



EDUKATIF: JURNAL ILMU PENDIDIKAN

Volume 4 Nomor 4 Tahun 2022 Halm 5925 - 5933

Research & Learning in Education

<https://edukatif.org/index.php/edukatif/index>



The Implementation of Curriculum Policies in State Islamic Madrasahs

Ismail^{1✉}, Sugeng Sukoco², Syafaruddin³, Makmur Syukri⁴

University of North Sumatra Medan, Indonesia^{1,2,3,4}

E-mail : ismail.ahmad0512@gmail.com¹, sugengsukoco0606@gmail.com², syafaruddinsiahaan@uinsu.ac.id³, makmursyukri@uinsu.ac.id⁴

Abstrak

Kebijakan internal madrasah diperlukan dalam pelaksanaan kurikulum sebagai upaya menyesuaikan dengan perubahan dan kebutuhan masyarakat. Penelitian ini bertujuan untuk mendeskripsikan implementasi kebijakan pelaksanaan kurikulum di madrasah ibtidaiyah negeri yang ada di Kabupaten Tapanuli Tengah (MIN 3, 4, dan 7). Penelitian ini berusaha untuk mendeskripsikan atau menggambarkan data yang diperoleh dari lapangan atau literatur kepustakaan yang berkaitan dengan manajemen kurikulum PAI di MIN 3, 4 dan 7 Kabupaten Tapanuli Tengah. Adapun yang dijadikan sebagai informan atau narasumber adalah kepala madrasah, wakil kepala madrasah bidang kurikulum, dan guru mata pelajaran PAI. Hasil penelitian ini menunjukkan bahwa secara keseluruhan pelaksanaan kurikulum pendidikan agama Islam di MIN Kabupaten Tapanuli Tengah terlaksana dengan baik. Hal ini ditandai dengan (1) aspek perencanaan; meliputi analisis kebutuhan dan kondisi masyarakat lokal, analisis ketersediaan dan kesiapan sumber daya di madrasah, analisis program pendukung yang dilaksanakan dalam agenda rapat kerja tahunan (2) aspek pelaksanaan; meliputi optimalisasi peran supervisor dan monitoring kepala madrasah, pelaksanaan pelatihan peningkatan kompetensi dan kualitas para guru, serta koordinasi dengan para guru di madrasah dalam agenda rapat mingguan, (3) aspek evaluasi; meliputi penilaian setiap tahun sekali, berupa evaluasi program dalam kurikulum, perencanaan perangkat pembelajaran, dan evaluasi peserta didik.

Kata Kunci: Kebijakan Madrasah, Kurikulum, Pembelajaran, Pendidikan Agama Islam.

Abstract

Madrasah's internal policies are needed in implementing the curriculum to adapt to changes and community needs. This study aims to describe the implementation of curriculum implementation policies in state madrasah ibtidaiyah in Central Tapanuli Regency (MIN 3, 4, and 7). This study seeks to describe or describe data obtained from the field of literature related to PAI curriculum management in MIN 3, 4, and 7 Central Tapanuli Regency. The informants or resource persons are the head of the madrasa, the deputy head of the madrasa in the curriculum field, and the teacher of PAI subjects. The results of this study indicate that the overall implementation of the Islamic religious education curriculum in MIN Central Tapanuli Regency is well implemented. It is characterized by (1) planning aspects; including analysis of the needs and conditions of local communities, analysis of the availability and readiness of resources in madrasahs, analysis of supporting programs implemented in the agenda of the annual work meeting (2) implementation aspects; including optimizing the role of supervisors and monitoring the head of the madrasah, implementing training to improve the competence and quality of teachers, as well as coordinating with teachers in madrasahs in the weekly meeting agenda, (3) evaluation aspects; includes an assessment every year, in the form of program evaluations in the curriculum, planning learning tools, and evaluating students.

Keywords: Madrasa Policy, Curriculum, Learning, Islamic Religious Education.

Copyright (c) 2022 Ismail, Sugeng Sukoco, Syafaruddin, Makmur Syukri

✉ Corresponding author:

Email : ismail.ahmad0512@gmail.com

DOI : <https://doi.org/10.31004/edukatif.v4i4.3446>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Education policy is the main factor as a basis (guideline) and orientation (direction) in the implementation of education (Anwar, 2017). Each country has an education policy that applies nationally, and every unit of educational institution organizes an educational process referring to national policies (Lengkana & Sofa, 2017: 1-12). As stated in the national education system (Law Number 20 of 2003) (Supardi, 2015).

