

## **The Implementation of Curriculum Development at Public Madrasah Aliyah in Aceh Tamiang Regency**

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**Abstract:** *This study aims to determine the implementation of total quality management policy section Mapenda in curriculum development, the behavior of the principal in implementing the Integrated Quality Management in curriculum development at the school, superintendents' roles in implementing TQM, and teachers' roles in curriculum development at the school. Data collection techniques used were observation, interviews and study documentation. The management of data consists of data reduction, data display/presentation, data analysis and other techniques to ensure the validity of the research findings. The results showed that: First, the policy of the Ministry of Religion, which in this case is carried out by the Section Mapenda Religious Affairs Aceh Tamiang, on the implementation of integrated quality management-based curriculum management that is organizing the efforts of the Principals in planning the development of educational programs to achieve the vision, mission and goals of the Madrasahs, setting the Principals' efforts in implementing or planning short-term programs, the medium-term programs, and long-term programs to achieve the objectives of the Madrasahs, managing the system by which Principals develop strategies and programs that consistently leads to the achievement of the vision and mission of the Madrasahs. Secondly, the characteristics of Principals in the implementation of an integrated quality management-based curriculum which include: commitment of management, commitment of necessary resources, Steering Committee from all parts of the organization, conducting a meeting to discuss kaldik, assessment systems, school programs, remedial programs and others, planning and publication and publicity approach. Third, the roles of the supervisors in the implementation of curriculum development is to supervise the implementation of the standards conformity with curriculum planning, to set targets, to establish measuring deviations and to take necessary corrective actions to ensure the optimal use of schools' resources. Fourth, the role of teachers in the implementation of curriculum development that is menyusun learning tools ranging from lesson plans, materials, media, student learning outcomes assessment instruments are arranged in each semester, Local Content program. Third, the role of the supervisors in the implementation of curriculum development is to supervise the implementation of the standards conformity with curriculum planning, setting targets and establishing measuring deviations in their use and to take corrective action necessary to ensure the use of all resources madrasah. Fourth, the roles of teachers in the implementation of curriculum development is developing learning tools ranging from lesson plans, materials, media, learning assessment instruments which are arranged every semester, Local program.*

**Keywords:** *Curriculum Implementation and Integrated Quality Management*

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### **I. Introduction**

The roles and the duties of local governments in the field of education are stipulated in Law No. 20 Year 2003 Article 11, paragraph 1: Government and Local Government is required to provide service and convenience as well assurance of qualified education for every citizen, without exception. Through this law, the opportunity to perform a variety of policies in improving services, particularly in the field of education is greater such as encouraging madrasahs to implement TQM in curriculum development.

Basically, all formal educational institutions have management structures. It is characterized by the presence of leaders and staff, from the headmaster, the deputy headmaster, staffs and teachers. Each leader will carry out the duties and responsibilities as controller of the education system in their respective institutions. The supreme leader of this structure, the headmaster, should be able to drive all of a task force to perform tasks in a professional manner. The core course can be done if TQM principles are well understood because by mastering these principles, a headmaster can improve the overall quality.

One thing that is very important in the management of education, especially at the level of the educational unit (school) organized by the government or private sector, is the quality management. One of the management systems that can be applied is TQM. TQM is recently discussed in educational institutions because this system is believed to produce the maximum service in achieving a better quality of education. But even so, there are many educational institutions in Indonesia which do not understand TQM and how the system can

improve the quality of education. As a result, many educational institutions are seriously lacking in both the study and the implementation of the TQM.

Today, the development of school management thinking has led to the management system called Total Quality Management. In principle, this management system uses thorough supervision of all members of the organization (the school community) to school activities. In the application of TQM, all citizens of the school are responsible for the quality of education.

The reality on the ground shows that there are many educational institutions are not able to involve all components of the organization in their management processes, especially in performing curriculum managerial. Management is still much concentrated on certain parties such as the headmasters, without the involvement of their subordinates. If this perception goes on, the integrated management system will not be able to be run well, because ideally, total quality management involves all the parties involved in the academic process, starting from the school committee, the principal, the head of administration, teachers, students and school employees. In other words, individuals involved should understand what the purpose of education. Without a thorough understanding from the individuals involved, TQM is impossible to apply.

