

PRINCIPAL COMMUNICATION IN THE CURRICULUM DEVELOPMENT AT PRIVATE MADRASA ALIYAH ISLAMIYAH KOTAPINANG

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Abstract: This study aims to find out: 1) Principal communication with classroom's tutor in MAS Islamiyah Kotapinang, 2) Principal communication with the teachers at MAS Islamiyah Kotapinang, 3) Principal communication with administrative staff in MAS Islamiyah Kotapinang . This study applied a qualitative approach by using interview techniques, field observations and documentation to collect the data. The data were analyzed by implementing data reduction procedures, data exposure and drawing conclusion. The results of this study show that: 1) Principal of MAS Islamiyah Kotapinang uses interpersonal communication 2) Principal of MAS Islamiyah Kotapinang always gives encouragement and direction, and establishes communication 3) The principal gives authority to the deputy head of the curriculum.

Keyword: Communication, Curriculum Development.

INTRODUCTION

Curriculum development is something that can happen at any time according to need. The rapid development of science and technology and the changes that occur in social and national life are things that must be immediately addressed and considered in curriculum development at every level of education. The emergence of new laws and regulations has had implications for the new paradigm in the curriculum development process. Current conditions and trends that will occur in the future require preparation of young people and students who have multi-dimensional competence. Referring to these matters, curriculum development must be able to anticipate all problems faced in the present and the future

In the course of the world of education Indonesia has implemented six curricula, namely the 1968 Curriculum, 1975 Curriculum, 1984 curriculum, 1994 Curriculum, 2004 Curriculum or Competency Based Curriculum (although it has not yet been endorsed by the government, but had time to apply in several piloting project schools, Education Unit Level Curriculum (KTSP) issued by the government through Ministry of National Education Regulation Number 22 regarding Content Standards, Ministerial Regulation Number 23 concerning Graduates Competency Standards, and Ministerial Regulation Number 24. And the last time the curriculum 13. About the Implementation of the Ministerial Regulation. There are rumors that are developing in the community that there is an impression of

"Change the Minister of Education Change the Curriculum." That impression can be true or not, depending on which angle we look at. If the point of view is political, then the change of the national education system, including changes in the curriculum will always be associated with power (who is in power).

However, if the point of view is non-political, curriculum change is a matter of course and a necessity in order to respond to the rapid development of society. Education must be able to adjust the dynamics that develop in society, especially the demands and needs of society. And that can be answered with curriculum changes. A teacher who will later implement the curriculum in the classroom through the teaching and learning process, is deemed necessary to know and understand the curriculum that has been in force in Indonesia. Thus, teachers can take the best part of the applicable curriculum in Indonesia to be implemented in carrying out the teaching and learning process.

Silverston (1994) put forward the definition of curriculum development as something very urgent: "Curriculum Development: problems, processes, and progress is aimed at contemporary circumferences and future projects" according to the above understanding, curriculum development is not only a variety of abstractions that often dominate writing curriculum, but prepares various examples and alternatives for actions that are the inspiration of some ideas and other adjustments that are considered important. In other words, the curriculum is the 'foremost guide' of education in the field. Hamalik (2009: 15) states, the curriculum is a written plan about abilities that must be possessed based on national standards, material that needs to be learned and learning experiences that must be undertaken to achieve these abilities, and evaluations that need to be done to determine the level of achievement of students' abilities, and a set of rules relating to the learning experience of students in developing their potential in certain educational units.¹

The last curriculum change was in 2006 called the Education Unit Level Curriculum (KTSP). The implementation of SBC is still not optimal due to various factors, including teacher competency and limited facilities and infrastructure, and a weak assessment system. The successive curriculum changes have apparently not been able to improve the quality of national education.

KTSP was only implemented for 6 (six) years ago, but the government, in this case the Ministry of Education and Culture, has prepared a new curriculum called the 2013

¹ Subandi, "Pengembangan Kurikulum 2013" *Jurnal Pendidikan dan Pembelajaran Dasar*, Vol. 1, No. 1, p. 1, 2014.

