

SCHOOL PRINCIPAL MANAGEMENT IN IMPLEMENTING MADRASAH CURRICULUM OPERATIONS

Juraida Siregar

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary

Padangsidempuan, Indonesia

zuraidasiregar20@gmail.com



ABSTRAK

Kerusakan sistem manajemen pendidikan sering kali disebabkan oleh kepemimpinan kepala sekolah yang tidak efektif. Keberhasilan institusi pendidikan sangat bergantung pada kemampuan kepala madrasah dalam menjalankan fungsi manajemen seperti perencanaan, pengorganisasian, pengarahan, dan pengendalian. Penelitian ini menggunakan metode kualitatif dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi di Madrasah Aliyah Negeri 3 Tapanuli Tengah. Selanjutnya, data dianalisis melalui tahapan reduksi, analisis, dan penarikan kesimpulan. Hasil penelitian ini mengidentifikasi beberapa poin penting terkait manajemen di Madrasah Aliyah Negeri 3 Tapanuli Tengah. *Pertama*, menganalisis peran kepala sekolah dalam meningkatkan kinerja institusi melalui kepemimpinan yang baik. *Kedua*, adanya perencanaan strategis yang melibatkan partisipasi staf berkontribusi pada penetapan tujuan pendidikan yang jelas. *Ketiga*, pengorganisasian yang optimal dengan pembagian tugas yang terstruktur meningkatkan koordinasi dan efisiensi operasional. *Keempat*, pengarahan inspiratif dari kepala madrasah memotivasi guru dan staf untuk berkontribusi secara maksimal. *Terakhir*, pengendalian berkala memastikan kualitas pendidikan tetap terjaga melalui evaluasi dan perbaikan berkelanjutan. Secara keseluruhan, penelitian ini menegaskan bahwa keberhasilan institusi pendidikan sangat tergantung pada manajemen yang efektif.

Kata Kunci: Manajemen, Kepala Madrasah, Kurikulum.

ABSTRACT

Damage to the education management system is often caused by ineffective school principal leadership. The success of educational institutions depends greatly on the ability of madrasa heads to carry out management functions such as planning, organizing, directing, and controlling. This research uses qualitative methods by collecting data through interviews, observation, and documentation at State Islamic High School 3 Central Tapanuli. Next, the data was analyzed through the stages of reduction, analysis, and drawing conclusions. The results of this research identify several important points related to management at State Islamic High School 3 Central Tapanuli. *First*, analyze the role of school principals in improving institutional performance through good leadership. *Second*, strategic planning involving staff participation contributes to the establishment of clear educational goals. *Third*, optimal organization with a structured division of tasks increases coordination and operational efficiency. *Fourth*, inspirational guidance from the madrasa head motivates teachers and staff to contribute optimally. Lastly, regular control ensures that the quality of education is maintained through continuous evaluation and improvement. Overall, this research confirms that the success of educational institutions is highly dependent on the effective implementation of management functions.

Keywords: *Management, Head of Madrasah, Curriculum.*

Copyright © 2024 Juraida Siregar

A. INTRODUCTION

Madrasah principals have an essential role in determining the effectiveness of an educational institution. Effective madrasah principals show a proactive attitude in designing and implementing various educational programmes (Saifuddin & Nurul, 2022). A successful Madrasah Head is an individual who has a deep understanding of the complexities of the Madrasah organisation, and is able to carry out his/her leadership roles and responsibilities effectively (Wahjosumidjo, 2003).

The Head of Madrasah plays a crucial role in the implementation of the Madrasah Operational Curriculum, which can be done through increased opportunities to organise effective meetings with teachers in a conducive context (Fahmi & Bitasari, 2021). In this aspect, the behaviour of the Head of Madrasah must be able to encourage teacher performance by adopting an approach that reflects a friendly attitude, openness, and deep attention to the needs and aspirations of teachers, both as individuals and as a group. (Krapyak & Muna, 2024).

The madrasah principal needs to build professional relationships based on empathy, which in turn can increase the effectiveness of collaboration and success in curriculum implementation (Suryawijaya, 2024). This approach will not only strengthen teachers' motivation but will also create a positive working climate that is essential for achieving the set educational goals (Caron & Markusen, 2019). Positive leader behaviour can encourage the group to direct and motivate individuals in collaboration towards achieving the goals of the educational institution (Kefi et al., 2022).

The madrasah principal as the leader of an educational institution has a very important role in creating a conducive atmosphere in his work environment, which serves as the main determinant factor in producing outstanding teachers (Hasibuan & Hadijaya, 2024). As educators, teachers play a crucial role in the progress of the Indonesian nation and are one of the determining factors for the success of education and curriculum implementation (Kurniawati, 2022). Therefore, educators, especially teachers, can be considered as the core of the sustainability and success of madrasah.