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The final goal of total quality management in education is to improve the quality and the competitiveness of the graduates which is indicated by the intellectual competence and social skills. In achieving these results, the implementation of TQM in educational organizations should be as maximum as possible. By utilizing all of the potentials that exist within the organization, our education will not stagnate as it is today. The quality of our education is under Vietnam's on the order of 101 which in fact gained independence much later compared to Indonesia.

One crucial factor in the quality enhancement is the curriculum. Curriculum is the blueprint that can describe the competencies of graduates. Opportunities to develop the curriculum in madrasahs are bigger since the enactment of Law No. 20 of 2003 which changed the paradigm of curriculum-based objectives to competency-based, in accordance with article 36, paragraph 2: The curriculum at all levels and types of education is developed on the principle of diversification in accordance with the education unit, potential, regional and learners.

The purpose of this study is to examine the policy and the readiness of the region, particularly the Ministry of Religious Mapenda Aceh Tamiang, in performing the Quality Management, especially in curriculum development at the madrasah.

## **II. Theoretical Review**

Nata (2001: 17) argues that Total Quality Management is closely related to human resources, as a form of manifestation of the potential of personals in carrying out their duties and functions. The key point in implementing TQM is the readiness of human resources. Speaking about the quality of human resources, Islam teaches that the development of human resources can not be separated from the thoughts of the men themselves. Thus, Islam has a very clear, complete and comprehensive information in regards with human resource development. This concept remains current and relevant to be applied throughout the ages.

Salusu (1996: 454) argues that there are three terms that have different understandings of TQM, namely; Total, Quality, and Management. To get a more specific sense, these terms will be defined per word. One strategy that can be applied to realize the mission of the organization, including educational institutions, is to utilize the Integrated Quality Management approach (MMT) or Total Quality Management (TQM). MMT is a management concept that was originally developed by W. Edwards Deming, an American physicist, later known as the father of quality management.

Based on its indicators, management can be applied to all forms and types of organizations such as enterprises, educational institutions, hospitals, political organizations, or even a family. To be successful, these organizations need leadership personals who have the ability to inter-personalize. The achievement of organizational objectives through the leadership is management. Thus, everyone is a manager, with certain portions. Based on the relationship between the personal and interpersonal abilities as integral parts of the management, it can be defined that management is the process of cooperation of people or groups in achieving organizational goals.

Hersey (2004: 4) suggests another understanding of management as the process of working with and through people and groups to achieve the organizational goals. In general, people understand management by carrying out the functions of planning, organizing, motivating and controlling.

Ariani (2003: 33) argues that the Total Quality Management (TQM) is derived from the word "total" which means whole or integrated, "quality", and "management" that has been likened to "manage". Management is defined as the process of planning, organizing, staffing, leading, and controlling activities within the organization.

Furthermore, Ariani (2003: 34) explains that the Integrated Quality Management is very popular among the profit organizations, particularly in sharing business/enterprises, and industry, which has proven success in maintaining and developing each other's existence in a competitive business. These conditions have prompted various parties of non-profit organizations and educational institutions to practice similar system.

Sallis (1993: 18) asserts that TQM can be defined as the management of the quality of all the components (stakeholders) who are concerned with the vision and mission of the organization. Thus, basically, TQM was not burdening or checking. However, TQM is an attempt to do the right thing every time, instead of checking when a violation or error occurs. TQM is not the agenda of others, even though the agenda was devoted to customers and clients. Likewise, TQM is not something reserved for senior managers which potentially skip the objectives that have been formulated.

Based on some of the above definition, the essence of Total Quality Management (TQM) or an integrated quality management is actually the philosophy and organizational culture (philosophy of management) which is oriented on quality. Objectives to be achieved in organizations with a culture of TQM is to meet or even exceed what is required, expected or desired by the customers.