Indonesia as a state of law regulates educational policies as a priority area in advancing the life of the nation (Aziz, *et.al.*, 2020: 192-201). This is also the reason why the national education curriculum is constantly changing, in order to upgrade it according to the times and the needs of the community. The establishment of education policies is expected to be a constitutional basis that can be used as a guide in the process of providing education (Rozak, 2021: 197-208). Then, providing real benefits (impacts) for the community in an effort to develop children's potential, character (personality), and towards a brilliant civilization (Pratama, 2019: 95-112).

The problems that arise in the world of education are the differences (gaps) between concepts and practices (Amri, *et.al.*, 2021: 2200-2205). Where the concept that is officially drafted is constitutional, but the reality on the ground is that there are still many people who have not been able to receive the world of education. Furthermore, efforts to upgrade the curriculum present problems for the world of education, where temporal changes to the curriculum make teachers (educators) shackled to administrative matters rather than focusing on teaching students (Disas, 2017).

The weakness of the Indonesian education system, which is "weighted" with administrative matters, has hampered the implementation of the national education curriculum (El Widad & Bakar, 2021: 1-12). The curriculum has an important role in education, even being one of the determining factors for the success of education. This is the reason why the curriculum must be upgraded and revitalized in its content and application context (Saifuddin, 2015: 207-234). So that educational innovation can be carried out properly and comprehensively. Therefore, the determination and implementation of the curriculum are arranged in stages (according to the level of education) and the needs of employment.

In implementing the new curriculum, several factors such as school resources, community, principals, teachers, and external factors must be considered and prepared optimally (Hastuti & Soehartono, 2018: 34-41). Disas (2018: 231-242) explains the five factors, namely: the school environment (related to school conditions, facilities, and supporting infrastructure), the community (related to community support), school principals (related to management and leadership), teachers (related to response or support for teacher participation), and external factors (related to support from the government/stakeholders/private sector).

The government 2013 issued a policy on the 2013 curriculum, that this policy, among other things, provides broad space for educational institutions (Elwijaya, *et.al.*, 2021: 67-71), especially Madrasah Ibtidaiyah which is the focus of this research. These efforts are in managing existing resources, by allocating all potentials and priorities so that they can make breakthroughs in more innovative and creative learning systems. One of the creative efforts in implementing learning using a competency-based curriculum at Madrasah Ibtidaiyah is by conducting thematic learning (Winata, *et.al.*, 2021: 1-6).

As a direction and guideline for the process of providing education, the educational process and the potential of students are balanced, as well as being given creative and innovative space for educators to implement a national curriculum based on local wisdom. Madrasah Ibtidaiyah 3, 4, and 7 Central Tapanuli Regency are Islamic educational institutions that have implemented the 2013 Curriculum which came into effect at the beginning of the first semester of the 2014/2015 academic year and was applied to students from class I to class IV, especially in Islamic religious subjects, namely Fiqh, Al-Quran Hadith, Akidah Akhlak and Islamic Cultural History subjects, while fifth-grade students and sixth-grade students still use KTSP. In several districts throughout Indonesia, the implementation of 2013 Curriculum was implemented in the

2013/2014 school year in certain (limited) schools. 2015, as a consequence all schools from various levels under the Ministry of Religion of Central Tapanuli Regency must implement the 2013 Curriculum in the 2014/2015 academic year, including Madrasah Ibtidaiyah Negeri 3,4 and 7 Central Tapanuli Regency.

The 2013 curriculum policy is intended to complement and improve the various deficiencies that existed in the previous curriculum (Rifa'i, 2017: 99-114). The 2013 curriculum is structured by developing and strengthening attitudes, knowledge, and skills in a balanced manner (Nasution, 2016). The emphasis on learning is directed at the mastery of knowledge and skills that can develop spiritual and social attitudes under the characteristics of Islamic Religious Education and Character as mandated by the national education goals to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The 2013 policy change concerns four elements of curriculum change, namely the Graduate Competency Standards (SKL), Content Standards (SI), Process Standards, and Assessment Standards. While the 2013 curriculum policy changes have an impact on four things, namely the thematic-integrative learning model, scientific approach, active strategy, and authentic assessment. These policy changes are to prepare future generations of Indonesia who are creative, innovative, productive, and effective and can bring the Indonesian nation forward and civilized in the future.