Curriculum. Since the 2013 curriculum concept was introduced by the Government, there have been many responses from the general public, professionals, and members of the DPR-RI. There are those who reject and some who accept or pro. The majority of them suggested that the implementation of the 2013 curriculum be postponed, and a trial run first. However, it seems that the Government has remained in its stance to implement the 2013 curriculum in the new school year, namely July 2013.

The change of curriculum from time to time is nothing but to develop the curriculum as expected, but actually in the development process there are problems or obstacles encountered in the process of developing the curriculum of initial observation results with the principal of MAS Islamiyah Kotapinang on Monday April 15 2019 namely: Aliyah Private Islamic Madrasah ever won 2nd Place in Mathematics Olympiad and Sins Madrasah Aliyah at Labuhanbatu Regency level A: n: Melda Julianti, the winner of the Third Place of Smart Quiz at Madrasa Aliyah Level in Batu Harbor and Champion III on Smart PORSENI in Kotapinang District, Then this Madrasah has a Champion III in Intelligent Level of Madrasa Aliyah in Batu Harbor and Champion in III in Intelligent PORSENI in Kotapinang District accreditation B.

From the above explanations, the writer is interested in conducting a research entitled: Communication of School Principals in Curriculum Development at MAS Islamiyah Kotapinang. The issues to be discussed in this researcher are First, how is the Principal's Communication with the Homeroom Teacher in MAS Islamiyah Kotapinang, Second, how is the Principal's Communication with Teachers in the Field of Study in MAS Islamiyah Kotapinang Third, How is the Principal's Communication with Administrative Staff / TU in MAS Islamiyah Kotapinang?

Based on the formulation of the problem above, this study aims to describe: a) To find out the Principal's Communication with the Homeroom Teacher in MAS Islamiyah Kotapinang, b) To find out the Principal's Communication with the Field Study Teacher at MAS Islamiyah Kotapinang, c) To find out the Communication Principal with Administrative Staff / TU at MAS Islamiyah Kotapinang.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive design, where this research focuses on analyzing phenomena related to Principal Communication in developing curriculum at MAS Islamiyah Kotapinang. In this case, the research location is located at MAS Islamiyah Kotapinang, Kotapinang District, Labuhanbatu Selatan Regency. This research was conducted in April 2019 until May 2019.

Data collection procedures in this study are: 1) Observation, 2) Interview, 3) Documentation, and 4) Image visualization. Organize data collected in the form of field notes, researcher comments, pictures, photos, documentation, memos and so on to be analyzed. Porses arrange data sequence, organizing it into a pattern, category, and situation of data description regarding the behavior of the madrasa head, madrasa deputy head, administration, teachers and education personnel in communication for curriculum development in Madrasah Aliyah Islamiyah, Pinang City, North Sumatra.

Data analysis techniques were carried out using data reduction, data exposure, and conclusion drawing procedures. While the technique of guaranteeing the validity of the data is done by triangulation (cross-checking), both triangulation between methods, and triangulation between sources of information (informants).

FINDING AND RESULTS OF DISCUSSION

FINDINGS

Specific research findings are directed at efforts to reveal research findings at MAS Islamiyah Kotapinang which are guided by three problems including: First, Principal Communication with Class Teachers. Second, Principal Communication with Teachers Field of study. Third, Headmaster Communication with Administrative Staff.

Principal's Communication with Class Teachers at MAS Islamiyah Kotapinang

a. Effective communication

Effective communication is very important for all organizations, therefore organizational leaders and communicators in the organization need to understand and perfect their communication skills. The Principal always informs the teachers about when the school starts after the holidays so teachers will come to teach later. Therefore how important it is to establish communication and relations between the school principal and the school community

There are various interactions at school. When viewed from the purpose of the interaction that occurs, there are two kinds of interactions, namely (1) interaction in the context of carrying out tasks that directly lead to organizational goals and (2). Interaction outside the context of the implementation of the task, even though the interaction occurs in the work environment. A healthy and harmonious relationship in the context of carrying out the tasks becomes a prerequisite so that productivity increases even more.

b. Consult the principal's policy before it is implemented.