In order for the TQM in educational institutions to run well, the fundamental principle of educational institutions, namely the principle of service (customer service), should be well-considered. Within the framework of the development of total quality management, business education is nothing but "services" business that provides services to its customers such as those studying in the educational institutions. They can be students/pupils/participants who commonly referred to as the primary external customers. They are the direct beneficiaries of educational services of the agency. The client associated with people who sent it to educational institutions, namely their parents or institutions where the clients work and they have what we call secondary external customers. Other customers that are tertiary are governmental or public which acts as educational output users (tertiary external customers).

Moreover, there are other costumers in any institutional relationship that are derived from internal agencies such as teachers/lecturers/tutors and administrative staffs, as well as leaders of educational institutions (internal customers). Although teachers/lecturers/tutors and administrative personnel, as well as leaders of educational institutions, are involved in the services, they are also considered as customers from the management point of view. They have interests in the improvement of the institution because the progress of the agency contributes them in pride as well as financial. As mentioned above, because of the quality improvement program should be oriented to the needs/expectations of customers, the educational services of an institution should pay attention to each customer above.

Total Quality Management (TQM) is a relatively new concept in the world of management education. It constitutes a comprehensive process of quality improvement and sustainability in achieving the goals of the institution that leads to customer satisfaction which is the focus of this TQM process. Education has been implementing TQM since the enactment of rule No. 20 of 2003 which is due to the results of the research that show compatibility and the significant benefits of this approach to quality management. Therefore, colleges that administer Islamic Education Management Studies need to know and understand TQM further to then apply them in practical management in various organizations.

In the environment of non-profit organizations, particularly education, the establishment of product quality and process quality is the hard part of the implementation of Total Quality Management (TQM). This difficulty is caused by a measure of productivity that not only is quantitative such as the number of local and school buildings or laboratories which have been built, but also aspects concerning qualitative benefits and the ability to use it.

Although the curriculum is one of the main components which are well known to the citizens of the school/madrasah, people tend to have a different understanding of the curriculum which very often makes it interpreted in a narrow and technical sense. An understanding of the curriculum will greatly affect what will be done by the developers of the curriculum. Narrow sense and technical curriculum that is used to develop the curriculum is something natural and should be done by the developers of the curriculum. Unfortunately, however, a narrow sense also narrows the curriculum position in education so that the roles of education in the development of individuals, communities, and nations are limited as well.

Nasution (2000: 5) points out that the curriculum is not derived from Indonesian, but from the Latin word "currere" which literally means the race field. The field has a starting line and finish line. In the education

field, this refers to the learning materials that have been determined, and how to master the material in order to achieve a degree.

Furthermore, Dakir (2004: 2) confirmed that curriculum has formerly been interpreted as "Lesson Plan" which is divided into a minimum lesson plan and an unravel lesson plan. In reality, the lesson plans are not merely talking about the teaching process, but also talk about education. Hence the term "lesson plan" is not quite right.

Discussion of the curriculum is important because it affects what the teachers develop in a learning process. Unlike the understanding of curriculum, curriculum experts are not much different in positioning the curriculum. Most of them have a deal in putting the curriculum in a central position of the educational process. The educational process is controlled, regulated and assessed based on the criteria specified in the curriculum. The exception occurs when the educational process regarding administrative issues is beyond the content of education. Nevertheless, there is a difference regarding the central position coordinates where each coordinate scope is determined by the curriculum definition adopted.

The discussion on the curriculum development process is a translation of the understanding of curriculum and curriculum position in the educational process in the form of various development activities. The definition and position of the curriculum will determine the initial attention of the developers of curriculum, development of curriculum ideas, development of ideas in the form of curriculum documents, implementation process, and the process of curriculum evaluation. Definition and position of the curriculum in the educational process determine the success of curriculum as part of the educational success.

Aspects of the curriculum as implied in the definition of the document is that the plan is developed based on the idea of the expected quality of education. Differences of thoughts or ideas will result differences in curriculum, both as a document and as a learning experience.