Operationally, the madrasah principal has the main responsibility in planning, coordinating, mobilising, and aligning all resources in the madrasah, as well as conducting a systematic evaluation of the effectiveness and efficiency of the use of these resources (Saputra et al., 2023). In this context, the madrasah principal functions as the main driver in the realisation of the vision, mission, goals and objectives of the institution, which aims to improve the quality of the madrasah comprehensively (Fauza, 2020). This quality improvement includes various dimensions, including: services to students, curriculum development and learning processes, provision of adequate facilities and infrastructure, increasing the professionalism of teaching staff, and achieving substantial academic and non-academic achievements (Chalim, 2022).

Thus, improving the professionalism of education personnel which includes needs analysis, planning, development, performance evaluation, work relations, and rewards is a very important aspect for madrasah principals in implementing the Madrasah Operational

Curriculum (Noviandari & Mujahada, 2023). The duties and responsibilities of the Head of Madrasah in this context include the implementation of various managerial functions, including strategic planning, organising resources, implementing educational activities, and supervising the learning process (Susanti et al., 2023). To carry out these duties and responsibilities effectively, madrasah heads are required to have a number of managerial competencies, including the ability to make decisions, effective communication, leadership, and analysis and evaluation skills. All of these competencies aim to improve the quality of education in the institutions they lead (Ritonga et al., 2022).

Several previous studies have explored the management of madrasah heads in curriculum implementation, at madrasa heads often do not involve teachers in the planning process, so that curriculum implementation is not optimal (Abdullah, 2019). further research conducted by Rahman, this research shows the challenges in organizing resources (Rahman, 2021). In addition, there is previous research that examines how ineffective leadership styles have a negative effect on teacher enthusiasm and motivation. This research will clearly explain the importance of leadership styles that carry out management, planning, organizing, directing and controlling functions continuously in the context of curriculum implementation (Halimah, 2021).

One of the educational institutions that has implemented the Madrasah Operational Curriculum is Madrasah Aliyah Negeri 3 Tapanuli Tengah, which has been going on for three years. The results of the pre-observation conducted by the researcher show that the management of the madrasah head in managing the implementation of the Madrasah Operational Curriculum has been going well, although there are several obstacles in its implementation, such as regulations that often change, socialisation and training that are not optimal, and infrastructure that is still inadequate, especially in terms of providing textbooks. To gain an in-depth understanding of the role of leadership in the management of madrasah, it is necessary to elaborate on the basic concepts of madrasah leadership. Research on the role of madrasah principals is very important to support the development of teacher professionalism and achieve learner success.

This study identified several important findings related to the management of madrasah principals in the implementation of the Madrasah Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli Tengah. First, although the madrasah principal's management has been running well, there are obstacles that affect the effectiveness of curriculum implementation, such as regulations that often change, socialisation and training that are not optimal, and inadequate infrastructure, especially in the provision of textbooks. Secondly, the leadership role of the madrasah principal is crucial in creating a conducive work environment for the development of teacher professionalism. Thirdly, observations show that effective leadership can contribute to improving teachers' motivation and performance as well as the achievement of students' learning outcomes. The purpose of writing this article is to provide a deep understanding of the concept of management of the role of the head of the madrasah in managing the implementation of the Madrasah Operational Curriculum.

B. RESEARCH METHODS

This study uses a qualitative approach with a case study method to explore the role of the Principal in managing the Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli



Tengah, North Sumatra. The selection of the location was based on his experience in implementing the curriculum for three years, providing a rich context for the study. Data sources include the principal, vice principals who manage the curriculum, student affairs, facilities and infrastructure, and public relations, as well as the head of administration. In addition, educators and students were also involved to gain diverse perspectives on curriculum implementation. Data is collected through three main techniques: a. Direct observation to understand the dynamics of activities in madrasahs, b. Documentation to collect relevant written information, c. In-depth interviews with semi-structured guidelines to explore respondents' views and experiences. Data were collected through direct observation to capture the dynamics of activities at the Madrasah, documentation to obtain relevant written information, and in-depth interviews using semi-structured guidelines to explore respondents' views and experiences (Choiri, 2019). The validity of the data in this research is guaranteed through several systematic strategies. First, triangulation is used to compare and verify information obtained from various data collection techniques, such as observation, documentation, and interviews. Second, Critical Analysis, namely analyzing data critically to ensure the consistency and relevance of the information obtained to the research objectives.

