



## CURRICULUM MANAGEMENT PRACTICES AT MAN 1 BONE: A CASE STUDY OF A MADRASAH PLUS SKILLS INSTITUTION

Devi Riska Juliani D <sup>1</sup>, Syahrudin Usman <sup>2</sup>, St. Syamsudduha <sup>3</sup>, Andi Halimah <sup>4</sup>, Ridwan Idris <sup>5</sup>

<sup>1,2,3,4,5</sup> Universitas Islam Negeri Alauddin Makassar, Indonesia

### Abstract

This study aims to analyze the management of MAN 1 Bone's curriculum as a Madrasah Plus Skills program. This research employs a qualitative approach, utilizing a phenomenological method, and incorporates data collection techniques that include interviews, observation, and documentation. The key informants in this study included the head of madrasah, deputy head of madrasah, vocational teachers, and vocational students. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results of this study show that: 1) Curriculum planning includes preparing program objectives, flexibility in teaching materials, integrating theory and practice in learning strategies, and designing holistic evaluations. 2) Curriculum Organization includes a clear division of tasks, integration of skills material in local content and special classes, and optimization of resources to support learning strategies. 3) Curriculum Implementation includes Fashion styling is taught in intracurricular and special classes with teaching modules, while welding is only through special afternoon classes with lesson plans with learning strategies, and evaluations covering student theory and practice. 4) Evaluation of the Curriculum shows tangible benefits in the mastery of vocational skills, despite challenges such as time constraints, low interest, and a lack of instructors. This study contributes practical insights for developing vocational-oriented curriculum management in Islamic educational institutions, especially madrasahs.

**Keywords:** Curriculum Implementation, Madrasah Plus Skills Institution, Skills Program, Vocational Integration, Educational Leadership

\* Correspondence Address: deviriskajd@gmail.com

Article History	Received	Revised	Accepted	Published
	2025-04-30	2025-05-18	2025-05-30	2025-06-30

## INTRODUCTION

## مقدمة

In the era of globalization, competition between countries and within Indonesia is increasingly intense. Excellent human resources are the determining factor in the quality and competitiveness of a country in the global market. Therefore, the government realizes that the development of skilled and knowledgeable human resources is the main asset in achieving national development targets. Supriyoko stated that according to the results of a survey conducted by the United Nations Development Program (UNDP) in 2015 in 188 countries, Indonesia's Human Development Index (HDI) was ranked 113th compared to other ASEAN countries (Supriyoko, 2017). The 2018 global competitiveness index released by the World Economic Forum (WEF) shows that Indonesia's competitiveness ranking rose two notches to 45th out of 140 countries. However, this ranking still lags behind other ASEAN countries. Indonesia is far behind Singapore, Malaysia, and Thailand, which are ranked 2nd, 25th, and 38th respectively. Indonesia's competitiveness ranking is in line with the position of the Capital Index (HCI), where Indonesia is ranked 87th out of 159 countries. Indonesia's position is lower than Singapore

ranked 1st, Vietnam ranked 48th, Malaysia ranked 55th, and Thailand ranked 65th. Indonesia's ranking is only higher than Cambodia, which is ranked 99th (Umalihayati *et al.*, 2023). The survey suggests that the quality of Indonesia's human resources is still relatively low. This situation is quite alarming from an employment point of view (Saroni, 2017). With the right strategy and careful preparation, Indonesia can maximize the benefits of this economic integration, strengthening its position as one of the major economic powers in Southeast Asia. One of the right strategies is to equip Indonesians with education. Improving quality education and training, as well as developing skills relevant to global market needs, will be key to ensuring Indonesian workers can compete effectively in the international labor market.

Education as a systematic and strategic instrument has a key role in efforts to improve the quality and competitiveness of the nation. In this era of modernization, one of the national development efforts in the field of education is that educational units are required to hold the relevance of education to the needs of practical skills in the world of work, especially madrasahs which are often seen as implementing education that is only focused and oriented towards ukhrowi needs. Through vocational skills education, madrasah students are expected to be skilled and have entrepreneurial insight. Vocational skills program is an education that equips students with the skills and courage to solve problems that arise in social life. As confirmed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 26 Paragraph 3, which states that: "Life skills education is education that provides personal skills, social skills, intellectual skills, and vocational skills for work and independent businesses." (Depdiknas RI, 2003). Vocational programs are educational needed to deal with life in society, life skills that are identified, then realized in the form of knowledge, skills, and attitudes that support life skills that are ready for work and entrepreneurship.

