

Operational Curriculum Development : Best Practice in State Junior High School 1 Mantup Indonesia

Supriyanto^{1*}, Ayu Wulandari¹, Nunuk Hariyati¹, Amrozi Khamidi¹

¹Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study aims to describe the development of operational curriculum at State Junior High School 1 Mantup. **Methods:** This research is a type of qualitative research with a case study approach. Presenting descriptive data with interview, observation and documentation methods. **Results:** The result of this study is that State Junior High School 1 Mantup adds local content in accordance with the Governor's regulation and the Lamongan Regent Regulation. The local content is Javanese and Arabic which must be included in the curriculum structure. The project of strengthening the student profile of Pancasila as a compulsory subject also takes themes that are tailored to the characteristics of the school and regional characteristics. Habituation activities that can improve student character are also made mandatory programs at school. **Novelty:** The novelty of this research is the addition of the Tahfidz Al Qur'an program that is included in the structure of the division of class hours. This becomes a subject and extracurricular program that must be followed by Muslim students. This is a differentiator from public junior high schools in Lamongan Regency.

INTRODUCTION

The Indonesian Government Policy in the field of education is contained in Law No. 20/2003 on the National Education System. The law covers the basis and objectives of education, the organization of education including compulsory education, education quality assurance and community participation in the national education system. The policy is made certainly to produce good Indonesian education and quality graduates in the education sector.

We all agree that one of the most important components of education is the curriculum. The curriculum has a strategic position because in general the curriculum is a description of the vision, mission, and educational goals of a nation. This also positions the curriculum as the central content of values that will be transformed to students (Utari & Muadin, 2023). According to Ralph Tyler, the curriculum includes the educational objectives to be achieved, the educational experience provided to achieve the objectives, how to organize the educational experience effectively, as well as determining indicators that these objectives have been achieved (Hayati & Iqbal, 2023).

Along with the dynamics of social change, the direction and purpose of the educational curriculum will experience shifts and changes. Because of its dynamic nature in responding to change, the curriculum absolutely must be flexible and futuristic (Wafiroh & Agil Munawar, 2023). Imbalances in curriculum design due to lack of response to social change may have consequences for the birth of educational outputs that are not capable of adapting to the social conditions in question.

On the basis of this consideration, curriculum development becomes one of the main tasks of the government to organize and develop education. Likewise, the role of education leaders and observers to follow every episode of social change, because all of it will be taken into consideration in designing and developing the curriculum. In addition, active community participation is also highly expected to contribute ideas in responding to any changes.

Along with the times, educational innovation will not stop and will always develop towards a better direction. With curriculum development, a curriculum that can be adapted to the location or education unit where the curriculum is used to organize the learning process will be obtained. Curriculum development is an effort that must be mobilized properly, so that later the education curriculum in this country is getting better.

In 2022, State Junior High School 1 Mantup was designated as a *sekolah penggerak* by the Director General of Early Childhood Education, Primary Education and Secondary Education Indonesia, through a selection process. With the label as a *sekolah penggerak* at that time, the school was obliged to implement an *merdeka* curriculum. In implementing the *merdeka* Curriculum, schools will experience changes in the organizational structure, as well as innovations related to the implementation of the *merdeka* curriculum. Schools can also develop an operational curriculum according to regional characteristics and the characteristics of their respective schools.

Mulyasa said that the operational curriculum was prepared and implemented by each Educator unit (Hasanah L, 2022). The operational curriculum in the education unit contains the entire learning process plan organized in the education unit, as a guideline for organizing learning. In order to be meaningful, the operational curriculum of the education unit is developed in accordance with the context or characteristics and needs of students and education units.

The development of the operational curriculum uses a philosophical foundation as well as a legal foundation to develop the curriculum in schools. In addition to referring to applicable laws and regulations both central and regional, State Junior High School 1 Mantup also considers analysis to develop the curriculum, including analysis of students, analysis of teachers and education personnel, analysis of facilities and infrastructure, environmental analysis, partnership analysis and financing analysis. As a *sekolah penggerak*, State Junior High School 1 Mantup must be a role model for surrounding schools to always develop an operational curriculum.

