

Development and Management of Islamic Education Curriculum In The Covid-19 Pandemic: Case Study at SMP IT Mutiara Kab. Deli Serdang North Sumatra

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ABSTRACT

This study aims to describe curriculum development during the Covid-19 pandemic at SMP IT Mutiara, Deli Serdang Regency, North Sumatra. A qualitative approach is used in this study with the case study method. In an effort to reveal the facts and phenomena surrounding the curriculum development, the researchers collected data through interviews, observation, and documentation studies. Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions. The results of this study concluded that the development of the IT Mutiara Middle School learning curriculum during the Covid-19 pandemic was managed effectively, also taking into account the principles of safety and security for school residents according to applicable regulations. This is marked by 5 aspects, namely (1) the planning aspect, including meetings with the management and teachers of SMP IT Mutiara, consultation with the school's managerial supervisor, and approval of the plan from the Deli Serdang education office, (2) organizational aspects, including the curricular with an eye group A and B lessons, co-curricular, extra-curricular with scouts and tahfiz of the Qur'an, as well as local content on information and communication technology (ICT) material, (3) implementation aspects, five days (Monday-Friday) effective learning days, Saturdays extracurricular activities with the person in charge of the teachers who have been determined, (4) aspects of supervision, including direct supervision by the school principal and school managerial supervisors, related to academic administration and services, and (5) evaluation aspects including a review of the achievement of goals and process of the learning system, so that curriculum implementation can be analyzed, making accountability reports, and recommendations for next steps.

Keywords: *Islamic Education, Management, Curriculum Development.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pengembangan kurikulum di masa pandemi Covid-19 pada SMP IT Mutiara Kabupaten Deli Serdang, Sumatera Utara. Pendekatan kualitatif digunakan dalam penelitian ini dengan metode studi kasus. Upaya mengungkap fakta dan fenomena seputar pengembangan kurikulum tersebut, maka peneliti mengumpulkan data melalui metode wawancara, observasi, dan studi dokumentasi. Selanjutnya data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menyimpulkan bahwa pengembangan kurikulum pembelajaran SMP IT Mutiara di masa pandemi Covid-19 terkelola dengan efektif, juga memperhatikan prinsip keselamatan dan keamanan bagi warga sekolah sesuai regulasi yang berlaku. Hal ini ditandai dengan 5 aspek, yaitu (1) aspek perencanaan, meliputi rapat bersama pimpinan dan guru SMP IT Mutiara, konsultasi dengan pengawas manajerial sekolah, dan pengesahan perencanaan dari pihak dinas pendidikan Deli Serdang, (2) aspek pengorganisasian, meliputi kurikuler dengan mata pelajaran kelompok A dan B, ko-kurikuler, ekstra kurikuler dengan pramuka dan tahfiz Qur'an, serta muatan lokal materi teknologi informasi dan komunikasi (TIK), (3) aspek pelaksanaan, lima hari (senin-jum'at) hari belajar efektif, hari sabtu kegiatan ekstrakurikuler dengan penanggung jawab para guru yang telah ditentukan, (4) aspek pengawasan, meliputi supervisi langsung oleh kepala sekolah dan pengawas manajerial sekolah, berkaitan dengan administrasi dan pelayanan akademik, dan (5) aspek evaluasi meliputi tinjauan terhadap pencapaian tujuan dan proses sistem pembelajaran, sehingga dapat dianalisis pelaksanaan kurikulum, membuat laporan pertanggungjawaban, dan rekomendasi langkah berikutnya.

Kata Kunci: *Pendidikan Islam, Pengelolaan, Pengembangan Kurikulum.*

A. INTRODUCTION

Since Indonesia's independence in 1945 until 2023, we have made 10 curriculum changes. The changes referred to were 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. These changes were made on the basis of considerations of the political, social, cultural, economic situation, as well as other considerations. It should be understood that these changes were also made while still referring to the same basis, namely Pancasila and the 1945 Constitution of the Republic of Indonesia (Mahrus, 2021). In addition, the implementation of the curriculum is also based on the current situation and conditions at the local, national and global scope which are supported by joint decisions, regional regulations, circulars or policies from the education unit itself taking into account various matters. which are considered urgent such as the safety of students as students, as well as teachers as educators in carrying out the learning process in schools.