Education is not only concerned with academic knowledge, but also aims to prepare learners for life in society as a whole. Therefore, learners should be equipped not only with theoretical knowledge, but also with the practical skills necessary for success in the real world, including Madrasah Aliyah it is important to pay attention to and integrate these two aspects for their learners to develop into holistic individuals (Andhika & Hamdi, 2024). This is a problem in itself, so innovation in empowering madrasahs is a must to produce human resources that can compete today and in the future. To improve the quality and competitiveness of madrasah, the Ministry of Religious Affairs of the Republic of Indonesia came up with Decree of the Director General of Religious Education No. 184 of 2019 by diversifying madrasah into: academic madrasah, religious madrasah, vocational madrasah, madrasah plus skills, and other superior madrasah (Kementerian Agama RI, 2019). Madrasah Aliyah, both public and private, which meet the requirements and have been determined by the Director General of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia, can organize the Skills Program (Kementerian Agama RI, 2016). MA Plus Skills is a Madrasah Aliyah that has a competitive advantage in certain vocational skills. Basically, MA Plus Skills is a Madrasah Aliyah that offers an additional skills program as an elective subject or as a cross-interest. Students get additional skills lessons according to their talents and interests (Joko, 2021).

By providing a life skills education service program in learning for madrasah students. The skills program in madrasah aims to equip students with vocational skills, so that after graduating, they are expected to be able to compete in the world of work and have the courage to open jobs as independent, professional and creative entrepreneurs. This is done without ignoring the characteristics of faithful madrasah graduates, devoted to Allah SWT. and have good character (Amini *et al.*, 2023). Vocational education plays an important role in improving learners' skills,

including skills. Madrasahs have a big role in educating learners to have skills, so that they are not unemployed and do not face problems in their lives (Alamsyah, 2022). With this program, students not only get a solid academic and theoretical education, but also practical skills that can improve their chances in the world of work.

Madrasahs need to integrate skills programs in their curriculum. This is in line with government policy in improving the quality of human resources that are ready to compete in the era of globalization. Curriculum is one of the elements that plays an important role in today's national education system. (Lubis *et al.*, 2022). Management is a tool to ensure that the curriculum can be optimally implemented in achieving these goals (Sholeh *et al.*, 2024). According to Rusman in Dumiyati, curriculum management is a system that is cooperative, comprehensive, systemic, and systemic to achieve curriculum goals (Dumiyati, 2021). Therefore, systemic and comprehensive curriculum management is necessary to achieve comprehensive educational goals, where skills are one of the keys to success in preparing graduates who are ready to compete at the global level.

The managerial field of curriculum in a madrasah is an important part of education management. Curriculum management is the main element in madrasa management. The basic principle of curriculum management is to ensure that the learning process runs smoothly (Syarifuddin & Amiruddin, 2017). Curriculum management plays a significant role in improving the quality of education (Sholeh *et al.*, 2024). It involves the process of planning, organizing, implementing, and evaluating the curriculum to ensure that the skills programs organized are aligned with educational objectives and learners' needs (Hidayati *et al.*, 2021). Thus, effective curriculum management plays a role in designing, implementing, and evaluating skills programs at Madrasah Plus Skills in order to improve the quality of education by producing academically competent and skilled graduates according to the needs of the world of work.

Madrasah Aliyah Negeri 1 (MAN) 1 Bone is an educational unit under the auspices of the Ministry of Religious Affairs, which is one of the educational institutions that has the ability to implement skills programs. As an Islamic institution, this madrasah has an important role in developing and educating the academic and non-academic intelligence of its students. MAN 1 Bone is the only State Aliyah Madrasah in Bone Regency and one of six madrasahs in South Sulawesi Province that has a skills program. Fashion and welding skills are the skills implemented at MAN 1 Bone. Both of them stand out with various achievements and great potential in the current job market, seeing that students have produced various products or outputs in fashion and welding skills.

This research makes a unique and significant contribution to the study of madrasah curriculum management plus skills, in particular: The following presentation will provide a detailed explanation of the skills plus curriculum management process in general madrasahs (MAN). It will address how the planning, organizing, implementing, and evaluating of the skills curriculum is carried out in an integrated manner at MAN 1 Bone as a skills plus madrasa. Secondly, the challenges faced by madrasahs in integrating vocational skills into the general curriculum will be highlighted. These challenges include limited resources and changes in curriculum policies, such as the transition to the Merdeka Curriculum. The dynamics of madrasah internal management will also be discussed. Thirdly, a contextualized and phenomenologically based managerial perspective will be provided. This perspective will be based on the direct involvement of the main actors. The findings will be authentic and reflective of real practices.

This article will explore the various aspects of curriculum management, especially in the aspects of planning, organizing, implementing, and evaluating that are carried out in managing a quality skills program and how this has an impact on the success and success of this madrasah in producing competent graduates who are ready to face future challenges.

## METHOD

## منهج

This research applies a qualitative approach with phenomenological methods to identify, explore, and reveal facts and clarify individual phenomena that take place naturally and objectively, related to a series of curriculum management processes in managing the skills program at MAN 1 Bone Plus Skills.

This research was conducted at MAN 1 Bone Plus Skills. The choice of research location was based on several considerations, namely because MAN 1 Bone is the only State Aliyah Madrasah in Bone Regency and is one of six madrasahs in South Sulawesi Province that organizes a skills program.

To obtain valid data, this study utilized primary and secondary data sources. Primary data was obtained through observation and semi-structured interviews with several informants, namely the head of madrasah, the deputy head of madrasah, vocational teachers, and vocational students at MAN 1 Bone Plus Skills. All informants were selected on the basis of their direct knowledge of and experience with the skills curriculum management process. Concurrently, secondary data were obtained from literature studies and official madrasah documents pertinent to the research theme.

