



The Role of the School Principal in 2013 Curriculum Development at Mas Al-Wasliyah 22 Tembung

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Abstract Curriculum development in education cannot be ignored. Until now, the 2013 curriculum is still being implemented in Indonesia after previously Indonesia had repeatedly changed the curriculum. In developing the special curriculum which is under the protection of the Ministry of Religion, Decree of the Minister of Religion (KMA) No. 183 of 2019 concerning the curriculum for Islamic Religious Education and Arabic Language in Universities is enforced as a reference. Many parties are involved in curriculum development, including school principals, teachers, school committees and students. The principal as a curriculum developer has the role of manager, leader and supervisor. This study aims to determine the role of school principals in developing the 2013 curriculum at MAS Al-Wasliyah 22 Tembung. In addition, this study also aims to describe the form of curriculum 2013 development carried out by the principal of MAS Al-Wasliyah 22 Tembung. The research methodology used is a qualitative approach that creates a global and environmental reflection that can be presented in words, conveying detailed thoughts obtained from the informant base by means of debriefing, monitoring and selecting information gathering methods. The results of the research are in the form of basic information and data related to the position of the school principal in developing the 2013 curriculum at MAS Al-Wasliyah 22 Tembung.

Keywords: *Role, Principal, Curriculum Development*

Introduction

Education is the most important part that must be given special attention so that the problems that occur in the world of education can be overcome by evaluating them. Based on the National Education System Law No. 20 of 2003, it is stated that the mission of national education is to develop the ability of teaching participants to become people who are religious and devoted to God Almighty, have high morals, are fresh,

educated, capable, innovative, independent, and become citizens. a democratic and responsible country (Munirah, 2015, p. 234). So in this case, the government adopted a policy to evaluate the education system, namely by changing the education curriculum which is the basis for implementing education in Indonesia. Curriculum changes are a sign of the government's concern for educational development which must achieve the goals of national education. And curriculum

changes made as an effort to develop the curriculum that was previously implemented are then made improvements by looking at the various conditions that occur in the implementation of the curriculum in learning in schools, so that by making changes to the curriculum it will make it easier to achieve the goals of national education, even to achieve the government's expectations in developing Indonesia. gold through education.

The curriculum imposed by the government is the 2013 curriculum which is a reference to the previous curriculum. The 2013 curriculum is based on competency and personality which aims to improve the quality of educational methods and results that aim at developing good manners and morals and using their knowledge to study and apply personality values as a form of attitude in everyday life (Ikhsan & Hadi, 2018 , p. 193).

In implementing the 2013 curriculum in madrasas, there are several problems that occur, starting from teachers who do not understand the concept of 2013 curriculum-based learning so that the preparation of lesson plans (RPP) is not in accordance with existing procedures, and teachers who are not proficient in using technology as a medium. supporting the implementation of learning. These problems often occur in various formal educational institutions, but have not received special attention from school principals, due to a lack of optimality in carrying out their roles and duties as school principals who are the central center for the development of the learning process based on the 2013 curriculum. Principals must know that the curriculum is applied Each teacher must fully understand it, so that they can explain it in a big way and develop it in an innovative way according to the curriculum set by the government and the progress of the era (Roziqin & Khotimah, 2022, p. 10).

The principal is the party entitled and responsible for managing changes in the school he guides through several positions to regulate changes gradually and in a planned manner by using various approaches and methods to urge all available energy sources, especially teachers in carrying out changes in activity methods, making concept, sort out the duration, do the concept, carry out corrections and assessments (Kuncoro et al., 2015, p. 3).

Based on the existing problems, it is necessary to develop a curriculum in an effort to

improve the quality of output in an educational institution and aims to familiarize the curriculum created by the authorities with the conditions and conditions in educational institutions so that the principal becomes a sign of the school's success in achieving its educational mission. Not only functioning in developing the curriculum, the principal is also required to carry out his position as an educational director, a teacher, administrator, leader, boss and provider.

