



Analysis of Content Standards in the Perspective of Education Quality Management at Mts Khairul Ummah Jakarta

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Abstrak

Standar isi merupakan kriteria minimal yang mencakup ruang lingkup materi untuk mencapai kompetensi lulusan pada jalur, jenjang dan jenis pendidikan tertentu. Penelitian ini bertujuan untuk mengetahui: 1) Standar isi dalam manajemen mutu pendidikan di MTs Khairul Ummah. 2) Analisis standar isi dalam perspektif manajemen mutu pendidikan di MTs Khairul Ummah. Penelitian ini menggunakan jenis penelitian kualitatif, dengan desain penelitian studi kasus di MTs Khairul Ummah. Pengumpulan data dilakukan dengan metode wawancara, pengamatan, dan dokumentasi. Teknik analisa data melalui pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Teknik keabsahan data, menggunakan triangulasi sumber dan teori. Berdasarkan data penelitian diperoleh: Analisis standar isi dalam perspektif manajemen mutu pendidikan di MTs Khairul Ummah dilaksanakan dengan mencocokkan data antara kondisi ideal dan kondisi nyata yang ada mulai dari perencanaan, pelaksanaan, monitoring dan supervisi, evaluasi kurikulum yang dilaksanakan secara maksimal dan tanggung jawab oleh segenap pemangku kepentingan untuk meningkatkan mutu pendidikan di MTs Khairul Ummah.

Kata Kunci: *Standar Isi, Manajemen Mutu Pendidikan*

Abstract

Content standards are minimum criteria that cover the scope of material to achieve graduate competency in certain paths, levels and types of education. This study aims to determine: 1) Standards of content in the quality management of education at MTs Khairul Ummah. 2) Analysis of content standards from the perspective of education quality management at MTs Khairul Ummah. This research uses a qualitative research type, with a case study research design at MTs Khairul Ummah. Data collection was carried out by interview, observation, and documentation methods. Data analysis techniques through data collection, data reduction, data presentation and drawing conclusions. Data validation technique, using triangulation of sources and theory. Based on the research data obtained: Analysis of content standards in the perspective of education quality management at MTs Khairul Ummah is carried out by matching data between ideal conditions and existing real conditions starting from planning, implementation, monitoring and supervision, curriculum evaluation which is carried out optimally and is the responsibility of all stakeholders to improve the quality of education at MTs Khairul Ummah.

Keywords: *Content Standards, Education Quality Management*

Introduction

Among the characteristics of globalization is the high level of competition that occurs in every aspect of life, including the world of education. To be able to compete and become a winner, one way is to improve the quality of educational institutions. Where the quality can be used as a standard to meet consumer expectations. Deming argues that quality is conformity with market or consumer needs (W.E Deming, 1982) Quality companies or educational institutions are institutions that can print products or outcomes that are in accordance with market needs.

This is still contradictory to the fact of the development of education in Indonesia. It is undeniable that the quality of education in Indonesia is still far from being expected, especially when compared to the quality of education in several other countries. Many things are factors causing the decline in the quality of education in Indonesia. Education leader Tilaar mentioned that the education crisis revolves around a management crisis. As the culmination of the crisis, the quality of education is still low and the resource management side is still inefficient (H.A.R Tilaar, 2008).

Abdul Hadis and Nurhayati stated that in the macro perspective many factors affect the quality of education, including curriculum factors, educational policies, educational facilities, applications of information and communication technology in the world of education, especially in teaching and learning process activities in the classroom, in laboratories, and in other learning scenes through internet facilities, application of methods, strategies, cutting-edge and modern educational approaches, Appropriate educational evaluation methods, adequate education costs, education management that is carried out professionally, human resources of education actors are trained, knowledgeable, experienced, and professional. It is also very important that there are national education standards that become reference norms in the implementation of national education which include standards: content, processes, graduate competencies, standards for

educators and education personnel, standards for facilities and infrastructure, management standards, financing and educational assessment standards.