The 2013 curriculum was created as a complement to the previous curriculum. In implementing the 2013 curriculum, of course, teachers are required to further improve their performance. The knowledge, skills, and attitudes of these educators are very much needed to implement the 2013 curriculum under the curriculum mandate (Pawero, 2021: 16-32). Isn't it necessary to create a generation of highly knowledgeable, skilled, and well-characterized teachers whose knowledge, skills, and character can be relied on. preparation of learning plans, implementation of learning, and assessment of learning.

Indeed, relevant research on the implementation of the educational curriculum has been studied extensively from various themes. These include discussing the theme of curriculum development (Azis, 2018: 44-50; Ikhsan & Hadi, 2018: 193-202), obstacles to curriculum implementation (Firmansyah, 2007), basic education curriculum (Ningrum & Sobri, 2015: 416-423; Yusuf, 2018: 263-278; Rahelly, 2018: 381-390; Suherman, 2014: 71-76), character education curriculum (Manab, 2018; Islam, 2017: 89-100; Novitasari, et.al., 2019: 79-86; Maulida, et.al., 2015: 11-19), curriculum revitalization (Fahmi & Bitasari, 2020: 81-91), professional and pedagogical competence of educators (Turmuzi & Wahidaturrahmi, 2021: 341-354), assessment authentic (Marhaeni, 2015), religious culture in students (Ma'rufah, 2020: 125-136), and the role of teachers in curriculum implementation (Ardianingsih, et.al., 2017: 21-30).

Observing the description above, it is understood that academic studies regarding the implementation of the Islamic religious education curriculum in madrasahs are discussed around the themes of development, re-orientation, revitalization, and evaluation of curriculum implementation. This study seeks to examine the "empty side" that has not been studied previously, namely from the policy aspect of curriculum implementation, including planning, implementation, to evaluation. The research in question is summarized in the research title, "*Implementation of Curriculum Implementation Policies in Madrasah Ibtidaiyah Negeri (Multicase Studies in MIN 3, 4, and 7 Central Tapanuli Regency)*".

METHOD

This research uses a qualitative approach with a descriptive study method. This study seeks to describe or describe data obtained from the field of literature related to PAI curriculum management in MIN 3, 4, and 7 Central Tapanuli Regency. In this study, the researcher served as the subject who collected and analyzed data related to activities (implementation of PAI learning curriculum management at MIN Central Tapanuli Regency). Those who serve as informants or resource persons are the head of the madrasa, the deputy head of

the madrasa in the curriculum field, and the teacher of PAI subjects. To collect research data, the methods used in this research are participant observation, in-depth and structured interviews, and documentation review (Assingkily, 2021). Furthermore, the data were analyzed using data reduction techniques (in the form of objectively sorting data), presenting data (systematically based on observations, interviews, documentation, and literature review), to drawing conclusions (verification). Test the validity of research data using triangulation techniques and persistence of observation.

RESULTS AND DISCUSSIONS

Planning Islamic Religious Education Learning Curriculum

Planning is the initial stage in the management process (function) cycle (Suryapermana, 2017: 183-193). The next process or stage refers to a mutually agreed plan. As a systemic process, planning is also inseparable from the previous process cycle, so the planning stage begins with reference to the results of the evaluation of the previously used curriculum (Bararah, 2017: 131-147). This is one of the considerations in planning a higher-quality learning process.

Careful planning produces good quality for the educational process (Fitri, *et.al.*, 2017: 1-13). This is where the role of the madrasah principal is needed to be able to accommodate the various aspirations and needs of the institution. The role of the head of the madrasa in this context produces an "internal madrasa policy" (Alfiansyah, *et.al.*, 2020: 52-67). In practice, madrasa heads build cooperation with all madrasah parties in planning madrasa programs or activities, including vice principals, educators, administrative staff, and madrasa committees to improve the learning process, as well as curriculum planning in accordance with community needs.

This is in line with the interview delivered by the Head of MIN 4 Tapanuli Tengah below:

"... that's right, sir, we always involve "madrasah residents" in making all decisions, especially in the curriculum aspect, starting from the madrasa committee, deputy head of madrasa (especially in the curriculum field), teachers, and also the educational staff. The goal is of course to bring togetherness and a sense of responsibility for all activities in the madrasa" (Interview with Hj. Sri Margiyani, S.Pd., April 4, 2022).

Supporting the interview excerpt above, Mrs. Upik Zulaikha, S.Ag. said:

"... as far as I know, sir, the meeting involves all madrasah parties in planning the madrasa program, so that the curriculum preparation process runs effectively. In addition, the meeting is also scheduled to form a madrasa curriculum drafting team, so that every semester or year there is a significant increase in the quality of madrasahs." (Results of interview with Deputy Head of Madrasah MIN 4 Tapanuli Tengah, April 14, 2022).