One educational institution that has attempted to become a school principal in improving the 2013 curriculum is MAS Al-Washliyah 22 Tembung. Based on the initial observations made, there is a position of the principal who has such power in monitoring the successful implementation of the curriculum in the school. This can be seen from the implementation of the 2013 curriculum in schools since 2014 after the school conducted socialization of the implementation of the curriculum in schools. As well as being supported by the insights and skills of all teaching and educational staff in implementing the curriculum in the learning process in schools. Not only that, there is an upgrading of the curriculum nursery which is carried out independently by the principal to all of his teaching staff to upgrade the knowledge and skills in the application of the 2013 curriculum in teaching and learning activities. As well as assistance to teachers who cannot use technology at all due to old age, the assistance is carried out by teachers who understand technology to help make the learning process run as optimally as possible in accordance with the expected 2013 curriculum. The training carried out is training in making media and learning programs in the form of seminars. The training is usually carried out on holidays or four times a year.

In carrying out the role of the principal in developing the curriculum, there are obstacles experienced by the principal. These obstacles come from internal, namely teachers who are not technologically proficient. Because in developing the 2013 curriculum it is hoped that teachers will be technologically proficient, but the existence of old teachers who are no longer young is an obstacle in developing the 2013 curriculum. for teachers who are not proficient with technology. In addition, there are teachers who are not used to using technology such as laptops and infocus which are provided as learning media. Even though at MAS Al-

Wasliyah training and guidance were often carried out in making good media especially during the Covid-19 pandemic, only a few teachers understood while those who didn't understood were the obstacles.

For researchers this case is quite interesting, so from that researchers want to examine the extent to which the principal's position is in improving the curriculum at MAS Al-Washliyah Tembung, the steps for curriculum development and various obstacles in developing the curriculum which are then supported by supporting factors in carrying out the role of developing 2013 curriculum in schools.

Method

The research method is an objective method for obtaining information with a specific mission and function. The research method used is qualitative research. Qualitative research is a method of research to understand human or social phenomena by creating a global and environmental picture that can be presented in words, conveying detailed thoughts obtained from the informant base, and tested in a natural setting framework (Fadli, 2021, p. 35). By using qualitative research methods, it is hoped that in-depth information and data will be obtained so that this research mission can be successful, namely to determine the extent to which the position of the principal in developing the 2013 curriculum at MAS Al-Washliyah Tembung.

The primary data source in this study was the principal of the MAS Al-Washliyah Tembung school who played a direct role as a research subject in carrying out his role in developing the 2013 curriculum in the school he led.

The method of collecting information in this research is question and answer, monitoring, and selection. This research was carried out at MAS Al-Washliyah Tembung which is located at Jalan Besar Tembung No. 78, district. Percut Sei Tuan, Deli Serdang Regency, North Sumatra. There are also information analysis methods used in the form of information reduction (information reduction), information presentation (information display), and conclusion drawing. So that through these stages get accurate results.

Result and Discussion

1. The Role of the Principal in Curriculum Development 2013

The principal is the key to success in implementing education in an educational unit which has the main task of managing the implementation of educational and learning activities in schools. Overall there are seven roles for the principal, namely, as: (1) educators; (2) supervisors; (3) managers; (4) facilitator; and (5) leaders. In each role the school principal has different duties, but basically the school principal has the task of being the leader and manager of the education unit. It is said to be the manager of an education unit, meaning that everything in an educational institution is the responsibility of the principal, including curriculum development. The school principal as the person in charge of all the implementation of education and learning in schools plays an important role in developing the curriculum in the education unit (Winarso, 2015, p. 35).

Curriculum development is generally carried out by the government, but it is possible for educational units to also develop curriculum. This is because curriculum development is actually a cyclical process that never ends. Curriculum development carried out by educational units is based on the needs of schools to achieve the expected learning objectives. The curriculum development carried out is expected to be able to develop the potential of students, create students to match the expectations of society and become a better generation (Baderiah, 2018, p. 14). In addition, curriculum development cannot be done haphazardly. Curriculum development must be carried out in accordance with a strong foundation resulting from in-depth research (Tarihoran, 2017, p. 7).

At the MAS Al-Washliyah 22 Tembung school, in developing the 2013 curriculum, the principal played the main role as a manager and leader. Where the principal has a grand design, then the draft is submitted to the vice principal in the field of curriculum for translation which is then conveyed to the teachers, both subject teachers and support teachers. So, the outlines of the curriculum that will be developed from the school principal are then conveyed to the deputy principal in the field of curriculum and discussed with the

others and the results of the discussion are conveyed to the teachers according to their field of study.