Data collection was carried out using three main techniques, namely observation, interviews, and documentation. Furthermore, data analysis was carried out through three stages, namely data reduction, data presentation, and conclusion drawing. To ensure the validity of the data, this research employed several methods, including triangulation. Source triangulation involves comparing and verifying data from multiple sources to gain an objective and comprehensive understanding of the curriculum management process at MAN 1 Bone as a Madrasah Plus Skills institution. Second, technique triangulation involves examining data from the same source using different methods. For example, interview data can be verified with observations or documentation to draw conclusions relevant to the research problem. Third, time triangulation aims to enhance data credibility by accounting for the influence of time. This method involves collecting and verifying data, such as interviews or observations, at different times or in varying situations.

## RESULT

## نتائج

### Curriculum Management of MAN 1 Bone as Madrasah Plus Skills

Based on the results of data collection, observation, interviews, and documentation conducted by researchers at MAN 1 Bone Plus Skills related to curriculum management of Madrasah Plus Skills, there are four stages carried out, namely curriculum planning, curriculum organization, curriculum implementation, and curriculum evaluation.

MA Plus Skills is a Madrasah Aliyah with strong competitiveness in specific vocational fields. These institutions generally offer additional skills programs as elective or cross-interest subjects. To strengthen MAN 1 Bone as a Madrasah Plus Skills, effective curriculum integration and management are essential. This involves planning, organizing, implementing, and evaluating the

curriculum while aligning its core components—objectives, content, strategies, and assessment. Systematic and comprehensive curriculum management ensures that the skills program supports the madrasah's goals: enhancing educational quality and producing graduates who are both academically competent and vocationally skilled in line with labor market demands.

In various aspects, planning has a crucial and strategic role because other management functions cannot run without planning (Nuryani, 2024). Planning is a systematic process of setting goals, designing strategies, and allocating resources to achieve optimal results. It is a crucial first step in any effort to achieve success (Ambiya et al., 2021). The planning stage is a crucial part of curriculum management. It is not merely an administrative task, but a strategic process involving key decisions and resource allocation. Curriculum planning covers several interrelated components aimed at achieving educational objectives. These include defining clear goals, organizing relevant content, designing effective learning strategies, and conducting ongoing, transparent evaluations to measure the attainment of those goals.

After MAN 1 Bone Plus Skills implements the Madrasah Plus Skills curriculum planning process, it is then necessary to carry out the curriculum organization stage. Organizing is the second stage after planning. Organizing can be interpreted as a comprehensive process of arranging and coordinating individuals and distributing facilities and infrastructure to support the achievement of organizational goals (Ambiya et al., 2021). Rusman in Yumnah et al. (2022) suggested several aspects that need to be considered in organizing the curriculum, including the scope and sequence of materials, the continuity of the curriculum related to the content learned by students, the balance of learning materials, and the division of time required.

In curriculum management, organization is the structure or design of curriculum material that aims to make it easier for students to understand the material and facilitate the learning process so that educational goals can be achieved optimally, including mastering the competencies that have been set. In this case, it focuses on the division of resource roles for skills, curriculum structure, management time, and how all these elements are systematically organized so that skills and academics run in harmony. The process of organizing the MAN 1 Bone Plus Skills curriculum involves organizing skills education objectives, skills learning materials, and skills learning strategies.

After the curriculum organization stage, proceed with the curriculum implementation stage. Implementation is an action or activity that involves all components of management, where each component works according to its respective duties. Tools and facilities are used for their functions and benefits, and costs are allocated according to the need to achieve management goals (Nuryani, 2024). Minarti in Yumnah et al. (2022) explained that curriculum implementation is a process that ensures that teaching and learning activities are supported by human resources and the necessary facilities and infrastructure, so that the expected goals can be achieved.

Implementation is the realization of planning and organizing efforts. In this context, curriculum implementation goes beyond learning content; it also involves managing all elements that contribute to achieving optimal educational outcomes. Competent human resources and sufficient infrastructure are key to successful implementation. At MAN 1 Bone Plus Skills, curriculum implementation focuses on both classroom instruction and activities in vocational workshops. This includes the execution of skills programs, budget and resource utilization, teacher readiness, deployment of teaching modules, use of learning media, application of instructional strategies, and implementation of planned learning evaluations.



After the three stages above are carried out, the next stage is evaluation. Evaluation is the final stage in the management process that serves to assess the achievement of performance results. As stated by Winoto (2020), evaluation is a series of management processes to see the achievement of performance results. In the context of curriculum, evaluation is a very important activity because it aims to determine whether the learning objectives have been achieved by the predetermined plan. This evaluation can cover the entire curriculum as well as each of its components, such as objectives, content, and learning methods applied.