From the preliminary description above, it is necessary to conduct research related to operational curriculum development. Although previous research has explored the curriculum in general, research on the practical implementation of operational curriculum innovations in junior high schools in Indonesia is lacking.

RESEARCH METHOD

Research methods are ways, tools and techniques used to discover, develop and test knowledge using scientific methods (Siroj Rusyadi et al., 2024). The use of scientific methods is very important because it can facilitate the collection of data that will be obtained in field observations and make it easier to obtain valid data.

This research uses a qualitative method that presents descriptive data. This type of research collects data in the form of descriptive words. Qualitative research obtains data from interviews, observation and documentation and research that describes an analysis of the object.

This research uses a qualitative method that presents descriptive data. This type of research collects data in the form of descriptive words. Qualitative research obtains data from interviews, observation and documentation and research that describes an analysis of the object. The approach used is a case study approach. The case study research process has three stages, namely case study design, data collection, and analysis and conclusion.

Research informants are data or people who provide information or information related to research needs. Research informants can also be referred to as respondents. In the research, the respondents were the principal and vice principal of academic field of State Junior High School 1 Mantup and some curriculum documents of State Junior High School 1 Mantup. Observation is done by visiting the school directly to see the state of the learning environment, the state of students, the state of infrastructure, habituation activities, extracurricular activities and character development programs. Interviews were conducted to find out the parties involved in the preparation of the operational curriculum, the programs run and the obstacles faced in the implementation of the operational curriculum. Documents needed include school profile documents, curriculum structure documents, program documents, operational curriculum preparation documents and learning activities documents. Data analysis used in this research is by means of descriptive, which is research conducted by describing the data obtained with words or sentences that are separated to obtain conclusions.

Data validity in qualitative research is an important aspect to ensure that the research results have validity, reliability and credibility. Data validity in this study uses data triangulation.

RESULTS AND DISCUSSION

Results

Outer Model Analysis

The operational curriculum is developed and managed by education units with reference to the national curriculum. Therefore, the operational curriculum developed must show suitability to the characteristics and needs of students, education units and regions. Each education unit must have a fixed and dynamic operational curriculum. The fixed nature is to refer to the reference for the preparation of the operational curriculum that has been determined by the central government. While dynamic is to develop an operational curriculum based on the characteristics and needs of the education unit (BSKAP Kemdikbudristek RI, 2022). Education units are given the right to freedom to adjust and develop the curriculum according to the needs of students, as long as the adjustments are

in line with national education goals and standards set by the government. Each education unit certainly has its own ideas, innovations, resources and distinctiveness or character.

Schools as education delivery units must also pay attention to future developments and challenges. These challenges can be in the form of developments in science and technology and globalization that allow very rapid flows of change and mobility between and across sectors and places, information development, changes in behavior and morals, public awareness of education and free trade challenges (Warsita, 2018). The challenges and opportunities must be responded to by State Junior High School 1 Mantup, so that the school vision is expected to be in accordance with the direction of these developments. Vision is nothing but a moral ideal that describes the desired school profile in the future. The vision of State Junior High School 1 Mantup is: "The realization of People of Faith and Piety, Smart, Achievement, and Environmental Culture in the spirit of Pancasila".

In order to realize this vision, the curriculum has a very central position in the entire educational process. The curriculum also directs all forms of educational activities towards the achievement of educational goals. Basically, the curriculum does not only contain technical instructions for learning materials. The curriculum is a planned and comprehensive program, which indirectly describes the educational management of a nation.

In preparing the operational curriculum, education units are given the authority to determine the format and systematics of its preparation. The basis for developing an operational curriculum is the National Education Standards which serve as a reference in curriculum development as referred to in the regulations governing the structure of the *Merdeka* Curriculum including graduate competency standards, content standards, process standards and assessment standards (Bella, 2023). The Curriculum Structure determined by the Government is a reference for education units to develop the curriculum towards achieving the Pancasila learner profile, which can be added to the uniqueness of the education unit in accordance with the vision, mission, and objectives of the education unit.