Based on interviews with the application of deliberations in relation to each policy or decision of the principal that applies at MAS Islamiyah Kotapinang, it is held every day except for holidays at the end of school activities. will decide or make policies related to schools always deliberating with teachers and other education staff first, Friday Saturday meeting with the directorate, Monday Thursday meeting with the teachers, and Wednesday continuing with the education staff.

Because the principle of the principal when the policy or decision is not supported or ignored by educators and education staff, it is feared that it will affect the performance of the teaching staff and education staff such as lazy in teaching, absent in work, delayed work. This also affects the curriculum development

Principal's Communication with the Field Study Teacher at MAS Islamiyah Kotapinang

a. Give encouragement and direction

Based on the results of an interview at MAS Islamiyah Kotapinang, the principal as a leader, Mr. Irfan always gives direction to the Field Study Teacher. This is because the Field Study Teachers have sensitivity to each principal's policy and he is more understanding of their respective assignments.

Then in carrying out the encouragement and direction of the school principal MAS Islamiyah Kotapinang trying to create a healthy and pleasant work climate in order to facilitate the field of study teachers in carrying out their duties.

The direction given by the principal Mr. Irfan was able to create a conducive atmosphere and the intensity of the work of the education staff could increase. So with motivation and encouragement and good direction can foster the enthusiasm of educators in carrying out tasks and improve the quality of the performance of educators, especially teachers in the field of study

Principal's Communication with Administrative Staff / Administration at MAS Islamiyah Kotapinang

Based on the results of interviews in MAS Islamiyah Kotapinang, learning planning related to the division of teaching hours and the preparation of schedules, the school principal authorizes the deputy head of the curriculum. Then the deputy head of the curriculum department socializes to all teaching staff and education staff to make the necessary plans and tools by having targets to be achieved during one semester

Then the Head of MAS Islamiyah Kotapinang in school program planning is done by involving teachers and education staff through a workshop forum leading up to the new school year, learning planning includes all learning both formal and formal, formal learning planning must pay attention to the content standards and needs of students, SKL, RPP, and syllabus. In assisting in the planning of schooling, educational staff are always involved.

Thus the quality of the teaching staff is more professional and in developing curriculum in schools because the communication between the headmaster and the administrative staff is well established and open

DISCUSSION OF RESEARCH RESULTS

Principal's Communication with Class Teachers at MAS Islamiyah Kotapinang

According to Daft (2000: 136), "Communication flows from individuals to individuals in face- to- face and group settings. Leader communication behavior includes directing the attention of subordinates towards the vision and values of an organization. Leaders can use many communication methods covering rich / diverse networks, in communication, stories, metaphors, informal activities, openness and dialogue. Not only formal speeches, it also motivates employees ". In each case will decide or make policies related to the school.

The Head of MAS Islamiyah Kotapinang always deliberates first with his staff and teachers and other education staff, on Friday the Saturday meeting with the directorate of the MAS Islamiyah Kotapinang university, Monday Thursday the meeting with the class teachers, and Wednesday with the education staff can be seen that the headmaster's communication is very effective

In MAS Islamiyah Kotapinang every policy or decision to be taken by the principal, always deliberates on educators and education staff and always informs subordinates because in MAS Islamiyah Kotapinang family is well maintained and within the target of developing better and superior schools

The curriculum as the backbone of the improvement learning is a shared responsibility of all components in the Private Islamic School Madrasah Aliyah in this case the responsibility by the headmaster is delegated to the Deputy Head of Curriculum for managing it with the following conditions:

1. The program for memorizing letters is carried out before starting the learning and all the change of subjects and after finishing the study hours under the guidance of the subject teachers. And every year the Khataman Koran is held

