The Role of the MGMP in the Implementation of the Curriculum for the Subject of Islamic History at Islamic Senior High School Yogyakarta in 2019

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Abstract

This study reveals the role of MGMP SKI MA DIY in implementing KMA 183 and 184 in 2019. This research is a descriptive-analytical qualitative research. This study was conducted in Yogyakarta at the MGMP SKI MA DIY. Interviews, documentation, and observations were used to collect data. The study finds out that these roles include socialization, implementation, and monitoring of policies. Not only internal management meetings, but also management meetings with MGMP members are also held to socialize policy implementation. The policy is implemented in two ways: the determination of the work program as a guide for field activities, and the implementation of the work program as an MGMP progress report. Monitoring policy implementation uses two methods: extracting information from FGDs and distributing Google forms to track policy implementation. This research helps to develop MGMP MA SKI DIY in the future curriculum development.

Keywords: *The role of MGMP SKI DIY MA; Implementation of KMA 183; Implementation of KMA 184*

Abstrak

Penelitian ini mengungkap peran MGMP SKI MA DIY dalam melaksanakan KMA 183 dan 184 pada tahun 2019. Penelitian ini merupakan penelitian kualitatif deskriptif-analitis. Penelitian dilakukan di Yogyakarta pada MGMP SKI MA DIY. Wawancara, dokumentasi, dan observasi digunakan untuk mengumpulkan data. Studi ini menemukan bahwa peran tersebut mencakup sosialisasi, implementasi, dan pemantauan kebijakan. Selain rapat internal manajemen, juga dilakukan rapat manajemen dengan anggota MGMP untuk mensosialisasikan implementasi kebijakan. Kebijakan tersebut dilaksanakan dengan dua cara: penetapan program kerja sebagai pedoman kegiatan lapangan, dan pelaksanaan program kerja sebagai laporan kemajuan MGMP. Pemantauan implementasi kebijakan menggunakan dua metode: mengekstrak informasi dari FGD dan mendistribusikan formulir Google untuk melacak implementasi kebijakan. Penelitian ini membantu mengembangkan MGMP MA SKI DIY dalam pengembangan kurikulum ke depan.

Kata kunci: Peran MGMP SKI DIY MA; Implementasi KMA 183; Implementasi KMA 184

A. Introduction

Curriculum development is a sure thing in education (Ndeot, 2019). According to Nana Syaodih, Curriculum as a system means a subset of several concepts about the curriculum, including curriculum as a substance, curriculum as a system, and curriculum as a field of study. (Sukmadinata, 2000, p. 27) Curriculum is the culmination of educators' intentions and expectations in the form of educational plans and programs. Educators and students are involved in implementing the curriculum (Sudjana, 1989). A curriculum system consists of a personnel structure and work procedures to develop, implement, evaluate, and improve the learning process (Ahid, 2006, p. 13).

Curriculum is a very urgent part of efforts to improve the quality of education at this time. Soetopo and Soemanto define curriculum change as a deliberate change in one or more curriculum components between two specific periods (Soetopo & Soemanto, 1991). Curriculum renewal is very important because the curriculum must adapt to current and future developments. The reformation of Education begins with conceptual and then structural changes (Subiyantoro, 2015).

As a result of these demands, in 2013 an advanced curriculum was developed, which was the continuity from the 2006 curriculum. The 2013 curriculum aims to improve and

balance attitudes, skills, and knowledge (Hidayat, 2013, p. 113). The 2013 curriculum aims to produce future generations who are intellectually, emotionally, socially, and spiritually intelligent.

Along with the implementation of the 2013 curriculum, the Ministry of Religion issued the Decree of the Religion Minister (hereinafter abbreviated as KMA) number 165 of 2014 concerning the 2013 Madrasah Curriculum Guidelines for Islamic Subjects (PAI) and Arabic subjects. As a follow-up to the publication of KMA 165 in 2014, the Directorate General of Islamic Education Decree (SK Dirjen Pendis) number 481 of 2015 concerning the establishment of madrasah assisting the implementation of the 2013 curriculum was issued (Mulabbiyah, 2018). In its implementation, KMA 165 is enforced from the academic year of 2014/2015 to 2019/2020.

