

MANAGEMENT OF THE IMPLEMENTATION OF THE NATIONAL CURRICULUM BASED ON ISLAMIC BOARDING SCHOOL EDUCATION TO IMPROVE THE QUALITY OF MADRASAH ALIYAH (DESCRIPTIVE ANALYTICAL STUDY AT MA AL-MASTHURIYAH, MA SUNANUL HUDA, MA AL-AMIN, SUKABUMI REGENCY)

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Abstract. One of the efforts to improve the quality of education is the application of a curriculum that is in accordance with the needs and developments of the times. Reality shows that the practice of national education with a curriculum that is made and structured in such a way has even been refined many times, has not been able to present an Indonesian human figure with a complete personality. Efforts to achieve the quality of education as expected by all components of the nation have been carried out, including by issuing various policies that support both from an institutional perspective, human resources and the operationalization of quality implementation in schools and madrasahs, including Law no. 20 of 2003 concerning the National Education System, Law no. 14 of 2005 concerning Teachers and Lecturers and PP No. 19 of 2005 concerning National Education Standards, and most recently the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 which states that Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process the implementation of education is in accordance with quality standards. Islamic boarding school-based schools such as MA Al-Masthuriyah, MA Sunanul Huda and MA Al-Amin in Sukabumi Regency implement education by combining general education and religious education into one curriculum building. With this approach, all formal school subjects and activities cannot be separated from the frame of teachings and messages of Islamic values. There is no dichotomy, separation, and secularization where lessons and all discussions are separated from Islamic values and teachings, or "sacredization" where Islam is taught regardless of the context of the benefit of present and future life. Based on the phenomenon above, the researcher is interested in conducting research on the Application of Islamic Boarding School-Based National Curriculum Management to Improve the Quality of Madrasah Aliyah (Analytical Descriptive Study at MA Al-Masthuriyah, MA Sunanul Huda and MA Al-Amin, Sukabumi Regency). This study aims to examine the management of the implementation of the national curriculum at Islamic boarding schools based on Madrasah Aliyah. The approach used in this study is a qualitative approach. The method used is descriptive analytical method, in which the researcher will describe and then analyze in depth the research findings. Sallis stated, to measure quality education, of course, criteria/indicators are needed. Sallis revealed that there are many indicators of good quality in educational institutions, including: 1) upholding moral values; 2) very satisfactory test results; 3) support from parents, place of business and the surrounding environment; 4) abundant resources; 5) application of the latest technology; 6) strong leadership and clear vision; 7) care and concern for students; 8) a balanced and relevant curriculum. Based on the findings, interpretations and discussion, the general conclusion regarding Management of Implementation of the National Curriculum Based on Islamic Boarding School Education at MA Al-Masthuriyah, MA Sunanul Huda, MA Al Amin has been implemented, but has not yet had an optimal impact. The management of implementing the national curriculum based on Islamic boarding schools is still constrained by internal and external constraints. The internal obstacle is the low understanding, skills and motivation to make improvements to the curriculum itself because the teacher's understanding of the integrated curriculum is still not optimal. External constraints are also marked by the low level of supervision from the local Ministry of Religion.

Keywords: management; curriculum; education; quality; madrasah

I. INTRODUCTION

One of the efforts to improve the quality of education is the application of a curriculum that is in accordance with the needs and developments of the times. The existence of a good curriculum will certainly support the quality of education in schools in particular, and education in Indonesia in general [1]. Efforts to accelerate the improvement of the quality of education in Indonesia are a top priority being pursued by the government through the Ministry of National

Education and the Ministry of Religion. The quality of education based on the National Education System Law number 2 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and good skills. needed by himself, society, nation and state [2]. Hoy, Jardine and Wood [3] argue that the quality of education is an evaluation activity in the educational

process in order to achieve educational goals and in order to develop the talents of customers (students) and meet accountability standards set by customers, so that they feel satisfied with the service or output produced by educational institutions.

