

Dynamics of madrasas and Muhammadiyah Schools in the curriculum policy transition era

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ABSTRACT

This research describes the dynamics of madrasas and Muhammadiyah schools in the era of curriculum policy transition. Curriculum changes in Indonesia have an impact on educational institutions, learning materials, and strategies. The transition era of curriculum policy creates upheaval and dynamics that are not simple, so this is interesting to research. The type of research used is descriptive research. Data was obtained through questionnaires as an initial stage, and interviews as an effort to dig up more in-depth information. The respondents in this study were 31 educators in madrasas and Muhammadiyah schools in Yogyakarta City spread across 7 educational institutions starting from elementary (SD), middle school (SMP), and high school (SMA). The results of the research show that there are interesting dynamics in Muhammadiyah madrasas and schools, especially in the city of Yogyakarta. First, the implementation of 2 types of curriculum (K-13 and the Independent Learning Curriculum), although not all of them can be implemented consistently. Second, there is a fairly high level of concern among educators regarding the results of learning achievement and student achievements from the learning process. This makes teachers more anticipatory so that the learning process runs better. Third, even though there are quite big concerns, personally the majority of educationists accept the implementation of the independent learning curriculum, however, institutionally they are considering it first. Fourth, the implementation of two curricula (K-13 and the Independent Learning Curriculum) produces two tendencies; k-13 is more about academic achievement, and the independent learning curriculum tends to focus more on life skill achievement.

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Introduction

There is a fact that the condition of education in Indonesia, both during the pandemic and after the COVID-19 pandemic, experienced various kinds of problems that were not simple. It is not easy for madrasas and schools to implement the curriculum in its entirety, which is a serious problem. The COVID-19 pandemic is essentially a process of accelerating the global digitalization program (Amankwah-Amoah et al., 2021) or digital transformation (Purwanto et

al., 2023), which is not yet in line with the overall conditions of the world of Indonesian education. Madrasahs, schools, and even teachers who are not ready for the online learning model make the learning process stalled, especially for school circles and communities that do not have facilities (Hopid & Kistoro, 2022).

The backwardness of society's education after the pandemic is too visible to hide. So to catch up with this lag, the government has prepared an alternative curriculum, namely the Independent Learning Curriculum, in the hope of reducing learning loss (Jojo & Sihotang, 2022). While the previous curriculum, Curriculum 13, has not been thoroughly evaluated for its effectiveness, there is already curricular Merdeka learning.

This is not an easy problem for madrasahs and schools. The readiness factor is an important issue; the need for infrastructure preparation, infrastructure, socialization, and training for the Merdeka Belajar curriculum (Nurfitriani et al., 2023). Moreover, there is an impression that so far the implementation of the curriculum is changing the Minister to replace the curriculum (Santika et al., 2022), even though the level of effectiveness of the old curriculum has not been definitively evaluated. Information from the evaluation results is very necessary and determines the next curriculum (Fadhilah Izzatun Nisa & ., 2023).

The curriculum is an educational blueprint (Ira Fatmawati, 2021). During the transition period, the current curriculum does not directly replace the old curriculum with a new curriculum; Curriculum 13 was replaced by the Merdeka Belajar curriculum, but prepared for the transition of a simplified curriculum from Curriculum 13 to the Merdeka Belajar curriculum (Qomariyah & Maghfiroh, 2022), and the two curricula run simultaneously even though they are not implemented at every school level.

Both curricula have the same role in overseeing the educational process. In general, the two curricula (curriculum 13 and the Independent Learning curriculum) are implemented. The question is what about the learning results, whether they achieved the target or not? This is very natural because it is currently still in the initial phase of the adjustment process (Rahmadhani et al., 2022). This has raised concerns for teachers at Muhammadiyah schools and madrasahs.

The transition period can be interpreted as a period, a condition that is less than normal in a situation because it is at a crossroads. However, people involved in the world of education have different feelings and experiences when switching from online to offline systems (Katleyana et al., 2023). The curriculum policy transition period can be interpreted as a condition, where the implementation of educational programs is at the crossroads between old and new policies, and the consequence is that teachers have to face changes in methods (Setyaningsih, 2022), because whatever the curriculum; KTSP curriculum, Curriculum 13, Merdeka Belajar curriculum which functions to recover from the learning crisis (Nugraha, 2022), all have implications for learning methods.

The facts in the field in this research were that two curriculum models were implemented; curriculum 13 and the Independent learning curriculum. The implementation of Curriculum 13 applies to final grades and the Merdeka curriculum for new grades. The conditions mentioned above give rise to dynamics; perceptions, views, concerns, and hopes, especially in the educator /teacher environment. So this research aims to reveal the dynamics of Muhammadiyah education conditions both in madrasahs and in schools in the city of Yogyakarta; teachers' attitudes and responses to the implementation of the new curriculum, as well as the achievement of learning outcomes during the curriculum policy transition period.