During the Covid-19 pandemic, for example, through regulations and circulars issued by the government, both through the Minister of Home Affairs and by the Minister of Education and Culture, the Minister of Education and Culture stipulated the imposition of Large-Scale Social Restrictions [PSBB], requiring educational units to carry out learning Online [in the network], because it is considered unsafe for students and teachers when they have to carry out face-to-face learning at schools, due to the transmission of Covid-19 which threatens life and safety (Kemendikbud, 2019, 2020; Arifa, 2020). Thus, various regions and educational units are making various efforts and innovations in carrying out a safe learning process for students and teachers while still considering existing regulations.

The imposition of the Large-Scale Social Restrictions [PSBB] situation in most areas of Indonesia determined by the government through the Minister of Home Affairs and the Minister of Education and Culture, and in turn stipulating that learning is carried out online [in the network] requires students to study from home through the guidance of the teacher online. online or also direct parental guidance at home. Therefore, in response to these conditions the teacher is required to increase self-competence by creating and innovating to carry out learning so that learning objectives are still achieved properly even in limited situations.

Among the learning activities and innovations that can be carried out during Covid-19 are: 1) Curriculum innovation is a necessity that is carried out by each educational unit in adapting it to existing situations and conditions, especially during the Covid-19 pandemic; 2) Curriculum components that need attention include; learning objectives, learning materials, learning processes, as well as seeking help from other sources or media that can support

student learning processes such as the internet and also learning activities that are broadcast regularly on National TV (Hasanah, 2020).

Online [in-network] learning is carried out by existing education units in accordance with existing guidelines and regulations, both those stipulated through the central government, as well as provisions made through local governments. However, in its implementation, several obstacles were found that students, parents and teachers had to accept in reality. The impacts received include: 1) graduate competency is not achieved; 2) attitude competency is not achieved; and 3) activities that become routines of students cannot be carried out. The obstacles faced are 1) students' difficulties in understanding learning material; 2) some parents of students cannot provide online learning facilities; 3) learning cannot be done simultaneously; and 4) cannot review student development optimally (Yasir, et.al., 2021). The application of online learning during the Covid-19 pandemic was considered ineffective, especially in practical subjects or courses that could not be implemented effectively. In addition, online learning is also limited by limited connections or uneven networks between one student's residence and other students, also limited by the ability to meet the high internet quota needs if online learning is carried out (Mardhiah, 2021).

The curriculum is one of the important aspects in addressing these conditions, where the curriculum is a set of knowledge, systems, and plans that become a reference for the implementation of the learning process in educational units in a directed and measurable manner. This is based because curriculum and learning act as a guide to every form of learning process activity carried out for the optimal realization of educational goals. The curriculum becomes an educational plan that is used as a guide and reference regarding the type, scope, sequence, content, and process of education (Mahrus, 2021). The curriculum in the scope of education is a very important component, because the curriculum will be used as a guide and reference in carrying out the learning process in schools (Lubis, 2015).

If you pay attention, the curriculum can be understood through 3 (three) dimensions; namely "curriculum as a body of knowledge", "curriculum as a system", and "curriculum as a plan" (Mahrus, 2021). Said to be a science, the curriculum is related to the study of concepts based on foundations, assumptions, theories, models, practices and also principles that must be considered. It is said that the curriculum is a system, related to the position and relationship between each component that is interconnected with one another by taking into account the types, paths, and levels of education that wish to use the curriculum, where each curriculum is arranged between types, paths, and levels of education support each other for

the realization of the ideals of the nation in educating life. Meanwhile, the curriculum as a plan becomes a reference to be achieved in the learning process for each particular type, path, and level of education.

The key to the success of an educational program is an effective planning and decision-making process (Saufi & Hambali, 2019). Learning that is carried out without using the curriculum as a reference and reference, of course, the education will run ineffectively and can even come out of the objectives that have been formulated previously (Mahrus, 2021). Curriculum development is carried out in two concepts, namely; "engineering" and "construction". Where in the curriculum development process utilizing philosophical thoughts, science, technology and also culture (Syafaruddin & MS, 2017).

