

Evaluating of Islamic Religious Education Curriculum Management Program at Madrasah Tsanawiyah in North Sumatera

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ABSTRACT

This study aims to obtain the evaluation results of the Islamic Religious Education curriculum management program at Madrasah Tsanawiyah in North Sumatera using the CIPP evaluation model (Context, Input, Process, and Product). This research is qualitative research with a management approach, and research data is obtained through participant observation, in-depth interviews, and documentation studies. In contrast, the data analysis uses descriptive analysis by reducing data, displaying data and drawing conclusions. The results show that in terms of context, the form of the Islamic Education curriculum used was based on the 2013 curriculum in the subjects of the Hadith Qur'an, Aqidah Akhlak, Fiqh, SKI, and three pesantren subjects, namely Arabic (Nahwu sorof), Calligraphy, and Takhfidzul Qur. Local curriculum-based is a basic need for schools, especially the community and students, in terms of input, the availability of adequate infrastructure, teacher qualifications according to scientific disciplines, although in terms of pedagogical competence, it is still not optimal in terms of process, program The Islamic Religious Education curriculum can be implemented well even though it is not optimal and sometimes there are still activities that are carried out, some are appropriate and some are not appropriate, in terms of product, the PAI curriculum provides a new direction that can build positive and negative civilizations both madrasas, teachers and student.

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1. INTRODUCTION

Educational management is the most important aspect in implementing education as a manifestation of achieving goals (Böhlmark et al., 2016). One part of the management of education management in schools is curriculum management. It is known that the curriculum is the core of the success of achieving learning objectives that are implemented in the learning process in schools or madrasas (Syafaruddin & Amiruddin, 2017). This means that curriculum management has a gradual procedure during the implementation process. These stages include planning, implementation and evaluation. Therefore, the application of the curriculum must be carried out in a cooperative, comprehensive, systemic, and systematic manner to achieve the objectives of the curriculum design in educational institutions (Rusman, 2012). So, the curriculum as a stage or procedure in achieving the goals of education includes various subjects that are by the needs of educational institutions. These needs include guarantees of high-quality education reflected in the curriculum that has been designed covering knowledge and skills according to the needs and situations of the times in theoretical and practical form (Komenda et al., 2014).

Thus, according to Zigel's view, educational institutions must understand all tasks in managing the curriculum, including; (a) carrying out the formulation of curriculum objectives; (b) administering the content, scope and organization of the curriculum; (c) linking the curriculum to available time, physical facilities and personnel; (d) providing materials, resources and equipment for teaching programs; (e) conducting teaching supervision (Arikunto & Yuliana, 2008). These tasks can meet the standards of 21st-century curriculum needs, which can be beneficial not only for schools but also for teachers and students preparing for their careers (Alismail & McGuire, 2015). So the curriculum must also realize the compatibility between the goals of policymakers and the applied curriculum implemented in the classroom (M Prendergast, 2018; M Priestley, 2014).

However, schools face various kinds of obstacles or problems in their implementation. As in Madrasah Tsanawiyah in North Sumatra as a formal educational institution in the form of a pesantren, it also faces various problems in curriculum management. Especially during the Covid-19 pandemic, the government and schools must manage a curriculum that can achieve learning goals through the online teaching process. Therefore, Madrasah Tsanawiyah in North Sumatra always makes improvements to the education management system including curriculum, adding learning materials and adding facilities and infrastructure for the smooth running of the pesantren and the smooth teaching and learning process as well as the achievement of students' achievements as evidence that the teaching and learning process is going according to plan. Determined at the beginning of learning, but there are still many shortcomings. There has never been an evaluation carried out by a competent party so that it cannot be found what needs to be improved.

The results of observations that have been carried out at Madrasah Tsanawiyah in North Sumatra conclude that the Islamic Religious Education curriculum has not achieved the goals that have been set for the implementation of education. From the results of these observations, several problems were identified, namely 1) the achievement of competence in the Islamic Religious Education curriculum is not yet in line with the achievement of the goals of school education, 2) student learning outcomes from a series of Islamic Religious Education subjects are still low, and 3) the design of competency achievement between subjects. In Islamic Religious Education, the curriculum is not yet aligned. So, schools must conduct periodic evaluations of the curriculum management system to obtain an overview, opportunities and threats as well as efforts to find solutions in evaluating Islamic Religious Education curriculum management for several Islamic Religious Education subjects such as Qur'an Hadith, Aqidah Akhlak, Fiqh, SKI and 3 Islamic boarding school subjects, namely Arabic (Nahwu sorof), Calligraphy, and Takhfidzul Qur'an.