The definitions mentioned earlier illustrates the sense that distinguishes what was planned (curriculum) and what happens in the classroom (instruction). Indeed, many experts opposed to the division's curriculum but many are embracing both. The group approved the separation thought that the curriculum is a plan that may or may not be implemented, while what happens in the school/classroom can be the same or different from the plan. This differences of viewpoint are not the same as the difference in perspectives between the expert group curriculum with expert instruction. Curriculum and teaching experts are studying the phenomenon of classroom activities with different theoretical backgrounds and purposes.

Basically, the curriculum is the blueprint that describes the learning objectives and competencies that will be taught to students. This understanding views curriculum as a tool to develop learners, disciplines, or the curriculum itself to prepare learners for a particular job. Doll (1993: 51) named it as "the scientific curriculum" and concludes it as "clouded and myopic".

In short, the position of the curriculum can be divided into three. The first position is the curriculum is the "construct" that is built to transfer what has happened in the past to the next generation to be preserved, passed or amended. This understanding of the curriculum is based on a philosophical outlook of essentialism and perennialism which strongly support this first position of a curriculum. Second, a curriculum is the answer to solve various social problems related to education. This position is reflected by the notion of curriculum that is based on the philosophy of progressivism view. The third position is that a curriculum is a tool for building a safer future based on the past, present, and plans for nation's development and building.

Curriculum development is the duty and responsibility of all education actors. In general, the curriculum is determined based on the level and education units. However, the curriculum will not be meaningful to students if they are not developed by the teachers. Therefore, Olivia (1997: 39) acknowledges that curriculum development is a complex process and further said that the curriculum is a product of its time... curriculum responds to and is changed by social forces, philosophical positions, psychological principles, accumulating knowledge, and educational leadership at its moment in history. In short, the focus of curriculum development is a clear indication whether the curriculum developed in the traditional, modern or romantism views.

The following models of curriculum development is a model that is usually used in many of the curriculum development processes. In this model, the curriculum is in the first position as plans and activities. The idea developed in the first step focuses on the must-have qualities in learning a discipline of science, technology, religion, art, and so forth. In the phase of idea development, education problem is confined to the transfer and transmission problems. Problems that arise in the community or ideas on society in the future are not included in the curriculum. Evaluation activities are directed to find weaknesses on the existing curriculum, and ends with a look at the results of the curriculum which is based on a limited objective.

Law No. 20 of 2003 confirms that the Madrasah is part of the educational institutions in Indonesia, which contribute greatly to the development of human resources, particularly among Muslim youths. Formally, madrasa in Indonesia is divided into three levels, namely the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). In Law No. 20 Year 2003 Article 17, paragraph 2, it says; elementary



education is in the form of elementary school (SD) and Islamic Elementary School (MI) or other equivalent forms, as well as the Junior High School (SMP) and Madrasah Tsanawiyah (MTs), or other equivalent forms. While the article 18 paragraph 3 says; secondary education is in the form of high school (SMA), Madrasah Aliyah (MA), vocational schools (SMK) and Madrasah Aliyah Vocational (MAK), or other equivalent forms.

Muhaimin (2005: 187) confirms that the Integrated Quality Management is one of the appropriate solutions in curriculum development, for the development of madrasa education can not be addressed partially, but requires a serious thinking, especially as it relates to national development policies in education that have the realization of the vision of the education system as a strong and authoritative social institutions in empowering all citizens to grow become high-quality humans.

