

Training on the Preparation of Madrasah Operational Curriculum (Kom) Kkma pringgabaya-Sambelia

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Abstract: *The independent curriculum is a new policy initiated by the minister of education. Madrasah must be ready to face change. Responding to these changes, madrasahs need to gain knowledge related to the independent curriculum and the preparation of the Madrasah Operational Curriculum (KOM) which is in line with national education goals. This research aims to increase the capacity of madrasah teachers in compiling the Madrasah Operational Curriculum (KOM) based on Freedom of Learning. Through intensive workshop activities, madrasah teachers in Pringgabaya-Sambelia District were given training on the basic principles of the Independent Curriculum and practical steps in compiling KOM. The results showed a significant increase in participants' understanding of the concept of Freedom of Learning and their ability to design more flexible and student-centered learning. However, this study also identifies a number of challenges faced by teachers in implementing the Independent Curriculum, such as limited resources and resistance to change. Therefore, continuous efforts are needed to provide support and assistance to teachers in this curriculum transformation process. Overall, this study highlights the importance of the role of teachers in the successful implementation of the Independent Curriculum. By increasing the capacity of teachers in compiling KOM, it is hoped that the quality of learning in madrasahs can be improved and the goal of Freedom of Learning to create creative, critical, and independent graduates can be achieved.*

INTRODUCTION

Education units in designing effective and efficient learning activities (Triwiyanto. 2022). This is in line with the expression (Suryaman, 2020) that the curriculum is a very important component in education so that curriculum changes are something that may happen.

For this reason, the Minister of Education and Culture has also made various changes and innovations in developing the educational curriculum, namely the Independent Learning Curriculum (Hardiyanti et al., 2022). The Independent Learning Curriculum, an innovative policy launched in 2019, is designed to give greater freedom to educational units in determining the direction of learning (Marisa, 2021). Freedom of Learning is a new paradigm in education that places students as active learning subjects. The main goal of Freedom of Learning is so that students can learn more effectively and efficiently (Uswatiyah, 2021).

Not only students but also teachers should not be burdened. So the campus or school must immediately prepare to adjust to the curriculum changes that occur. Thus, the learning process can run more effectively and efficiently (Baharuddin, 2021). Implementing the independent curriculum means implementing the independent curriculum in learning. The madrasah, both the head of the madrasah, teachers and students must prepare themselves. The head of the madrasah prepares the madrasah operational curriculum (KOM) which is then used as a foothold in implementing the independent curriculum (Mahmudah, 2023). In addition, the Independent Curriculum also emphasizes the importance of mastering digital technology and soft skills that are urgently needed in the era of globalization and the industrial revolution 4.0 (Arrohman & Lestari, 2023).

The Independent Curriculum serves as a reference framework for educational units in formulating the Madrasah Operational Curriculum that is adaptive to the characteristics and context of educational units (Merliza, 2022). Each madrasah is obliged to prepare a Madrasah Operational Curriculum (KOM) that is in accordance with national education goals. The Independent Curriculum emphasizes learning independence, deep understanding, and character development of students in line with the values of the Pancasila Student Profile and Rahmatan lil'Alamin (Najitama et al., 2023).

There are 5 principles of preparation in the madrasah operational curriculum according to Muthrofin (2024) is "The principles for the preparation of the Madrasah Operational Curriculum (KOM) include, 1) Focusing on students, so that specific learning must meet the diversity, development needs and stages of learning, as well as student interests; 2) contextual, KOM shows uniqueness and is in accordance with the characteristics of the madrasah, socio-cultural and environmental context; 3) essential, containing all the components of basic data needed and used by the madrasah; 4) responsible, can be held accountable because KOM is data-based and actual; 5) involving all partners, KOM is jointly prepared by the madrasah and partners, these partners include students, parents, organizations, and various related centers".

Given the importance of the madrasah understanding in compiling the Madrasah Operational Curriculum (KOM) in the Independent Curriculum, assistance is very necessary. Therefore, this community service activity aims to facilitate the preparation of KOM at KKMA Pringgabaya – Sambelia. This community service activity aims to provide training in the preparation of the madrasah operational curriculum. It is hoped that the madrasah can analyze the characteristics that are the basis for the preparation of the madrasah's vision, mission and goals. In addition, the madrasah is expected to understand the importance of vision, mission, and goals that are in accordance with the characteristics and needs of the madrasah which are in line with the achievement of national education goals, then the madrasah also understands the importance of the involvement of all partners in the formulation of the vision, mission and goals of the madrasah.