The interview excerpt above informs that the meeting activity as a joint planning effort in preparing the madrasa curriculum was strengthened by the determination of the curriculum drafting team at the madrasa. In this regard, Widiyanto & Wahyuni (2020: 16-35) explained that curriculum planning in madrasahs is outlined in the Learning Implementation Plan (RPP) which refers to the learning syllabus. Furthermore, based on the observations of researchers in madrasahs, information was obtained that the attachment of the madrasah RPP documentation showed effective planning prepared by the madrasah. Based on the researcher's findings, information was obtained on the effectiveness of madrasa curriculum planning at MIN 3, 4, and 7 Central Tapanuli. This is indicated by the madrasah's efforts to analyze the needs and conditions of local communities, analyze the availability and readiness of resources in madrasahs, and analyze supporting programs carried out in the agenda of the annual work meeting.

Supporting the above findings, Nasution (2017: 185-195) explains that curriculum planning in educational institutions must be balanced with the institution's internal policies. This is because national policies are the basic principles or limits for compiling learning programs and their supporting components, and internal policies function as adjustments to national policies with local wisdom. In fact, Sufiati & Afifah

(2019: 48-53) added that providing space for educators in teaching based on local wisdom is an opportunity for creation and innovation in teaching. Thus, it is understood that the planning of the Islamic religious education learning curriculum at MIN 3, 4, and 7 Central Tapanuli has been carried out well by integrating national curriculum policies and madrasa internal policies based on local wisdom.

Implementation of Islamic Religious Education Learning Curriculum

The implementation of the learning curriculum is a form of contextualization of the agreed concept (previous curriculum planning). The curriculum implemented is in the form of learning practices carried out in the classroom and outside the classroom (Suwandayani, 2018: 78-88). In this context, the madrasah principal plays an important role in supervising curriculum implementation activities in madrasahs (Talibo, 2018). As stated by the Head of MIN 7 Tapanuli Tengah as follows:

"... the implementation of the curriculum in madrasahs has been effective so far, sir. This is because the supervision or supervision activities, as well as the responsibilities of activities, are under the auspices of the madrasah principal who is assisted by the deputy madrasah principal (WKM) in the field of the curriculum" (Results of an interview with Juslaini Munthe, 7 April 2022).

In line with the interview excerpt above, Mrs. Lela Wati, S.Pd. said that:

"...The head of the madrasa directs educators to prepare prota, promissory notes, and lesson plans to be implemented in their respective classes, but even so, they still follow the guidelines based on the existing curriculum but on the other hand also cannot be separated from the guidance of the Head of Madrasah. Where the head of the madrasa is the supervisor at the madrasa, so the head of the madrasa also guides for the smooth teaching and learning process in the madrasa" (Results of an interview with MIN 7 teacher in Central Tapanuli, 28 April 2022).

In connection with the interview excerpt above, Anggraeni & Akbar (2018) explained that the implementation of the learning curriculum is the task or authority of the teacher in creating it. Likewise, Dewi & Sadjiarto (2021: 1909-1917) added that the head of the madrasa has the role of directing, fostering, providing guidance, and carrying out supervision of the learning curriculum. In fact, Pohan & Dafit (2021) state that learning leadership is the authority of the teacher as an individual who interacts with students in learning.

Based on the findings in madrasahs, it is understood that the curriculum implemented in Islamic education learning in madrasahs includes reference aspects in the form of syllabus and lesson plans, thematic learning strategies, memorization methods, demonstrations, lectures, peer tutors, and portfolios. Then, the teacher in the learning process uses the whiteboard and projector media. Thus, it is understood that the implementation of the PAI learning curriculum at MIN 3, 4, and 7 Central Tapanuli has been carried out well, this is indicated by the optimization of the supervisory role and monitoring of the principal of the madrasah, the implementation of training to improve the competence and quality of teachers, as well as coordination with teachers. in the madrasa in the weekly meeting agenda.

Evaluation of Islamic Religious Education Learning Curriculum

Evaluation is an important step in measuring the success of the madrasa program implementation that has been planned (Setemen, 2010). For this reason, the evaluation must be carried out objectively as a reference for making the next plan (Nuriyah, 2016). In addition, the evaluation stage is also an indicator of the ability of students to participate in the learning process, as well as the ability of teachers to teach students (Hidayat & Asyafah, 2019: 159-181). This shows that the evaluation process has an urgent value in the implementation of the education management function.