The curriculum development process in the sense of "engineering", is carried out through 4 four stages, namely; setting the foundation, setting the reconstruction, implementation, and evaluation. While the curriculum development process in the concept of "construction" is carried out through a micro development process, which is based on the outlines that have been determined through activities; designing objectives, formulating materials, establishing methods, and designing evaluations (Huda, 2017).

Mutiara Kab IT Middle School Deli Serdang is one of the educational units that is carrying out curriculum development in order to increase learning activities and learning effectiveness during the Covid-19 pandemic while still taking into account existing regulations and the principles that form the basis of curriculum development. Based on government regulations and circulars issued, Mutiara IT Middle School developed a curriculum to be implemented during the Covid-19 pandemic.

B. RESEARCH METHOD

The approach used in this study is a qualitative approach, while the type of research used is case study research (Moleong, 2004; Fauzan & Djunaidi, 2012). This approach and type of research was used because it was considered an attempt to reveal the phenomena that occurred at IT Mutiara Middle School, Deli Serdang Regency, related to curriculum development carried out during the Covid-19 pandemic as an effort to improve the quality of learning due to situations that threatened the safety of students and teachers. carry out face-to-face learning at school normally or as usual. The research data was obtained using data collection techniques carried out through in-depth interviews with research informants, and supported by direct observation activities at the research location, namely at Mutiara IT Middle School in the context of curriculum development carried out during the Covid-19

pandemic. As well as documenting data that is considered to be able to support the data obtained regarding the curriculum development carried out by SMP IT Mutiara. Then, the data obtained through the two techniques is assisted by the technique of documenting all data that is considered relevant in supporting the findings of the data obtained. The data found were then analyzed using circular data analysis techniques, consisting of data presentation, data reduction, and then drawing conclusions (Assingkily, 2021).

C. RESULTS AND DISCUSSION

Curriculum Planning at SMP IT Mutiara Kab. Deli Serdang

Planning is an activity of making decisions about actions to be carried out in realizing the desired goals through a systematic process (Wijaya, 2022). Planning is carried out by directing and utilizing all existing resources in an integrated, effective and efficient manner in order to achieve the expected goals (Huda, 2017; Nisbi, 2017; Tuala, 2018). Planning is carried out by taking into account two main functions, namely; describes a series of activities to be carried out in achieving the desired goals by considering the available resources, and utilizing limited resources effectively and efficiently in order to achieve the desired goals (Tuala, 2018).

The curriculum planning implemented at Mutiara IT Middle School, Deli Serdang Regency in the 2013 curriculum during the Covid-19 pandemic was in accordance with the statement of the Principal through the interview results as follows:

“The curriculum at Mutiara IT Middle School uses the 2013 Curriculum. Where the 2013 curriculum is a necessity that should be implemented by every education unit in Deli Serdang Regency, including in this case Mutiara IT Middle School. Regarding the curriculum development that was carried out during the Covid-19 pandemic, SMP IT Mutiara followed the Instruction of the Minister of Home Affairs Number 62 of 2021 concerning Prevention and Management of Corona Virus Diseases, also following the Decree of the Head of the Deli Serdang Regency Office Number 800/4282/SKR/2021 concerning Calendar Education in Deli Serdang Regency for the 2021 academic year. This regulation also describes Limited Face-to-Face Learning and learning activities that are used by a number of students in one group. This is carried out in order to follow instructions and decrees issued by the government in order to carry out safe learning”.

Specifically, the curriculum planning process carried out at IT Mutiara Middle School, Deli Serdang Regency during the Covid-19 pandemic, was as follows: First, holding a joint meeting related to the emergency conditions encountered during the Covid-19 pandemic by referring to Instruction of the Minister of Home Affairs Number 62 Year 2021 concerning Prevention and Management of Corona Virus Diseases and Decree of the Head of

Deli Serdang Regency Office Number 800/4282/SKR/2021 concerning the Education Calendar of Deli Serdang Regency Year 2021/2022. The meeting was aimed at discussing the implementation of the 2013 curriculum in accordance with the emergency situation being faced during the Covid era, where the meeting was attended by the Principal, the Teacher Council, and the School Committee.