The management system in curriculum development should involve both human resources and facility resources. In accordance with the curriculum mandated by the Act No. 20 of 2003, schools and madrasas should be able to develop the Education Unit Level Curriculum. In the context of the Education Unit Level Curriculum, curriculum management should be built on four main pillars, namely:

- a. The planning stage, comprising the steps of: (1). Needs analysis, (2). Formulating and answering philosophical questions, (3). Determining curriculum design, and (4) Creating a master plan of the development, an implementation and an assessment.
- b. The development phase, comprising steps of: (1). The formulation of rationale, (2). The formulation of the vision, the mission and the objectives, (3). The formulation of the structure of the program content, (4). The selection and organization of material, (5) the organization of learning activities, (6). The selection of resources and learning tools, and (7). The selection of assessment methods.
- c. Implementation or execution phase, comprising the steps of: (1). Preparation of plans and learning programs (syllabi, lesson plan (RPP), (2). Translation of the material (3). The determination of strategies and methods of learning, (4). Provision of resources or tools and learning facilities, (5). Determine the method and evaluation tools, and (6). Setting the learning environment
- d. Assessment is done to see the extent of the strengths and weaknesses of the curriculum developed in the form of formative and summative assessment. Curriculum assessment may include an input context, process, product. Context evaluation focuses on approach system and objectives, the actual condition, problems, and opportunities. Input evaluation focuses on the capabilities of the system, strategies for achieving the objectives, implementation of design and cost benefit. Assessment will focus on providing information for decision-making in implementing the program. Product evaluation focuses on measuring the achievement of the process at the end of the program (identif summative evaluation).
- e. One aspect of management in curriculum development evaluation division is called the CIPP (Contec, Input, Proces, and Productions).

### **III. Research methods**

This research was conducted in Aceh Tamiang district, one of the districts of the Aceh Province. Aceh Tamiang is the border of Aceh and North Sumatra. Aceh Tamiang has run the government based on Pancasila and the 1945 Constitution, which means obedience and adherence to the Pancasila and the 1945 Constitution are considered as the duty of the society, the nation and states in running the local government and implementing the development process.

This research is a qualitative research. According to Strauss and Corbin (2003: 69), qualitative research is a type of research that produces findings that can not be achieved by using statistical procedures or other means of quantification (measurement). Moleong states that qualitative research is a research that uses the natural background with the purpose of interpreting the phenomenon that occurs by involving various methods. In terms of this study, the authors still question the natural background with the intention that the results can be used and exploited for qualitative research in a wide variety of research methods. Furthermore, Moleong (2012: 5) argues that qualitative research typically uses methods of interviews, observation, and use of documents.

This study focused on the implementation of Quality management-based curriculum development of Madrasah Aliyah in Aceh Tamiang. The informants are the Head Office of Religious Affairs of Aceh Tamiang, the head of Madrasah Education (Mapenda) Office of Religious Affairs of Aceh Tamiang, Vice principle of Madrasah Aliyah in Aceh Tamiang, teachers of Madrasah Aliyah in Aceh Tamiang.

#### **Data collected with:**

1. Observation, which refers to direct observations to the madrasahs in the district of Aceh Tamiang especially Madrasah Ibtidaiyah and Tsanawiyah, because both levels of this madrasa are under the supervision and guidance of the Mapenda Ministry of Religious Affairs Aceh Tamiang.
2. Interviews with a number of informants, the Head Office of Religious Affairs of Aceh Tamiang, the head of Madrasah Education (Mapenda) Office of Religious Affairs of Aceh Tamiang, Vice principle of Madrasah Aliyah in Aceh Tamiang about curriculum quality control.

3. The document, which is to see the data in the document, particularly the data relating to curriculum development conducted at the school in the district of Aceh Tamiang.

Data analysis techniques with data reduction, data display and data analysis. Data reduction is a sensitive thinking process that requires intelligence and extensive knowledge. In the reduction, the data obtained from the field needs to be noted carefully and in detail. The longer the researchers in the field, the amount of data will be more complex and complicated that needs to be analyzed through data reduction. Data reduction means summarizing, choosing things that are fundamental and important, looking for themes or patterns and discarding the unnecessary. Thus, the data that has been reduced would give a clearer picture which makes it easier for researchers to conduct the next data collection, if necessary. Data reduction can be done with a mini electronic equipment such as computers, by providing the code on certain aspects.