Usually, the evaluation of the learning curriculum in madrasahs is carried out in the annual meeting agenda. As stated by the Head of MIN 7 Tapanuli Tengah as follows:

"... In addition to the madrasa curriculum evaluation meeting, educators have the task of supervising/evaluating students by identifying learning methods, learning achievements, learning

innovations, activeness, and student learning outcomes. Educators evaluate the curriculum starting from the context stage, namely by identifying problems that arise during the implementation of learning” (Interview with Juslaini Munthe, 7 April 2022).

In line with the interview excerpt above, Juraida, S.Pd.I. said:

"Evaluation or assessment of Islamic religious education learning in madrasahs uses an assessment system with a test with the provisions of the test being carried out to see the completeness of each basic competency, then the results of the test can be analyzed and followed up through remedial programs, and enrichment programs" (Results of an interview with MIN 7 Tapanuli teacher Middle, April 15, 2022).

The interview excerpt above informs about the evaluation carried out in the madrasah. Referring to the applicable regulations, the implementation of the assessment of subjects, especially Islamic religious education in madrasahs, is carried out using a subject value list book which contains a list of student attendance, a list of practice questions, homework (PR), and tests (Hani, 2019: 51-56). Furthermore, the supporting factors in curriculum management itself are in school management which must be carried out properly, such as planning to determine curriculum objectives, organizing by forming a curriculum team, implementing it, and controlling it. good (Riadi, 2018: 52-67).

Thus, it is understood that the evaluation stage is important in the implementation of curriculum policies in the MIN Tapanuli Tengah Regency, including an annual assessment, in the form of program evaluation in the curriculum, planning learning tools, and evaluation of students. In addition, the quality of teacher performance must be considered, teachers must be able to master the subject matter, be able to manage learning programs, be able to use media and learning resources, and be able assess student achievement.

CONCLUSION

Based on the description above, it can be concluded that the overall implementation of the Islamic religious education curriculum at MIN Central Tapanuli Regency was carried out well. It is characterized by (1) planning aspects; including analysis of the needs and conditions of local communities, analysis of the availability and readiness of resources in madrasahs, analysis of supporting programs implemented in the agenda of the annual work meeting (2) implementation aspects; including optimizing the role of supervisors and monitoring the head of the madrasah, implementing training to improve the competence and quality of teachers, as well as coordinating with teachers in madrasahs in the weekly meeting agenda, (3) evaluation aspects; includes an assessment every year, in the form of program evaluations in the curriculum, planning learning tools, and evaluating students.

REFERENCES

- Alfiansyah, M., Assingkily, M.S., & Prastowo, A. (2020). Kebijakan Internal Madrasah dalam Meningkatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman*, 11(1), 52-67.
<https://publikasiilmiah.unwahas.ac.id/index.php/MAGISTRA/article/view/3460>.
- Amri, U., Rifma, R., & Syahril, S. (2021). Konsistensi Kebijakan Pendidikan di Indonesia. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2200-2205. <https://www.edukatif.org/index.php/edukatif/article/view/778>.
- Anggraeni, P., & Akbar, A. (2018). Kesesuaian Rencana Pelaksanaan Pembelajaran dan Proses Pembelajaran. *Jurnal Pesona Dasar*, 6(2). <http://www.jurnal.unsyiah.ac.id/PEAR/article/view/12197>.
- Anwar, M.E. (2017). “Menelusuri Kebijakan Pendidikan Islam di Indonesia” *Edukasi Islami: Jurnal Pendidikan Islam*, 3(05). <http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/43>.
- Ardianingsih, F., Mahmudah, S., & Rianto, E. (2017). Peran Guru dalam Implementasi Kurikulum 2013 Pendidikan Khusus pada SLB di Sidoarjo. *Jurnal Pendidikan: Teori dan Praktik*, 2(1), 21-30.