The validity of the data in this research is guaranteed through several systematic strategies designed to increase the validity and reliability of the information obtained. First, triangulation is applied to compare and verify information obtained from various data collection techniques, namely observation, documentation and interviews. This approach allows researchers to identify concordance and discrepancies in data collected from various sources, thereby reducing potential bias and increasing the credibility of research results. Second, a critical analysis of the data collected was carried out to ensure the consistency and relevance of the information to the research objectives. In this stage, researchers not only analyze the data that appears, but also consider the context in which the data was obtained, and disseminate reliability and accurate information. The critical analysis process includes an assessment of the data collection methodology, as well as reflection on external factors that may influence the results, resulting in a deeper understanding of the phenomenon under study. Thus, these two strategies make a significant contribution in ensuring the validity and integrity of research data. The research design on school principals' management in implementing the madrasah operational curriculum is described in the following figure:

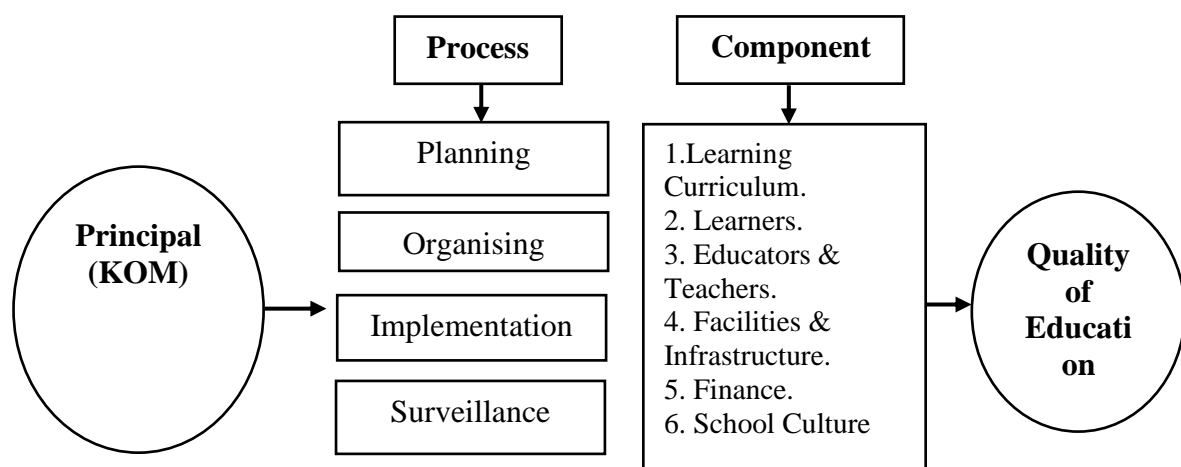


Figure 1. Research Design

C. RESULTS AND DISCUSSION

1. Planning of the Head of Madrasah on the Madrasah Operational Curriculum at the State Islamic Senior High School (MAN) 3 Tapanuli Tengah

Curriculum planning is the first managerial stage in the process of implementing the Madrasah Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli Tengah, which is determined by the central Ministry of Religious Affairs. With this stipulation, the educational institution shows an earlier understanding of curriculum implementation compared to other Madrasahs. The establishment of the Madrasah Operational Curriculum at MAN 3 Tapanuli Tengah reflects the institution's commitment to improving the quality of education. According to Supriatna, (2021) good curriculum planning is the basis for the successful implementation of Madrasah Operational Curriculum. With careful planning, madrasahs can ensure that all educational components work synergistically to achieve the desired educational goals. In addition, effective planning also allows for flexibility in adjusting the curriculum to the changing needs and situations faced by the madrasah.

The establishment of the Madrasah Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli Tengah is inseparable from a number of strategic considerations. The Ministry of Religious Affairs considered that MAN 3 Tapanuli Tengah had fulfilled the necessary requirements, both in terms of administration, facilities, and other supporting resources. In this context, the Head of Madrasah proactively mobilised all teaching and education personnel, as well as involving all available resource components, to plan the implementation of the Madrasah Operational Curriculum carefully and optimally. This reflects the institution's commitment to ensuring the successful implementation of a quality curriculum. As leaders of educational institutions, madrasah principals must demonstrate institutional commitment to the achievement of educational goals by prioritising curriculum planning that is structured, data-based, and adaptive to the needs of students and the times. Integrity and dedication in this planning make the madrasah principal the prime mover in creating a conducive learning environment (Hasanah et al., 2022).

This curriculum planning serves as a managerial guideline that provides guidance on the types and human resources required, as well as the sources of costs, labour and facilities needed for curriculum implementation. In addition, this planning includes a systematic monitoring and evaluation system, as well as establishing the role of each element of the workforce in an effort to effectively achieve the management objectives of the educational institution (Cholid Abdurrohman, 2022).

Based on observations made by the researcher, it was found that curriculum planning at Madrasah Aliyah Negeri 3 Tapanuli Tengah in general always emphasises the mastery of the basics of general science and religion in depth. In addition, the planning also considers various factors, including community needs, learner characteristics, and the scope of knowledge relevant to the local context. Thus, the resulting curriculum is not only relevant and contextualised, but also able to empower learners to contribute positively in the community environment and face global challenges (Marzal, 2022).