In a micro perspective or a narrow and specific review, the dominant factors that influence and contribute greatly to the quality of education are professional teachers and prosperous teachers. Therefore, teachers as a profession must be professional in carrying out various educational and teaching, guidance and training tasks entrusted to them. The following description will explain professional teachers as determining factors for the quality of education (Abdul H & Nurhayati, 2014).

On the other hand, national education standards set by the government are minimum standard criteria that must be met at all levels of education. However, until now implementation in the field has not been able to provide significant results according to many circles. Content standards cannot be fully met by all educational institutions, especially educational institutions that still have minimal facilities and human resources, both educators, madrasah heads and staff.

Content standards are minimum criteria that cover the scope of material to achieve graduate competence in certain paths, levels and types of education (Government Regulation Number 57 of 2021 Part Three Article 8).

Quality is a vocabulary in modern life. Education is inseparable from quality expressions. Especially in today's globalized world of competition in various aspects of life, the term quality has become a daily sense. Everywhere people are looking for quality products, quality services, and quality education. The picture of the ranking of higher education as well as basic and middle education at the international level shows the low quality of education in Indonesia today (Tilaar, 2012:78).

The content standard components include the basic curriculum framework, curriculum structure, learning load, Education Unit Level Curriculum (KTSP) and Education Calendar. These five components are the

initial part of planning a learning process in educational institutions.

In the development of the school/madrasah level curriculum, the Education Unit Level Curriculum (KTSP) is stated in Government Regulation (PP) number 19 of 2005 concerning National Education Standards article 1 paragraph 15 that "The education unit level curriculum is an operational curriculum prepared by and implemented by each education unit.

Furthermore, article 1 states that "schools and school committees, or madrasahs and madrasah committees, develop education unit-level curricula and syllabi based on the basic framework of curriculum and graduate competency standards, under the supervision of district/city offices responsible for education for elementary, junior high, high school, and vocational schools, and departments that handle government affairs in the field of religion for MI, MTs, MA, and MAK" (Ishak Abdulhak, 2019).

In madrasah educational institutions, the content standard component refers to the Decree of the Minister of Religious Affairs 183 and 184 of 2019, related to the basic framework of the curriculum, curriculum structure, learning load and Core Competencies and Basic Competencies. The development of the Education Unit Level Curriculum (KTSP) consists of activities to develop the Education Unit Level Curriculum (KTSP), syllabus development, RPP development and Minimum Completeness Criteria (KKM).

In general, madrasah in formulating content standards, especially in the development of the Education Unit Level Curriculum (KTSP), is carried out as a formality only. However, at MTs Khaerul Ummah this was carried out well, starting from the formation of the Curriculum Development Team, the Education Unit Level Curriculum development meeting and holding socialization at the madrasah stakeholder. This was also continued with the next activity agenda of syllabus development, development of Learning Implementation Plans and determination of Minimum Completeness

Criteria (KKM). After going through the validation of madrasah supervisors, the Education Unit Level Curriculum (KTSP) at the tsanawiyah madrasah level was approved by the Head of the Ministry of Religious Affairs Office through the Madrasah Education Office (Penmad).

In Permendikbudristek Number 21 of 2022 concerning Assessment Standards for Kindergarten, Paud, Elementary, Junior High, High School and Equivalent Vocational Schools (Paud Dikdasmen) it is stated that what is meant by Assessment is the process of collecting and processing information to determine the learning needs and developmental achievements or results of students. While the Education Assessment Standard is the minimum criterion regarding the mechanism for assessing student learning outcomes.

It is affirmed in Permendikbudristek Number 21 of 2022 concerning Assessment Standards for Kindergarten, Paud, Elementary, Junior High, High School and Equivalent Vocational Schools (Paud Dikdasmen) that the assessment of student learning outcomes is carried out in accordance with the objectives of assessment in a fair, objective, and educative manner. Equitable assessment of learning outcomes is an assessment that is not biased by the background, identity, or special needs of students. Objective assessment of learning outcomes is an assessment based on factual information on the achievement of student development or learning outcomes. Assessment of educational learning outcomes is an assessment whose results are used as feedback for educators, students, and parents to improve the learning process and learning outcomes.