- 5931 *The Implementation of Curriculum Policies in State Islamic Madrasahs – Ismail, Sugeng Sukoco, Syafaruddin, Makmur Syukri*
DOI: <https://doi.org/10.31004/edukatif.v4i4.3446>
- <https://journal.unesa.ac.id/index.php/jp/article/view/917>.
- Assingkiy, M.S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Azis, R. (2018). Implementasi Pengembangan Kurikulum. *Jurnal Inspiratif Pendidikan*, 7(1), 44-50.
<https://journal3.uin-alauddin.ac.id/index.php/Inspiratif-Pendidikan/article/view/4932>.
- Aziz, A.A., Nurfarida, R., Budiyanti, N., & Zakiah, Q.Y. (2020). Model Analisis Kebijakan Pendidikan. *Tapis: Jurnal Penelitian Ilmiah*, 4(2), 192-201.
<https://e-journal.metrouniv.ac.id/index.php/tapis/article/view/2575>.
- Bararah, I. (2017). Efektivitas Perencanaan Pembelajaran dalam Pembelajaran Pendidikan Agama Islam di Sekolah. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 7(1), 131-147.
<https://www.jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/1913>.
- Dewi, T.A.P., & Sadjarto, A. (2021). Pelaksanaan Pembelajaran Daring pada Masa Pandemi Covid-19. *Jurnal Basicedu*, 5(4), 1909-1917. <http://www.jbasic.org/index.php/basicedu/article/view/1094>.
- Disas, E.P. (2017). Analisis Kebijakan Pendidikan Mengenai Pengembangan dan Peningkatan Profesi Guru. *Jurnal Penelitian Pendidikan*, 17(2). <https://ejournal.upi.edu/index.php/JER/article/view/8251>.
- Disas, E.P. (2018). Link and Match Sebagai Kebijakan Pendidikan Kejuruan. *Jurnal Penelitian Pendidikan*, 18(2), 231-242. <https://ejournal.upi.edu/index.php/JER/article/view/12965>.
- El Widad, Z., & Bakar, A.M.Y. (2021). Wajah Baru Pendidikan Indonesia di Masa Pandemi dan Analisis Problematika Kebijakan Pendidikan di Tengah Pandemi. *MAPPESONA: Jurnal Mahasiswa Manajemen Pendidikan Islam*, 3(1), 1-12. <http://repository.uinsby.ac.id/id/eprint/2058/>.
- Elwijaya, F., Mairina, V., & Gistituati, N. (2021). Konsep Dasar Kebijakan Pendidikan. *Jurnal Riset Tindakan Indonesia*, 6(1), 67-71. <http://www.jurnal.iicet.org/index.php/jrti/article/view/817>.
- Fahmi, F., & Bitasari, W. (2020). Revitalisasi Implementasi Kurikulum Pendidikan. *Al-Fikru: Jurnal Ilmiah*, 14(2), 81-91. <http://jurnal.staiserdanglubukpakam.ac.id/index.php/alfikru/article/view/30>.
- Firmansyah, F. (2007). Implementasi Kurikulum Tingkat Satuan Pendidikan (Struktur dan Kendalanya). *TADRIS: Jurnal Pendidikan Islam*, 2(1).
<http://ejournal.iainmadura.ac.id/index.php/tadris/article/view/207>.
- Fitri, A., Saparahayuningsih, S., & Agustriana, N. (2017). Perencanaan Pembelajaran Kurikulum 2013 Pendidikan Anak Usia Dini. *Jurnal Ilmiah Potensia*, 2(1), 1-13.
<https://ejournal.unib.ac.id/index.php/potensia/article/view/3032>.
- Hani, A.A. (2019). Evaluasi Pembelajaran pada PAUD. *Jurnal CARE*, 7(1), 51-56.
<http://e-journal.unipma.ac.id/index.php/JPAUD/article/view/4698>.
- Hastuti, T.P., & Soehartono, S. (2018). Kebijakan Pendidikan Ditinjau dari Segi Hukum Kebijakan Publik. *Jurnal Jurispudence*, 8(1), 34-41. <https://journals.ums.ac.id/index.php/jurisprudence/article/view/6293>.
- Hidayat, T., & Asyafah, A. (2019). Konsep Dasar Evaluasi dan Implikasinya dalam Evaluasi Pembelajaran Pendidikan Agama Islam di Sekolah. *Al-Tadzkiyyah: Jurnal Pendidikan Agama Islam*, 10(1), 159-181.
<http://ejournal.radenintan.ac.id/index.php/tadzkiyyah/article/view/3729>.
- Ikhsan, K.N., & Hadi, S. (2018). Implementasi dan Pengembangan Kurikulum 2013. *Jurnal Edukasi (Ekonomi, Pendidikan dan Akuntansi)*, 6(1), 193-202.
<https://jurnal.unigal.ac.id/index.php/edukasi/article/view/1682>.
- Islam, S. (2017). "Karakteristik Pendidikan Karakter, Menjawab Tantangan Multidimensional Melalui Implementasi Kurikulum 2013" *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 1(1), 89-10.
<http://ejournal.unuja.ac.id/index.php/edureligia/article/view/50>.
- Lengkana, A.S., & Sofa, N.S.N. (2017). Kebijakan Pendidikan Jasmani dalam Pendidikan. *Jurnal Olahraga*, 3(1), 1-12. <http://jurnalolahraga.stkipasundan.ac.id/index.php/jurnalolahraga/article/view/67>.

