 3211 of 2022 concerning Learning Outcomes of Islamic Religious Education and Arabic Independent Curriculum in Madrasahs.

Problems arise in the process of implementing this policy, including the lack of teacher participation in curriculum development, the need for a lot of costs in curriculum development, students who have difficulty with changes in the way of learning in the Independent Curriculum which more often makes students make presentations rather than pay attention to teacher explanations, and so on.

Therefore, researchers are interested in conducting research entitled Policy Implementation of Curriculum Implementation Guidelines in Education Units under Special Conditions in Madrasah Tsanawiyah Ma'had Al-Zaytun.

Method

The research method used in this study is qualitative descriptive method. The informants of this research were the head of the madrasah, the deputy head of the madrasah, the curriculum section, and the teaching staff. Selection of informants using purposive sampling and snowball sampling techniques. Data collection techniques are by observation, in-depth

interviews, documentation, and triangulation. Data is tested for validity based on credibility, transferability, auditing, and reconfirmation. And the data is analyzed by means of data reduction, data display, as well as verification and drawing conclusions on the data.

Results and Discussion

One of the theories about policy implementation is the theory presented by Mazmanian and Sabatier (1983). His approach is known as A Framework for Policy Implementation Analysis. They both assert that policy implementation is the ability to identify variables that influence the achievement of formal objectives in the entire implementation process. These variables are divided into 3 broad categories, namely:

Table 1. Dimension dan Parameter

Dimension	Parameter
Tractability of the Problem	<ol style="list-style-type: none"> 1. Technical difficulties 2. Diversity of target group behavior 3. Target group as a percentage of the population 4. Extent of behavioral change required
Ability of Statute to Structure Implementation	<ol style="list-style-type: none"> 1. Clear and consistent objectives 2. Incorporation of adequate causal theory 3. Initial allocation of financial resources 4. Hierarchical integration within and among implementation institutions 5. Decision rules of implementing agencies 6. Recruitment of implementing officials 7. Formal access by outsiders
Non-statutory Variables Affecting Implementation	<ol style="list-style-type: none"> 1. Socioeconomic condition and technology 2. Public support 3. Attitudes and resources of constituency groups 4. Support from sovereigns 5. Commitment and leadership skill of implementing officials

Tractability of the Problem

The implementation of learning at MTs Ma'had Al-Zaytun refers to the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 347 of 2022 which contains the third part, namely that madrasahs are allowed to implement the Independent Curriculum by providing a choice, namely that madrasahs can apply the 2013 Curriculum or the Independent Curriculum.

Referring to the Madrasah Operational Curriculum (KOM) book and Book 1 of the 2023/2024 Learning Year Curriculum which has been approved by the Madrasah Supervisor, the implementation of the curriculum at MTs Ma'had Al-Zaytun is divided into 2 (two), namely the Merdeka Curriculum for grade 7 and the 2013 Curriculum for grades 8 and 9. This is because grades 8 and 9 complete the curriculum that has been set when they are in grade 7.

The determination of the Independent Curriculum in grade 7 is in accordance with the provisions that can be proven by a Statement Letter number 001/MP-MTs-v/VII-1444/II-2023 issued by MTs Ma'had Al-Zaytun stating that several preparations have been made for the implementation of the Independent Curriculum.

Administratively, MTs Ma'had Al-Zaytun has implemented policies on curriculum implementation guidelines well. All teachers are generally supportive in line with the development of understanding its application. The curriculum changes that occur include a small part first, namely grade 7, making it easier to control. And the desired level of change is not too high so it still makes sense to implement.

However, if we look deeper, there are problems, namely adjustments to the curriculum structure and learning outcomes that are aligned with the vision and mission of the school and difficulties in preparing modules. In its run, the module continues to be attempted to be prepared until the end of the 2023/2024 semester.