Second, the meeting also discussed limited face-to-face learning and the learning time used, as well as the number of students in one group. Discusses extracurricular activities, local content, commemoration of Islamic holidays. Third, consult the results of the meetings that have been held with the School Managerial Supervisor for review. Fourth, after being examined by the school managerial supervisor, the results of the meeting were agreed upon and mutually agreed upon by the school principal, school committee and managerial supervisor to be ratified and signed together. Fifth, the results of the meeting that have been agreed upon and signed are then sent to the agency to be ratified by the Head of the Deli Serdang Regency Office through the Head of the Middle School Development Division (Wijaya, 2022).

Based on the description above, it can be understood that curriculum planning at SMP IT Mutiara, Deli Serdang district, is in accordance with the characteristics of good planning as stated by (Tuala, 2018), as follows: First, planning is carried out based on facts and data that accurate and reliable; second, planning is done with thought, imagination, and having a vision of the future; third, be able to know the various possibilities that will occur, including the difficulties that may occur, so that you can prepare yourself to be able to deal with them well with the right solutions.

Fourth, the planning that is done is a decision that is taken as a precursor of every action that is being and will be carried out. Fifth, planning is carried out in order to make a positive and constructive change (Tuala, 2018).

It is said that according to this opinion, because SMP IT Mutiara Deli Serdang carries out curriculum planning in accordance with accurate data and facts, has good thoughts and imagination, anticipates bad possibilities, makes planning the precursor of every activity to be carried out, carried out in order to make positive and constructive changes. This can be explained as follows: First, it is carried out based on accurate data and facts. SMP IT Mutiara conducted curriculum planning for 2013 during the Covid-19 pandemic based on national and even global conditions that threatened the safety of students if learning was carried out properly. While the 2013 curriculum must continue to run effectively and efficiently.

Second, planning is done with thought and imagination. Where SMP IT Mutiara carries out curriculum planning based on existing data and facts to continue teaching the 2013 curriculum effectively and efficiently in the midst of the threatening Covid-19 pandemic. So that planning is carried out by combining all the thoughts and ideas owned by each element, including the school principal, school committee, teacher council, and also consulted with the school's managerial supervisor, and then approved by the education office.

Third, planning is carried out by considering various possibilities that will occur and preparing for anticipation early on. Where SMP IT Mutiara conducts curriculum planning to be implemented for students by considering the number of students and study groups. So that learning can be done while maintaining health protocols.

Fourth, planning is carried out as a prelude to each activity. Where SMP IT Mutiara does the planning and can be used as a reference to be followed by every element in carrying out the learning process at school. Fifth, carried out as an effort to improve. Of course, SMP IT Mutiara carries out this planning for the good and safety of students and teachers in carrying out learning activities at school. These learning activities are also planned in the 2013 curriculum which must be carried out effectively and efficiently.

Furthermore, Tuala (2018), also explains that in preparing an effective and efficient plan, there are several formulations that need to be considered, namely:

a. *What, means something to be done?*

Mutiara Deli Serdang IT Middle School wants to make changes to the learning system with a limited face-to-face learning model in accordance with the instructions of the Minister of Home Affairs and the Decree of the Head of the Deli Serdang Regency Education Office.

b. *Why, to express the reason for doing something?*

Mutiara Deli Serdang IT Middle School conducted limited face-to-face learning on the basis of instructions from the Minister of Home Affairs and the Decree of the Head of the Deli Serdang Regency Office. This is done in order to maintain the security and safety of students and teachers in carrying out learning in schools, and to be able to achieve learning objectives effectively and efficiently.

c. *When, to inform when something was done?*

IT Mutiara Middle School, Deli Serdang Regency, has been implementing limited face-to-face learning since the issuance of the Minister of Home Affairs instructions and the Decree of the Head of the Deli Serdang Regency Service Year 2021.

d. *Where, explains where something is to be done?*

Limited face-to-face learning is carried out at IT Mutiara Middle School which is located at Jl. Teak No. 125 A, Sei Mencirim, Kec. Sunggal, Kab. Deli Serdang, Prov. North Sumatra.

e. *Who, the person or subject that wants to do something?*

The planning carried out at Mutiara Deli Serdang IT Middle School was structured to become a guide or reference for each element in carrying out the learning process during the Covid-19 pandemic which was carried out in limited face-to-face ways.

f. *How, explain how to do something that?*

Limited face-to-face learning at Mutiara Deli Serdang IT Middle School is carried out by dividing students into one study group into two groups, each group is made face-to-face learning at school while still implementing health protocols, while the others are learning online, where each each group alternately limited face-to-face and online learning. In accordance with the description above, it can be understood that the planning carried out at SMP IT Mutiara follows the characteristics of proper planning and guidelines for preparing the correct plan.

