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## Curriculum Development Management of Integrated IPS Subject at MTsN Banda Aceh

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### **Keywords**

*Management and Curriculum Development*

### **Abstract**

Management or curriculum management becomes something very important, because good curriculum management will facilitate the achievement of educational goals to the maximum. The purpose of this study is to find out how the management of integrated social studies subject curriculum development in MTsN Banda Aceh city. This research uses a qualitative approach with a descriptive type of research. Data collection techniques use observation, interviews, and documentation. The data analysis techniques used are qualitative descriptive analysis with data reduction techniques, data presentation, and conclusions. Based on the research findings, it was found that: (1) The planning process for the development of an integrated social studies curriculum is carried out in meeting activities held at the end of each school year or before the beginning of the new school year begins, by setting goals to be achieved; (2) The organization of curriculum development consists of the main organization of the school curriculum development team and also the organization of the social studies curriculum and the Madrasah MGMP team; (3) The staff preparation process shall be deliberated directly by the Head of Madrasah and the coordinator for school curriculum development. Staffing in accordance with expertise and considering the issue of equal distribution of tasks; (4) The implementation of curriculum development has been very good, effective and efficient. The implementation of curriculum development is also carried out through MGMP; (5) Obstacles experienced by Waka Curriculum in developing an integrated social studies subject curriculum are due to lack of teacher motivation, difficulty in managing time and lack of adequate infrastructure; and (6) The Waka Curriculum solution in developing an integrated social studies subject curriculum, namely: involving social studies teachers in MGMP, providing all school infrastructure, providing support to teachers in the implementation of the educational process, and there must be teacher motivation.



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## 1. Introduction

The importance of the role and function of the curriculum is based on the national education system, where the curriculum is a crucial tool in realizing educational programs, both formal, non-formal, and informal. This makes the educational system clear in the curriculum. Along with the advancement of time, societal development, as well as advances in science and technology, the field of education has stepped into the world of innovation. Innovation can achieve its goals if educational programs are planned and implemented according to the demands of the times.

The curriculum serves as a guide in the teaching and learning process within the world of education. The success or failure of education, the behavior of students, their ability to absorb the knowledge conveyed by educators, and the achievement of educational goals depend significantly on the curriculum (Elisa, 2018).

Therefore, in curriculum development, it needs to be managed well and professionally. Directly or indirectly, the delivery of the curriculum in educational programs demands the responsibility of teachers as implementers of the teaching and learning process in schools. In carrying out their tasks, teachers are required to have high professional skills in developing the curriculum. According to Law Number 20 of 2003 on the National Education System, Article 36 paragraph 1 emphasizes that curriculum development is carried out by referring to the National Education Standards (SNP) to achieve national educational goals (Ahmad, 2018).

The concept of curriculum development can be carried out through two processes: (1) development in the sense of engineering, which consists of four stages, namely, determining the foundation, constructing the expected curriculum model based on that foundation, implementing the curriculum, and evaluating the curriculum comprehensively and systematically. (2) development in the sense of construction, which is a micro-level process that broadly involves four activities: designing objectives; formulating content, determining methods, and designing evaluation. Curriculum development is based on management, meaning that in developing the curriculum, good management functions are needed. The management functions consist of Planning, Organizing, Activating, and Controlling. Similarly, curriculum implementation cannot be separated from the application of these management functions so that activities related to curriculum development can be carried out optimally (Baharun, 2017).

The issue of curriculum development management is seen as a professional act where managerial skills are needed in curriculum development. Managerial skills are defined as the ability to plan, organize, manage, and control the curriculum. With good management, it will have an impact on the success of the curriculum implementation itself. Therefore, in developing the curriculum in schools, good management systems are needed. One of them is in the integrated IPS (Social Studies) learning curriculum at Junior High Schools (SMP) or Islamic Junior High Schools (MTs) (Wiyani, 2020).