METHOD

The service method carried out at one of the schools in Pringgabaya sub-district uses a workshop. This service is carried out using an approach, namely; lectures and discussions. The participants who attended amounted to 22 people consisting of representatives of the Pringgabaya - Sambelia sub-district MA consisting of the head of the madrasah, the deputy head of the madrasah, and there were several teacher councils from each MA of Pringgabaya - Sambelia district. This service lasted for 1 day on Thursday, July 18, 2024. The service was held from 08.00 WITA to 14.00 WITA. The implementation of this service activity is carried out through three stages. The first stage is the provision of knowledge related to the madrasah operational curriculum (KOM). The second stage is the direct practice of preparing the madrasah operational curriculum accompanied by the service team. The third stage is discussion and question and answer.

RESULT AND DISCUSSION

The result of this service activity is an increase in teachers' knowledge at KKMA Pringgabaya-Sambelia related to the operational curriculum of the madrasah and how it is prepared. After the activity, the madrasah knows several things that need to be prepared before making the madrasah operational curriculum.



Figure 1. Submission of KOM material



Figure 2. Preparation of KOM



Figure 3. Discussion and Q&A related to KOM

There are 5 steps that madrasahs must take in compiling the Madrasah Operational Curriculum (KOM), including:

First, analyze the context of madrasah characteristics. Before compiling the Madrasah Operational Curriculum, it is important to analyze the characteristics and learning environment by realizing the aspirations of partners in the madrasah and making the vision and mission a direction set by all madrasah parties. From the context analysis, an overview of the characteristics of madrasahs, students, teachers, education personnel, infrastructure, partnerships, potential sources of funds and socio-cultural environment was obtained. Madrasahs need to group the uniqueness of madrasahs in accordance with their characteristics. An analysis of the characteristics/uniqueness of the madrasah is important to be carried out in order to get a comprehensive picture of the situation and needs of all madrasah parties. The results of the characteristic analysis will be the basis for formulating the vision, mission, and goals of the madrasah.

Second, formulate a vision, mission, and goals. The vision, mission, and goals are the foundation for the direction of development and show the needs of the madrasah. Formulating the vision, mission and goals of the madrasah is a very important first step as the main foundation in quality learning planning. For madrasahs, the vision, mission and goals must support students.

Third, determining the organization of learning. Learning organization is the way that madrasahs do in compiling curriculum content learning in a span of time. This organization also includes the learning load in the curriculum structure, the content of subjects and learning areas, the management of learning time and the learning process. Learning in the Independent Curriculum is divided into two main activities, namely intracurricular learning that focuses on Learning Outcomes (CP) and co-curricular learning that focuses on projects for the achievement of the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan lil Alamin Student Profile (PPRA). The Pancasila Student Profile Strengthening Project (P5) and Rahmatan lil Alamin Student Profile (PPRA) can also be planned in an integrated/integrated manner in intracurricular or extracurricular activities.

Fourth, prepare a learning plan. Learning planning is divided into two, namely the scope of the madrasah and the scope of the classroom. Within the scope of the madrasah, the formulation and preparation of learning flows and objectives or subject syllabus functions to direct the madrasah in planning, implementing and evaluating learning as a whole so that learning outcomes are obtained precisely, predictably and measurably. Meanwhile, within the scope of the class, madrasahs can use, change or adjust examples of teaching modules that have been provided by the Government. Furthermore, it is enough to attach some examples of teaching modules that represent the core of the learning series in the attachment section.

Fifth, designing an evaluation of the madrasah operational curriculum. Evaluation of the madrasah operational curriculum is carried out independently and periodically by the madrasah. This process is managed by the head of the madrasah and educators who are considered to have the provisions to complete this task. The evaluation is carried out gradually and independently so that there is a continuous improvement in quality in the Madrasah, in accordance with the capacity of the madrasah. This learning evaluation is centered on the process and results of student learning development during intracurricular learning and P5RA.

CONCLUSION

Conclusions are not just repeating data, but in the form of substance of meaning. It can be a statement of what is expected, as stated in the chapter "Introduction" which can eventually result in a chapter "Results and Discussion" so that there is compatibility. In addition, it can also be added the prospect of developing research results and the prospect of future research

applications (based on the results and discussion). The conclusion obtained from this service activity is the increase in knowledge of the madrasah related to the preparation of the madrasah operational curriculum (KOM). Overall the service activities ran smoothly and according to the predetermined schedule. Based on the observations made by the presenters, participants can be categorized as having mastered the KOM material in the independent curriculum. Participants both independently and in groups have been able to complete the madrasah operational curriculum by analyzing the characteristics related to the preparation of the vision, mission and goals of the educational unit.

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