In the *Merdeka* Curriculum, educational institutions are given the opportunity to compile their operational curriculum and develop it. State Junior High School 1 Mantup conducts curriculum development at the institution based on the identification of problems stemming from the analysis of school characteristics that have been carried out. The identification of these problems are: 1) The development of technology not only has a positive impact but can also have a negative impact on students' character development; 2) The influx of new cultures through social media can have an impact on the loss of national identity and regional religious character; 3) As most of the students' parents are farmers and traders, and a small number are civil servants and private employees, many students only continue their education up to senior secondary school level or even stop at junior secondary school; 4) The emergence of several new junior secondary schools has increased the competitiveness. For this reason, school branding is needed that can elevate the image of the institution.

Foundation of Curriculum Development

The curriculum of State Junior High School 1 Mantup is prepared by referring to the laws and regulations related to education that apply both from the center and from the region. The foundations used in curriculum development are:

KHD's Philosophy of Education

Ki Hadjar Dewantara's three education mottos: 1) *Ing ngarsa sung tulada*, meaning that a teacher is an educator who must provide an example or example so that it becomes a role model for students; 2) *Ing madya mangun karsa*, meaning that a teacher is an educator who is always in the midst of his students and constantly builds their enthusiasm and ideas to work; 3) *Tut wuri handayani*, meaning that a teacher is an educator who constantly guides, supports, and points the right direction for the life and work of his students (Niyarci, 2022).

Trikon Education Principles (continuous, convergent and concentric): 1) *Continuous*, which means that the development must be sustainable, carried out continuously with good planning; 2) *Convergent*, meaning that the development can draw from a variety of outside sources; 3) *Concentric*, meaning that the development of education must remain based on our own personality (Suparlan, 2016).

Kodrat Alam and *Kodrat Zaman*: 1) *Kodrat Alam* is related to the nature and form of the environment in which the child is located, meaning that each child already brings their own nature and character, so the teacher only guides so that the good traits appear and covers / obscures the bad traits; 2) *Kodrat Zaman* of the times is related to content and rhythm, meaning that teachers must equip children with skills according to their times so that they can live, work and adapt (Hussen et al., 2024).

Merdeka Belajar: According to Ki Hadjar Dewantara, education guides all the natures that exist in children, so that they can achieve the highest safety and happiness both as humans and as members of society (Sulistyaningrum et al., 2023). In essence, each child has its own uniqueness. In addition, children also have their own interests and talents. So as an educator we are obliged to guide students to grow according to their interests and talents.

Legal Foundation

1) Law No. 20/2003 on the National Education System; 2) Government Regulation of the Republic of Indonesia Number 57 of 2021 on National Education Standards; 3) Ministerial Decree no. 371 of 2021 on the *Sekolah Penggerak* Program; 4) Ministerial Decree no. 56 of 2022 on guidelines for curriculum implementation; 5) Decree of the Director General of PDM no. 0301/C/HK.00/2022 concerning the determination of the education unit implementing the second batch of *Sekolah Penggerak* Program; 6) East Java Governor Regulation No. 19/2014 on local language subjects as compulsory local content; 7) Lamongan Regent Regulations No. 6 of 2013 concerning Arabic Language Learning for Students in Lamongan Regency

Curriculum Used

Schools that are designated as implementers of the *Sekolah Penggerak* Program (PSP) are schools that pass the selection process. The selection participants are school principals. Applicant schools follow two stages of selection: stage one includes curriculum vitae, essay and scholastic aptitude test. Stage two selection includes teaching simulation and interview. Registration and selection stages one and two were held from February to April. Participants who passed the selection were designated as implementing schools of the *Sekolah Penggerak* Program in early May 2021, as the first batch of mover schools. Schools that have been designated as PSP implementers must prepare themselves with a strong commitment. There needs to be a solid synergy between principals and teachers.