Curriculum developers in schools often develop curriculum, not by policy (Tirado & Barriga, 2016). Curriculum development should not be left behind by educational policies that the government has set, management processes in the school system or region and also social practices. This means that the curriculum managed by the school must be able to answer the challenges of the community's social needs through competent graduates who can face the current global era. Therefore, curriculum

management should provide many benefits to the success of education. Therefore, the evaluation process must be carried out by schools so that the curriculum used can be by the curriculum management function, such as increasing the efficiency of curriculum resource utilization; improving fairness and opportunity for students, increasing the relevance and effectiveness of learning as needed, increase the effectiveness of teacher performance and student activities, increase the effectiveness and efficiency of the learning process and increase community participation. This is the reason for the urgency of this research to be carried out so that the ideal conditions of the management function in schools can be realized.

Madrasah Tsanawiyah in North Sumatra can evaluate using the CIPP concept (Context, Input, Process and Product). Many effective studies use the CIPP evaluation model to evaluate various programs that exist in the education management system (Mahmudi, 2011), such as the curriculum (Amalina, 2019; Riptiani et al., 2015), learning systems (Junanto & Kusna, 2018; Indriana, 2018; Bhakti, 2017; Sundari & Sundari, 2013; Muyasaroh & Sutrisno, 2014), teaching programs (Darma, 2019), evaluation of industrial practice programs (Sintawati & Sudjimat, 2014), information delivery services (Muyana, 2017). The curriculum can also be evaluated related to Content Standards, Process Standards, and Graduate Competency Standards. From previous research, it was concluded that CIPP provides a concept that can be adapted to the needs of evaluation for various programs that have been designed in schools.

However, this study has a different concept as a gap from previous research. Evaluation of the Islamic Religious Education curriculum that has been applied to madrasahs through the concept of pesantren. Every aspect of the PAI curriculum design's context, input, process, and product leads to an integrated education design because it involves the concept of a general curriculum and pesantren. It is known that pesantren is an educational institution that is identical to religious teaching. However, this study is examined more deeply in the Islamic Religious Education curriculum, which has integrated values. Thus, knowledge, skills and attitudes resulting from curriculum management have a positive impact on educational programs and learning experiences as well as expected learning outcomes, formulated through knowledge and activities that are systematically arranged, given to students under the responsibility of the school to help personal growth in the social competence of learners. Therefore, the purpose of this research is to obtain in-depth information related to the evaluation of the Islamic Religious Education curriculum management program at Madrasah Tsanawiyah in North Sumatra in terms of context, input, process, and product aspects that are understood through pesantren education. So, the results of this study can contribute to improving the quality of the curriculum management system at Madrasah Tsanawiyah in North Sumatra.

2. METHOD

This study used an evaluation research approach with the method of the CIPP model (context, input, process, and product) from Stufflebeam & Coryn (2014). So, this research was a set of beliefs about the concept and structure of evaluation work that provides guidelines for arriving at defensible descriptions, assessments, and recommendations related to the Islamic Religious Education curriculum at Madrasah Tsanawiyah in North Sumatra.

Data were collected through observation, interviews and documentation. Observations included visits to Madrasah Tsanawiyah in North Sumatra. Observation activities were carried out to see the implementation of the Islamic Religious Education curriculum in the teaching and learning process in the classroom. Observations were carried out for 3 months through observing the teaching and learning process, and the results of these observations were recorded in field notes. Interviews were used to obtain data from school principals, teachers, and administration staff. 30 participants were interviewed, which are described in the following table 1.

Table 1. Demographics of participants

	Principal	Teacher	Administration Staff
1	M = 1	M = 11, F = 13	M = 2, F = 3
2	30-50 years	25 – 50 years	25 – 40 years

Interview questions were closed, meaning that every question asked has an answer prepared. The results of the interviews are made in the form of recordings, data about human interaction or a description of a situation. Documents are taken from photos of school activities, teaching and learning reports, curriculum development meetings, and madrasah strategy plans. Data was taken from September until November 2021.

The data analysis used descriptive analysis by making data reduction, displaying data and drawing conclusions, while the main instrument is the researcher himself to determine the focus of the research, choose informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions (Sugiyono, 2016).