Organization of the Curriculum at SMP IT Mutiara Kab. Deli Serdang

Organizing is done in order to facilitate the achievement of the goals that have been set. Therefore, when organizing it is necessary to consider several things, namely; 1) legitimacy, namely matters related to institutional performance in terms of convincing stakeholders of their reliability in realizing the goals that have been set; 2) efficiency, namely the ability to utilize existing resources, both adequate and limited but still able to optimally utilize them in achieving the set goals; 3) effectiveness, namely the ability to distribute tasks and responsibilities in accordance with the main tasks and functions of each personnel, so that these tasks are carried out by each party effectively while taking into account the principles of instruction, delegation, coordination, collaboration, and of course supervision ; and 4) excellence, namely the ability of institutions and leaders to prove themselves in terms of improving the image, reputation, and quality of the institution (Tuala, 2018).

The curriculum at Mutiara IT Middle School is organized referring to the 2013 curriculum, consisting of curricular, extracurricular and co-curricular activities, which are

also supported by local content, and commemoration of Islamic holidays. Then determine the elements and parties who are in charge and responsible for carrying it out in accordance with the main tasks and functions of each. This is in accordance with the delivery of the principal through the interview results as follows:

“IT Mutiara Middle School organizes the curriculum referring to the 2013 curriculum set by the government. The curriculum is organized into curricular, co-curricular, extra-curricular activities, as well as local content activities and commemoration of Islamic holidays. Each of these sections is assigned human resources who are competent in their fields according to their main tasks and functions and of course can properly account for these tasks in accordance with the existing organizational structure, existing needs, and performance achievement indicators at SMP IT Mutiara” (Wijaya, 2022).

In detail, the organization of the curriculum at Mutiara Deli Serdang IT Middle School is carried out as follows: first, create a curriculum structure consisting of curricular, extracurricular, co-curricular activities, local content, and commemoration of Islamic holidays. Where each curriculum structure is responsible for each field according to its main tasks and functions. Second, setting parameters for the needs of each activity by taking into account time and needs, especially in terms of competency achievement that students must achieve in learning.

Third, determine the officers who are responsible in each of the fields that have been prepared. Fourth, compiling work instructions that refer to operational standards (SOP) in schools, consisting of the relationship of authority in each field, collaboration, communication, and supervision. Fifth, develop work achievement criteria that are responsible for each party.

Based on the description above, it can be seen that the organization of the curriculum at SMP IT Deli Serdang consists of organizing the curriculum, assigning officers in each organization, setting time parameters and needs, establishing relationships of authority, collaboration, communication, and supervision, as well as compiling performance indicators. This is in accordance with the opinion expressed by Tuala (2018), sebagai berikut:

Educational programs can be organized by considering several steps, namely: 1) assigning tasks; 2) determination of time parameters and needs; 3) appointment of officials and their responsibilities; 4) detailing the relationship of each party, consisting of authority, collaboration, communication and responsibility; 5) identify the need for coordination, 6) determine performance indicators.

In accordance with the description above, it can be concluded that SMP IT Mutiara organizes the curriculum according to the instructions given by Tuala (2018), namely setting tasks, setting parameters, appointing officers, detailing the relationship of each party, identifying coordination needs, and setting indicators performance achievement.

Implementation of the Curriculum at SMP IT Mutiara Kab. Deli Serdang

Implementation of the curriculum is an effort to realize the plans previously set into concrete actions in order to achieve the goals set previously effectively and efficiently. Implementation of the curriculum is carried out through activities to mobilize all existing resources according to their respective duties and functions with full responsibility, work motivation, and a positive work culture. Leaders or leaders in this case must have the ability to mobilize all available resources while remaining a figure that is liked and followed by its members (Tuala, 2018).