In short, the principal has a big idea regarding the development of the 2013 curriculum with a predetermined target or vision. Then the idea was conveyed to the vice principal for curriculum. Then the curriculum field tries to design a mission from the vision that has been conveyed by the principal. Finally, this was conveyed to the teachers so that the teachers would then design a Learning Implementation Plan (RPP) that was adapted to the curriculum.

As for the duties and responsibilities of the MAS Al-Wasliyah 22 Tembung principal in developing the 2013 curriculum, namely as the manager of education and its formal leader. So, everything that happens below will return to the principal as the person in charge of everything.

Curriculum development starts from the planning process to evaluation. In the curriculum planning process begins with formulating ideas that will be developed later. Then the ideas that have been formulated will be developed into a program design in the form of a syllabus. The design is then further developed in the form of learning designs that will be implemented such as RPP or SAP. After the plan is implemented, an evaluation phase is carried out to see how effectively the program is running (Fajri, 2019, p. 38). The process of developing the 2013 curriculum at MAS Al-Wasliyah 22 Tembung also went the same way. In its development the principal focuses on accordance with the 2013 curriculum education standards. Where currently, the 2013 curriculum is centered on student character (the ultimate goal of the 2013 curriculum is student character). So the education carried out is also education that focuses on the character of the students. Both in practice and in ongoing learning as well as the targets of the learning. For example, in the fields of cultural arts, sports as well as crafts and entrepreneurship, MAS Al-Wasliyah 22 Tembung no longer focuses on written exams but directly on practice because the target is the character of the students. So, through these practical activities it is hoped that the character of students will be more visible. Then, in the field of religion itself, MAS Al-Wasliyah 22 Tembung held a syafahi activity where exams are conducted every six months targeting students'

abilities in their religious field so that they can appear in the midst of society.

Based on this information, it can be seen that the principal of MAS Al-Wasliyah 22 Tembung has carried out his role well in developing the 2013 curriculum. This can be seen from his efforts in designing programs that focus on the ultimate goals of the 2013 curriculum.

2. Inhibiting and Supporting Factors for Curriculum Development 2013

In the implementation of curriculum development inhibiting factors and supporting factors are definitely there. Based on the results of research and interviews in the field, the inhibiting factor for school principals in developing the 2013 curriculum at MAS Al-Wasliyah 22 Tembung lies in its implementation. Where this happens because what is planned is sometimes not as expected. Another inhibiting factor is found in teachers who are not technologically proficient. According to Mr. Faisal Hamzah, M.Pd as the principal of the MAS Al-Wasliyah 22 Tembung school, in developing the 2013 curriculum it is expected that teachers are proficient in the field of technology, but the existence of old teachers who are no longer young is an obstacle in developing the 2013 curriculum. Then several reports at MAS Al-Wasliyah 22 Tembung are already in the form of computer reports so that it becomes an obstacle for teachers who are not proficient with technology. For example, there are several homeroom teachers who have been teaching for a long time, who are no longer young, so they are not proficient with technology, who experience problems when filling out the RDM (Digital Report Card for Madrasah). Even though such teachers are assisted in the process of completing the RDM, according to the principal of MAS Al-Wasliyah 22 Tembung this will take time. In addition, the obstacles in the development of the 2013 Curriculum are teachers who are not used to using technology such as computers and infocus which are provided as tools for making media. Even though at MAS Al-Wasliyah 22 Tembung, training and guidance are also often conducted on how to make good media, especially during the Covid-19 pandemic. For example, during the Mid Semester Examination where the implementation was using the website, only a few teachers understood while those who did not understand were the obstacles.

The principal's solution to the inhibiting factors described above is to conduct training to improve teachers' ability to use technology and accompany teachers who cannot use technology at all. The assistance is carried out by teachers who understand technology to help make the learning process run as optimally as possible in accordance with the expected 2013 curriculum. The training carried out is training in making media and learning programs in the form of seminars. The training is usually carried out on holidays or four times a year. Assistance for teachers who have difficulty in technology is carried out by teachers who voluntarily help based on the principle of kinship.