In particular, MAN 3 Tapanuli Tengah prepares curriculum planning by taking into account the aspects mentioned above, so that the Madrasah Operational Curriculum can be implemented effectively and efficiently. With this systematic and planned approach, it is

expected that there will be no more confusion in the implementation of the curriculum due to the unpreparedness of Madrasah resources or inadequate facilities (Hadi et al., 2020). Thus, the educational process at MAN 3 Tapanuli Tengah can take place optimally, supporting the achievement of the educational goals that have been set.

Curriculum planning at Madrasah Aliyah Negeri 3 Tapanuli Tengah begins with the preparation of the Education Calendar, which serves as the main reference for all academic activities throughout the school year. Furthermore, details of the effective week are compiled to determine the number of weeks that can be used effectively in the learning process. The planning process continues with the preparation of the Annual Programme (Prota), which summarises all learning plans for one school year, followed by the preparation of the Semester Programme (Prosem) which provides details of learning activities for each semester (M. Ritonga, 2023).

After that, the syllabus is prepared to detail the teaching materials, learning objectives, and teaching methods that will be applied. Finally, the Learning Implementation Plan (RPP) is prepared to provide more detailed steps for implementing learning at each meeting, including the determination of indicators of competency achievement, teaching strategies, and evaluation methods to be used. Thus, curriculum planning at MAN 3 Tapanuli Tengah reflects a structured and systematic approach, aimed at achieving effectiveness and efficiency in the implementation of education. Thus, the lesson plan becomes a vital tool in ensuring consistency between planning and implementation, and in facilitating the achievement of optimal learning outcomes. The sustainability of this process is also supported by periodic evaluation, which enables continuous reflection and improvement, so that the quality of education at MAN 3 Tapanuli Tengah continues to improve in accordance with the expected standards (Astuty & Suharto, 2021).

2. Organization of the Madrasah Principal in the Madrasah Operational Curriculum at the State Islamic Senior High School (MAN) 3 Tapanuli Tengah

Organisation can be viewed from two approaches, structurally in a management context and functionally in an academic or curriculum context. Curriculum organisation should be understood from both perspectives. In relation to management, curriculum organisation includes several aspects, namely curriculum planning organisation, curriculum implementation organisation, and curriculum evaluation organisation. This process involves various parties in the implementation of curriculum evaluation to ensure the effectiveness and relevance of the implemented curriculum. Each of these aspects requires good coordination between educators, madrasah leaders and other relevant parties, to ensure that the curriculum is not only well designed and implemented, but also comprehensively evaluated. This evaluation serves as a mechanism to identify strengths and weaknesses in the curriculum, so that necessary improvements can be made to improve the quality of education and ensure that learning objectives are achieved in accordance with expectations and predetermined standards (Astuty & Suharto, 2021).

Each type of organisation at MAN 3 Tapanuli Tengah is carried out by a management structure that has tasks determined in accordance with the applicable organisational structure. In this context, MAN 3 Tapanuli Tengah has established a curriculum development team that is responsible for the curriculum planning process. Furthermore, in implementation, the curriculum is implemented by involving all components of the

institution, including educators and learners, to maximise the performance of each individual. In terms of evaluation, MAN 3 Tapanuli Tengah routinely conducts evaluations every semester involving all Madrasah members, including the Head of Madrasah, to assess the effectiveness of the implemented curriculum and provide feedback for continuous improvement. This evaluation not only analyses learners' learning outcomes, but also assesses the strategies and methods used by teachers. The results of this evaluation will be the basis for making decisions in adjusting and improving the curriculum, to better suit the needs of learners and the development of education in the madrasah (Zazkia & Hamami, 2021).

In the context of academic functions, curriculum organisation includes the preparation of subject curriculum, integration between subject areas, integrated curriculum development, and core curriculum management. Madrasah Aliyah Negeri 3 Tapanuli Tengah, as an institution under the Ministry of Religious Affairs, follows the curriculum guidelines set by the ministry. The organisation of the curriculum in this institution is designed to ensure that the implementation of the Madrasah Operational Curriculum is optimal and effective. This finding is supported by research data and theories related to curriculum management, which show that systematic organisation contributes significantly to the effectiveness of learning and the achievement of educational goals (Syafudin et al., 2023).

The organisation of the curriculum implemented at Madrasah Aliyah Negeri 3 Tapanuli Tengah for the 2024/2025 academic year includes three main specialisations, namely specialisation in Mathematics and Natural Sciences (IPA), specialisation in Social Sciences (IPS), and specialisation in Religious Sciences. These specialisations are designed based on an analysis of students' interests, talents and abilities. The specialisation selection process for students is carried out through evaluation of selection results and assessment of report cards from previous education units, namely Madrasah Tsanawiyah (MTs) and Junior High School (SMP). With this approach, it is expected that the organisation of the curriculum can be more relevant and adaptive to the potential and individual needs of students, so that it can support the optimisation of the learning process (Zazkia & Hamami, 2021).

