
THE ROLE OF MADRASAH SUPERVISORS IN THE IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM

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Abstract

The aim of writing this article is to obtain an overview of the role of madrasah supervisors in implementing the independent learning curriculum. Implementation of the Independent Curriculum is voluntary, gradual according to ability, and depends on the readiness of each educational unit. In its implementation it is certainly not easy, especially raising awareness of each madrasah (educator) in implementing the independent learning curriculum, so madrasah supervisors have a strategic role in influencing, encouraging, directing, guiding and mobilizing madrasah residents, therefore the role of supervisors is as regulated in GTK Director General Regulation No. 4831 of 2023 The Role of School Supervisors in the Independent Learning Policy, is the basis on which a supervisor plays his role in implementing the independent learning curriculum in educational units. The conclusion of writing this article shows that: (1) Madrasah supervisors carry out the role of supervisors and leaders of change in their educational institutions, (2) The independent learning curriculum is student-centered educational program planning, where educational units have autonomy in developing their curriculum, (3) Madrasah supervisors have a strategic role in the curriculum development process.

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INTRODUCTION

Education is a process of developing one's own abilities and individual strengths. According to the Indonesian Dictionary, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Formal education is carried out by following planned, structured programs from institutions, departments and ministries of a country. Meanwhile, non-formal education involves knowledge gained from everyday life from various experiences either experienced or learned from other people. National education is currently facing challenges in creating quality human resources to be able to face competition in society (Baro'ah, 2020).

For this reason, the Ministry of Education and Culture issued a regulation in the form of an independent learning policy (Prasetyaningtyas, 2020). The Ministry of Education and Culture's policy aims to create independence and freedom in learning activities so that it can produce the desired human resources. (Asfiati & Mahdi, 2020) stated that the independent learning policy is a change for the success of education. These changes are efforts to improve towards success. Furthermore, independence can be interpreted as freedom, independence and freedom.

Implementation of learning activities that lead to independent learning, namely independence, freedom, autonomy and innovation (Isnaini, 2016). The essence of independent learning needs to start with the competency of madrasa supervisors in understanding and mastering the basic competencies of teachers (Swandari & Jemani, 2023). Therefore, the leadership role of madrasa supervisors is very important to make teachers the driving force of the learning process in order to create independent learning in madrasahs.

One very important element in creating a policy of independent learning in madrasahs is the madrasah supervisor. This is to support the learning process which can produce graduates who are competent and have character in accordance with the demands and needs of the current era of civilization. This paper examines the leadership role of madrasah supervisors in realizing an independent learning policy that can produce graduates who meet the needs and demands of the current era (Mulyasa, 2021).

The main characteristic in implementing the independent learning policy in Education Units is active collaboration between Teachers, Madrasah Heads, Madrasah Supervisors, Education Unit residents and the community in meeting learning needs in favor of students and in accordance with the goals of the Pancasila student profile (Zaeni et al., 2023). In order to accelerate the transformation of education which is the goal of independent learning, Madrasah Supervisors are expected to be able to contribute through collaboration with Madrasah Principals, Teachers, Education Unit residents and the community to ensure that the Education Unit is managed in accordance with the objectives of independent learning, namely developing student-centred learning programs in accordance with characteristics, needs and potential of the Education Unit (Ariansyah, 2021)

Furthermore, the role of Madrasah Supervisors in implementing the independent learning policy is carried out through mentoring activities in Education Units, emphasizing differentiation of the needs of each Education Unit. For Education Units that have not been able to implement the independent learning policy as a whole, the role of Madrasah Supervisor Assistance is also needed so that the Madrasah Head is able to play an active role in accelerating the transformation process in learning, so that the learning process carried out can accommodate every difference and development of each student being taught (Setiariny, 2023).

Therefore, in the successful implementation of the Independent Learning Curriculum, independent and professional madrasa supervisors are needed with strong management and leadership skills, so that they are able to make decisions to improve the quality of madrasahs (Prastowo, 2014).

This writing aims to describe the role of madrasah supervisors in implementing the Merdeka Belajar curriculum, as well as exploring the challenges and solutions faced by them in implementing the curriculum. The benefits of this writing are divided into two aspects. Theoretically, it is hoped that it can provide a comprehensive overview of the roles, obstacles and solutions faced by madrasah supervisors in the context of the Merdeka Belajar curriculum, as well as contribute to general knowledge and understanding regarding the development of educational quality. From a practical perspective, it is hoped that this writing will make a meaningful contribution to educational institutions by providing insight into the implementation of the Merdeka Belajar curriculum. Readers are expected to be able to use this paper as a reference and comparative study regarding curriculum implementation in other madrasahs, while for the author, it is hoped that this writing can broaden knowledge regarding the implementation of the Merdeka Belajar curriculum (Mulyasa, 2021).