Based on an interview with the Head of State Junior High School 1 Mantup, during the opening of the second batch of *Sekolah Penggerak* implementers, the Head of State Junior High School 1 Mantup, Safiudin, S.Pd., M.Pd., registered to take part in the PSP selection. After participating in a series of selections as mentioned above, on January 14, 2022, State Junior High School 1 Mantup was determined by Director General of Early Childhood Education, Primary Education, and Secondary Education through Decree number 0301/C/HK.00/2022 concerning the determination of the education unit implementing the second batch of *sekolah penggerak* program, as the implementer of the second batch of *Sekolah Penggerak* (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022). The Head of the Lamongan Regency Education Office also issued Decree number 800/0242/KEP/413.101/2022 dated January 26, 2022 concerning the Determination of the Education Unit of the *Sekolah Penggerak* Program Batch II of Lamongan Regency (Pemerintah Kabupaten Lamongan, 2022). Then followed up by technical guidance held by the Lamongan District Education Office on February 24, 2022 by inviting all school principals who passed the selection in the second generation of the *Sekolah Penggerak* Program.

In Lamongan Regency, there are only two public junior high schools that have successfully passed and been designated as implementing *sekolah penggerak*, namely State Junior High School 1 Mantup and State Junior High School 2 Laren. As a *sekolah penggerak* implementer, State Junior High School 1 Mantup is required to use the *Merdeka* curriculum. This means that the curriculum previously used, namely the 2013 curriculum, is changed to *Merdeka* curriculum. One of the differences between the 2013 curriculum and the *Merdeka* curriculum is the existence of a co-curricular in the form of the Pancasila Student Profile Strengthening Project. This appears in the table below:

Table 1. Curriculum structure

No	Learning Content	Study load	Settings
1.	Intracurricular	Required	<ol style="list-style-type: none"> 1. This learning load includes all national subjects. 2. The learning materials for each subject refer to the Learning Outcomes. 3. Organized in regular activities.
		Additional	<ol style="list-style-type: none"> 1. Contains Regional Language (Javanese)

No	Learning Content	Study load	Settings
			subjects that are in accordance with the characteristics of East Java Province.
2.	Pancasila Student Profile Strengthening Project	Required	<ol style="list-style-type: none"> Organized in regular activities. The learning content refers to the 6 themes of the Pancasila Student Profile project. Organized in project activities.
3.	Extracurricular	Additional	<ol style="list-style-type: none"> Has content that is the need and characteristic of State Junior High School 1 Mantup. Organized in activities outside of regular activities and Pancasila Student Profile project.

Source: KOSP SMP Negeri 1 Mantup 2024/2025

The addition of a compulsory learning load in the form of a Pancasila Student Profile Strengthening Project, of course, will also change the existing curriculum structure. The division of teaching hours also changes, the person in charge and the teacher who acts as a teacher in the project must also be determined. Therefore, the Principal formed a facilitation team for the Pancasila Student Profile Strengthening Project with the Decree of the Principal of State Junior High School 1 Mantup. The tasks of this team are to plan projects with existing themes, class coordinators, project module makers and facilitators who accompany projects with students.

Discussion

Based on interviews with the principal and vice principal for academic affairs, it can be seen that curriculum development is based on a philosophical foundation and a legal basis in accordance with the provisions of the central government. In addition, operational curriculum development is carried out by looking at internal factors such as regional characteristics and school characteristics. Development is adjusted to the environment and existing infrastructure. The development is done by making innovations that can provide provisions for students to live in accordance with regional characteristics and school characteristics. Based on observations of the school environment and infrastructure, it appears that curriculum development is adjusted to the school situation. The innovations made are reflected in the habituation activities implemented at State Junior High School 1 Mantup. I can summarize the activities in the following table:

Table 2. Habituation activities

No	Activities	Profile of Pancasila Students	Schedule activities	Target
1	Morning Ceremony	Believing, fearing God Almighty, and having noble character	Monday	Teachers, All Students of Class VII, VIII,

No	Activities	Profile of Pancasila Students	Schedule activities	Target
				IX
2	Greetings / <i>ta'dzim</i>	Believing, fearing God Almighty, and noble character	Monday to Friday	All Students of Class VII, VIII, IX
3	Prayers in congregation	Faithful, devoted to God Almighty, and noble.	Monday to Friday	Teachers, All Students of Class VII, VIII, IX
4	Literacy	Critical reasoning, independence	Tuesday, Wednesday, Thursday	All Students of Class VII, VIII, IX
5	<i>Tahfidz</i>	Faithful, devoted to God, and noble character	Monday to Friday	All Students of Class VII, VIII, IX
6	Waste Sorting	Cooperative, creative	Monday to Friday	All Students of Class VII, VIII, IX
7	Friday <i>Berseri</i> , Friday <i>Bersih</i> and Friday <i>Religi</i>	Have faith, fear, and have noble character, be independent, work together, mutual cooperation global diversity.	Friday	Teachers, All Students of Class VII, VIII, IX

Source: KOSP SMP Negeri 1 Mantup 2024/2025

Based on the operational curriculum document data, the extracurricular program is shown in the table below:

Table 3. Extracurricular programs

No	Activities	Objectives and Indicators of Success	Target	Related Parties
A. Krida				
1	Scout	Preparing students to have an attitude of leadership, global diversity, independence, creativity, discipline, responsibility and the spirit of nationalism and mutual cooperation	Class VII and VIII	<i>Kwarcab</i> , Coach
B. Scientific Paper				
1	Math	Prepare students to be able to think critically in facing Olympics and competitions in order to be	Class VII, VIII and IX	Coach
2	English			
3	Natural Science			

No	Activities	Objectives and Indicators of Success	Target	Related Parties
4	Social Science	the best at each level with the		
5	Scientific Paper	character of critical thinking and		
6	Research Paper	independence		
C. Talent and Interest Training				
1	Volleyball	Prepare students to develop	Class VII,	Coach
2	Soccer	sports skills and excel in sports	VIII and	
3	Athletics	championships by referring to	IX	
		independent and mutual		
		cooperation characters.		
4	Computer	Prepare students to develop skills	Class VII,	Coach
		in the IT field	VIII and	
			IX	
5	Drill Team	Prepare students to develop their	Class VII,	Coach
		abilities and excel in competitions	VIII and	
		by referring to creative characters	IX	
6	Dance	Train students to develop their	Class VII,	Coach
7	Painting	potential in the field of art to the	VIII and	
8	Music / Band	fullest and be able to appreciate,	IX	
	/ Drumband	so that they can excel in the field		
		of art with creative, independent		
		and mutual cooperation		
		characters.		
9	English	Prepare and train students to	Class VII,	Coach
		develop their potential in the field	VIII and	
		of English.	IX	
D. Religion				
1	Tahfidz	Al	Class VII,	Tahfidz
	Qur'an	Preparing and training students	VIII and	Special
		in the field of religion and	IX	Supervisor
		winning competitions with the		Teacher
		character of faith, devotion to God		
		and noble character.		

Source: KOSP SMP Negeri 1 Mantup 2024/2025

From the tables above, it can be seen that the curriculum structure used already refers to the national curriculum, namely the *merdeka* curriculum by adding local content of Javanese and Arabic in accordance with the regulations of the Governor of East Java and the regulations of the Regent of Lamongan. While the innovation made is by adding Tahfidz Al-Qur'an as one of the mandatory additional hours. Tahfidz Al-Qur'an is guided by Ustadz/Ustadzah Hafidz Qur'an. Every year graduates students of State Junior High School 1 Mantup who memorize several Juz or at least Juz 30.