And according to Thomas J. Stanley (2018) related to the top 10 order of factors that determine success based on a survey conducted by Thomas J. Stanley, namely Honesty (Being honest with all People), Hard discipline (Being well-disciplined), Getting along (Getting along with People), Support companion (Having a supportive spouse), Hard work (Working harder than most

people), Love for what is done (Loving my career / business), Having strong Leadership qualities, Having a very competitive spirit (Personality), Being very well-organized, Having an ability to sell my Ideas / Products.

The series of content standard planning can be used to formulate one of the educational quality management activities carried out by an educational institution. Of course, it is continued with process standards, graduate competencies, educator and education personnel standards, assessment standards, management supported by facilities and infrastructure standards and financing standards.

Based on the above background, the researcher seeks to analyze content standards in the perspective of education quality management at MTs Khaerul Ummah

Methods

The approach to this research uses qualitative research. This research is a type of descriptive research, because it aims to describe certain characteristics of a phenomenon and seeks to describe and interpret what exists (can be about existing conditions or relationships, growing opinions, ongoing processes, consequences or effects that occur, or trends that are developing (Moleong, 2007).

The location of this research is at MTs Khaerul Ummah Jakarta. The researchers' consideration for choosing this location is because MTs Khaerul Ummah has applied the principles of 21st century learning in Islamic Religious Education subjects.

Results and Discussion

In Government Regulation No. 57 of 2021, it is explained that content standards are the minimum criteria for the scope of material that achieves graduate competence in certain paths, levels and types of education. The law that regulates process standards is the Regulation of the Minister of National Education number 22 of 2006. The content standard is one of eight National Education Standards (SNP) that makes it easier for the

Curriculum Development Team (TPK) to formulate curricula at every level of education. The formulation of content standards aims to improve the quality of education through the development of student potential in line with the development of science and technology, art and culture in accordance with expectations, namely achieving national education goals. The function of content standards is as a reference for educators when providing material in each learning activity. It is always oriented to the standard of competence of graduates

Included in content standard activities include:

1. Develop curriculum according to National Education Standards (SNP).
2. Compile an educational calendar along with the study load.
3. Review the grading system in each subject.
4. Review the school/madrasah curriculum.
5. Prepare teaching materials, both visually and audio.
6. Review the syllabus and Learning Implementation Plan (RPP), and
7. Creation of modules and Student Worksheets (LKS).

The components of the content standard are as follows:

1. Basic framework of the curriculum

In the basic framework of the curriculum there are two aspects, including:

First, aspects of curriculum content, consisting of subjects, local content, self-development activities, learning load management, learning completeness, grade increase and graduation, life skills education and education based on local excellence.

Second, the principle of curriculum development which consists of three things, first requires related parties such as the Subject Teacher Deliberation (MGMP), the Ministry of Religious Affairs, the Madrasah Committee, the second refers to the Graduate Competency Standards (SKL), and the third is able to implement multi strategies through workshops, seminars, curriculum validation and documentation.

2. Curriculum Structure

The curriculum structure consists of two aspects, namely the contents of the MTs level curriculum structure according to KMA 184 of 2019 concerning curriculum implementation guidelines in madrasahs, consist of

Mata Pelajaran		Alokasi Waktu		
Kelompok A		VII	VIII	IX
1.	Pendidikan Agama Islam	2	2	2
	a. Al-Qur'an Hadits	2	2	2
	b. Fiqih	2	2	2
	c. Aqidah Akhlak	2	2	2
	d. Sejarah Kebudayaan Islam	2	2	2
2.	Pendidikan Pancasila dan Kewarganegaraan	3	3	3
3.	Bahasa Indonesia	6	6	6
4.	Bahasa Arab	3	3	3
5.	Matematika	5	5	5
6.	Ilmu Pengetahuan Alam	5	5	5
7.	Ilmu Pengetahuan Sosial	4	4	4
8.	Bahasa Inggris	4	4	4
Kelompok B				
1.	Seni Budaya	2	2	2
2.	Pendidikan Jasmani dan Olahraga dan Kesehatan	2	2	2
3.	Prakarya dan/Informatika	3	3	3
4.	Muatan Lokal/Tahfidz	2	2	2
Jumlah		46	46	46