Curriculum evaluation of the MAN 1 Bone Plus Skills program includes assessing learner learning outcomes, assessing the effectiveness of the curriculum as a whole, including the objectives set, the materials delivered, and the strategies used. This evaluation is important to measure how well the skills program supports the development of students' competencies who are ready to compete in the world of work or continue their studies. Thus, all activities in the MAN 1 Bone Plus Skills curriculum management can be realized properly.

## DISCUSSION

## مناقشة

### Curriculum Planning MAN 1 Bone Plus Skills

The MAN 1 Bone Plus Skills curriculum planning process involves setting skills education objectives, designing skills learning materials, planning skills learning strategies, and planning skills learning evaluations.

#### *Planning for Objectives in Skills Education*

The first finding highlights the importance of setting objectives for skills-based education. MAN 1 Bone Plus Skills's skills program is designed to primarily equip students with applicable, industry-aligned vocational competencies, particularly in fashion design and welding. These objectives stem from a skills-based educational approach that emphasizes workforce readiness and graduate self-sufficiency. The implementation of the program is conceptually grounded in vocational education principles, integrating academic learning with hands-on training. As such, the program focuses not only on enhancing students' academic capabilities, but also on cultivating individuals with practical competencies and preparedness for employment or entrepreneurship.

Since its inception, the program's vision has remained consistent: to prepare students with relevant skills that meet the needs of the labor market and industrial sector. This initiative reflects an adaptive response to socioeconomic developments, ensuring that graduates who do not pursue higher education still have the opportunity to engage productively in the economic sector. Through this approach, the madrasah functions as both a formal educational institution and a key contributor to the development of competitive human resources at the local and national levels.

As posited by Ambiya et al. (2021) the planning process is comprised of a series of stages, the first of which is the establishment of objectives. The achievement of optimal results is contingent upon the successful completion of this initial stage. This goal setting constitutes a pivotal inaugural step, as it serves as the foundational element for the entire subsequent planning process. The establishment of clear and quantifiable objectives is instrumental in the direction of all activities and the decision-making process. These objectives serve as a benchmark for the evaluation of performance achievement. Absent specific objectives, the planning process risks becoming disorderly, hindering the attainment of optimal outcomes. Consequently, MAN 1

Bone Plus Skills establishes educational objectives that are congruent with the competencies delineated in the skills program.

### ***Skills Learning Material Planning***

The skills program at MAN 1 Bone Plus Skills demonstrates a high degree of flexibility in the development of teaching materials because is not strictly bound by the national curriculum. This flexibility enables the curriculum to be more adaptive and responsive to industry trends and student needs. In practice, the responsibility for developing instructional materials is entrusted to experienced vocational educators—particularly in the areas of fashion and welding—who are granted the authority to design competency-based learning and relevant practical training.

The teaching team independently develops skills-related materials based on three primary considerations: current industry trends, student characteristics and needs, and labor market demands. Despite this autonomy, the madrasah exercises coordination and oversight functions to ensure the skills program aligns with its institutional vision and remains within applicable educational regulations. This monitoring mechanism maintains coherence between the delivered competencies and the expected quality standards. Adopting a more contextual and practical approach enables the MAN 1 Bone Plus Skills program to complement academic education and serve as a strategic instrument to enhance students' job readiness.

Dumiyati (2021) asserts that curriculum planning involves collecting, sorting, and compiling materials from various sources to design learning experiences that students are expected to achieve. The skills program at MAN 1 Bone Plus Skills has a high level of flexibility in preparing teaching materials because it is not fully bound to the national curriculum.

### ***Planning for Skills Learning Strategies***

MAN 1 Bone Plus Skills' skills learning strategy is designed using an integrative approach that links theoretical concepts with practical application. This ensures learners develop a solid conceptual understanding and acquire applicable workforce competencies. This strategy considers individual learner characteristics and adapts instructional methods to cognitive preferences, whether visual, kinesthetic, or collaborative. Through an adaptive, learner-centered approach, the strategy optimizes students' mastery of skills in academic and professional contexts while preparing them to meet the evolving demands of the industrial sector.

Ambiya et al. (2021) explained that the planning process includes a stage of designing strategies. This stage is a crucial process that connects established goals with the specific actions needed to achieve them. At MAN 1 Bone Plus Skills, learning strategies are designed using an integrative approach that combines theoretical knowledge with practical application. This approach ensures students comprehend key concepts and develop applicable skills aligned with workforce demands.

### ***Planning for Education Learning Evaluation***

The evaluation system in the MAN 1 Bone Plus Skills program is designed to be comprehensive and continuous. It encompasses cognitive, psychomotor, and affective domains to ensure a holistic assessment of students' competencies. In the couture program, evaluations include cognitive assessments to measure theoretical knowledge, as well as diagnostic, formative, and summative evaluations to track progress and pinpoint learning obstacles, enabling timely and appropriate interventions. The welding program focuses on theoretical comprehension, practical performance, and strict adherence to safety protocols due to the use of high-risk tools and materials. Through a thorough, industry-standard-based evaluation

approach, the program aims to ensure learners master technical competencies and uphold strong safety standards and work ethics in their professional practice. This stage is crucial in bridging established goals with concrete steps to achieve them. At MAN 1 Bone Plus Skills, learning strategies combine theoretical knowledge and practical application. This approach ensures that students comprehend key concepts and develop applicable skills aligned with workforce demands.