IPS subjects are not taught separately but by integrating several related disciplines. According to the Ministry of National Education document, IPS is a subject that examines a set of events, facts, concepts, and generalizations related to social issues. IPS learning is essential for students as it relates to their lives in the community, enabling them to become responsible citizens and develop their ability to use reasoning in decision-making for any problem they face (Marjito & Juniardi, 2019).

Studying IPS can provide students with basic skills to develop themselves according to their talents, interests, abilities, and environment, and can be used to continue to higher levels of education. The IPS curriculum in MTsN Banda Aceh consists of material related to activities that occur in the students' environment. During IPS lessons, students more often learn from student guidebooks. IPS learning will be more easily understood by students if using more tangible and frequently seen or heard learning media. In MTsN Banda Aceh, good media such as projectors are already used to help students observe learning materials more tangibly, such as watching videos. Apart from the media used, the arrangement of student seating and various actions taken during the learning process also affect the level of student understanding (Fawaidi, 2021).

Teachers must have personality, master the subject matter, and master teaching methods as their competencies. Without these, teachers will fail in carrying out their duties. So teaching competence must be possessed by teachers (Jumriani et al., 2021). As a result, teachers who have teaching competence can create an effective and enjoyable learning environment and are better able to manage their classrooms so that student learning outcomes are at an optimal level.

Based on interviews with the head of the madrasa, it is found that IPS teachers do not fully understand the implementation of integrated IPS learning. And from interviews with teachers who teach integrated IPS at MTsN Banda Aceh, it is said that they have difficulty in teaching integrated IPS. This is because the teachers who teach integrated IPS come from different educational backgrounds. Teachers at MTsN Banda Aceh have educational backgrounds in geography, history, and economics (Meirani et al., 2022).

Before integrated IPS was implemented, teachers taught only one subject. However, with the demands of the curriculum, teachers must still be professional in teaching integrated IPS (Hidayat, 2020). Then the facilities and infrastructure are less supportive in the implementation of integrated IPS learning. This is the background that made the researcher interested in conducting research with the title "Curriculum Development Management of Integrated IPS Subject at MTsN Banda Aceh."

## 2. Materials and Methods

This research is a descriptive study with a qualitative approach. According to (Sugiyono, 2019), a qualitative descriptive approach is a research approach based on the postpositivist philosophy used to study natural conditions (as opposed to experiments) where the researcher is the key instrument, data collection techniques are done through triangulation, data analysis is inductive/qualitative, and the research results emphasize meanings rather than generalizations (Iryana, 2019).

The purpose of qualitative descriptive research is to depict, depict, explain, clarify, and answer in more detail the problems to be studied by studying as much as possible an individual, a group, or an event. In qualitative research, humans are the research instruments, and the results are presented in words or statements that correspond to reality. Thus, the expected outcome of this research is to provide a complete and well-organized picture of specific components, resulting in valid findings (Kristanto, 2018).

The location of this research is MTsN Kota Banda Aceh, observed by the headmaster and teachers. The research was conducted for three months, from January to March, and obtained research approval from the Graduate School of Universitas Syiah Kuala Banda Aceh.

The subjects in this research are the headmaster, the vice headmaster of the curriculum, teachers, and students at MTsN Kota Banda Aceh. The selection of research subjects is based on several considerations, such as the headmaster, vice headmaster, vice headmaster of the curriculum, teachers, and students being essential elements in the educational institution related to curriculum development and IPS subjects, all of which are processes in the management of the Integrated IPS Curriculum at MTsN Kota Banda Aceh.

Data collection techniques are the most strategic step in research because the main goal is to obtain data. According to Sugiyono (Iryana, 2019:2), "In qualitative research, data collection is conducted in natural settings, primary data sources, and data collection techniques are mostly through participant observation, in-depth interviews, and documentation."