Furthermore, in response to the changing education landscape, the Ministry of Religion issued KMA 183-184 in 2019, which came into effect in the academic year of 2019/2020. To meet the needs of the 21st century, KMA 183-184 is a new curriculum that complements the previous curriculum. This is in accordance with the Decree of the Minister of Religion number 183 regarding guidelines for implementing the curriculum in Madrasah.

It was stated that with the enactment of KMA 183 of 2019 concerning the Islamic Religious Education (PAI) Curriculum (Qur'an Hadith, Fiqh, Aqidah Akhlak, SKI) and Arabic in school, then KMA 165 of 2014 concerning the 2013 Madrasah Curriculum Guidelines for Islamic Education and Arabic subjects was declared revoked and declared not valid (as stated in the letter of the Director General of Education Number; B-1264/DJ.I/Dt.II/PP.00/07/2020). This is reinforced by the issuance of a Circular regarding the Implementation of KMA 792 in 2018 regarding the guidelines for the Implementation of the RA Curriculum as stated in the Decree of the Director General of Education Number 2761 2019, KMA 183 in 2019 and KMA 184 in 2019 concerning the 2013 Curriculum for Islamic Religious Education and Arabic Language at Madrasah. It has signed by the Director of KSKK Madrasah. KMA 184 in 2019 itself is a substitute for KMA 117 in 2014 which contains studies related to the content of Islamic Religious Education (PAI) material in Madrasah. KMA 184 of 2019 is a curriculum implementation guideline for madrasah published in order to encourage and provide rules about innovation in madrasah curriculum implementation and to provide a legal umbrella in the development of madrasah characteristics.

Teachers in madrasah should welcome the Ministry of Religion's policy. This allows teachers to be innovative and creative in the classroom. However, many madrasah teachers are worried about how the implementation of KMA 183 and KMA 184 will be in 2019. How they

will be implemented, what media will be used, and whether the new KMA materials will be the same as the old KMA materials are concerns that surface in professional forums such as the Teacher Consultation. Provincial Subjects (here in after abbreviated as MGMP), National MGMP and other academic forums.

The anxiety of madrasah teachers, especially SKI MA teachers in the Special Region of Yogyakarta, has become a challenge for the SKI MA DIY MGMP. This is very reasonable because the content of the SKI material has allegedly changed a lot in KMA 183 2019. The organization that organizes the SKI MA MGMP, acting as a protector is the Head of the Regional Office of the Ministry of Religion of DIY. In reality, the MGMP should be a forum that can answer the concerns of its members in bringing up innovation and its role in the implementation of KMA 183 in 2019 at madrasah circles in DIY.

Mastery of learning materials by teachers will determine the success of KMA 183 in 2019. Skilled and professional teachers will be easily adapted to the changes. Professionalism is the ability of teachers to master learning materials broadly and deeply to guide students to meet national education standards (Yamin & Maisah, 2011, p. 11). Professional competence of teachers is divided into two parts, namely professional competence (ability to teach the field of study) and pedagogic competence (ability to manage learning in the classroom) (Scales, 2011, p. 50).

Teachers will not be able to independently improve their curriculum implementation skills. Teachers need a place to gather information and improve their skills. So that professional organizations such as MGMP become a forum for teachers to get the latest information on the implementation of KMA 183 in 2019. SKI MA teachers in DIY, one of the subjects affected by KMA 183 in 2019, should also receive special attention. Access to information, training, and technical guidance is one of the concerns in the implementation of KMA 183 in 2019. One of the professional organizations, MGMP SKI MA DIY is a space to have the latest information.

Previous research revealed that the implementation of SKI learning was carried out with a scientific approach (Hidayat, 2013; Mu'ammar, 2020). the development and analysis of textbooks in the 2013 curriculum of SKI learning has also been carried out (Alhafidzh, 2020; Muna, 2020). Philosophically, Rofik has dissected values in Islamic Cultural History learning which are manifested in four categories, namely material values, formal values, functional values, and essential values (Rofik, 2015).