Efforts to achieve the quality of education as expected by all components of the nation have been carried out, including by issuing various policies that support both from an institutional perspective, human resources and the operationalization of quality implementation in schools and madrasas, including Law no. 20 of 2003 concerning the National Education System, Law no. 14 of 2005 concerning Teachers and Lecturers and PP No. 19 of 2005 concerning National Education Standards, and most recently the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 which states that Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process the implementation of education is in accordance with quality standards [4]. Efforts to achieve the quality of education as expected by all components of the nation have been carried out, including by issuing various policies that support both from an institutional perspective, human resources and the operationalization of quality implementation in schools [5] and madrasas, including Law no. 20 of 2003 concerning the National Education System, Law no. 14 of 2005 concerning Teachers and Lecturers and PP No. 19 of 2005 concerning National Education Standards, and most recently the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 which states that Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process the implementation of education is in accordance with quality standards. The issuance of Government Regulation (PP) Number 55 of 2007 concerning religious education and religious education, is expected to bring changes to the managerial side and the process of Islamic education. One of the other interesting themes in PP 55 of 2007 is the independence and uniqueness of religious education as stated in Article 12 paragraph (2), namely: "The government protects the independence and uniqueness of religious education as long as it does not conflict with national education goals". Since ancient times, the uniqueness of Islamic education and Islamic boarding schools has only taught Islamic religious material, and not other material. So, is it possible to increase the proportion of the general curriculum in the general field compared to the religion curriculum to improve the quality of education in madrasas? In fact, there is an impact that is not always positive. Call it the issue of madrasah identity. Since its inception, madrasas have actually focused more on religious and Islamic education. With this change in orientation, currently madrasas have lost their identity, and what's worse is that they have difficulty taking over roles in the context of national education, when compared to public schools under the guidance of the Ministry of National Education. In the future, in terms of curriculum development, it seems that madrasas will continue to be faced with the dilemma of a scientific dichotomy.

One of the oldest Islamic educational institutions in the archipelago is the pesantren. Islamic boarding schools as an Islamic educational institution have their own advantages, among others, their educational mission is more emphasized on aspects of morality and personality development. The formation of traits and attitudes that are very prominent in the pattern of Islamic boarding schools is due to the system and conditions that are very conducive in Islamic boarding schools. Islamic boarding schools, in reality have organized a school system, but in it there are also pesantren traditions that have developed earlier, so that it seems that the function of education in Islamic boarding schools is an effort to maintain, preserve the traditions that have been in effect, so that in some Islamic boarding schools it is sometimes difficult accept changes or a new culture from the outside. Islamic Boarding Schools (SBP) such as MA Al-Masthuriyah, MA Sunanul Huda and MA Al-Amin in Sukabumi Regency carry out school education and integrate it with Islamic boarding school education. These efforts were developed as part of efforts to improve the quality of education. The presence of this school is an effort to produce graduates with three skills, namely social skills, academic skills, and vocational skills. The presence of Islamic boarding school-based schools is one of the answers and hopes that children will have independence, good religious knowledge, high nationalism and good morals.

Islamic boarding school-based schools such as MA Al-Masthuriyah, MA Sunanul Huda and MA Al-Amin in Sukabumi Regency implement education by combining general education and religious education into one curriculum building. With this approach, all formal school subjects and activities cannot be separated from the frame of teachings and messages of Islamic values. There is no dichotomy, separation, and secularization where lessons and all discussions are separated from Islamic values and teachings, or "sacredization" where Islam is taught regardless of the context of the benefit of present and future life. Islamic boarding school-based schools such as MA Al-Masthuriyah, MA Sunanul Huda and MA Al-Amin in Sukabumi Regency are educational units that have advantages because apart from implementing the national curriculum they also apply a pesantren-based curriculum. Based on the phenomenon above, the researcher is interested in conducting research on the Application of Islamic Boarding School-Based National Curriculum Management to Improve the Quality of Madrasah Aliyah (Analytical Descriptive Study at MA Al-Masthuriyah, MA Sunanul Huda and MA Al-Amin Sukabumi Regency).