Ability of Statute to Structure Implementation

In the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 347 of 2022, the aim is to provide madrasah independence in managing education and learning, to improve the quality and competitiveness of madrasahs in accordance with the demands of 21st century competence. This policy already contains related matters, namely targets – processes – results. The hierarchical integration between implementing agencies in MTsS Ma'had Al-Zaytun is solid. The implementing rules of the implementing institution are also strengthened by the Decree of the Director General of Islamic Education No. 3211 of 2022 concerning Learning Outcomes of Islamic Religious Education and Aran Language of the Independent Curriculum in Madrasahs.

Kasie Penmad as the person in charge of implementing madrasah education in Indramayu is quite protective and guiding Teaching and Learning Activities (KBM) at MTsS Ma'had Al-Zaytun. While in the internal management of MTs Ma'had Al-Zaytun, continuously, agreements to achieve the goal of implementing the Independent Curriculum in grade 7 can be seen in meetings held by the heads of the Subject Teacher Deliberation (MGMP) which are held at least 1 (one) time a month after which, the head of MGMP periodically reports the progress of learning to the Curriculum Section and the Head of Madrasah.

However, based on the findings during the study, no budget was specifically allocated. Because the needs are still the same as the implementation of the previous curriculum, namely the 2013 Curriculum.

Non-Statutory Variables Affecting Implementation

Madrasah Tsanawiyah Ma'had Al-Zaytun is located in the educational area of Ma'had Al-Zaytun covering an area of 200 Ha in which there are also schools or other entities. Among them are:

1. Pendidikan Anak Usia Dini (PAUD) Al-Zaytun
2. Madrasah Ibtidaiyah (MI) Ma'had Al-Zaytun
3. Madrasah Aliyah (MA) Ma'had Al-Zaytun
4. Perguruan Tinggi Institut Agama Islam Al-Zaytun Indonesia (IAI Al-Azis)
5. Yayasan Pesantren Indonesia (YPI)
6. Lembaga Kesejahteraan Masjid (LKM) Masjid Rahmatan lil 'Alamiin
7. Koperasi Serba Usaha (KSU) Desa Kota

There are many entities in the Ma'had Al-Zaytun education area that can be used as laboratories for children's interaction in the implementation of the Independent Curriculum or the 2013 Curriculum. However, this remains a challenge because the implementation of this

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policy is only understood by some entities. It needs socialization in order to get full support from other entities.

Hierarchically, MTs Ma'had Al-Zaytun is under the institution of Yayasan Pesantren Indonesia (YPI) In its daily running is supervised by the Teachers' Council which is an extension of YPI to coordinate schools, namely PAUD, MI, MTs, and MA. YPI itself supports the ongoing implementation of this curriculum policy.

Conclusion

There are several conclusions that can be obtained from the Implementation of Curriculum Implementation Guidelines Policy in Education Units in Special Conditions in Madrasah Tsanawiyah Ma'had Al-Zaytun, namely the Implementation of Policy Guidelines for Curriculum Implementation in Education Units in Special Conditions in Madrasah Tsanawiyah Ma'had Al-Zaytun is carried out in accordance with the rules that have been determined, namely Decree of the Minister of Religious Affairs Number 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasah and also with the Decree of the Director General of Islamic Education No. 3211 of 2022 concerning Learning Outcomes of Islamic Religious Education and Arabic Independent Curriculum in Madrasah, both administratively and in implementation.

Supporting factors are curriculum changes that only occur in Grade 7, the level and scope of behavior change desired is still in a reasonable stage and not too high, clarity and consistency of the objectives of the policy are clear and have sufficient causality theory, hierarchical integration and clear rules from implementing agencies, Openness to external parties, support from higher officials, and commitment and leadership qualities from qualified executive officials.

Factors that hinder the implementation of the Curriculum Implementation Guidelines Policy in Education Units under Special Conditions in Madrasah Tsanawiyah Ma'had Al-Zaytun are technical difficulties, namely ensuring the quality of modules that have been prepared for learning in grade 7 using the Independent Curriculum, the absence of funds specifically allocated for the implementation of this policy, and public support that has not been comprehensive.

Therefore, in the future, the control function of the implementation of this policy should be carried out continuously and in detail. Increase training that helps in the implementation of this policy to improve the quality of educators or education personnel who will implement this policy next.

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