Related to the issue above, several previous studies are considered relevant and provide important contributions to this research, namely Mohammad Kosim with the title The

Dynamics of Islamic Education Policies in Indonesia. The results of his research explain that the government has an important role in creating and formulating an education system in a country, including the issue of religious education(Kosim et al., 2023).

According to Endang Setyaningsih, in *Returning To Offline Teaching And Learning: What It Means For Indonesian Students And Teachers* explains that offline learning before the pandemic and learning after the pandemic are not the same(Setyaningsih, 2022). The role of teachers in curriculum development at the school level(Florencia Ananda Gulo, 2024), even in more limited classrooms, really determines the success of education. The teacher is the key to the success of the education system, including the condition of education after it returns to normal (offline), where previously it was implemented online.

In this research, the author uses the theory of Moloud Mohammadi. He said that teachers as examples of good knowledge managers provide a dynamic environment for students to learn independently. In addition, schools, as an organization, are tasked with providing a platform for creating and maintaining, sharing and exchanging, promoting and organizing, maintaining and disseminating knowledge at the school level, and at the same time interacting with other educational agents(Mohammadi & Faskhodi, 2022).

Method

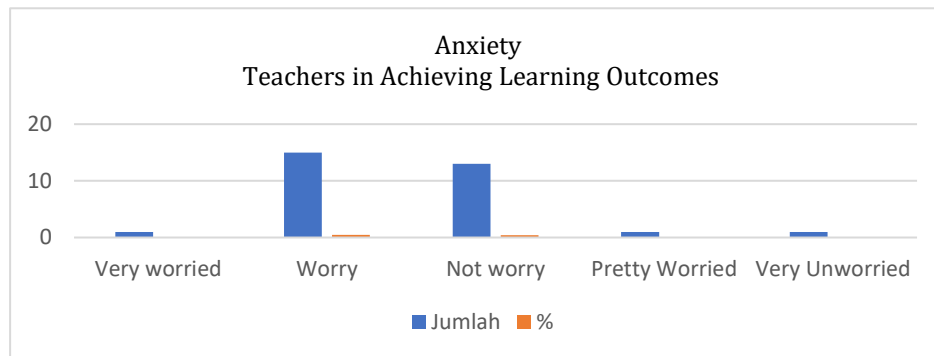
The research method used in this research is field research, where the researcher conducts direct conversations and observes the people being researched, with a descriptive research type; Where researchers try to describe and identify(Manjunatha. N, 2021). Researchers took initial data as a general picture via Google. Next, the researchers conducted interviews with several teacher representatives from several schools. This is done to extract more in-depth information regarding the required focus. The respondents in this study were 31 people spread across 7 educational institutions starting from elementary (SD), middle school (SMP), and high school (SMA) in madrasas and Muhammadiyah schools in Yogyakarta City.

Results and Discussion

1. Level of Anxiety of Madrasah and Muhammadiyah School Teachers Regarding Learning Outcomes in the Curriculum Transition Era

One of the problems in achieving the goal of world-class education by 2025 is certain issues and curriculum changes that are too fast (Vidi Sukmayadi & Azizul Halim Yahya, 2020). The condition of the world of Indonesian education in the era of curriculum policy transition is happening very quickly. This causes feelings of worry for the school, especially the teachers. they are concerned about the achievement aspect of learning outcomes. This worry stems from teachers' hopes for the future of education, while in the aspect of

curriculum readiness, there are still deficiencies, as well as teachers' ability to understand the new curriculum, namely the Merdeka Belajar curriculum.