II. RESEARCH METHODS

This study uses a qualitative approach. According to Moleong [6] based on a combination of the opinions of Bogdan & Biklen and Lincoln & Guba [7], the characteristics or characteristics of qualitative research can be described as follows: (1) natural setting (naturalistic); (2) humans as instruments/tools; (3) qualitative methods (interviews, observations and documents); (4) inductive data analysis (general to specific) (5) grounded theory from the ground up; (6) descriptive (ie data in the form of words, pictures and

illustrations); (7) more concerned with process than results; (8) there is a limit determined by the focus; (9) the existence of special criteria for data validity (defining validity, reliability and objectivity) (10) temporary design; (11) the research results are negotiated and mutually agreed upon. Its activity is to describe intensively and in detail about the symptoms and phenomena studied, namely regarding issues related to the management of the application of the national curriculum based on Islamic boarding schools to improve the quality of Madrasah Aliyah in Sukabumi Regency, so this research uses a descriptive analysis approach, because the results of this study in the form of descriptive data in the form of written or spoken words and the behavior of the people being observed (interviews, observations and documentation) as well as other matters related and needed in research.

Research methods are activities carried out in the implementation of research, to solve problems and achieve the goals that have been formulated [8]. This research method includes research approaches and methods, sources and types of data, data collection techniques, data validity, and data analysis [9]. The method used in this research is descriptive method. This research is an attempt to understand and describe the management of the implementation of the national curriculum based on Islamic boarding school education to improve the quality of Madrasah Aliyah in Sukabumi Regency, including efforts to uncover the factors that become obstacles. The method used in this study is descriptive analysis with a qualitative approach which includes data collection which aims to describe the conditions and situations that exist in the field from which to be studied, through interviews, observation and documentation studies. This method was determined because it was considered suitable, flexible and in accordance with field conditions [10]. Data analysis was carried out with the aim that the data obtained would be more meaningful. Doing analysis is a difficult job in a research and requires hard work, sincerity and seriousness. Analysis requires creativity and good skills. Analysis is a process of compiling data so that it can be interpreted and more meaningful.

III. RESULTS AND DISCUSSION

a. Management

Etymologically management comes from the Latin "manus", which means to control (handeling). The word manus is influenced by the old French word manage, mesnage. In Latin it is said with the term mansoinaticum which means management of a large house (Ndraha [11]). Whereas in English management is a direct translation of the word management which means management, management, or leadership [12]. Management is rooted in the verb to manage, which means managing, organizing, implementing, or managing [13]. Donnelly, defines "Management is a process carried out by one person/more to organize activities through other people as an effort to achieve goals" [14]. Kadarman defines management as "a series of integrated steps that develop an organization as a system that is socio-economic

technical". While Siagian stated that management is "the ability/skill to obtain a result in order to achieve goals through the activities of other people" [15]. Terry [16] suggested that management is "an activity", its implementation is called managing and the person who does it is called a manager. Individuals who become managers are tasked with handling new tasks which are entirely managerial in nature, the important of which is to stop the tendency to do everything alone. Management includes activities to achieve goals, with the basic functions and management processes being planning, organizing, actuating, and controlling. The description is Planning (planning) includes the preparation of a series of activities from various alternatives that must be carried out to achieve the goals that have been set. Organizing (organizing), including the division and grouping of activities, the arrangement of staff to carry out activities, motivation, and direction. Actuating (implementation), including determining and satisfying the human needs of its employees, rewarding, leading, developing, and compensating them, and Controlling (supervision), concerning innovation, coordination and service. Everything is done by individuals who contribute their efforts through predetermined management actions [17].