RESEARCH METHODS

The method used in this research is a qualitative method with analytical methods. Image captions are placed as part of the figure caption, not part of the image itself. The methods used in the research include writing about the main series of equipment used for analysis and/or characterization, along with the type and accuracy of these tools. Small and common laboratory tools, such as scissors and measuring cups, do not need to be explained in detail. The research location, number of respondents, methods for processing the results of observations, interviews or questionnaires, as well as methods for measuring performance benchmarks are also listed in full. Common methods can be referred to in reference books without needing a detailed explanation. The experimental procedure is structured in the form of news sentences, not command sentences.

RESULTS AND DISCUSSION

A. The Role of Madrasah Supervisors in Implementing the Independent Learning Curriculum

Madrasah supervisor is a functional position that applies in the formal education environment from the pre-madrasah education level, elementary madrasah to secondary madrasah. Based on the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform No. 21 of 2010, it is explained that the main duties of school/ madrasah supervisors in the field of managerial and academic supervision include preparing supervision programs, implementing coaching, monitoring the implementation of 8 (eight) National Education Standards, assessment, guidance and professional teacher training, evaluation of the results of implementation of supervision programs, and implementation of supervisory duties in special areas.

In order to guarantee and improve the quality of education, the role of the Education Supervisor is very important because controlling, assessing and evaluating the course of the education process is the supervisor's duty and authority. In this way, guidance and supervision can be carried out to make the madrasah more advanced and of better quality. The quality of education achieved by an educational institution is a reflection that the institution is well managed (Sidiq et al., 2019) .

So what is the role of supervisors in implementing the independent curriculum in madrasahs? with functions as supervisors, monitors, assessors, and mentors and trainers, of course supervisors cannot be separated from involvement in implementing the Merdeka curriculum. Based on their duties and functions, they are tasked with assisting madrasahs in implementing the independent curriculum. So that when assisting madrasahs in the independent curriculum, supervisors as state civil servants have become part of their supervisory duties.

Briefly, what supervisors must do in implementing the independent curriculum in madrasahs is:

1. Facilitator

Supervisors have a role in implementing the independent curriculum as facilitators. Supervisors can facilitate planning activities for independent curriculum training programs. Supervisors can collaborate with other sources to strengthen understanding of the madrasah they are building.

2. Coach

The supervisor as a coach is to provide assistance to teachers and Madrasah Principals by providing them with as wide an opportunity as possible to solve their own problems related to the implementation of the independent curriculum .

3. Mentors

The supervisor as a mentor provides guidance or direction to the Madrasah Head and teachers to implement the independent curriculum in accordance with expectations. As a mentor, the supervisor must never stop learning and always provide encouragement to the madrasah he is coaching.

4. Trainer

Furthermore, Supervisors are expected to master the independent curriculum material, starting from the basic curriculum framework to the preparation of teaching modules and project modules. So that it can train and guide teachers and heads of madrasahs.

With this complete role, supervisors must function as empowerers for the schools Madrasahs they support. As an empowerer, the efforts carried out by supervisors can be carried out by providing the above services in the form of consultation, guidance and refreshments as well as other activities that are directly related to the supervisor's main duties (Rohmatika, 2017) . Other concrete empowerment can be implemented through the activities below:

1. Regular and ongoing assistance (regular and on-going assistance), empowering all educational staff, both school /madrasah principals and teachers, to develop the quality of the learning process which is student-centred,

2. Accompany the head of the madrasah and his teachers in carrying out analysis of the assessments that have been carried out, both formative and summative,
3. Increase collaboration capacity in developing the practitioner community.

Thus, it is clear that the role of supervisors in this independent curriculum is very much needed as part of increasing the capabilities of education unit personnel as well as part of their supervisory duties (Joni et al., 2016) .