Based on the explanation above, the researcher concludes that the curriculum organisation applied at MAN 3 Tapanuli Tengah is classified as a subject-based curriculum. This curriculum consists of various subjects which are divided into several specialisations, although it still maintains the characteristics of each subject. The organisation of this subject curriculum has clear characteristics and appears to have undergone a gradual and systematic development process. This development includes refining the curriculum content, teaching methodology, and assessment in line with the development of science and technology. It aims to ensure that the curriculum remains relevant and effective in facilitating quality learning, and is able to meet the needs and expectations of students in facing global challenges (Dayusman, 2023).

This is in line with the statement of Amin Hasan et al, identifying the characteristics of the subject curriculum, among others: (1) Consists of a number of subjects that are separated from each other, so that each subject stands alone without integration; (2) Not oriented to the needs, interests, and problems faced by students, making it less responsive to the dynamic

educational context; and (3) Forms of curriculum that do not consider the needs, problems, and demands of a changing and developing society, so that they have the potential to produce graduates who are less prepared to face challenges in the real world (Hasan et al., 2022). Thus, the organisation of the curriculum at MAN 3 Tapanuli Tengah requires further evaluation and development in order to be more responsive to the needs of students and the demands of society, so as to create a more relevant and meaningful learning process.

3. Implementation of the Madrasah Principal in the Madrasah Operational Curriculum at the State Islamic Senior High School (MAN) 3 Tapanuli Tengah

The management of the implementation of the Madrasah Operational Curriculum by the Head of Madrasah Aliyah Negeri 3 Tapanuli Tengah in the curriculum implementation process includes the application of ideas and concepts contained in the potential curriculum document into the actual curriculum form integrated in the learning process. This process involves adapting the principles of the pre-planned curriculum into daily practice in the educational environment. Curriculum implementation management also includes effective coordination between various parties, including educators, administrative staff and parents, to create a supportive learning environment. The madrasah head serves as a facilitator in providing the necessary resources, such as teaching materials, training for teachers and adequate infrastructure (Aprilina et al., 2024).

Curriculum implementation serves as the actualisation of curriculum planning that has been prepared which includes various aspects, such as the development of teaching materials, selection of teaching methods, and adjustment of evaluations that are relevant to the needs and characteristics of students. Thus, curriculum implementation management is not only about directing the implementation of the curriculum, but also creating a conducive learning environment that is responsive to the dynamics of education, in order to achieve the expected learning objectives. Curriculum implementation is realised through a series of learning activities carried out by teachers together with students, as well as involving all education personnel in the learning process. These activities include not only learning activities in the classroom, but also extracurricular activities and other learning activities designed to achieve the established curriculum objectives. Through this approach, it is expected that the various activities can provide a holistic learning experience and support the development of learners' competencies as a whole (Melati et al., 2023).

The successful implementation of an optimal Madrasah Operational Curriculum is inseparable from the fulfilment of the National Education Standards as well as the motivation and high performance of the Madrasah Head and teachers as curriculum implementers. These factors contribute to creating a conducive educational environment, so that the learning process can take place effectively and efficiently, and achieve the educational goals that have been set. The implementation of the Madrasah Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli Tengah focuses on developing learners' competencies and characters, which requires the involvement of all relevant components (stakeholders), including elements in the education system itself. In MAN 3 Tapanuli Tengah, this approach is implemented by involving all internal components of the Madrasah, such as the madrasah head, teachers, administrative staff, and learners, in planning, implementing, and evaluating the curriculum collaboratively. In addition, the madrasah also collaborates with external stakeholders, such as parents, communities and

other educational institutions, to ensure that the implementation of the curriculum runs holistically and effectively, so as to achieve the expected educational goals (Aisyah & Nugraha, 2024).

Based on the results of research conducted in the field, it can be concluded that the implementation of the Madrasah Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli Tengah emphasises a student-centered learning approach. This approach provides wider opportunities for learners to actively participate in the learning process, thus contributing to their increased learning engagement and motivation. In addition, this approach is in line with the principles of scientific learning adopted by the Madrasah Operational Curriculum, which emphasises exploration, collaboration and analysis methods in learning activities. Thus, this approach is expected to create a more meaningful, effective and relevant learning experience for students in achieving the set educational goals (Krismoniansyah et al., 2021).

4. Supervision of the Head of Madrasah on the Operational Curriculum of Madrasahs at the State Islamic Senior High School (MAN) 3 Tapanuli Tengah

The Madrasa Head's management in supervising the Madrasah Operational Curriculum at Madrasah Aliyah Negeri 3 Tapanuli Tengah is a strategic activity carried out by the Madrasa Head through a consultative and guidance approach. This supervision service is essential for teachers and learners in finding solutions to various challenges that arise in the learning process. Furthermore, supervision plays a crucial role in improving teachers' professional performance and in supporting learners' academic achievement. Therefore, effective implementation of supervision not only contributes to the improvement of the learning process but also to the overall quality of education in this institution (Permatasari, 2024).