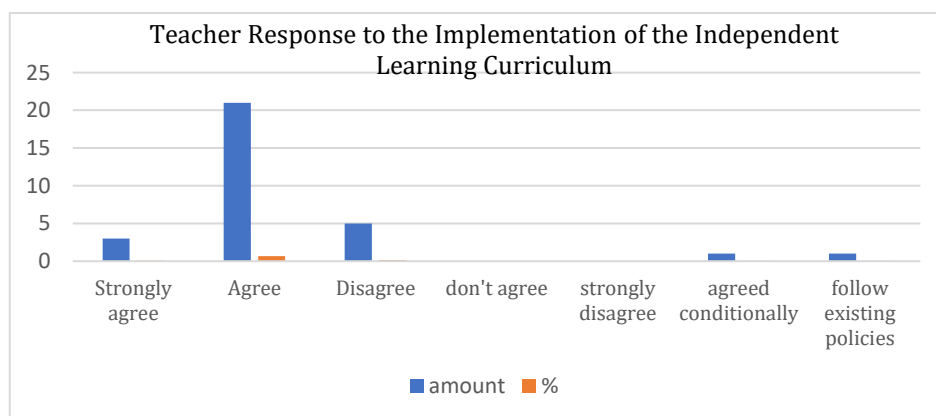


Picture 1. Level of Anxiety Teachers in Achieving Learning Outcomes

The level of concern of madrasa and Muhammadiyah school teachers regarding learning outcomes in the transition era is clear. This data can be seen on the chart. One of the reasons why teachers are worried is as stated by Mr. Eka Supriatna from MTs Muhammadiyah Karangkajen, that this worry arises because the implementation of the independent learning curriculum does not have many comparative references, so it is felt that the learning process is not optimal and there is still a lack of preparation, as well as inadequate human resources (Almarisi, 2023), and concerns arise about not being able to achieve learning targets. Mr. Muhyidin from Sapen Muhammadiyah Elementary School said he was very worried, especially in the field of children's character and aqidah education, especially in the implementation of the Merdeka Belajar curriculum, there were still obstacles in teacher readiness both in the learning process and assessment of each student (Susilowati, 2022).

2. Response of Madrasah and Muhammadiyah School Teachers to the Implementation of the New Curriculum (Merdeka learning curriculum)

Even though there are concerns in teachers' minds, the Merdeka curriculum has received sufficient response. There were 21 people out of 31 respondents who said they agreed. A response is a response in the form of an attitude or answer to information or a problem that occurs. Teachers as an important part of schools and madrasahs certainly have a response regarding the implementation of the new curriculum, the Merdeka Belajar curriculum.



Picture 2. Teacher Responses to the Implementation of the New Curriculum

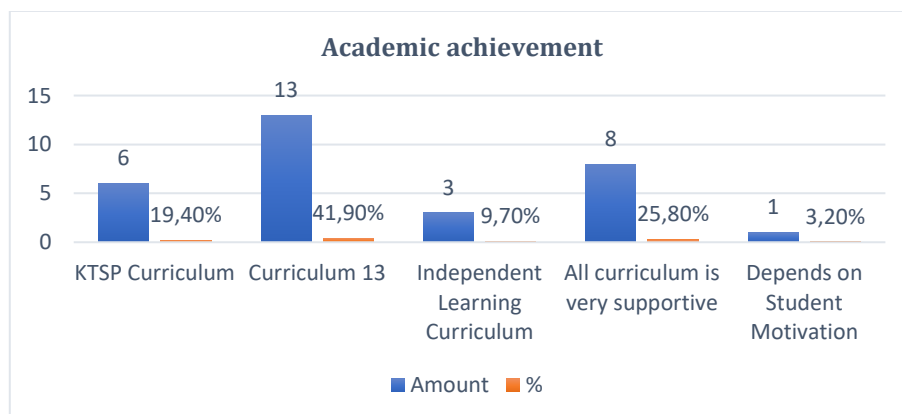
The response of each teacher in Muhammadiyah Schools and Madrasahs to the implementation of the Independent Learning curriculum in the transition era is considered high. It can be seen that 67.70% of teachers agree. One of the reasons stated by Mrs. Euis Hidayati, Teacher at MTs Muhammadiyah Karangkajen, is because of the emphasis on an independent curriculum on differentiated learning. The differentiated learning model is a way of learning, understanding, and transforming knowledge based on student learning styles that have many characteristics (Fauzia & Hadikusuma Ramadan, 2023). Thus giving students freedom in the learning process according to their learning style. Apart from that, the project learning orientation is character strengthening. However, model differentiation is a multi-faceted and contextual concept that is not easy to limit and study (Eikeland & Ohna, 2022). Responding to these concerns, madrasahs and schools finally implemented two curriculum models, namely the 13 curriculum and the Merdeka Belajar curriculum, applied to different classes.

3. Student achievement

Based on teacher experience, each curriculum has its tendencies and implications, especially in aspects of achievement, life skills, and self-innovation. The Merdeka Belajar curriculum still contains the character of curriculum 13 but is based on students, not on learning material, and not all students have to complete all learning material (Sumarmi, 2023). However, whatever the curriculum, aspects of student achievement and ability are an important part of evidence of the success or failure of the learning process. This is because student achievement is a real manifestation or result of the learning process that has been carried out by students over a certain period. The research results show that there is a positive relationship between learning strategies and academic achievement. Mediating learning strategies the relationship between achievement and academic goals performance (Omer Shehzad, 2019).

a. Academic achievement

Curriculum changes certainly have a big influence on the process, achievements, and competencies of students (Muliana Setia Hapsari & Hesty Widiastuty, 2023). Every educational institution cannot forget the academic achievements of its students. This even becomes the goal of the learning process. In this context, the curriculum used greatly influences learning achievement. The existing curriculum in Indonesia certainly has its implications, but which one has the most implications for academic achievement?