- Ma'rufah, A. (2020). Implementasi Kurikulum Mata Pelajaran Pendidikan Agama Islam (Upaya Mewujudkan Budaya Religius di Sekolah). *Edukasia: Jurnal Pendidikan dan Pembelajaran*, 1(1), 125-136. <http://www.jurnaledukasia.org/index.php/edukasia/article/view/6>.
- Manab, H.A. (2018). Implementasi Kurikulum Pendidikan Karakter Pendekatan Konfluensi. *Repository UIN Sayyid Ali Rahmatullah Tulungagung*. <http://repo.uinsatu.ac.id/10154/1/Implementasi%20Kurikulum%20Pendidikan%20Karakter%20Pendekatan%20Konfluensi.pdf>.
- Marhaeni, A.A.I.N. (2015). Asesmen Autentik dan Pendidikan Bermakna: Implementasi Kurikulum 2013. *Jurnal Pendidikan Indonesia*, 4(1). <https://ejournal.undiksha.ac.id/index.php/JPI/article/view/4889>.
- Maulida, M., Wati, M., & An'nur, S. (2015). Pengembangan Bahan Ajar Berbasis Pendidikan Karakter dalam Mendukung Implementasi Kurikulum 2013. *Berkala Ilmiah Pendidikan Fisika*, 3(1), 11-19. <http://ppjp.unlam.ac.id/journal/index.php/bipf/article/download/760/pdf>.
- Nasution, E. (2016). Problematika Pendidikan di Indonesia. *Mediasi*, 8(1). <https://core.ac.uk/download/pdf/229361428.pdf>.
- Nasution, W.N. (2017). Perencanaan Pembelajaran: Pengertian, Tujuan, dan Prosedur. *Ittihad: Jurnal Pendidikan*, 1(2), 185-195. <http://repository.uinsu.ac.id/5341/1/PERENCANAAN%20PEMBELAJARAN%20PENGERTIAN%20%20TUJUAN%20DAN%20PROSEDUR.pdf>.
- Ningrum, E.S., & Sobri, A.Y. (2015). Implementasi Kurikulum 2013 di Sekolah Dasar. *Jurnal Manajemen Pendidikan*, 24(5), 416-423. <http://ap.fip.um.ac.id/wp-content/uploads/2015/05/volume-24-no.-564-71.pdf>.
- Novitasari, R.D., Wijayanti, A., & Artharina, F.P. (2019). Analisis Penerapan Penguatan Pendidikan Karakter Sebagai Implementasi Kurikulum 2013. *Indonesian Values and Character Education Journal*, 2(2), 79-86. <https://ejournal.undiksha.ac.id/index.php/IVCEJ/article/view/19495>.
- Nuriyah, N. (2016). Evaluasi Pembelajaran: Sebuah Kajian Teori. *Eduksos: Jurnal Pendidikan Sosial & Ekonomi*, 3(1). <https://www.jurnal.syekhnurjati.ac.id/index.php/edueksos/article/view/327>.
- Pawero, A.M.D. (2021). Arah Baru Perencanaan Pendidikan dan Implikasinya Terhadap Kebijakan Pendidikan. *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, 4(1), 16-32. <http://ejournal.iaifa.ac.id/index.php/dirasah/article/view/177>.
- Pohan, S.A., & Dafit, F. (2021). Pelaksanaan Pembelajaran Kurikulum 2013 di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1191-1197. <http://jbasic.org/index.php/basicedu/article/view/898>.
- Pratama, Y.A. (2019). Integrasi Pendidikan Madrasah dalam Sistem Pendidikan Nasional (Studi Kebijakan Pendidikan Madrasah di Indonesia). *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(1), 95-112. <http://103.88.229.8/index.php/tadzkiyyah/article/view/3838>.
- Rahelly, Y. (2018). Implementasi Kurikulum 2013 Pendidikan Anak Usia Dini (PAUD) di Sumatera Selatan. *Jurnal Pendidikan Usia Dini*, 12(2), 381-390. <http://journal.unj.ac.id/unj/index.php/jpud/article/view/9319>.
- Riadi, A. (2018). Kompetensi Guru dalam Pelaksanaan Evaluasi Pembelajaran. *ITTihad*, 15(28), 52-67. <http://jurnal.uin-antasari.ac.id/index.php/ittihad/article/view/1933>.
- Rifa'i, M. (2017). Kebijakan Pendidikan Islam dalam Era Otonomi Daerah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(1), 99-114. <http://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/31>.
- Rozak, A. (2021). Kebijakan Pendidikan di Indonesia. *Alim: Journal of Islamic Education*, 3(2), 197-208. <https://jurnal.kopertais1.or.id/alim/article/view/218>.
- Saifuddin, A. (2015). Eksistensi Kurikulum Pesantren dan Kebijakan Pendidikan. *Jurnal Pendidikan Agama Islam*, 3(1), 207-234. <http://jurnalpai.uinsby.ac.id/index.php/jurnalpai/article/view/45>.