#### **IV. Research Result**

Some policies in accordance with the principles of total quality management conducted by the Ministry of Religious Aceh Tamiang is as follows:

1. Responding to the customer's wishes by conducting new breakthroughs. The programs undertaken include educational programs, social programs, and economic programs.
2. The best service  
The Ministry of Religious Aceh Tamiang anticipated to be able to keep abreast of the times and continue to provide the best service for providers of education by renewing the infrastructure through the digitalization of the learning system and the enrichment of the library system in madrasahs
3. Empowerment of Human Resources  
Some supports to improve the quality of teachers and employees are MGMPs activities, management and leadership training for educators and creativity workshop teaching. Aceh Tamiang Ministry of Religious Affairs also encourages teachers to always follow the development of science and technology through the printed or electronic media

Furthermore, in order to realize these policies in each madrasah particularly in MAN Aceh Tamiang, Ministry of Religious Affairs Aceh Tamiang create the following arrangements:

1. Reforming efforts of planning the development of educational programs to achieve the vision, mission and objectives of the madrasah.
2. Organizing efforts in implementing or planning a short-term program, the medium-term program, and a long-term program to support the achievement of the objectives madrasah.
3. Restructuring the strategies and programs consistently so it leads to the achievement of the vision and mission of the madrasah.

Furthermore, in the implementation of curriculum development, the Ministry of Religious Aceh Tamiang also considers the structure of the curriculum, 2013. The implementation of the 2013 curriculum consists of core competencies, basic competencies, contents of learning, subjects, and learning loads.

Its core competencies are divided into four groups, namely:

- 1) religious attitude (core competency 1)
- 2) Social attitudes (competency 2)
- 3) Knowledge (core competence 3)
- 4) Application of knowledge (competency 4).

The four groups are the reference of basic competencies that are integrated to be developed in each learning in Aceh Tamiang MAN. Competence with regard to social and religious attitudes developed indirectly (indirect teaching) when learners learn about the knowledge and the application of knowledge.

Principals' behaviors in implementing the curriculum development, with regards of the principles of management itself, include:

##### **1. Responding to customers desires**

The purpose of the integrated quality management applied by the Principals in Aceh Tamiang MAN (MAN and MAN Banyak Kuala Simpang Payed) is responding to the educational customers' desires (educational service users) that they are satisfied with the service-oriented quality of the madrasah. In order to upgrade customer service, the cost should be efficiently and optimally used because most of the funding comes from the public. To accommodate the aspirations of the customers, the madrasah opens suggestion box as a media to channel criticism, suggestions, and aspirations for the development of madrasahs.

##### **2. Best Services**

With good service and financial support from the government as well as the results of the appropriately outcomes of the education, a confidence to manage madrasah will arise. Good service program will be a positive

influence on the development of Aceh Tamiang MAN in terms of the quality of students because people believe in the products produced by the madrasahs. The service in terms of the academic is also important to improve students' learning outcomes that are standardized by the National Examination (UN). Therefore, the five months before the exam, tutoring for subjects to be tested, namely Mathematics, Indonesian, and English is held.

### 3. Empowering the Human Resources and Personnel

Formal educational institutions should implement this task optimally. Students as learners in Aceh Tamiang MAN (MAN and MAN Banyak Kuala Simpang Payed) expected to be students who are not only intellectually but also emotionally and spiritually intelligent, having noble characters, and skills for future purposes.

In the implementation of the supervision from the Ministry of Religious Affairs Aceh Tamiang, the goals are directed to:

- a) Supervisions are conducted by comparing the real activities with the predetermined standards.
- b) Monitoring the measuring target and identify deviations that occur to improve the implementation of the curriculum in learning.
- c) Supervisions are directed for corrective actions necessary in madrasah to ensure the efficient and effective use of all resources.

Thus, it is understood that the monitoring done to improve the quality of education in MAN Aceh Tamiang is an important part of the implementation of education. Supervision is a very important aspect for the implementation of the developed and developing education.

In MAN Aceh Tamiang, improving the quality of education and quality of graduates is ineffective if control is not done properly because it can lead to misunderstanding. Therefore, control in education is necessary because it can support the success of the implementation of curriculum development.