The role of the MGMP as an important part in implementing the curriculum at the downstream level of education is interesting to reveal. MGMP has a central role in the

curriculum implementation process (Maure, Arifin, & Datuk, 2021). Based on this anxiety, it is important to reveal the role of the SKI MA MGMP on the implementation of KMA 183 and KMA 184 in 2019.

This research is categorized into qualitative research with analytic descriptive method. Referring to data analysis, the type of this research is qualitative-analytic (Cohen, Manion, and Morrisom, 2017). Qualitative research is based on post positivism philosophy and is used to obtain the meaning and deep understanding on culture as a research subject where the researcher acts as the key instrument (Creswel, 2009). Research location is in Yogyakarta, specifically located in PSBB MAN 3 Sleman Jl. Magelang KM 3.5 Sinduadi Mlati Sleman Yogyakarta with MGMP SKI MA DIY determined as the subject. The technique in collecting data applies a structured interview, documentation, and observation. Triangulation test is conducted to ensure the validity and reliability of data obtained.

B. Discussion

In this research, the MGMP that has been determined as the research subject is MGMP SKI MA DIY. According to the previous explanation, it is stated that the member of MGMP SKI MA DIY consist of all Islamic Culture History (SKI) teachers both in Private Islamic Senior High School (MAS) and Public Islamic Senior High School (MAN). Islamic Culture History subject is one of the subjects in Islamic Education (PAI) group that is directly affected by KMA 183 of 2019.

MGMP SKI MA, found in 2005, consist of several important officials such as Head of the Regional Office of Ministry of Religion of Yogyakarta as the protector, Head of the Madrasah Education Division as the director, Head of the Madrasah Education Sections as the person(s) in charge, and Supervisors and Heads of Madrasah Schools in the area of Regional Office of Ministry of Religion of Yogyakarta as the constructor. The board of MGMP has been officially appointed through a decree signed by the Head of the Regional Office of Yogyakarta with 2 years of activation. The sample obtained on this research is the board of MGMP SKI MA DIY of 2019 to 2021 that is legitimately stated through Decree Number 100 of 2021. The member of MGMP SKI MA DIY consists of all Islamic Culture History (SKI) teachers both in Private Islamic Senior High School (MAS) and Public Islamic Senior High School (MAN).

David Barry defines a role as expectations carried by an individual or a group of people who hold certain social position. Moreover, a role is also defined as behavior or attitude channeled to an individual or a group of people due to the obligations they gained from their position or job (Berry, 2003, p. 105).

After conducting the research applying documentation study, interview, and deep observation, several data from research results have been obtained regarding the role of MGMP SKI MA DIY in implementing the KMA 183 and KMA 164 of 2019 in MGMP SKI MA DIY region by analyzing three factors such as implementation socialization, policy implementation, and monitoring the policy implementation.

1. Policy Implementation Socialization by MGMP SKI MA DIY

Prior to the new policy implementation stated in KMA 183 and KMA 184 of 2019, MGMP SKI MA DIY owns grand program outlines that is to build an independent culture inside the organization, harmonious, aboveboard, productive, great administration management, and accountable. Furthermore, active participation is highly expected from all members of MGMP SKI MA DIY. MGMP SKI MA DIY's branding is also essential to be improved in order to gain more exposure for partnership and collaboration with related organizations. The competency of every member needs more attention and improvement as well and this can be managed by socializing the activities and the work of MGMP SKI MA DIY members to the society through related media. On virtual interview with the Coordinator of Public Relation Division, program summaries obtained are as follows:

a. Establish communication and build synergy between members of the MGMP SKI MA DIY
b. Publish every MGMP SKI MA DIY activity either through the DIY Ministry of Religion Regional Office website or other relevant media
c. Carry out innovations in the field of public relations and publications to strengthen ties between members and strengthen the branding of MGMP SKI MA DIY

The activity division has the following work programs:

a. Designing a matrix of activities to be carried out by MGMP SKI MA DIY during one management period
b. Prepare material for activities, including presenters and other officers such as; MC, moderator, consumption, and others
c. Making innovations to improve the professionalism of members of the MGMP SKI MA DIY