Stoner defines, Management is the process of planning, organizing, leading and controlling the effort of organizing members and of using all other organizational resources to achieve stated organizational goals [18]. From this definition, Stoner put forward the word "process" is a series of management activities, namely planning (planning), organizing (organizing), leadership (leading) and supervision (controlling). Driyarkara said that education is humanizing humans. In the Dictionary of Education it is stated that education is: (a) the process of developing one's abilities, attitudes and behavior in society, (b) the social process that occurs in a person exposed to selected and controlled environmental influences (especially those that come from school), so as to obtain the optimum development of social abilities and individual abilities. In other words, education is influenced by the environment for the individual to produce changes that are permanent (fixed) in behavior, thoughts, and attitudes [19]. Another understanding put forward by Crow and Crow, that education is not only seen as a means for preparing for life in the future, but also for the present life experienced by individuals towards their level of maturity (Fattah [20]). Based on this understanding, several characteristics of education are identified, including having goals, namely the ability to develop so that it is useful for the interests of life. To achieve this goal, education makes a planned effort in selecting appropriate content (material), strategies and assessment techniques. Educational activities are carried out in the family, school and community environment (formal and non-formal)[21]. If it is associated with the existence and nature of human life, where is education directed? The answer for the formation of human personality is to develop humans as individual beings, social beings, moral beings, and religious (religious) beings. All of this requires effective and efficient management so that quality human resources can be realized in the educational process.

According to Tilaar [22], management functions are divided into two parts, namely "organic functions" and "complementary functions". The organic function is a management function that absolutely must be implemented in organizational management activities. If one of the functions is not carried out, the activities within the organization will be hampered or may fail. Complementary function is to complement organic functions so that these organic functions can run efficiently and effectively. These complementary functions include communicating activities and utilizing supporting facilities to achieve organizational goals. The two functions (organic and complementary) can be united.

b. Curriculum

Caswell and Campbell in Sanjaya [23], state that the curriculum is "...all of the experiences children have under the guidance of the teacher". Likewise, Lee and Murray Lee in Sanjaya [23], stated that the curriculum as: "...those experiences of the child which the school in any way utilizes to influence". The definition of the curriculum above is not interpreted as content and subjects anymore, but is considered as a student learning experience. The curriculum is all activities carried out by students both inside and outside the school as long as these activities are under the responsibility of the teacher (school). These activities are not limited to intra or extracurricular activities. This understanding does not experience multiple agreements, because in this sense it is a form of student behavior resulting from experience which cannot be controlled by the teacher as a whole. Therefore, curriculum as an experience is considered by some experts as a broad concept and has a vague meaning.

The opinion of the curriculum as a learning plan was put forward by Taba in Sanjaya [23], that "A curriculum is a plan for learning: therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum" which means a plan that is planned (intentionally) to be learned by students. Doll defines a curriculum that contains a broader meaning as follows: "The curriculum of a school is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and change attitudes. , appreciations, and values under the auspices of that school". Another definition was put forward by Finch and Crunkilton which defines the curriculum as: "... the sum of the learning activities and experiences that a student has under the auspices or direction of the school". On the basis of the two opinions above, the curriculum is not only interpreted as subjects or content and processes, but includes all experiences or teaching and learning activities of students and teachers to achieve educational goals.

Judging from the understanding of the curriculum, there are actually four main components included in it, namely objectives, content, learning activities and evaluation. Mulyasa [24] emphasizes the components of this curriculum as follows: "...the components or elements included in a curriculum are (a) aims, goals, and objectives, (b) subject matter or content, (c) learning activities and (d) evaluate". In line with Zais's opinion above, identifies four curriculum

components with (a) objectives, (b) content or material, (c) process or delivery system and (d) evaluation.

The concept of the curriculum develops in line with the development of educational theory and practice, also varies according to the educational flow or theory it adheres to. Etymologically according to Wiles and Bondi the term curriculum was first discovered in Scotland in the early 1820s, and the term was modernly used in the United States a century later. The term curriculum comes from the Latin language, namely "currere" in the form of a verb (to run) which means to run. In Webster's Dictionary the word curriculum comes from the Greek "curricula" which has several meanings from curriculum including: (1) the place of the race, the distance that must be traveled by the runners of the race; A distance for a cart or race; (3) a race that starts from the start and ends with a finish. From some of these etymological meanings, the meaning of the last curriculum is synonymous with the learning process, so on that basis the term curriculum is applied in education [25]. Whereas in terms of terminology, according to the old view, the curriculum is a collection of subjects that must be conveyed by educators or learned by students. Subsequent opinions have shifted from emphasizing content to putting more emphasis on learning experiences. According to Caswel and Campbell in their famous book Curriculum Development put forward the curriculum, to be composed of all the experiences children have under the guidance of teachers. This change in emphasis on experience is emphasized by Doll, the commonly accepted definition of the curriculum has changed from the content of courses of study and list of subjects and courses to all experiences which are offered to learners under the auspices or direction of the school.