The responsibility of the teachers in the implementation of quality management-based curriculum development is to develop a curriculum that is alligned with the needs of the madrasah. The activities include: The presence of the preparation of learning tools such as lesson plans, teaching materials, instructional media, student learning outcomes assessment instruments which are arranged every semester. This is based on documents about the preparation of the learning tools of each teacher based on the curriculum of 2013.

(A) The preparation of the annual learning tools based on the curriculum of 2013.

(B) Preparation of Local Studies program (mulok) covering the fields of:

- Remedial Arabic
- Development and improvement of students' learning abilities through educational programs in madrasah
- Development of students' interests in arts
- Development of students' interest in sports

Learning devices are tools used in the learning process. Therefore, every teacher in the educational unit is obliged to compile an interactive, inspiring, fun, and motivating learning tools. Learning tools needed in order to manage the learning process can be: syllabus, lesson plan (RPP), Student Activity Sheet (LKS), and modules.

Furthermore, the role of teachers in the implementation of curriculum development are as follows:

Furthermore, in 2013 curriculum implementation, the applied learning methods are in the form of:

1. Reading a few verses of the Quran alternately for 5 minutes to start the learning process.
2. The learning model applied is Student Active Learning which is performed inside and outside of the classrooms. This model of learning focuses on the acquisition and the development of the ability of learners'.
3. To avoid saturation, this Madrasah implements fun and active teaching methods.
4. In an effort to create an effective and efficient learning process, the madrasah is applying the ideal class size.

## **V. Conclusions**

1. The policy of the Ministry of Religion, which in this case is carried out by the Ministry of Religious Affairs Section Mapenda Aceh Tamiang, in implementing the development of Integrated Quality Management-based curriculum are:

- a. Organizing the principal's efforts in the planning and the development of educational programs to achieve the visions, missions and the objectives of the madrasah.
- b. Organizing the principal's efforts in implementing or planning a short-term program, a medium-term program, and a long-term program to support the achievement of the objectives of the madrasah.
- c. Organizing strategies and programs to be developed in a manner that is consistent with the visions and missions of the madrasah.

2. Principal's conducts in the curriculum are:

- a) Management commitment of Principal's to continuously supervise, direct and evaluate all activities related to curriculum implementation both within and outside of the madrasah.
- b) The commitment of resources is required.

In the implementation of the curriculum, there is a commitment on the procurement of special fees to support the improvement and the quality of learning undertaken.

c) Sterling Committee from all parts of the organization.

Kuala Simpang MAN and MAN Banyak Payed Aceh Tamiang conduct committee meeting scheduled at certain times to discuss kaldik, scoring systems, madrasah programs, remedial programs and other issues.

d) Planning and publications.

In the development, the following things need to be considered: creating a vision that involves all citizens of the madrasahs, Creating common goals and objectives, achievements and recognition awards program.

e) Publicity approach.

Kuala Simpang MAN and MAN Banyak Payed Aceh Tamiang always deliberate and informed new things to all elements of the madrasahs.

f) The establishment of infrastructure to support dissemination and continuous improvements.

3. The role of the supervisors in the implementation of curriculum are:

a) overseeing compliance planning and implementation of the standard learning curriculum by comparing the actual activities with the pre-established standards.

b) Monitoring the measurement target and assigning deviations in order to provide the necessary corrections to improve the implementation of the curriculum in learning.

c) Supervisions are directed for corrective actions to ensure the use of all resources to be utilized effectively and efficiently.

4. The role of teachers in the implementation of curriculum development: a) Preparing learning tools ranging from lesson plans, teaching materials, media of learning and learning outcomes assessment instruments.

a) Preparing annual learning tools based on the curriculum of 2013.

b) Preparing Local Studies program (mulok) covering the fields of:

- Remedial Arabic

- Development and improvement of students' learning ability through educational programs in the madrasahs

- Development of students' interests in arts

- Development of students' interests in sports

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