While the Curriculum division has the following work programs:

d. Make a study of the regulations governing education, especially related to SKI MA . subjects
e. Reviewing the material contained in the SKI MA . subject resource book
f. Designing innovations to make it easier for SKI MA teachers in transforming material to students following existing regulations and curriculum

The work program is jointly prepared in a member working meeting attended by all administrators and members of the MGMP SKI MA DIY. In its implementation, the MGMP SKI MA DIY activities are carried out in routine appointments every two weeks by presenting resource persons who are competent in their fields. Activities are carried out online. However, online-based activities have problems related to communication. The teachers became less than optimal in participating in the activities carried out. Improving IT capabilities is a challenge in developing the DIY MGMP SKI MA DIY organization (Asmuni, 2020).

> "Usually, the activities are carried out every two weeks with an agenda that has been made by the curriculum division following the existing program, for where the activities usually take turns. Sometimes in the Sleman madrasah, in the City, or in other madrasahs willing to be the place of activities agreed upon at the previous meeting usually, around 60-75 percent of the members attend. The speakers are usually taken from people who master a certain theme will take in one meeting."

The work program above is a work program running before the enactment of KMA 183 and KMA 184 in 2019. According to E Mulyasa that the general purpose of the establishment of the MGMP is to broaden the horizons of teachers and provide opportunities for them to improve their competence and professionalism so that they can provide quality services by with the needs and development of society (Mulyasa, 2013, p. 153). The ongoing work program of the MGMP SKI MA DIY has provided an opportunity for its members to explore their potential and, at the same time, provide various helpful information to fellow members through work programs in each division.

With the new policy, socialization was carried out in the MGMP SKI MA DIY environment. Widjaja defines socialization as an action to spread information that is not yet known by the general public (Widjaja, 2008, p. 31). Socialization is the process by which a person acquires the knowledge, skills, and attitudes he treats to function as an adult and at the same time as an active actor in a particular position or role in society (Samin, 2015).

The administrators and several members of the MGMP SKI MA DIY were aware of the new policy at the beginning of the 2019/2020 academic year, even though many of them just realized it when it initially enforced as stated by the chairman of the MGMP SKI MA DIY;

" I learned for the first time that there were KMA 183 and KMA 184 in 2019 regarding education policies around the beginning of the 2019/2020 school year I got the information from any resources. One of them I found it out from a workshop I joined"(Hasyim, 2020).

This information is then followed up by conducting socialization in the MGMP forum. The stages of socialization from the process of gaining knowledge of a new policy to the decision to be able to play an active role in its position as one of the implementers are realized by the innovation programs carried out by the MGMP SKI MA DIY, namely:

This internal meeting aims to map out what information is needed by members of the MGMP SKI MA DIY with the new policy. This activity dedicates daily administrators with each committee providing suggestions for the members' needs of the MGMP SKI MA DIY, especially the identification of activities that will be used as innovations for the program of the MGMP SKI MA DIY. The daily internal administrators meeting was held in early July 2020. Apart from offline or face-to-face, the meeting was also conducted online using the available applications.

"With a marathon meeting like this, I hope that I will find and catch initial ideas from the board members. So, when delivered at a general meeting, it can be more effective and efficient. We already have clear and directed materials, which will be presented at the member meeting" (Hasyim, 2020).

As stated by the chairman of the MGMP SKI MA DIY, the internal daily administrator meetings, which are held in several meetings, can be used as a starting point for subsequent meetings. After conducting the daily administrator coordination meeting, the next step is to conduct coordination and general meetings with the MGMP SKI MA DIY members. In the general meeting, MGMP SKI MA DIY discussed some innovations with initial materials based on daily administrator meetings. Furthermore, the meeting members provided input and discussed what should be an innovation in the program of the MGMP SKI MA DIY. The ideas and identification of problems from the meeting participants then became conclusions and became an innovation for the MGMP SKI MA DIY program.

The proposed program innovations in the meeting are: a) holding learning media workshops, b) making learning modules, c) doing safari to historical sites, d) making a pilgrimage for the Walisongos, e) holding seminars and training, f) conducting comparative study visits, g) holding learning media workshops, h) technical guidance for KMA 183 and KMA 184, i) compiling learning modules, j) mapping essential KD, k) conducting BIMTEK assessment, and l) holding workshops on preparing HOTS questions.