3. Study load

Consists of face-to-face with a duration of 40 minutes per lesson hour and 42 hours of lessons in one week. With an effective number of weeks of at least 34 weeks per year, structured assignments that direct learners to independent, unstructured SKL are structured by teachers in order to achieve certain competencies.

4. Education Unit Level Curriculum (KTSP)

KTSP Development

This activity is carried out by the Curriculum Development Team that has been appointed by the Head of Madrasah. In the development of KTSP refers to the Graduate Competency

Standards (SKL) and is carried out with the Madrasah Committee. After validation of the madrasah supervisor, the Head of the Office of the Ministry of Religious Affairs has the right to certify through the Madrasah Education Office (Pendma). Hereinafter referred to as Document I of the madrasa.

Syllabus development

Syllabus development activities can be carried out through Subject Teacher Deliberation (MGMP) while still referring to national education standards, so that the content of the syllabus can be more specific, teachers can use several reading textbooks as support. The syllabus document in the madrasah is referred to as Document II of the madrasah.

Development of Learning Implementation Plan

The Learning Implementation Plan is prepared by the Subject Teacher Deliberation (MGMP) by referring to the syllabus that has been prepared based on the National Education Standards. The content of the Learning Implementation Plan is adjusted to the conditions of the school / madrasah and the character of students.

5. Education Calendar

The education calendar is then broken down into a school / madrasah calendar which contains several activities including:

- a. The beginning of the school year
- b. Allocation of time for the effective teaching week
- c. Allocation of time for effective learning
- d. Holiday

Refers to the content standards set by the government. The management process to improve the quality of education at MTs Khairul Ummah in the aspect of content standards starts from the formation of the Madrasah Curriculum Development / Formulation Team (KTSP) and is legalized in the form of a Decree (SK) of the Head of Madrasah Tsanawiyah Negeri 2 Pasuruan No. 04 of 2021 concerning the Establishment of The curriculum formulation team for the Tsanawiyah Khairul Ummah Madrasah for the 2021/2022 academic year. The curriculum

development team consists of the head of the madrasah, supervisors, madrasah committees and teachers. The Khairul Ummah MTs Education Unit Level curriculum was developed under the coordination of the Ministry of Religious Affairs of North Jakarta City based on Juknis No. 6981 of 2019.

Accompanied by a madrasah supervisor and authorized by the Ministry of Religious Affairs of North Jakarta City through the Head of Religious Education of the Ministry of Religious Affairs of North Jakarta City. The preparation of KTSP is related to the Basic Framework of the Curriculum, curriculum structure and content, self-development, learning load, Minimum Completeness Criteria (KKM) and educational calendar.

The development of Documents II and III was carried out by MTs teacher Khairul Ummah independently. By mapping KD, compiling syllabus and lesson plans and creating learning modules. After the preparation and formulation stages were carried out, the head of MTs Khairul Ummah held a socialization activity for KTSP Documents I, II and III to all madrasah stakeholders, with the aim of being able to know and implement them responsibly. Evaluation activities were carried out at the KTSP implementation evaluation meeting, reflecting, determining follow-up actions for improvements and drafting the KTSP for the 2022/2023 academic year by the Curriculum Development Team with the person in charge of the head of the madrasah scheduled for May 2022

Conclusion

Analysis of content standards in the perspective of education quality management at MTs Khairul Ummah is carried out by matching data between ideal conditions and existing real conditions ranging from planning, implementation, monitoring and supervision, evaluation of the curriculum that is implemented optimally and responsibility by all stakeholders to improve the quality of education at MTs Khairul Ummah.

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