Meanwhile, the supporting factor for developing the 2013 curriculum at MAS Al-Wasliyah 22 Tembung is the principal's understanding of the main tasks and functions he has as a curriculum developer. In Permendikbud No. 6 of 2018 stated that the main duties of the school principal include main managerial tasks, entrepreneurship development, and supervision of teachers and education staff (Permendikbud, 2018, p. 15). Furthermore, the development of the 2013 curriculum at MAS Al-Wasliyah 22 Tembung is supported by the facilities. Where MAS Al-Wasliyah 22 Tembung provides media facilities and room facilities that are quite comfortable to use for various activities. Other supporters are in the form of young teachers who are literate in technology who are very helpful in supporting the development of the 2013 curriculum.

3. Development of the 2013 Curriculum at MAS Al-Wasliyah 22 Tembung

Implementation of the 2013 curriculum development at MAS Al-Wasliyah 22 Tembung student learning outcomes. According to the principal of the MAS Al-Wasliyah 22 Tembung school, the 2013 curriculum development cannot be carried out too far by the school principal. This is because there are corridors that must be met. So the development carried out is of course based on results. The results obtained are then corrected starting from the learning system and the division of tasks and the goals achieved. MAS Al-Wasliyah 22 Tembung just this year implemented the 2013 curriculum development in three fields of study namely cultural arts, sports, and entrepreneurial crafts. The three fields of study no longer have

written exams but direct practice. Even for this field of study it was also developed so as not to focus on the national curriculum. However, the expected goals remain focused on the goals of the national curriculum. For example, in the subject of cultural arts. Where art and culture is divided into four parts, namely the arts of music, dance, drama, and fine arts. In the 2013 curriculum, learning arts is divided into one month studying music, the following month dancing and so on. However, at MAS Al-Wasliyah 22 Tembung, art learning is divided based on class divisions. This means that class X in odd semesters studies music, class X in even semesters studies visual arts, class XI studies dance, then class XII studies theater arts. So, for the final exam for class XII is drama (practice). After running the system, progress will be seen so that revisions can be made in several fields of study. Because according to Mr. Faisal Hamzah, M.Pd, if curriculum development is carried out simultaneously in all fields of study it is feared that it will not work. So observe one by one first. This is also done in the field of sports and crafts studies. So, everything is developed according to existing needs and in accordance with the responses of students as well. Currently, the school principal is also preparing a draft for the field of mathematics studies. Where for fields of study that are not in accordance with the majors of students will be ruled out. For example, in the field of study of mathematics in the social studies department, the focus will be on economic mathematics, not on mathematics as in the natural sciences department. So, MAS Al-Wasliyah 22 Tembung is in the process of compiling an independent curriculum which still takes into account the goals of the national curriculum. In other words, MAS Al-Wasliyah 22 Tembung focuses more on what they will convey for the purposes of the 2013 curriculum. And it's all obtained from the results that have been running. Like the field of English studies, for three years students are focused on 4 skills, namely reading, writing, listening and speaking. So reading is focused in class X, writing and listening are focused in class XI, and in class XII the focus is on speaking so that the final exam for class XII is a debate in English. Another example is also in the field of fiqh studies, he said in KMA 183 class XII the material was not in accordance with fiqh lessons so he did not focus on KMA but instead focused on what students would use later. For example the problem of worship, conformity to taharah and so on.

Overall the implementation of the 2013 curriculum at MAS Al-Wasliyah 22 Tembung is going well, as it should be but it must continue to be evaluated to achieve the goals of the madrasa itself and of course to achieve the expected educational goals.

Conclusion

Based on the description and analysis of the interview data, it can be concluded that the role of the school principal in developing the 2013 curriculum at MAS Al-Wasliyah 22 Tembung has been carried out well even though there are several inhibiting factors that are obstacles, but the principal of MAS Al-Wasliyah 22 Tembung tries to minimize these obstacles. The role of the MAS Al-Wasliyah 22 Tembung principal in developing the 2013 curriculum is as a manager and leader. As a manager and leader the principal always provides designs and big ideas in the development of the 2013 curriculum which will later be conveyed and implemented by teachers to create learning that is in accordance with the expected goals. In developing the 2013 curriculum, MAS Al-Wasliyah 22 Tembung implements what is in the 2013 curriculum but makes changes in its implementation that still refer to the ultimate goal of the 2013 curriculum.

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