Supervision of learning activities at Madrasah Aliyah Negeri 3 Tapanuli Tengah is carried out by the Head of Madrasah and subject supervisors with the aim of assessing the effectiveness of teachers' teaching and the level of students' understanding of the material presented. This supervision process includes providing consultative assistance and guidance to teachers to encourage the improvement of learning quality. Supervision by the madrasah head is scheduled every semester, that is, every six months, to ensure continuity and consistency in improving the quality of education. Based on observations made by researchers at Madrasah Aliyah Negeri 3 Tapanuli Tengah, it was found that learning supervision management in this institution is carried out by the Head of Madrasah and subject supervisors. This supervision covers several important aspects, including teaching preparation which is reflected in the Learning Implementation Plan (RPP) and the implementation of the learning process itself (Supit et al., 2021).

Technical targets in learning process supervision include evaluating the teaching methods used by teachers, the utilisation of relevant learning media, and the management of a conducive learning environment. In addition, supervision also assesses teachers' idealism towards students' learning outcomes, exposition of students' work, effective use of learning resources, and assessment methods applied. Other aspects that are taken into account are the teacher's treatment of students, the provision of appropriate exercises and assignments, and the interactions that occur during the learning process (Wahyuni, 2023) Through this

comprehensive supervision approach, it is hoped that it can improve the quality of teaching and learning outcomes at MAN 3 Tapanuli Tengah.

Based on these findings, the researcher concluded that the management of the implementation of supervision carried out by the Principal of Madrasah Aliyah Negeri 3 Tapanuli Tengah has been running well, indicated by the existence of regular scheduling and appropriate targets. This is in line with the provisions contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 concerning Process Standards, especially in Chapter VI which regulates the implementation of effective supervision in the context of education, namely: *“Supervision of the learning process is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities periodically and continuously. Supervision of the learning process is carried out by the head of the education unit and supervisors”*. (Sri Handayani, 2023)

5. Evaluation of the Head of Madrasah on the Madrasah Operational Curriculum at the State Islamic Senior High School (MAN) 3 Tapanuli Tengah

Madrasah Aliyah Negeri 3 Tapanuli Tengah has conducted periodic evaluations every six months, which are carried out at the end of the semester. In the context of optimal management practices, managerial evaluations are ideally conducted in three phases: first, at the planning stage at the beginning of the program; second, at the implementation stage in the middle of the program after three months; and third, at the end of the semester after six months. Although currently MAN 3 Tapanuli Tengah implements evaluations only once a semester, the risk of increasing potential problems that are not identified during the six-month period is a serious concern. If this evaluation is not carried out in a timely manner and is not followed by strategic decision-making in response to the evaluation findings, then there is a risk that the implementation of the program will deviate from the previously set goals. Therefore, it is necessary to make adjustments in the frequency of evaluation to increase the effectiveness of problem detection and resolution, so that the achievement of educational goals can be maintained consistently (Maros & Juniar, 2021).

Based on the analysis, Madrasah Aliyah Negeri 3 Tapanuli Tengah should conduct periodic evaluations every three months, namely in the middle of the semester. This step will not only increase the effectiveness of curriculum management, but also create better communication channels between components in educational institutions. Curriculum evaluation, based on its characteristics, consists of four types, namely context evaluation, document evaluation, process evaluation, and product or outcome evaluation. These four types of evaluations are based on activities carried out during the curriculum development process. The implementation of evaluation at MAN 3 Tapanuli Tengah is not just an administrative formality, but is carried out by considering real needs and significant benefits for the development of educational institutions. Thus, systematic and planned evaluation can provide in-depth insight into the effectiveness of the curriculum being implemented, as well as support continuous improvement in efforts to achieve the desired educational goals (Fauziah et al., 2021).

D. CONCLUSION

The management of the Principal of MAN 3 Tapanuli Tengah in implementing the Madrasah Operational Curriculum begins with systematic planning that includes a measurable

and relevant work plan. The organization of human and material resources is carried out efficiently to support the implementation of the curriculum. During the implementation, the Principal ensures that the education program runs according to plan. Continuous monitoring and supervision are carried out to evaluate the quality of learning and provide feedback to teachers. Evaluations are carried out to identify successes and areas of improvement, ensuring continuous improvement. Overall, the management at MAN 3 Tapanuli Tengah show. Through this structured managerial approach, the Head of MAN 3 Tapanuli Tengah focuses not only on achieving academic outcomes, but also on developing learners' character and soft skills. By integrating moral and ethical values into every aspect of the curriculum, the madrasah is committed to creating a conducive and inclusive learning environment (Musaddad et al., 2024).