Dumiyati (2021) states that curriculum planning acts as a management tool that provides direction for monitoring and evaluation systems. Thus, the evaluation system within the Skills Program at MAN 1 Bone Plus Skills is comprehensive and continuous. It addresses the cognitive, psychomotor, and affective domains to ensure a holistic assessment of student competencies. As Dumiyati (2021) explains, curriculum planning involves collecting, organizing, and integrating materials from various sources to design meaningful learning experiences that achieve intended learning outcomes. Due to its independence from the national curriculum, the skills program at MAN 1 Bone Plus Skills has a high degree of flexibility in preparing teaching materials.

### ***Organizing the MAN 1 Bone Plus Skills Curriculum***

A deeper examination reveals that the curriculum management planning process must consider several key components, which can be outlined as follows: (1) objectives, which serve as a guiding framework for all educational activities; (2) content, which refers to the organization of subject matter designed to achieve these objectives; (3) learning activities, which encompass a range of experiences provided to students during the learning process; Fourth, learning resources include materials such as textbooks, printed media, computer software, and audiovisual tools that support the attainment of educational goals. Fifth, evaluation measures the extent to which objectives are met and is conducted in a phased, continuous, and transparent manner (Hidayati et al., 2021). In alignment with this framework, the curriculum management planning process at MAN 1 Bone Plus Skills incorporates all five of these essential components.

### **Curriculum Organization MAN 1 Bone Plus Skills**

The process of organizing the MAN 1 Bone Plus Skills curriculum involves organizing skills education objectives, skills learning materials, and skills learning strategies.

### ***Organization of Skills Education Objectives***

The Skills Program at MAN 1 Bone Plus Skills is managed through a structured and systematic framework involving various stakeholders, each with clearly defined roles and responsibilities. This ensures the program's effective implementation and achievement of its objectives. Program management includes supervision to ensure alignment with the madrasah's vision and mission, integration of the curriculum to maintain a balance between academic and vocational learning, and administrative management, including the provision of supporting facilities, to enhance training effectiveness.

MAN 1 Bone Plus Skills ensures that teaching staff possess the relevant qualifications and expertise and provides opportunities for ongoing professional development to enhance their competencies. Educators from other subject areas may also teach vocational skills if they demonstrate proficiency in the respective field. The head of the skills workshop is operationally responsible for administrative management, facility and learning infrastructure maintenance, and report and instructional module preparation to support the training process.



Skills educators play a central role in designing and delivering instructional materials, conducting practical training sessions, and evaluating student performance to ensure acquired competencies meet required standards. Collaboration and coordination among all parties within this management structure are key to the program's success, enabling students to acquire technical proficiency and the work readiness necessary to meet industry and business sector demands.

These findings align with Nuryani (2024) definition of organizing as the coordination of individuals and Ambiya et al. (2021) description of it is the systematic grouping of people, tasks, responsibilities, and authority. Synergistic collaboration and coordination among stakeholders within the skills program management structure at MAN 1 Bone are key to the program's success. Consequently, students acquire sufficient technical competencies and develop job readiness that aligns with industry and business sector demands.

### ***Organization of Learning Materials Related Skills***

MAN 1 Bone Plus Skills systematically organizes its skills learning materials by integrating the skills program into the madrasah curriculum through local content subjects and special classes. The curriculum is designed so that the skills program operates optimally without disrupting other academic subjects. Two lesson hours are allocated per week in the regular (intracurricular) schedule, and six additional hours are dedicated to special skills classes in the afternoon.

This learning takes place in two primary environments: classrooms and workshops. Scheduling is managed through the SIMPATIKA system to prevent scheduling conflicts and enhance learning efficiency. Additionally, teaching responsibilities are systematically assigned based on the availability of qualified educators. A rotation system is implemented to ensure each grade level receives a balanced and continuous learning experience. This organizational framework is designed to effectively implement the skills program, offer students flexibility in developing their vocational competencies, and prepare them to meet the challenges of the professional world.

This is in line with the theory of Tijow et al. (2024) which state that curriculum organization is the structure or design of curriculum materials that aims to make them easier for students to understand. In this case, MAN 1 Bone Plus Skills efficiently organizes the preparation of skill-learning materials.

### ***Organizing Skills Learning Strategy***

MAN 1 Bone Plus Skills implements the organization of skills learning strategies through structured planning and strategic resource allocation to enhance the effectiveness of the learning process. One key initiative is providing adequate learning facilities and media, including dedicated workshop spaces tailored to each program's specific needs. Additionally, allocating a dedicated budget for the program supports the procurement of practical tools and materials that meet industry standards.

Resource management also includes deploying qualified educators and developing flexible scheduling to ensure that skills training can be conducted efficiently without interfering with other academic subjects. This comprehensive approach positions the skills program to deliver high-quality vocational education aligned with institutional goals and labor market demands.