The proposals in the meeting were then selected and agreed on which ones would be used as innovations for the MGMP SKI MA DIY program in implementing KMA 183 and KMA 184 in 2019.

2. Implementation of the KMA 183 and KMA 184 Policies in 2019 Initiated by the MGMP SKI MA DIY

Issued by Dirjend Pendis decree number 2761, KMA 183, and KMA 184 in 2019 concerning the 2013 Curriculum for Islamic Religious Education and Arabic Language at Madrasahs, which were signed by the Director of KSKK Madrasah, KMA 183 and 184 of 2019 legally started from the academic year 2020/2021.

MGMP SKI MA DIY carried out several innovations and policies to support the implementation of KMA 183 and KMA 184 in 2019 within the MGMP SKI MA DIY. Determining the work program begins with preparing the Essential KD by what was stated in KMA 183. Furthermore, the Learning Module is ready as a companion to the teacher's book. Then MGMP SKI DIY held training and or workshop on IT-based learning media. The DIY SKI MGMP also provides technical guidance (technology guidance) for KMA 183 and KMA 184 in 2019. Training on learning evaluation tools is carried out according to KMA 183 and 184 in 2019, followed by training in HOTS questions. The last is the Workshop on the practice of PAS (End Semester Assessment) questions following the KI-KD contained in KMA 183 and KMA 184 in 2019

During the six months since the implementation of KMA 183 and KMA 184 in 2019, data was obtained from observations and MGMP documents that the MGMP SKI MA DIY has realized several work programs, namely:

The workshop was held from June 29 to July 1, 2020, attended by 23 administrators and members of the MGMP SKI MA DIY. The target to be achieved in the workshop activity is the compilation of Essential material from KD at each level of the SKI MA subject class by KMA 183 in 2019. This essential material is essential to be used as a reference during learning during the pandemic. After presenting the material from the resource persons, all participants were given the assignment to make the core material from specific essential competencies at each MA class level. Each participant gets a different selection of material, this is intended so that all KD in the new curriculum get necessary material so that it can be used as a reference in learning during the pandemic,

The Learning Media training activity continues the essential KD preparation workshop, which will be held from 2 to 10 July 2020. In the learning media training, storyboard, powtoon, quizzes, and Kahoot materials are given. The training scheme is as follows:

a. Participants are guided to make storyboards with materials using essential materials that have been prepared in the previous activity. From the storyboard, participants were guided through composing a PowerPoint with an exciting concept. This PowerPoint is ready to be used for learning in each madrasah.

b. Participants were introduced to Powtoon material, namely video material for learning. First, participants are guided to create an account as their identity in making videos. Participants are advised to make learning videos sourced from essential basic competencies so that they can be directly used for learning in their respective madrasahs.

c. The training activity ends with learning evaluation materials using the Quiziz and Kahoot applications, which contain evaluation activities or value taking in an exciting way and are determined with a specific time limit. This application hopes to help teachers take grades more efficiently, and students enjoy carrying out assessments more quickly.

The module preparation activity is intended to compile student companion books to strengthen the textbooks from the KSKK directorate of the Ministry of Religion of the Republic of Indonesia. The preparation was carried out over a period of four months, starting from June to October 2020. However, during this time, the trial of the module had not been completed due to many obstacles, including the lack of writing skills of the MGMP SKI MA members involved in the module team. At the beginning of the second semester of the 2020/2021 academic year, the module preparation was restarted with the completion target at the end of the second semester of the 2020/2021 academic year.

The HOTS question preparation workshop was held in February 2021. This activity was conducted online and opened to the public. The purpose of this activity was to provide provisions for teachers to prepare HOTS questions in the implementation of the Madrasah Exam as the end of learning activities in class XII MA. The preparation of HOTS questions was based on a grid of questions with reference to KMA 183 in 2019. Each participant was provided with the provision of how to prepare HOTS questions with a choice of cognitive levels available on the question grid provided by the KSKK directorate of the Indonesian Religion Ministry.