BIBLIOGRAPHY

- Abdullah. (2019). The Role of the Principal in Curriculum Development at Madrasah Aliyah. *Journal of Islamic Education*, 9(2), 115-130.
- Aisyah, I. S., & Nugraha, M. S. (2024). Community Involvement Strategy in Improving School Quality at MAN 2 Bandung City. *ALACRITY: Journal of Education*, 4(2), 312–329. <https://doi.org/10.52121/alacrity.v4i2.347>
- Aprilina, A. M., Agustina, D., & Wahidiyah, H. (2024). Development of Human Resource Quality as a Learning Resource at Elementary to College Levels. *Journal of Educational Inspiration (ALFIHRIS)*, 2(3).
- Astuty, W., & Suharto, A. W. B. (2021). Design of Planning for the Implementation of Online Islamic Religious Education Learning with Emergency Curriculum. *Journal of Islamic Education Research*, 9(1), 81. <https://doi.org/10.36667/jppi.v9i1.624>
- Caron, J., & Markusen, J. R. (2019). The Relationship Between Work Climate, Work Motivation and Work Commitment to Job Satisfaction of Elementary School Teachers Accredited A in Martapura District, Banjar Regency. *Alignment: Journal of Administration and Educational Management*, 7, 1–23.
- Chalim, A. (2022). Madrasah Principal Leadership Strategy in Improving Teacher Performance. *Ecobus: Scientific Journal of Economics and Business*, 10(2), 80–90.
- Choiri, U. S. and M. M. (2019). *Qualitative Research Methods in Education*, ed. by Anwar Mujahidin. CV Nata Karya.
- Cholid Abdurrohman, M. (2022). Islamic Education Curriculum Planning. *Rayah Al-Islam*, 6(01), 11–28. <https://doi.org/10.37274/rais.v6i01.524>.
- Dayusman, E. A. (2023). Modern patterns of Islamic Religious Education curriculum organization. *Journal of Management in Islamic Education*, 4(2), 115–130. <https://doi.org/10.32832/idarah.v4i2.14793>.
- Fahmi, F., & Bitasari, W. (2021). Revitalization of the Implementation of the Education

Curriculum. Al-Fikru: Scientific Journal, 14(2), 81–91.
<https://doi.org/10.51672/alfikru.v14i2.30>.

- Fauziah, N., Munsyifah, A., & Purwanto, M. R. (2021). Evaluation of Inclusive Education Curriculum at State Islamic Senior High School 2 Sleman Yogyakarta. *At-Thullab: Journal of Islamic Studies Students*, 3(1), 662–670. <https://doi.org/10.20885/tullab.vol3.iss1.art9>.
- Hadi, S., Program, M., Management, D., Islam, P., & Malang, U. (2020). Quality Development Model in Educational Institutions. *PENSA: Journal of Education and Social Sciences*, 2(3), 321–347. <https://ejournal.stitpn.ac.id/index.php/pensa>.
- Halimah, A. (2021). The Impact of Madrasah Principal Leadership on Learning Quality. *Journal of Educational Management*, 8(1), 60–75.
- Hanifah Noviandari, & Kharis Syuhud Mujahada. (2023). Management of Educational Personnel in Integrated Islamic Elementary Schools. *Al-Fahim: Journal of Islamic Education Management*, 5(1), 239–251. <https://doi.org/10.54396/alfahim.v5i1.567>.
- Hasan, A., Devianti, A. I., & Nulhakim, L. (2022). Analysis of Curriculum Organization and Elementary School Curriculum Structure. *Journal of Education and Counseling*, 4(6), 1349–1358. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/9840>.
- Hasanah, M., Sandy, P., Manan, M., & Nasucha, J. A. (2022). Analysis of Educational Unit Quality Planning Strategy in Islamic Educational Institutions in Indonesia. *Attadrib: Journal of Elementary Madrasah Teacher Education*, 5(2), 108–119.
- Hasibuan, P. M., & Hadijaya, Y. (2024). Implementation of Organizational Culture in Improving Teacher Performance. *Journal of Education Research*, 5(3), 2802–2809.
- Hendri Fauza, A. A. B. (2020). The Role of the Madrasah Principal as a Supervisor in Improving the Professionalism of Man 1 Medan Teachers. *Hijri*, 9(2), 11. <https://doi.org/10.30821/hijri.v9i2.8364>.
- Krapyak, H., & Muna, D. Z. (2024). Analysis of Madrasah Readiness in Implementing the Independent Curriculum (Case Study at Mi Masholihul). 7(1), 16–34.
- Krismoniansyah, R., Hamengkubuwono, H., & Sutarto, S. (2021). Analysis of the Scientific Approach to Islamic Religious Education Learning. *Muaddib: Islamic Education Journal*, 4(2), 100–106. <https://doi.org/10.19109/muaddib.v4i2.14372>.
- Kurniawati, F. N. A. (2022). Reviewing the Problem of Low Quality of Education in Indonesia and Solutions. *Academy of Education Journal*, 13(1), 1–13. <https://doi.org/10.47200/aoej.v13i1.765>.
- Maros, H., & Juniar, S. (2021). Evaluation of the Education Curriculum “jurnal tawadhu” Vol.5 no.2,2021.” *Jurnal Tawadhu*, Vol.5 No.2 , 2021, 5(2), 218–229.
- Marzal. (2022). Planning for Sustainable Quality Improvement of Madrasahulgudi in Palembang City. *Journal of Perspective*, 15(2), 186–197.
- Melati, P. D., Gulo, C. A., Rini, E. P., Silalahi, N. I., & Wijaya, H. A. (2023). Implementation of Independent Learning Curriculum in Senior High Schools. *Tambusai Education Journal*, 7(3),

29477–29486.