Organizing is a comprehensive series of processes that involves grouping tools, materials, and facilities to form an organization that can function as a unit to achieve predetermined goals

(Nuryani, 2024). In this context, the organization of curriculum management at MAN 1 Bone Plus Skills has included all of these components.

### **Implementation of the MAN 1 Bone Plus Skills Curriculum**

At MAN 1 Bone Plus Skills, the implementation of the skills program curriculum focuses on examining how the curriculum is executed in classrooms and specialized workshops. This includes the practical application of the program, utilization of budgets and resources, readiness and qualifications of teaching staff, development and use of instructional modules, integration of learning media, application of appropriate learning strategies, and implementation of planned evaluation methods.

#### ***Implementation of Skills Learning Objectives***

The implementation of the Skills Program objectives at MAN 1 Bone Plus Skills has undergone various adjustments and changes in response to shifts in curriculum policy. Initially, cosmetology and welding were integrated into workshop subjects under the 2013 curriculum, which allowed students to choose skill areas based on their interests. Under the Merdeka Curriculum, however, fashion skills have been incorporated as an intracurricular subject within the local content framework with a dedicated time allocation, although it is currently limited to tenth grade students. Conversely, welding skills have not yet been incorporated into the intracurricular structure due to quota limitations, so they are still taught in special classes in the afternoon.

This shift in the curriculum framework has steered the skills program toward an interest-based specialization model, offering students greater flexibility to explore their potential without coercion. To encourage student participation, the madrasah employs various strategies: introducing the program during the Madrasah Student Orientation Period (MATSAMA), organizing exhibitions of student work, and using social media for promotion. Additionally, educators play a proactive role in motivating students. They are supported by the success stories of alumni, which serve as a source of inspiration, particularly for students from financially disadvantaged backgrounds, to view the skills program as a strategic opportunity to build a more independent and competitive future.

#### ***Implementation of Skills Learning Materials***

MAN 1 Bone Plus Skills systematically implements skills learning materials through a module-based instructional approach and learning implementation plans (RPP) aligned with current curriculum policies. Fashion skills teaching modules are applied at the tenth grade level, enabling educators to deliver structured, interactive, project-based content aimed at enhancing students' understanding and practical abilities.

In contrast, welding skills continue to follow lesson plans based on the 2013 curriculum because they have not yet been incorporated into the regular curriculum. Instruction in this area takes place through hands-on practice sessions in the workshop in the afternoon, with a strong focus on technical proficiency and workplace safety. Although updated teaching modules for welding have not yet been made available officially, educators actively adapt instructional materials to reflect ongoing developments in welding technology and industry standards. This approach demonstrates the madrasah's commitment to equipping students with skills that meet academic requirements and ensure competitiveness in the labor market. Flexibility in curriculum implementation and innovation in instructional strategies are key to addressing the challenges posed by limited resources and evolving educational policies.

### ***Implementation of Skills Learning Strategies***

The implementation of skills learning strategies at MAN 1 Bone Plus Skills is systematically designed by integrating theory and practice through various methods and the use of innovative learning media. In fashion skills, learning begins with the delivery of theoretical concepts in the classroom using interactive presentations and digital media, before learners move on to hands-on practice in workshops that have been equipped with sewing equipment and sewing machines. A blended learning approach is also applied, allowing learners to access materials through e-learning before carrying out hands-on practice, so that they have a stronger initial understanding. Meanwhile, in welding skills, learning begins with an in-depth understanding of work safety and basic welding techniques. The learning process is supported by video demonstration media and the application of the learning by doing method, where learners are allowed to practice welding techniques directly with the guidance of educators. In addition, learners are encouraged to explore and create innovative work within the limits of the rules set, to improve their creativity and technical skills. Through this approach, the skills learning strategy at MAN 1 Bone Plus Skills not only focuses on mastering technical competencies but also develops students' independence, creativity, and readiness to adapt to the dynamic world of work.

### ***Implementation of Skills Learning Evaluation***

Evaluation of skills learning at MAN 1 Bone Plus Skills is carried out holistically and continuously to measure the cognitive, psychomotor, and affective aspects of students in the fields of fashion and welding. In fashion skills, evaluation is carried out through direct observation during practice in the workshop, the use of assessment rubrics for each stage of production, and the provision of formative feedback to progressively improve learners' skills. As part of the documentation of progress, each learner is required to have a portfolio book that records all practical assignments that have been completed. In addition, end-of-semester assignments are structured in a group work format to encourage creativity and collaboration in fashion making, while evaluations in specific skills classes are conducted individually to identify strengths and areas for improvement in each learner. In recognition of their achievements, learners who complete the program are awarded a certificate of skills that can be an asset in the world of work.

On the other hand, welding skills evaluation includes individual and group project assessments aimed at developing creativity and cooperation skills. Theory testing is conducted through quizzes to measure learners' understanding of welding techniques and safety standards. Meanwhile, practical assessments focus on the quality of welds, proper use of tools, and compliance with safety standards. In addition, educators implement an immediate feedback system to provide constructive evaluation that can be used as a basis for improving learners' skills.