3. FINDINGS AND DISCUSSION

Researchers use the CIPP model because the division of the four existing components makes it easier for researchers to evaluate content standards, process standards, and graduate competency standards at the research site. The research carried out provides several descriptions as well as several assessments from the researchers themselves based on the data that the researchers use, including the suitability of the syllabus, lesson plans (RPP), learning media, teacher qualifications and competencies, and accreditation components by the National Accreditation Board.

The study results show that the context component is suitable for the purpose, background, and principles of curriculum development by Government Regulations (PP). In the input component, namely learning devices and teacher qualifications and competencies, they are by the provisions of the regulations. Likewise, for the process component, namely the procedures for planning and implementing the curriculum by regulations. As for the product component that refers to the accreditation guidelines meets the requirements with result A, indicating that the implementation of the curriculum at this school meets the criteria very well and is recommended to be reused in the next academic year. The results of observations and interviews with school principals, vice-principals and teachers can be illustrated in the following figure.

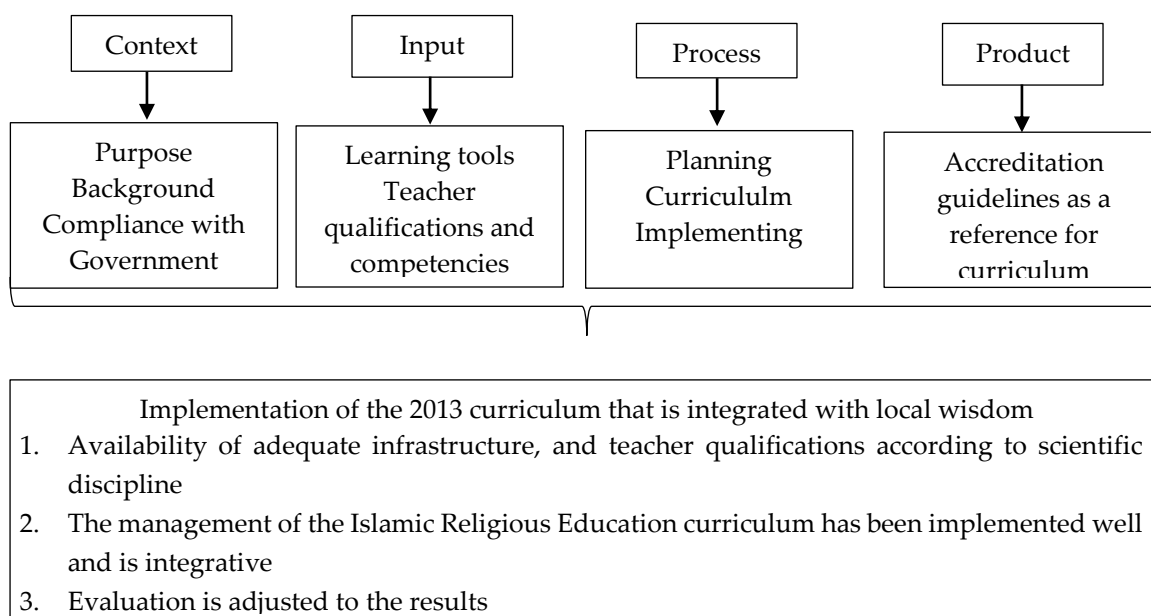


Figure 1. Results of CIPP Evaluation on Islamic Religious Education Curriculum Management Program in Madrasah

Evaluating of Context

The context used in the Islamic Religious Education curriculum at Madrasah Tsanawiyah Pesantren Bina Ulama Kisaran North Sumatra has referred to the 2013 curriculum that has been implemented by the government. However, the concepts used are divided into two to divide the subjects in the Islamic Religious Education curriculum, namely 1) the subjects of Qur'an Hadith, Aqidah Akhlak, Fiqh, SKI based on the 2013 curriculum and Arabic (Nahwu sorof), Calligraphy, and Tahfidzul Qur'an. An'an as an Islamic boarding school subject refers to the value of the local curriculum with the value of local wisdom which is the specificity of the needs of the community and students. So, context evaluation is related to understanding the value of needs, problems, assets, and the role of education stakeholders in determining policies (Djuanda, 2020)