- 5933 *The Implementation of Curriculum Policies in State Islamic Madrasahs* – Ismail, Sugeng Sukoco, Syafaruddin, Makmur Syukri
DOI: <https://doi.org/10.31004/edukatif.v4i4.3446>
- Setemen, K. (2010). Pengembangan Evaluasi Pembelajaran Online. *Jurnal Pendidikan dan Pengajaran*, 43(3). <https://ejournal.undiksha.ac.id/index.php/JPP/article/viewFile/124/118>.
- Sufiati, V., & Afifah, S.N. (2019). Peran Perencanaan Pembelajaran untuk Performance Mengajar Guru Pendidikan Anak Usia Dini. *Jurnal Pendidikan Anak*, 8(1), 48-53.
<https://journal.uny.ac.id/index.php/jpa/article/view/26609>.
- Suherman, A. (2014). Implementasi Kurikulum Baru Tahun 2013 Mata Pelajaran Pendidikan Jasmani (Studi Deskriptif Kualitatif pada SDN Cilengkrang). *Mimbar Sekolah Dasar*, 1(1), 71-76.
<https://ejournal.upi.edu/index.php/mimbar/article/view/866>.
- Supardi, U.S. (2015). Arah Pendidikan di Indonesia dalam Tataran Kebijakan dan Implementasi. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(2).
<https://journal.lppmunindra.ac.id/index.php/Formatif/article/view/92>.
- Suryapermana, N. (2017). Manajemen Perencanaan Pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(2), 183-193. <http://103.20.188.221/index.php/tarbawi/article/view/1788>.
- Suwandayani, B.I. (2018). Analisis Perencanaan Pembelajaran Tematik pada Kurikulum 2013 di SD Negeri Kauman I Malang. *ELSE: Elementary School Education Journal*, 2(1), 78-88.
<http://journal.um-surabaya.ac.id/index.php/pgsd/article/view/1214>.
- Talibo, I. (2018). Fungsi Manajemen dalam Perencanaan Pembelajaran. *Jurnal Ilmiah Iqra'*, 7(1).
<http://journal.iain-manado.ac.id/index.php/JII/article/view/606>.
- Turmuzy, M., & Wahidaturrahmi, W. (2021). Analisis Kompetensi Profesional dan Pedagogik Mahasiswa Pendidikan Matematika dan Implementasi Kurikulum 2013. *EDUKATIF: Jurnal Ilmu Pendidikan*, 3(2), 341-354. <https://edukatif.org/index.php/edukatif/article/view/301>.
- Widiyanto, I.P., & Wahyuni, E.T. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing: Jurnal Manajemen*, 4(2), 16-35.
<https://ejournal.iahntp.ac.id/index.php/Satya-Sastraharing/article/view/607>.
- Winata, K.A., Zaqiah, Q.Y., Supiana, S., & Helmawati, H. (2021). Kebijakan Pendidikan di Masa Pandemi. *Ad-Man-Pend: Jurnal Administrasi Manajemen Pendidikan*, 4(1), 1-6.
<https://jurnal.um-palembang.ac.id/jaeducation/article/view/3338>.
- Yusuf, W.F. (2018). Implementasi Kurikulum 2013 (K-13) pada Mata Pelajaran Pendidikan Agama Islam di Sekolah Dasar (SD). *Jurnal Al-Murabbi*, 3(2), 263-278.
<http://jurnal.yudharta.ac.id/v2/index.php/pai/article/view/1097>.