At the end of the program, learners who have completed the skills training are entitled to a certificate of competency as a form of recognition for the skills they have mastered. With this comprehensive evaluation system, the skills program at MAN 1 Bone Plus Skills ensures that learners not only have superior technical competence but are also ready to adapt to the needs of industry and the dynamic world of work.

Implementation is an action or activity that involves all components of management, where each component works according to its respective duties, tools and facilities are used by their functions and benefits, and costs are allocated according to the need to achieve management objectives (Nuryani, 2024). Minarti in Yumnah et al. (2022) explained that the implementation of curriculum is a process that ensures that teaching and learning activities are

supported by human resources and facilities and infrastructure that are necessary, so that the expected goals can be achieved. In line with this theory, the implementation of curriculum management at MAN 1 Bone Plus Skills has included all of these components.

### **Curriculum Evaluation of MAN 1 Bone Plus Skills**

Curriculum evaluation includes assessing learner learning outcomes, assessing the effectiveness of the curriculum as a whole, including the objectives that have been set, the materials delivered, and the strategies used. This evaluation is important to measure how well the skills program supports the development of learner competencies that are ready to compete in the world of work or continue their studies.

#### ***Evaluation of Skills Program Objectives***

An evaluation of the objectives of the skills program at MAN 1 Bone Plus Skills indicates that the program significantly contributes to equipping students with practical, workforce-applicable competencies, both during and after their studies. The program's tangible benefits are evident in students' enhanced technical skills and graduates' expanded employment opportunities. However, the program continues to face several challenges affecting its effectiveness. These include limited instructional time, low student interest in certain skill areas, and a shortage of qualified instructors. The full-day school system and overlapping extracurricular schedules also hinder students from fully engaging in skills development activities. To address these issues, MAN 1 Bone Plus Skills must implement strategic measures such as optimizing the skills learning schedule, intensifying outreach efforts to boost student interest, and enhancing teacher capacity through targeted training and industry partnerships. These efforts are expected to make the skills program operate more effectively and sustainably, preparing students to meet the demands of the professional world.

#### ***Evaluation of Learning Materials Related Skills***

MAN 1 Bone Plus Skills provides students with foundational knowledge and basic vocational skills through local content classes. However, these classes are not very effective at developing competencies aligned with labor market demands. The content focuses primarily on basic skills, and the time allotted for these classes is limited, especially in Grade 10. In contrast, the special skills classes conducted in the afternoon offer more comprehensive instruction with longer learning periods and more advanced content. This model enables students to gradually develop their competencies through Grade 12, allowing for more sustained practice and refinement of technical abilities.

These special classes are particularly beneficial for students pursuing fashion or welding, as they acquire a deeper conceptual understanding and more intensive hands-on experience. Educators enhance the relevance of instruction by adapting teaching materials to industry standards and involving students in school-based projects. This strategy cultivates applied skills and strengthens students' readiness for the workforce, increasing the competitiveness of program graduates in industrial and entrepreneurial settings.

#### ***Evaluation of Skills Learning Strategies***

MAN 1 Bone Plus Skills' skills learning strategy has proven effective in helping students master practical competencies. This approach balances theoretical understanding with hands-on experience. Learners benefit from flexible instructional methods that allow them to receive

theoretical instruction while engaging in practical exercises. This integrative approach is further enhanced by diverse teaching methods and learning media.

An important aspect of this strategy is providing additional guidance to students experiencing learning difficulties. This adaptive, differentiated approach accommodates individual learning paces. Project-based learning offers students authentic, real-world experiences, enabling them to produce tangible products that can be used or marketed. This reinforces their technical proficiency and boosts their self-confidence and readiness to enter the workforce. While challenges such as varying rates of skill acquisition persist, the system allows learners to repeat practical sessions until they fully grasp the techniques being taught. Overall, this learning strategy has been successful in preparing students to apply their skills in real-world contexts relevant to industry and entrepreneurship demands.

Curriculum evaluation is a very important activity because it determines whether the learning objectives are being met according to the predetermined plan. It is a systematic study of the benefits, suitability, effectiveness, and efficiency of the implemented curriculum. It is a systematic process of collecting and analyzing data to help educators understand, assess, and improve the curriculum and teaching methods. Evaluations can cover the entire curriculum or each of its components, such as objectives, content, and learning methods (Yumnah et al., 2022). In line with this theory, the evaluation of curriculum management at MAN 1 Bone Plus Skills has covered all of these components.