Figure 1 concludes that the 2013 curriculum is a curriculum that has been designed by the regulations from the Ministry of Religion for madrasas. The school has poured the context of the 2013 curriculum into the concept of Islamic boarding school so that it gave birth to Islamic Religious Education education that is relevant to current conditions. The PAI curriculum policy at MTs Bina Ulama Kisaran has been drafted in all teachers' document. The school has achieved the success of the 2013 curriculum. However, the context of blending with local curriculum values must be redeveloped. In this case, the teacher as the implementer of the curriculum in the classroom must be creative, innovative, independent, and not stuck with the routine of making the perfect syllabus. In addition, schools must also be able to use the 2013 curriculum implementation strategy by placing the teacher as the spearhead and facilitating the needs of teachers in improving students' affective, cognitive, and psychomotor intelligence so that the objectives of implementing the curriculum are achieved (Ta'rifin, 2014)

Furthermore, based on the researcher's documentation, it can be seen that the Government through the Ministry of Religion of the Republic of Indonesia, that the PAI curriculum used refers to KMA Number: 165 of 2014 concerning the Islamic and Arabic Language Education Curriculum in Madrasahs, is appropriate, this program is implemented to make students learn to believe and fear God Almighty, learn to understand and live, learn to be able to act actively and creatively, effectively, learn to be with people, to find oneself and so on.

In addition, schools can also develop rules from the 2013 curriculum that the government has set, such as adding Islamic boarding school subjects as a form of internal madrasa policy. As we know, Islamic boarding schools based on Islamic boarding schools have special values in the teachings of religious values (Alfiansyah et al., 2020). The same opinion was conveyed by Sudarman, that the internal policy of madrasas in the curriculum aspect is an effort to improve the quality of education and meet the satisfaction (needs) of the community (Sudarman, 2019). This shows the large role of madrasa internal consensus in realizing an evaluative and effective learning context.

From the documents that have been reviewed, it was also found that Islamic Religious Education and a series of teaching and learning activities at MTs Bina Ulama Kisaran have been carried out according to plan. School principals and stakeholders in madrasas have also provided facilities and infrastructure in implementing the 2013 curriculum for a series of Islamic Religious Education subjects. This is done to deal with various problems that arise during the teaching and learning process. Several learning facilities have been provided as needed in the Islamic Religious Education curriculum, including appropriate learning resources such as laboratories, libraries, internet, wifi, multi-media laboratories, self-development programs of interest.

Thus, it is understood that the PAI curriculum management program at MTs Bina Ulama Kisaran in the context of implementing a curriculum-based form of 2013 curriculum in the subjects of Qur'an Hadith, Aqidah Akhlak, Fiqh, SKI, and three Islamic boarding schools subjects, namely Arabic (Nahwu sorof), Calligraphy, and Tahfidzul Qur'an based on the local curriculum. Overall, this is a basic need for schools, especially the community and also students.

Evaluating of Input

The results of interviews and observations concluded that the input aspects in the management of Islamic Religious Education curriculum management at Madrasah Tsanawiyah in North Sumatra include the availability of appropriate facilities and infrastructure adapted to current learning needs, teacher qualifications must be by their scientific discipline. However, pedagogical competence still needs to be done improved. This is in line with the statement from the madrasah that facilities are sought to meet the qualifications of accreditation standard A, as well as efforts to increase madrasah human resources, both teachers as educators and students as educational inputs that guarantee "a picture of the quality of madrasahs".

In this case, madrasahs must pay attention to the input aspect and prioritize quality improvement in the input aspect. The spearhead of the success of implementing education in madrasahs also lies in the resources of educational institutions, competitive attitudes and competitiveness programmatically by educational units, resulting in good quality (Djuanda, 2020). Furthermore, Zainuddin (2016) added that the provision of learning facilities, parental support and educator human resources are important components that indicate a well-implemented learning management program.

Based on the description above, it is understood that the review of the evaluation aspects of the Islamic Religious Education curriculum management program input in Madrasah Tsanawiyah in North Sumatra is categorized as relatively good, this is indicated by the madrasah having adequate learning facilities and is directed at meeting high accreditation qualification standards (A), this effort is also supported by the qualifications of educators in madrasah.

Evaluating of Process

1. Implementation of Islamic Religious Education curriculum

Based on the results of observations followed by interviews with the head of the madrasa, deputy head of the madrasa, and teachers, it can be seen that the Islamic Religious Education curriculum has been implemented well, although it has not been maximized and sometimes there are still activities that are carried out, some are appropriate, and some are not, even though the program guidelines have been given considering the competence of teachers who have many different interpretations, this condition does not detract from the meaning of the implementation of the Islamic Religious Education curriculum every year and based on this documentation, it can be seen from the Islamic Religious Education curriculum file at the madrasah and in the curriculum files/learning tools for all teachers who have taught Islamic education.