In addition to the work programs above, several efforts were also made in the context of accelerating the implementation of KMA 183 and KMA 184 in 2019 within the MGMP SKI

MA DIY by socializing through the WAG group about the latest information related to education policies, distributing supporting materials for teaching materials in accordance with KMA 183 in 2019, compiling a temporary module for teacher guidance in the context of accompanying student books before the textbooks from the KSKK Directorate are published and ready to be distributed.

However, the lack of maximum coordination between the Regional Office of the Religion Ministry, DIY, and the MGMP SKI MA DIY regarding the implementation of KMA 183 and 184 in 2019 was a problem faced. As a result, MGMP SKI MA DIY seemed to walk alone (Hasyim, 2020). According to the DIY Regional Office teacher, this was because the teacher section did not touch on the socialization of KMA 183 and KMA 184 in 2019 and focused on supporting MGMP activities to prepare teachers to oversee the implementation of the policy implementation.

Observing the process performed by the MGMP SKI MA DIY to respond to the new policies contained in KMA 183 and KMA 184 of 2019, according to the author, it was in line with the definition of role presented by David Barry that role is behavior and or actions directed by a person or group because of their obligations from their position or work (Berry, 2003, p. 105). Likewise, it was in agreement with the understanding of the role in a policy implementation according to Daniel A. Mazmanian and Kunandar, namely how practical actions in the form of ideas, concepts, policies, or innovations are performed by individuals or groups.

3. Monitoring the Implementation of Policy Implementation

Monitoring is needed to support the success of policy implementation. It is hoped that by monitoring, any errors and discrepancies that occurred can be corrected and adjusted (Rawita, 2010, p. 110). Monitoring in policy implementation aims to keep the policies being implemented under the goals and objectives. Besides, it is also to find errors as early as possible to reduce greater risk. Monitoring also aims to modify policies if monitoring results require it (Rawita, 2010, p. 111).

Furthermore, Rawita explained that monitoring activities are directed at ensuring that the implementation of education policies is in line with the appropriate model for implementing education policies. In addition, it is to ensure that the implementation of education policies leads to the desired educational policy performance (Rawita, 2010, p. 149).

In practice, the organization of monitoring the implementation of policies in the MGMP SKI MA DIY environment is conducted by taking data in Focus Group Discussions (FGD), by holding meetings and discussions with various stakeholders. In this way, it is hoped that more valid information can be obtained through cross-checking data and information from many sources (Rawita, 2010, p. 116). It is revealed from an interview with the head of the MGMP SKI MA DIY;

> "For temporary implementation monitoring, it is done by digging information from several online discussion activities. However, because the condition is still a pandemic, it is complicated to conduct direct monitoring at the workplace of MGMP members" (Hasyim, 2020).

Entirely, the monitoring activities were recorded from the discussions in several activities that had been successfully implemented. However, the implementation monitoring conducted with FGDs had only been running perfunctory, considering that policy implementation had only been running for a semester. In these limitations, interactive discussions were conducted to obtain various information from Teacher Working Group (MGMP) members. Moreover, it was used to explore various problems experienced by the members during the subject implementation process. Besides the FGD, the researcher found another monitoring technique that was applied in the MGMP SKI MA DIY, the techniques used was questionnaire or google form. The Google form was created by the MGMP management, then distributed to all members to fill out. The google form contained the MGMP members' needs for training and other learning media that would support the implementation of KMA 183 and 184 in 2019 as expected.

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C. CONCLUSION

The MGMP SKI MA DIY had a central role in the Implementation of KMA 183 and 184 in 2019. The roles included the process of socializing, implementing, and monitoring the policies. The socializing policy implementation process was conducted online and in two events, namely an internal management meeting and a management meeting with MGMP members. The policy implementation was conducted in two methods, namely the determination of the work program as a reference for the field activities implementation and the realization of the work program as a progress report of the MGMP activities implementation. Policy implementation monitoring was conducted by two methods, namely extracting information in FGD (Focus Group Discussion) and distributing google forms to record the achievement of the policy implementation. Based on these conclusions, it is recommended for the policy maker to provide intensive assistance about policy formulations in the next term. In addition, the problems identification that were conducted by the FGDs must be followed up immediately to minimize the failures in policy implementation.

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