2. Tiered Worship Guidance is carried out while students are in Madrasas and outside class hours. With this program students are expected to be able to adapt and be useful in their community. Tutoring with teachers in the field of study is carried out for students who are unable to follow the guidance together with Primagama. With this program it is expected that the average UN and US scores can increase.
3. Assistance of Subject Teachers. With this program it is expected that all teachers can carry out their duties properly such as making teacher administration, learning methods, learning strategies and reporting

In MAS Islamiyah Kotapinang the policy or decision is able to be informed or discussed together with educators and education staff especially class teachers, the policy that will be applied to educators and education staff will be implemented as well as possible, which will ultimately improve the quality of the performance of teaching staff and improve the quality of the progress of the MAS Islamiyah Kotapinang educational institution.

Based on the above research exposures it can be concluded that the communication of the Head of the school above is Interpersonal Communication Understanding is in line with. Lewis (1987: 186) explains. "Leadership is concerned with how the communication process impacts interpersonal relationships". It is understood that leadership in organizations will only exist if interpersonal relationships are established. While the existence of communication is very guaranteeing the development of leadership relations with subordinates in giving orders, assignments, delivery of vision, thoughts and feelings".

Principal's Communication with the Field Study Teacher at MAS Islamiyah Kotapinang

In MAS Islamiyah Kotapinang the school principal always gives direction to the education staff. This is because the education staff are sensitive to each principal's policy and he is more understanding of their respective duties. Every MAS Islamic Principal in Kotapinang provides policies, usually always giving encouragement and direction to teachers and employees to be more active in carrying out their duties. Especially the administrative staff because they have extra work every day in school activities.

In giving encouragement and direction, the principal of MAS Islamiyah Kotapinang always sees the smallest possible things not to be underestimated, if this is not implemented it will result in weakening the enthusiasm of both the teacher and the education staff in carrying out their tasks, even though without being directed actually able but communication links must be maintained properly.

In carrying out encouragement and direction, the principal of the MAS Islamiyah Kotapinang school strives to create a healthy and pleasant work climate in order to facilitate teaching staff, especially teachers in the field of study in carrying out their duties

Principal's Communication with Administrative Staff / Administration at MAS Islamiyah Kotapinang

In the process of learning planning MAS Islamiyah Kotapinang associated with the distribution of teaching hours and preparation of schedules, the school principal authorizes the deputy head of the curriculum. Then the deputy head of the curriculum department socializes to all teaching staff and education staff to make the necessary plans and tools by having targets to be achieved during one semester.

The activities of the education staff in MAS Islamiyah Kotapinang are to compile school planning programs so that the availability of information that was previously scattered everywhere can be used when needed, as well as recording activities that will be presented so that they can be read. Thus, the management of schools in MAS Islamiyah Kotapinang is better and the quality of the teaching staff is more professional and improves the quality of schools.

CONCLUSION

Based on the results of research that has been done about School Principal Communication in Curriculum Development at MAS Islamiyah Kotapinang it can be concluded that:

First, in MAS Islamiyah Kotapinang School Principal Communication is interpersonal communication that is the policy or decision is able to be informed or discussed together with educators and education staff especially class teachers, then policies that will be applied to educators and education staff especially class teachers will be run as well as possible, which will ultimately improve the quality of the performance of the teaching staff and improve the quality of the progress of the MAS Islamiyah Kotapinang educational institution.

Second, in giving encouragement and direction, the principal of MAS Islamiyah Kotapinang always sees the smallest possible things not to be underestimated, if this is not implemented it will weaken the enthusiasm of both the teacher and the education staff in carrying out their duties, even though without being directed it is actually capable but the communication relationship must be well woven.

Third, the activities of the teaching staff at MAS Islamiyah Kotapinang are collecting school planning programs so that the information that was previously scattered everywhere can be used so that it can be used when needed, as well as recording the activities that will be presented so that they can be read. Thus, the management of schools in MAS Islamiyah Kotapinang is better and the quality of the teaching staff is more professional and improves the quality of schools.

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