- Musaddad, A., S, N. A. F., Insani, S. C., & Timur, J. (2024). Convergence of Religious and Secular Education Curriculum in Islamic Education in Indonesia: Literature Analysis STAI Denpasar, Indonesia education. The existence of Islamic educational institutions such as Islamic boarding schools, madrasahs, and Islam in Indonesia. now, 1.
- Permatasari, Y. (2024). Improving the Quality of Education Through Educational Supervision. Academic Media Journal (JMA), 2(6), 1–5. <https://jurnal.mediaakademik.com/index.php/jma/article/view/379>.
- Rahman, F. (2021). Curriculum Management Strategy in Elementary Madrasah. Journal of Education and Culture, 5(1), 25–40.
- Ritonga, M. (2023). Teacher Ability Analysis in Designing Annual Program and Semester Program. All Fields of Science J-LAS, 3(1), 331–341. <https://j-las.lemkomindo.org/index.php/AFoSJ-LAS/index>.
- Ritonga, R., Hamid, A., Harahap, A. M., & Harahap, R. (2022). Principals are required to have a number of managerial competencies, including decision-making skills. SELAPARANG: Journal of Progressive Community Service, 6(1), 309. <https://doi.org/10.31764/jpmb.v6i1.7876>.
- Saifuddin. Nurul Hidayati Murtafiah. (2022). Supervision of Madrasah Principals in an Effort to Improve Teacher Performance. An-Nur Journal: Study of Education and Islamic Sciences, 8(2)(112).
- Saputra, I., Asrori, A., & Linda, R. (2023). Interpersonal Communication Patterns of School Principals (Case Study of Communication Patterns Between Principals and Teachers). Unisan Journal, 2(3), 529–539. <http://journal.an-nur.ac.id/index.php/unisanjournal/article/view/957>.
- Sri Handayani. (2023). Development of Academic Supervision Model Using Mentoring Techniques. Mahakam Pendas Journal, 8(2), 58.
- Supit, M., A.M Rawis, J., Markus Wullur, M., & N.J. Rotty, V. (2021). Analysis of Educational Supervision for Continuous Teacher Professional Development. LEADERIA: Journal of Islamic Education Management, 2(2), 87–107. <https://doi.org/10.35719/leaderia.v2i2.68>.
- Supriatna, U. (2021). Implementation of Madrasah Emergency Curriculum Policy. TA'LIMUNA Journal, 10(1), 42–54. <https://doi.org/10.32478/talimuna.v10i1.594>.
- Suryawijaya, A. (2024). Interpersonal Communication Patterns of Principals. 03(04), 45–55.
- Susanti, F., Wulansari, I., Harahap, E. K., & Hamengkubowono, H. (2023). Implementation of Madrasah Principal Leadership in the Implementation of Madrasah-Based Management. Kharisma: Journal of Educational Administration and Management, 2(1), 1–17. <https://doi.org/10.59373/kharisma.v2i1.12>.
- Syafrudin, S., Anastasya, W. D., & Arifmiboy, A. (2023). Basic Concepts of Organizing Islamic Religious Education Curriculum. ANTHOR: Education and Learning Journal, 2(5), 607–614. <https://doi.org/10.31004/anthor.v1i5.179>.

- Wahjosumidjo. (2003). *Principal Leadership, Theoretical Review and Problems*. PT. Raja Grafindo Persada.
- Wahyuni, S. (2023). Learning Supervision in the Implementation of the Independent Curriculum in Learning in Elementary Madrasahs. *Journal of Instructional and Development Researches*, 3(2), 41–47. <https://doi.org/10.53621/jider.v3i2.224>.
- Yohanes Kefi, Mujisustyo, Y., Pane, I. I. I., & Pangaribuan, W. (2022). Principal's Managerial Ability in Implementing Project-Based Learning to Strengthen Pancasila Student Profiles. *Journal of Education and Counseling*, 4(6), 1349–1358.
- Zazkia, S. A., & Hamami, T. (2021). Evaluation of Islamic Religious Education Curriculum Amidst the Dynamics of Educational Politics in Indonesia. *At-Ta'Dib: Scientific Journal of Islamic Religious Education Study Program*, 13(1), 82. <https://doi.org/10.47498/tadib.v13i01.524>.