Doll's definition not only shows a change in emphasis from content to process, but also shows a change in scope, from a very narrow concept to a broader one. Meanwhile, Johnson [26] argues that experience will only arise if it occurs between students and their environment. This interaction is not called a curriculum but a form of teaching. The curriculum only describes or anticipates the results of teaching. From this understanding it shows that curriculum activities are not limited to the classroom, but also include activities outside the classroom. There is no clear separation between intra and extra curriculum. All activities that provide learning or educational experiences for students are essentially a curriculum. The curriculum is also often distinguished between the curriculum as a plan (curriculum plan) and a functional curriculum (functioning curriculum). According to Beauchamp [26] "A curriculum is a written document which may contain many ingredients, but basically it is a plan for education of pupils during their enrollment in a given school". Beauchamp emphasizes that the curriculum is an educational or teaching plan (Hamalik [27]).

Taba has a different opinion from these opinions. According to him, the difference between curriculum and teaching lies not in the implementation, but in the breadth of coverage. The curriculum is concerned with the wider or more general scope of objectives, content and methods, while those that are narrower or more specific become teaching tasks.

According to Taba both form a continuum, the curriculum lies at the end of the general goal or long-term goal, while teaching is at the other end, which is more specific or closer. The curriculum provides guidance on the implementation of teaching in the classroom, but it is the duty and responsibility of the educator to describe it [23].

c. Quality

In general, quality can be interpreted as an overview and overall characteristics of goods or services that demonstrate their ability to satisfy the expected or implied needs. In the context of education, the notion of quality includes input, process and output of education [28]. What is meant by the quality of education is the effective process that goes through and the learning outcomes that can be achieved by students. Quality also implies the degree (level) of superiority of a product (results of work/effort), both in the form of goods and services; both tangible and intangible. In the context of education, the notion of quality refers to the educational process and educational outcomes. In a quality "educational process" various inputs are involved, such as teaching materials (cognitive, affective, and psychomotor), methodology (varies according to the ability of the teacher), school facilities, administrative support, infrastructure and other resources as well as the creation of a conducive atmosphere. School management, class support functions to synchronize the various inputs or synergize all components in the teaching and learning interaction (process) between teachers, students, supporting facilities; curricular and extracurricular, academic and non-academic.

Quality in the context of "educational outcomes" refers to the achievements of schools at any given time. Achievements achieved or educational results (student achievement) can be in the form of academic ability test results. It can also be achievements in other fields such as achievements in a sport, art or certain additional skills such as computers, various types of techniques and services. Even school achievement can be in the form of intangible conditions such as an atmosphere of discipline, intimacy, mutual respect, cleanliness, and so on. To find out the results achieved by schools, especially regarding aspects of academic or "cognitive" abilities, benchmarking can be done (using standard reference points, for example NEM by KKG or MGMP). Evaluation of all educational outcomes in each school, both those with benchmarks and extracurricular activities, is carried out by individual schools as a self-evaluation and is used to improve quality targets and the following year's educational process. In this case, the RAPBS must be an elaboration of the quality targets to be achieved and scenarios for how to achieve them.

The quality of education as one of the pillars of human resource development is very important for national development. In fact, it can be said that the future of the nation lies in the existence of quality education. This will only emerge if there are quality educational institutions. Therefore, efforts to improve the quality of education is a strategic point in efforts to create quality education. Educational quality management relies on the institution itself, applies a set of

techniques, is based on the availability of quantitative and qualitative data, and empowers all components of the educational institution to simultaneously increase organizational capacity and capability to meet the needs of students and society. In general, quality is an overview and overall characteristics of goods or services that demonstrate their ability to satisfy specified or implied needs [29]. In the history of education in Indonesia, quality is a requirement that must be prioritized, because by itself it will provide benefits and give satisfaction to stakeholders, where quality is a guarantee for the product.