Playing an active role in carrying out self-development activities for staff, making improvements to the learning process, conducting coaching, and evaluating are activities that must be carried out in implementing the curriculum. Leaders are able to effectively and efficiently mobilize all available resources, both individually and in groups, build a pleasant atmosphere, work culture, work ethic, and of course always motivate every existing personnel (Tuala, 2018).

As for the implementation of the curriculum at SMP IT Mutiara Deli Serdang in accordance with the presentation of the school principal through the interview results are as follows:

“The curriculum is carried out by IT Mutiara Middle School in accordance with what has been planned and organised, agreed upon and approved by the school committee, principal, supervisor, and the junior high school development department of Deli Serdang Regency. Implementation of the curriculum consists of effective learning days, subjects are divided into group A, group B, as well as local content, and extracurricular activities. Ceremonial activities, midterm and final semester assessments which are carried out every odd and even semester, also carry out PHBI activities in accordance with the educational calendar”.

More specifically, the implementation of the 2013 curriculum at Mutiara IT Middle School can be described as follows: first, effective learning days are carried out with 6 (six) effective learning days, namely from Monday to Friday, while on Saturday extracurricular activities and student self-development.

Second, subjects are divided into group A, group B, local content, and extracurricular activities. Where group A consists of; Religious Education, Citizenship Education, Mathematics, Indonesian, Science, Social Studies, and English. Group B consists of; Cultural Arts, PJOK, and crafts. Local content consists of Information and Communication Technology. Meanwhile, extracurricular activities consist of Scouts and Tahfiz Qur'an.

Third, the flag ceremony is held every Monday morning. Fourth, the mid-semester and end-semester assessments are carried out every odd and even semester. Fifth, the commemoration of Islamic holidays (PHBI) is carried out in accordance with the educational calendar set by the Deli Serdang District Education Office.

Based on the description above, it can be understood that SMP IT Mutiara implements the curriculum in accordance with the planning and organization that has been made before. The curriculum implementation activities consist of effective learning days from Monday to Friday, while Saturdays are extracurricular activities, flag ceremony activities are held every Monday, curriculum activities are carried out for group A and group B subjects, local content, and extra-curricular, assessments are carried out in the middle of the semester and at the end of the semester for each odd and even semester, then PHBI activities are carried out according to the educational calendar.

Curriculum Supervision at SMP IT Mutiara Kab. Deli Serdang

Supervision is carried out in order to avoid irregularities or discrepancies in the implementation of activities that have been planned previously. Supervision is also carried out at the same time as an effort to correct if in the middle of implementation deviations are found, so that with this supervision can be corrected as soon as possible. Therefore, planning in the concept of education is two things that cannot be separated from one another. Where planning becomes the process of setting goals and time, while supervision makes efforts to ensure the program runs according to the established plan (Tuala, 2018).

The curriculum monitoring activities carried out at SMP IT Mutiara are in accordance with the principal's statement through the following interview results:

“One of the curriculum efforts to run well is very important to carry out an oversight. One strategy is to carry out supervision carried out by school managerial supervisors. Good supervision is carried out in order to improve the learning process and achieve relevant and effective learning outcomes through efforts to increase teacher competence. Supervision activities also specifically aim to produce various curricular programs or activities, for example learning, increasing teacher competency in a planned, effective and sustainable manner through activities that are carried out regularly, providing reading materials, conducting upgrading, and so on.

In this case also create special programs for students who are considered to have difficulty in learning. Activities to increase teacher competence are carried out as an effort to increase teacher skills in carrying out the planned curriculum, choosing learning materials, the ability to choose learning methods, the ability to carry out effective learning activities, the ability to carry out learning assessments, and the ability to carry out extracurricular activities, as well as the ability to solve problems specifically faced by students. In this regard, supervision activities must be carried out properly through integration between supervisors and teachers so that the curriculum can be implemented properly. In addition, teachers also need to be given the ability to carry out supervision, so that teachers can measure and evaluate the learning activities they are doing and can find solutions to solve problems that occur. This is based because the teacher is the executor of learning and is the spearhead of every lesson that takes place in the classroom, so the teacher functions as a guide, leader, assessor, and observer so that the students he educates become successful individuals and have good character”.