The above habituation activities that are included in the division of class hours are Flag Ceremony, Literacy, Tahfidz, Friday Beaming. While the others are carried out during breaks or before or after class hours. Especially for the Tahfidz Program, not all public junior high schools in Lamongan Regency have this program. But seeing the

characteristics of the Mantup sub-district which is religious, encourages the Tahfidz program to always be the school's flagship program.

Another finding in State Junior High School 1 Mantup is the utilization of natural resources around the school to be used as a superior program. The abundance of *jumbo srikaya* fruit, *kecakil* trees, vegetable plants and toga, makes the school have superior products that are always displayed at certain events such as the education bazaar held by the Education Department, the independence bazaar held by the sub-district, and visits by regional officials. The superior products include *Kecacil* Fruit Juice Drink, *Jumbo Srikaya* Ice Cream, Spinach Sticks, Spinach Noodles, Compost Fertilizer produced by students.

The development of the operational curriculum is tailored to the school situation, environmental characteristics and student characteristics, so that the programs in the development of the operational curriculum can run well, without any rejection from parents, teachers and students. The preparation of the operational curriculum involves parties such as teachers, staff, school committees, parents and students. The programs created can be an inspiration for other schools in developing their operational curriculum.

CONCLUSION

Fundamental Finding : The substance of the curriculum is a shared desire and commitment both in design, preparation and implementation. Therefore, the realization of the operational curriculum is the responsibility of all school stakeholders under the supervision, guidance and control of the Principal. The operational curriculum is flexible and dynamic, so the ideas and ideas of all stakeholders during implementation will be taken into consideration, to be used as input for the improvement and improvement of the operational curriculum in particular and the implementation of education at State Junior High School 1 Mantup, so one of the guidelines and references in teaching and learning activities has been owned by State Junior High School 1 Mantup. With reference to the applicable laws and regulations, State Junior High School 1 Mantup determines the use of the Operational Curriculum document of State Junior High School 1 Mantup which contains curriculum development. **Implication :** The change of State Junior High School 1 Mantup into a *sekolah penggerak* certainly makes some changes, one of which is changes in organizational structure and also innovations in curriculum development. As a driving school implementer, it is mandatory for schools to implement an *merdeka* curriculum. In implementing the *merdeka* curriculum, there are changes in the organizational structure, namely the existence of a learning committee as a 'warrior' in implementing the *merdeka* curriculum. The addition of a curriculum head and curriculum administrative staff to assist the increasing tasks of the vice principal for curriculum. The addition of a project facilitation team to strengthen the Pancasila learner profile was also made to design and implement the project from start to finish. The next change is the curriculum structure. Using the *merdeka* curriculum, schools can add local content in accordance with the Governor's regulation and the Lamongan Regent's regulation. Adding Javanese local content and Arabic local content. The project to strengthen the student profile of Pancasila

as a compulsory subject also takes themes that are tailored to the characteristics of the school and regional characteristics. The addition of the Tahfidz Al Qur'an program which is included in the hourly structure is also carried out. Habituation activities that can improve student character are also made a mandatory program at school. **Limitation :** This research is limited to the operational curriculum. The development program can be replicated and modified so that it can be applied in other schools that have different characteristics. **Future Research :** This research is expected to be a source of additional research and also as a consideration for other schools in developing an operational curriculum, although each school has different characteristics or characteristics, but the concept of developing an operational curriculum can be applied.

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***Supriyanto (Corresponding Author)**

Master of Education Management, Faculty of Education,
Universitas Negeri Surabaya,

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: supriyanto.23081@mhs.unesa.ac.id

Ayu Wulandari

Master of Education Management, Faculty of Education,
Universitas Negeri Surabaya,

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: ayuwulandari@unesa.ac.id

Nunuk Hariyati

Doctorate of Education Management, Faculty of Education,
Universitas Negeri Surabaya,

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: nunukhariyati@unesa.ac.id

Amrozi Khamidi

Master of Education Management, Faculty of Education,
Universitas Negeri Surabaya,

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: amrozikhamidi@unesa.ac.id