Currently being discussed about Total Quality Management (TQM). Total Quality Management is a management system that focuses on people or customers which aims to continuously improve customer satisfaction at real costs which continuously decrease [30]. Understanding this, it can be stated that quality education cannot only be seen from the quality of its graduates, but also includes how educational institutions are able to meet customer needs in accordance with applicable quality standards. Customers in this case are internal customers (employees and teachers) and external customers (students, community and graduate users). In the context of education, the notion of quality includes input, process and output of education. Educational input is everything that must be available because it is needed for the process to take place in the form of resources and software as well as expectations as a guide for the process to take place. Resource inputs include human resources and remaining resources (equipment, equipment, money, materials) Software inputs include organizational structures, laws and regulations, job descriptions, plans, programs. Input expectations in the form of vision, mission, goals, and goals to be achieved. Readiness input is needed so that the process can take place properly. Therefore, the level of input quality can be measured from the level of input readiness. The higher the level of input readiness, the higher the quality of the input.

The process of education is changing something into something else. In micro-scale education, the processes referred to are decision-making processes, institutional management processes, program management processes, teaching and learning processes, and monitoring and evaluation, provided that the teaching and learning process has the highest level of importance compared to other processes[31]. There are two factors that can explain why efforts to improve the quality of education so far have been lacking or not successful. First, the education development strategy so far has been more input oriented. Such a strategy relies more on the assumption that when all educational inputs have been fulfilled, such as providing books (teaching materials) and other learning tools, providing educational facilities, training teachers and other education personnel, then educational institutions will automatically be able to produce output (output) quality as expected. It turns out that the input-output strategy introduced by the theory of the education production function [11] does not fully function in educational institutions, but only occurs in economic and industrial institutions.

Based on the background of the problems above, the formulation of the research problem is how is the Management of the Implementation of the National Curriculum Based on Islamic Boarding School Education to Improve the Quality of Madrasah Aliyah (Descriptive Analytical Study at MA Al-Masthuriyah, MA Sunanul Huda, MA Al-Amin Sukabumi Regency). The root of the problem raised in this research is the management of the implementation of the national curriculum at Islamic boarding schools based on Madrasah Aliyah which has not been resolved along with the complexity of the problems faced. The formulation of the research problem is related to Instrumental Input, namely education policy. Raw Input, namely Madrasah Aliyah, on the process aspect, namely the management of the implementation of the national curriculum based on Islamic boarding schools including planning, organizing, implementing, evaluating, and following up. Meanwhile, environmental input consists of the community and stakeholders as well as the environment and organizational culture prevailing in Madrasah Aliyah. The formulation of the problem in research can be described as follows:

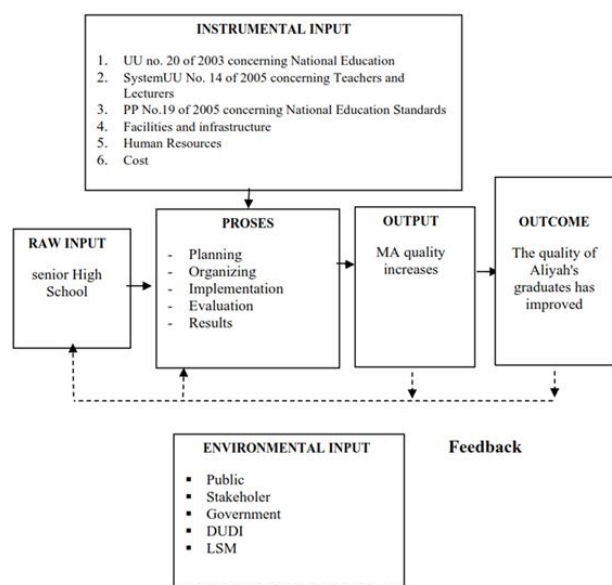


Figure 1. The formulation of the problem in research

From the picture above, it can be explained that the management of the implementation of the national curriculum at Madrasah Aliyah based on Islamic boarding schools is influenced by various factors, including raw input, where the Madrasah Aliyah curriculum has not been integrated between the national curriculum and the pesantren curriculum. Instrumental input, namely how to support policies, human resources, costs and infrastructure. Environmental input, namely how the support of the government, community, stakeholders, the business world and the industrial world (DUDI) and non-governmental organizations. The management of the implementation of the national curriculum based on Islamic Boarding School Education is carried out through planning, organizing, implementing, evaluating to