Meanwhile, in the old paradigm, supervisors carried out more supervision and inspections in the administrative field, such as: checking Learning Plans (RP), score lists, and administration of the Head of the Madrasah/other classes. In the new paradigm, there is a shift in function. The supervisor's duties are not only administrative in nature, but are more about efforts to increase teacher professionalism, so that the role of madrasa supervisors has expanded to improving the education system as a whole. With existing limitations, the targets of supervision cannot be achieved optimally (Rompas¹ et al., 2018)

In the supervisor's workbook (2011) it is stated that professional supervisors must have several characteristics, namely: 1. Showing the supervisor's abilities in the form of performance; 2. Have talents, interests, calling and idealism; 3. Carry out supervisory duties effectively and efficiently; 4. Provide excellent service to all stakeholders; 5. Have a commitment to improving the quality of education; 6. Develop continuous monitoring work methods and strategies; 7. Have the capacity to work independently; 8. Have professional responsibilities; 9. Comply with the supervisory professional code of ethics; 10. Have a commitment and become a member of a professional organization for madrasah supervision.

Furthermore, the supervisor's workbook explains that a professional supervisor in carrying out supervisory duties must have: Carefully monitor the condition of the madrasah; Sharpness of analysis and synthesis; Accuracy and creativity in providing the necessary treatment, as well as the ability to communicate well with each individual in the madrasah (Tonta et al., 2019) .

The preparation of the supervision program focuses on developing madrasa heads and teachers, monitoring eight national education standards, and assessing the performance of madrasa heads and teachers. To carry out their main duties, madrasah supervisors carry out supervisory functions, namely managerial supervision and academic supervision. Where the meaning of academic supervision is the function of supervision relating to aspects of coaching and developing teachers' professional abilities in improving the quality of learning and guidance in madrasas. Meanwhile, the definition of managerial supervision or managerial supervision is a supervision function which concerns aspects of madrasa management which are directly related to increasing the efficiency and effectiveness of madrasas which include planning, coordination, implementation, assessment, development of competency of teaching staff resources, and education (Widyastuti, 2020) .

In carrying out the managerial supervision function, madrasah supervisors act as facilitators, assessors, informants and evaluators. As a facilitator, madrasah supervisors create a conducive environment to support the planning, coordination and development of madrasah governance processes. As an assessor, the madrasah supervisor identifies and analyzes the strengths and weaknesses of the madrasah. As informants, madrasa supervisors provide various information needed to develop the quality of madrasas. Meanwhile, as an evaluator, the madrasah supervisor provides an assessment of various aspects that influence the managerial quality of the madrasah (Zaini, 2022).

Because the role of the madrasah supervisor is to act as a driving force in increasing madrasah resources, especially educators and students. Madrasah supervisors are responsible for developing and supervising the educational process. Educators or teachers are guided in educational supervision activities. So that the educational process is conducive and effective, and produces high-quality students (ZAHARA, 2023) .

Supervisors and Merdeka Curriculum are a relationship that influences each other. If a madrasah wants to implement an independent curriculum, then the relevant parties can empower supervisors as assistants to the madrasah. Because the supervisor's job is to develop, monitor, assess and guide and train the madrasah he or she is assisting (Khoirotnun, 2023).

B. Challenges and Solutions to the Role of Madrasah Supervisors in Implementing the Independent Learning Curriculum

The implementation of the Independent Curriculum in madrasahs is not free from various challenges. One of them is the readiness of the mindset of educators. The Director General of Vocational Education at the Ministry of Education and Culture, Wikan Sakarinto, explained that the curriculum implemented by Indonesia in the 1970s until now adopted the German system. Temporary The country has changed rapidly but Indonesia still uses the same pattern. This is a challenge for educators. In the Independent Curriculum, there is a change in the function of educators who previously taught with a uniform approach or one size fits all (one size fits all), becoming someone who is able to create students as lifelong independent learners. In this case, teachers must be active mentors, facilitators or coaches in project-based learning activities. To change the mindset of teaching staff, the Ministry of Education and Culture is conducting project-based training and pedagogical competencies for teachers and lecturers (Arifiyanto, 2022).

During the curriculum changes so far, teachers still teach in the same way (lectures) and learning is not student-centered so that curriculum changes do not have a significant impact on educational success (Pahrudin, 2019). Actually, the Merdeka Curriculum is not much different from the 2013 Curriculum. The use of new terms in the Merdeka Curriculum actually summarizes what was in the previous curriculum but with different terms. The challenge is when teachers develop their own learning objectives. Teachers are given freedom, but in terms of ability there are still many teachers who are not ready. The reality is that there are still many teachers who have not been able to prepare learning implementation plans. Therefore, strengthening teachers and madrasah supervisors is important. Apart from that, the Government also needs to provide curriculum implementation guidelines containing a curriculum framework for madrasahs to refer to, so that madrasahs' freedom in implementing the independent curriculum can be monitored and its quality can be mapped (Anggraini et al., 2022).