In detail, the curriculum supervision activities carried out at SMP IT Mutiara are as follows: first, supervision is carried out directly by the school's managerial supervisor with the aim of increasing teacher competency and achieving learning objectives. These activities are carried out through regular coaching through training, facilitating reading or reference materials, holding regular meetings to evaluate and discuss various matters in the context of competency development and find solutions to various problems encountered.

Second, creating synergy between supervisors and teachers in an effort to achieve curriculum targets. Third, helping teachers to be able to carry out self-evaluations in terms of measuring their weaknesses and strengths through stimulus from supervisors or also the teacher's own understanding and awareness. Fourth, provide understanding and skills to teachers in the context of supervising, because in this case the teacher also serves as a supervisor besides teaching.

Based on this description, it can be understood that SMP IT Mutiara carries out supervision through direct supervision carried out by the school's managerial supervisor through regular coaching activities, facilitating reading books and references, regular meetings are held to discuss and find solutions to various problems encountered. Creating supervisory synergy with teachers, helping teachers carry out self-evaluations, and providing supervision skills to teachers.

Evaluation of Curriculum at SMP IT Mutiara Kab. Deli Serdang

Evaluation is also part of the management system which cannot be separated from one another. Where the management system consists of planning, organizing, implementing, monitoring, and evaluating. The curriculum is designed as well as possible to achieve the

desired goals. However, the achievement of goals can be measured after the program is finished and the results are obtained. Where then, evaluation is carried out on all processes that have been implemented before, starting from planning, organizing, implementing, and monitoring. So that the evaluation results become the basis and consideration for making improvements at the next opportunity (Nisbi, 2017).

The evaluation of the curriculum carried out at SMP IT Mutiara is in accordance with the principal's statement through the following interview results:

“Curriculum evaluation is an activity that is carried out systematically in assessing the design, implementation, product, and impact of a curriculum. Curriculum evaluation can be carried out covering aspects of objectives, systems, and special evaluations. Meanwhile, the steps taken in evaluating the curriculum are; designing, preparing, gathering information, analyzing data, making conclusions, making recommendations, and utilizing evaluation results. When carrying out curriculum evaluation, of course, it must also be guided by existing principles. The benefits generated in evaluating the curriculum are in the framework of revising the curriculum or replacing the existing curriculum. On this occasion, an outline was carried out by SMP IT Mutiara on the 2013 curriculum. Through the results of the evaluation carried out, the 2013 curriculum was considered more effective in improving spiritual attitudes and social attitudes that were integrated into learning preparation activities, learning processes, and assessment of learning outcomes. Through the use of this curriculum, it is hoped that students can become individuals or graduates who have noble character as graduate competencies described in the National Education Standards (SNP)”.

In detail, the curriculum evaluation activities carried out at SMP IT Mutiara are carried out as follows: first, evaluation is carried out on objectives, systems, and special evaluations. Second, the stages carried out in curriculum evaluation are; design, prepare, collect information, analyze, draw conclusions, make recommendations, and utilize evaluation results. Third, carry out the entire series of evaluations by adhering to the evaluation guidelines or principles.

The results of the evaluation were carried out on the 2013 curriculum with the conclusion that the 2013 curriculum is stronger in guiding spiritual attitudes and social attitudes that are always integrated in the preparation, implementation, and assessment of learning outcomes, with the hope that graduates will have noble character as mandated in graduate competencies in the National Education Standards description (SNPs).

D. CONCLUSION

Based on the results described above and the discussion that the curriculum development carried out at SMP IT Mutiara consists of planning, organizing, monitoring, and

evaluating. Where each stage carried out refers to existing regulations and theories, taking into account data, facts, internal conditions and external conditions to achieve educational goals while still paying attention to the correct principles, stages and processes. The curriculum development carried out at Mutiara IT Middle School is an effort to continue to carry out learning effectively and efficiently which was carried out during the Large-Scale Social Restrictions [PSBB] imposed due to the threatening Covid-19 pandemic. The curriculum is structured in order to optimally achieve learning objectives in the midst of the Covid-19 pandemic while still considering the safety of teachers and students in carrying out the learning process while still paying attention to existing principles and referring to regulations set by the government.

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