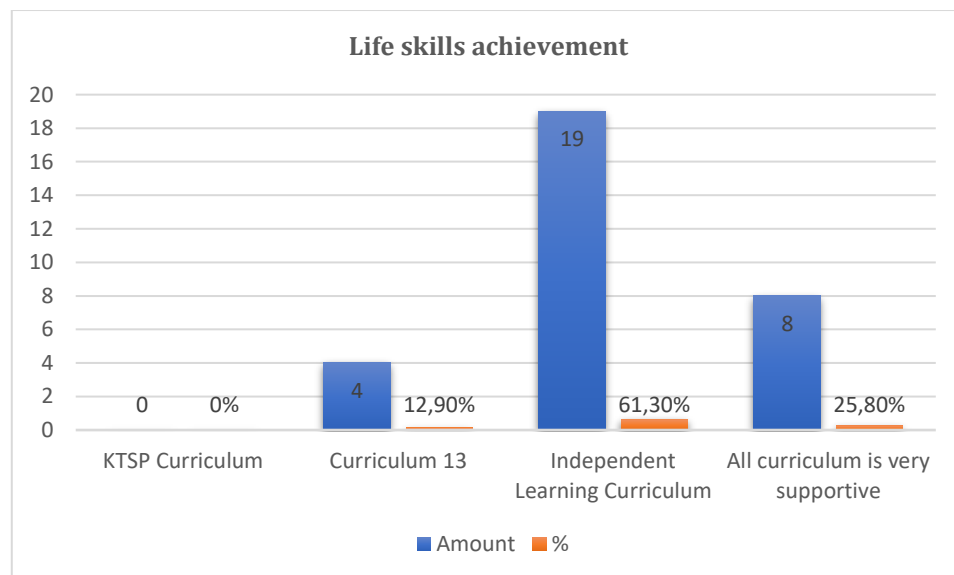


Picture 3. Curriculum has a stronger influence on Academic Achievement

According to madrasa and Muhammadiyah school teachers, the one that tends to be stronger and contributes to academic achievement is curriculum 13. This can be seen in the table above. As many as 41.90% or 13 teachers spread across madrasas and Muhammadiyah schools in Yogyakarta City view that the curriculum makes an important contribution to achieving academic achievement. This is in line with the character of Curriculum 13, which has a more scientific approach (Daga, 2022), and one of the characteristics of Curriculum 13 is that students master basic subject competencies (Lise Chamisijatin, 2023).

b. Life skills achievement

One implementation of life skills is through extracurricular learning (Atin & Maemonah, 2023). Students' life skills begin with active learning models, and projects carried out by students directly at school. (Nikma & Rozak, 2023). The Pancasila student profile is seen as being able to facilitate real activities that can shape students' life skills through student innovation project activities. Project activities to strengthen Pancasila students at separate times are seen by some teachers as feeling more free and innovative in planning character projects that students want (Rachmawati et al., 2022).



Picture 4. Curriculum that has more influence on life skills

Based on the experience of teachers teaching using various curricula, the Merdeka Belajar curriculum is seen as having stronger implications for the formation of students' life skills than other curricula. A total of 61.30% or 19 respondents were of the view that the Merdeka Belajar curriculum made a significant contribution to the formation of students' life skills in Madrasas and Muhammadiyah Schools in Yogyakarta City. This is following the development of 21st-century skills which focus on critical thinking, creativity, communication, collaborative and problem-solving, and life skills (Fakhri, 2023).

Teachers have a strategic role, how in helping students to have skills. Schools are also organizations, that are tasked with providing a platform for students to be able to innovate, create and maintain, share and exchange, promote and organize, maintain and disseminate knowledge at the school level, and at the same time interact with other educational agents (Mohammadi & Faskhodi, 2022).

Conclusion

The era of curriculum policy transition (the change from curriculum 13 to the Merdeka Belajar curriculum) raises quite high concerns for most educators, especially in Madrasas and Muhammadiyah Schools in Yogyakarta City. However, despite these concerns, the majority of educators personally accept the implementation of the Independent Learning curriculum. The experience of educators in the field is that curriculum 13 tends to have implications for aspects of academic competence, following its character, namely that students master the basic scientific competencies of the subjects. Meanwhile, the Merdeka Belajar curriculum tends to have implications for life skills, where students are better trained and introduced to the real-life context where the students are.

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