Another thing that is a challenge is students' readiness in implementing the independent curriculum, especially with regard to students' freedom to choose for themselves what they will study. This needs to be a concern so that students really choose what to study based on their talents and interests, not just following their friends' choices or even because of pressure. from both teachers and parents of students. This is where strengthening the role and cooperation of educators and parents is very important in encouraging and directing students to learn according to their interests and potential to achieve optimal and meaningful learning outcomes (Lilawati, 2020).

Changing the curriculum or implementing a new curriculum in the implementation of education is a necessity when the previous curriculum is no longer relevant or when there is an urgent need to accelerate educational recovery. However, curriculum changes that are immature, rushed, and change too quickly will be very burdensome for educational units as implementers (Maharani, 2023). Especially for madrasahs which still need a lot of assistance and are in underdeveloped areas. Without thorough preparation, it is not the maximum educational results that are achieved but only the results of experiments, and education implementers are actually bothered by demands for continuous adjustments. This is because the current curriculum has not been implemented properly, it has been replaced with a new curriculum (Angga et al., 2022).

Challenges and criticism from related parties need to be taken into consideration by the Ministry of Education and Culture in implementing the independent curriculum. Even though it has not been implemented simultaneously, the independent

implementation of the independent curriculum will be implemented evenly in various regions in Indonesia. Therefore, the Ministry of Education and Culture also needs to ensure readiness to implement the independent curriculum. Several things that need attention include, first, related to the legal umbrella. It is necessary to ensure that the implementation of the independent curriculum is carried out on a clear legal basis. Second, from the HR side. There needs to be a common understanding between teachers, madrasah supervisors, madrasah committees, madrasah supervisors, and related parties regarding the Independent Curriculum in a clear and detailed manner. There needs to be guidance so that the implementation of the independent curriculum is carried out with freedom for madrasahs but remains responsible for improving the quality of education (Zaeni et al., 2023).

Teachers and madrasah supervisors also need to receive training to understand their role in learning activities and develop competencies and skills in implementing the independent curriculum. Third, in terms of facilities and infrastructure. Implementing an independent curriculum certainly requires supporting facilities and infrastructure, especially because it uses a digital platform, namely the Merdeka Mengajar Platform. Support from adequate facilities and infrastructure is needed so that it can be accessed while minimizing obstacles. Fourth, from the budget side. Funding for the implementation of the independent curriculum needs to be budgeted appropriately so as not to burden madrasahs. Considering that the amount of BOS received by madrasahs is based on the number of students, the use of BOS for purchasing books and other activities related to the implementation of the independent curriculum will greatly influence madrasah operational funds (Sakinah, 2023).

Implementing the independent curriculum as an additional option in post-COVID-19 education recovery requires cooperation from all stakeholders in order to have a significant impact. Some of the challenges in implementing the independent curriculum include competency readiness, skills, the mindset of educators as implementers of education, infrastructure readiness, and facilities and infrastructure. Efforts are needed to increase this readiness. The DPR RI, especially Commission (2) encourage budgeting for the implementation of the independent curriculum that does not burden madrasahs, especially small madrasahs; and (3) encouraging human resource readiness, as well as facilities and infrastructure for implementing the independent curriculum.

CONCLUSION

In this conclusion, in a managerial context, madrasah supervisors can optimize their workload through the principles of Madrasah-Based Management (MBS), in accordance with the concept of Freedom of Learning emphasized by the Ministry of Education, Culture, Research and Technology. Steps that can be taken involve curriculum development, RKM and RKAM management, attitude assessment, management of infrastructure, standards for educators and education personnel, and financing. Involving parents and creating child-friendly madrasahs is also a focus of development. As a supervisor, madrasah supervisors can use their authority to encourage the implementation of an adaptive curriculum, maximize the evaluation process in academic supervision, and provide guidance to teachers in overcoming teaching difficulties. As managers, madrasah supervisors must be able to utilize madrasah resources through planning, organizing, guidance and supervision in order to achieve the goals of the Merdeka Belajar curriculum which focuses on developing students' character and analytical abilities.

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