produce superior and competitive MA by integrating the national curriculum and the Islamic boarding school curriculum. The output of this research is an increase in the quality of Madrasah Aliyah, while the outcome is an increase in the quality of MA graduates. The feedback from this process is to return to the management of Madrasah Aliyah education based on Islamic boarding schools.

IV. CONCLUSION

Based on the results of the research and discussion, specific research conclusions can be put forward as follows National curriculum planning at Madrasah Aliyah based on Islamic boarding school education is carried out by the Head of Madrasah, Deputy Head of Madrasah for Curriculum, teachers, MA supervisors and madrasah committees and stakeholders. Planning starts with compiling a curriculum based on Competency Standards (SK) and Basic Competency (KD) set by the Ministry of Religion. These Basic Competency Standards are then translated into the entire process of learning activities. The curriculum is not only prepared by managers, but involves all elements in MA. Organizing the national curriculum at Madrasah Aliyah based on Islamic boarding school education involves all madrasa residents (Heads, Teachers, and Staff) and other stakeholders (Foundations, Madrasah Committees/Parents, supervisors, and experts). The organization of the national curriculum is carried out through action in order to seek effective relations between all parties related to the curriculum, so that they can work together efficiently and carry out tasks, to achieve the goals or objectives of the curriculum. The activities carried out in the stage of organizing the national curriculum in MA are a) grouping subjects according to their scope; and b) forming a curriculum development team. The implementation of the national curriculum at Madrasah Aliyah based on pesantren education is organized through learning activities. Each day's learning activities begin with Duha prayers simultaneously at the mosque. The next activity is learning activities in class according to the lesson schedule. The implementation of the national curriculum with the pesantren curriculum at Madrasah Aliyah, in general can be seen from: (a) lesson planning, (b) mastery of subject areas, (c) use of methods, strategies and techniques, (d) class management, (e) use of media, (f) evaluation of the results and (g) quality improvement efforts carried out at Madrasah Aliyah. Evaluation of the national curriculum at Madrasah Aliyah based on Islamic boarding school education is carried out to check the level of achievement of the educational goals to be realized through the curriculum in question. Madrasah Aliyah continuously strives to improve the quality of education through curriculum evaluation efforts. What was done was to revitalize the curriculum during the Covid-19 Pandemic. The results of the management of the implementation of the national curriculum at Madrasah Aliyah based on Islamic boarding school education are that it has an impact on quality culture, madrasas have compact, smart and dynamic teamwork, madrasas have authority or independence, madrasas have openness (transparency) management,

madrasahs have accountability and are responsive and anticipatory of needs. Follow-up management of the implementation of the national curriculum at Islamic boarding schools based on Madrasah Aliyah is to carry out a self-evaluation to identify its strengths and weaknesses as a basis for preparing further development plans. The follow-up is to hold regular and continuous workshops and training. Obstacles to the management of implementing the national curriculum at Islamic boarding schools based on Madrasah Aliyah include preparation time, staff and outreach. The preparation of Islamic substance in the national curriculum in the three MAs requires adequate time so that it is really in accordance with the goals of the school and the goals of the integration itself. There needs to be long and comprehensive thought through discussions from stakeholders so that the results are in accordance with the objectives. The solution to overcoming management obstacles to the implementation of the national curriculum at Islamic boarding schools based on Madrasah Aliyah is to create an academic climate that raises teachers' interest in conducting research. Institutional leaders will try to create an academic climate so that teachers are motivated to improve their performance. This increase in performance is related to the task of teaching, educating, and guiding. Activities of preparing teaching plans, mastering materials, using teaching methods and media, managing classes, conducting evaluations and conducting guidance.

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