In qualitative research, findings or data are considered valid when there is no difference between what the researcher reported and what actually happened with the observed object. The truth of reality in qualitative research is not singular but plural and depends on the researcher's ability to construct observed phenomena and is formed within an individual as a result of each individual's mental process and background. Therefore, data validity tests are needed in this research. The validity tests in qualitative research include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

Data analysis in this research uses descriptive analysis techniques. Descriptive analysis is a procedure or way to solve research problems by presenting the conditions of the investigated object (institutions, communities, factories, etc.) as they are based on actual facts. (Sary, 2015) states that "Descriptive means data collected are in the form of words, pictures, not numbers." Thus, the research report will contain data quotes to provide an overview of the presentation of the report. The data comes from interview transcripts, field notes, photos, videos, personal documents, notes or memos, and other documents.

Data analysis is the process of organizing and arranging data into patterns, categories, and basic narrative units so that themes can be found, and working hypotheses can be formulated as suggested by the data. According to Miles and Huberman (Sary, 2015), the steps of data analysis are as follows: (1) data collection, collecting data in the research location through observation, interviews, and documentation, determining the appropriate data collection strategies, and focusing and deepening data in the next data collection process; (2) data reduction, the process of selecting, focusing, abstracting, transforming raw data directly in the field, thus data reduction starts from when the researcher focuses on the research area; (3) data presentation; and (4) drawing conclusions, understanding and being responsive to what is directly researched in the field in data collection.

In this research, instruments were used to collect data on curriculum development management in the integrated IPS subject through interview guidelines, observation guidelines, and documentation studies, by asking questions formulated in line with the research objectives to obtain answers that can be considered as valid and true qualitative data. Regarding the above objectives, data credibility testing is required. Data credibility testing aims to

prove that what was observed by the researcher corresponds to what actually exists and corresponds to what actually happened in the research object (Ibrahim, 2022).

### 3. Results and Discussions

#### 1. Planning for Curriculum Development of Integrated Social Studies Subjects in MTsN Banda Aceh City

Planning is an action for the future, and planning is the main task of management structure. Planning is formulated before the implementation of other management functions. In the planning management function, MTsN Banda Aceh starts by forming a curriculum development team, then providing task references for the curriculum development team, and then revising the existing curriculum to analyze which parts need to be developed.

This aligns with what the Head of MTsN 1 Banda Aceh stated as follows:

"Curriculum development management is a necessity, a necessity, as it is an effort in curriculum development itself. We must update the curriculum at all times, make efforts to develop it for goals, content, and evaluation within it, including the design of the time that must always be adjusted to the current conditions and developments. So, for the IPS subject, we strive with fellow teachers to continually develop it, adapting to the changing conditions and situations. Then we must form a curriculum development team and provide task references for what the curriculum developers should do and what needs to be done after that. Only then we can review the existing curriculum, see which parts need to be changed or developed."

In line with the above statement, the Vice Head of the Curriculum Department at MTsN 1 Banda Aceh also told the researcher:

"Regarding this process, it starts from planning to evaluation. So the curriculum we have planned will be implemented, and then there will be an evaluation. Now, in terms of planning, the curriculum development team has received input from parents or committees and other schools while still adhering to existing regulations. Well, because this is continuous in nature. This planning includes the curriculum used, and the existing content must be evaluated. After the evaluation, there will be input for consideration and improvement for the better in the future. We do all of this with the hope of achieving a better learning process in the next academic year."

Furthermore, to ensure the accuracy of the data, the researcher also interviewed the Head of MTsN 2 Banda Aceh, who said:

"The process of curriculum development indeed starts from planning to evaluation. In the planning process, we also consider input from parents and school committees while adhering to the rules that exist. If the previous lesson planning is still suitable and good to use, then the existing lesson plan will be reviewed again and then implemented to maximize the results in the future. Moreover, if our curriculum follows the national education standards, it will be adjusted to the needs and appropriate implementation methods for each school."

Then, the Head of Madrasah Darut Tahfizh Al Ikhlas also conveyed to the researcher:

"Our planning is, of course, tailored to the school's vision and mission. The planning we do is for the long term, for one year or two semesters. We always try to achieve these goals, and, of course, these goals must be aligned with the vision. So, in the preparation of the curriculum, we start with the vision first."