Evaluation of the curriculum process at the Madrasah Tsanawiyah Pesantren Bina Ulama Kisaran shows that it is important to provide human resources for teachers who teach by giving assignments according to their competencies seen from an educational background. It was argued that the goals of all businesses can only be achieved with people who are aware of the goals and are committed to achieving them (Laasch, 2015). If professional teachers' availability is met to implement the Islamic religious education curriculum, then the achievement of the expected curriculum goals can be realized. Because placing the right teacher human resources is a strategy to achieve success, the HR strategy is to manage change by adjusting to the internal and external change environment.

2. Curriculum Program Preparation

Based on the results of observations followed by interviews with the principal, vice-principal, and teachers, it can be seen that the preparation of learning programs begins by asking all subject teachers to make plans for their respective learning programs, which will be implemented through annual programs, semester programs, and up to lesson plan. When a teacher council meeting is held, each teacher must play an active role, and each subject teacher forms a group to design a learning program through Subject Teacher Deliberation. They hold a meeting in the subject teacher group to further discuss the lesson plans to be implemented, every Semester Madrasah Tsanawiyah in North Sumatra held a teacher council meeting to arrange a learning program that would run for one semester, each teacher was given the task of preparing a learning program plan that would be implemented in class for one semester. Likewise, based on the documentation that each teacher has an Islamic Religious

Education curriculum in their respective subjects and textbooks are in the library as a book manager, while learning media are in the madrasa inventory section.

Evaluating of Product

Madrasah Tsanawiyah has an A Accreditation status with a score of 91, meaning that the madrasa has carried out a whole series of curriculum activities whose development base refers to the Philosophical Foundation, Juridical Foundation, Conceptual Foundation, which essentially is to create or create humans who can face the challenges of the future of their nation (Syafaruddin, 2005). In this case, the resulting product can answer the final aspect of the evaluative study of the CIPP model, namely "Is it succeeding?" (Djuanda, 2020). It is known that Madrasah Tsanawiyah has obtained accreditation A. This means that efforts to guarantee the quality of education through the Islamic Religious Education curriculum management program have been carried out properly and in an integrative manner.

Evaluation of the Islamic Religious Education curriculum management program in the Subjects of Qur'an Hadith, Aqidah Akhlak, Fiqh, SKI and 3 Islamic boarding schools subjects namely Arabic (Nahwu sorof), Calligraphy, and Tahfidzul Qur'an at Madrasah Tsanawiyah with the CIPP model both context, inputs, processes, products have been described, and the functions of curriculum management are limited to the functions of planning, organizing and coordinating, implementing, and controlling which can be adjusted, and of course, implementation means activities that are planned and carried out seriously based on certain norms to achieve goals. Activities have been going well. It can be seen from the level of madrasah compliance in implementing the curriculum by taking into account the regulations and the foundation for the development of the 2013 curriculum, namely the philosophical basis, juridical basis and conceptual basis as well as paying attention to the principles of the 2013 curriculum and also referring to the accreditation guidelines for qualification A.

CONCLUSION

The data findings conclude that the context aspect related to the use of the 2013 curriculum has been combined with the value of local wisdom contained in the local curriculum for Islamic boarding school subjects. The curriculum has a purpose by the regulations in the curriculum set by the government. However, madrasahs continue to make adjustments to the background of the needs of education in madrasahs. In the aspect of input has been by the needs. This can be seen in the provision of educators and education personnel according to scientific qualifications and the provision of facilities and infrastructure that meet teaching and learning needs. However, teacher competence must continue to be improved through various training activities so that they are relevant to today's competition. In terms of the process, it is by the established rules, namely the implementation of the curriculum, the preparation of curriculum programs and so on related to the principles of the 2013 curriculum, in terms of product, it is by the expectations of the madrasa, namely having an A accreditation qualification, in the sense that the entire series of 2013 curriculum activities have been carried out. Maximally and systematically in Madrasah Tsanawiyah, North Sumatra.

This research is still limited to the evaluation of the Islamic Religious Education curriculum through the CIPP evaluation model so that the results of the research can still be developed again with an evaluation process on aspects related to curriculum implementation in madrasahs or schools. Further research can still be done on the relationship between the goal-setting of the curriculum and the educational goals proclaimed by the school or madrasa so that the results of the research can be useful for developing the concept of education implementation and improving education management in madrasahs or schools. Researchers can use the limitations in this study to develop it again into more comprehensive research related to the implementation of Islamic Religious Education education.

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