## CONCLUSSION

## خاتمة

Based on the results of the data analysis and discussions, the researcher draws the following conclusions about the curriculum management of MAN 1 Bone as a Madrasah Plus Skills institution. The management of the Madrasah Plus Skills curriculum at MAN 1 Bone effectively applies the four key management functions outlined below. 1) Curriculum planning involves setting clear program objectives, allowing flexibility in preparing teaching materials, integrating theoretical and practical components into learning strategies, and designing holistic evaluation systems. 2) Curriculum organization includes clearly dividing responsibilities among stakeholders, integrating skills content into local content subjects and special classes, and managing resources optimally to support the implementation of learning strategies. 3) Curriculum implementation is reflected in the delivery of fashion styling skills through intracurricular and special classes using structured teaching modules. Welding skills are exclusively taught in special afternoon classes based on lesson plans. The learning strategies and evaluation methods applied in both areas encompass theoretical understanding and practical performance. 4) Curriculum evaluation demonstrates tangible benefits in students' mastery of vocational skills. However, several challenges persist, including limited instructional time, low student interest in certain skill areas, and a shortage of qualified instructors. MAN 1 Bone actively evaluates these obstacles as part of the program's continuous improvement process to enhance the effectiveness of the fashion and welding programs. This research serves as a foundational study that can be expanded upon in future research, particularly through long-term studies focusing on managing and developing the Madrasah Plus Skills curriculum.

## BIBLIOGRAPHY

## مراجع

Alamsyah, E. H. (2022). Pendidikan Vokasi di Madrasah: Pengetahuan Kewirausahaan Untuk Meningkatkan Minat Wirausaha. *SKULA: Jurnal Pendidikan Profesi Guru Madrasah*, 2(2).



- Ambiya, M. S., Syukri, A., & US, K. A. (2021). *Manajemen Kepala Madrasah (Upaya Peningkatan Budaya Kerja Guru)* (I). Penerbit K-Media.
- Amini, S. A., Yuniarti, Asmendri, & Sari, M. (2023). Penerapan program pembelajaran vokasional madrasah aliyah di man 2 sijunjung. *ADAARA: Jurnal Manajemen Pendidikan Islam*, 13(2), 164–173. <https://doi.org/10.30863/ajmpi.v13i2.4271>
- Andhika, M. R., & Hamdi, S. (2024). Formulasi Pendidikan Vokasi Melalui Program Keterampilan pada Madrasah Aliyah Plus Keterampilan di Aceh. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 16(1), 90–102. <https://doi.org/10.47498/tadib.v16i1.2859>
- Depdiknas RI. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Citra.
- Dumiyati. (2021). *Manajemen Kurikulum Program Vokasional (Teori dan Implementasi)* (I). CV. Adanu Abimata.
- Hidayati, W., Syaefudin, & Muslimah, U. (2021). *Manajemen Kurikulum dan Program Pendidikan: Konsep dan Strategi Pengembangan* (I). Semesta Aksara.
- Joko. (2021). Implementasi Keterampilan Vokasional dalam Upaya Menumbuhkan Jiwa Intrepreneurship Siswa MAN 1 Kota Kediri. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 1(1), 44–59. <https://doi.org/10.62825/revorma.v1i1.5>
- Kementerian Agama RI. (2016). *Kepdirjen Pendis Nomor 1023 Tahun 2016 tentang Pedoman Penyelenggaraan Program Keterampilan di Madrasah Aliyah*.
- Kementerian Agama RI. (2019). *Keputusan Menteri Agama Nomor 184 Tahun 2019 tentang Pedoman Implementasi Kurikulum pada Madrasah*.
- Lubis, S., Nabila, A. Z., Indriyani, A., Fitriani, E., Putri, D. S., & Julia, D. (2022). *Manajemen Kurikulum* (I). Dotplus Publisher.
- Nuryani, L. K. (2024). *Manajemen Berbasis Pendidikan Karakter* (I). Indonesia Emas Grup.
- Saroni, M. (2017). *Sertifikasi Keahlian Peserta Didik*. Ar-Ruzz Media.
- Sholeh, M. I., Lestari, A., Erningsih, E., Yasin, F., Saleh, F., Suhartawan, V. V., Pattiasina, P. J., Widya, A., Sampe, F., Fadilah, N. N., & Arianto, T. (2024). *Manajemen Kurikulum* (I). CV. Gita Lentera.
- Supriyoko, K. (2017). Indeks Pembangunan Manusia Indonesia. *Kedaulatan Rakyat*, 3–4.
- Syarifuddin, & Amiruddin. (2017). *Manajemen Kurikulum* (I). Perdana Publishing.
- Tijow, M. A., Sembiring, D. A. K., Ridani, A., Rofiah, L., Risamasu, P. E. G., Ardiansyah, W., Ramli, A., Sudadi, S., Suri, D. R., Anwar, C., & Sulaiman, S. (2024). *Buku Ajar Manajemen Pendidikan* (I). PT. Sonpedia Publishing Indonesia.
- Umalihayati, Dayurni, P., & Hidayat, M. (2023). Pendampingan dalam Memahami Investasi Human Capital Dorong Pembangunan Berkualitas Melalui Pendidikan. *Jurnal Ilmiah Pengabdian Kepada Masyarakat (JIPAM)*, 2(2), 89–95. <https://doi.org/10.55883/jipam.v2i2.54>
- Winoto, S. (2020). *Dasar-dasar Manajemen*. LKiS.
- Yumnah, S., Khoirul, Idris, W., Halimah, S., & Mansyur. (2022). *Bunga Rampai: Manajemen Kurikulum Pendidikan Islam* (I). Cipta Media Nusantara.