Therefore, the process of curriculum management itself starts with planning and ends with evaluation. In the planning process, the curriculum development team receives input from various parties, such as parents, committees, and other schools, while still adhering to the applicable regulations in the school or madrasah. The planning activities usually start by revising the existing curriculum to see if it is still suitable to use or needs further development. The main goal is to follow the objectives set by the government, and the school develops and implements accordingly, aligned with the madrasah's vision and mission.

The curriculum development planning process at MTsN Banda Aceh is carried out in a meeting held at the end of each academic year or before the start of the new academic year. This meeting is conducted privately, so external researchers are not allowed to participate in the meeting room. Therefore, the researcher obtained the data from the results of interviews mentioned above.

In conclusion, in this planning phase, the development team sets goals to be achieved, formulates the current situation, and then develops a series of activities to achieve educational objectives. In this madrasah, they set goals to be achieved, then formulate the current situation, and develop the curriculum in accordance with the current developments.

## 2. Organizing Curriculum Development of Integrated Social Studies Subjects in MTsN Banda Aceh City

The organization in the management of the integrated IPS curriculum development at MTsN Banda Aceh is established through the main organization of the school's curriculum development team and also the organization of the IPS subject curriculum itself. In addition to having the madrasah's curriculum development team, there is also a group called MGMP Madrasah (Subject Teachers' Working Group). In this case, according to the statement of the Head of MTsN 1 Banda Aceh:

"As we know, we have MGMP organization, where our MGMP team has a local level in schools and also a city/district level MGMP. But, of course, there may be differences between schools here and other schools. What we do is in accordance with the government regulations for curriculum content. As for the responsibility of implementing the curriculum development, I, myself, act as the supervisor, then there is the curriculum department vice-head, teachers, supervisors, and committee members. Together, we carry out our tasks according to our respective responsibilities."

A similar statement was made by the Head of MTsN 2 Banda Aceh, who said, "The curriculum development team does exist. It is left to the curriculum itself how to achieve the IPS learning objectives, how to follow the MGMP, and it is already entrusted to the individual teachers."

Furthermore, to ensure the accuracy of the research data, the researcher also interviewed an IPS teacher from MTsN 2 Banda Aceh, who also provided an explanation about the MGMP IPS Madrasah team:

"That's right, the establishment of our madrasah's MGMP is recent. We've only had two meetings so far. Those two meetings were mainly about discussing Lesson Plans (RPP), and each teacher was asked to create their own RPP. However, the meetings haven't covered the appropriate concept yet. During the curriculum training, there was a new format for the current curriculum. Previously, our local MGMP only involved teachers within the school, but now, it follows the regulations set by the education department. In addition to the local MGMP team, MTsN 2 Banda Aceh also actively participates in the city-level MGMP."

This statement is also confirmed by the Vice Head of the Curriculum Department at MTs Darut Tahfidz Al Ikhlas Banda Aceh regarding the IPS curriculum development team in the madrasah:

"Yes, that's correct. The head of the school always ensures that the curriculum department performs its duties according to the established procedures. So, we have a local MGMP team in the school and also participate in the city-level MGMP. The local MGMP meetings are held according to the agreed-upon schedule. However, outside of the scheduled days, because we often meet in our daily lives, if there are problems or issues that need to be solved, we still communicate. So, if there are issues related to classroom learning activities or material development, we can share and discuss them with other IPS teachers."

After the planning process, the school's principal and the curriculum development coordinators will organize the teams. There is a curriculum development team at the school level and also a curriculum development team for each subject, including the IPS subject, known as the Local MGMP at the school.

In conclusion, the organization of curriculum development is the responsibility of the curriculum department, which continuously coordinates with the school's principal and supervisors to achieve the planned development of the integrated IPS curriculum. Furthermore, the development of each subject is entrusted to the respective MGMP teams, both at the local madrasah level and at the city/district level.

## 3. Preparation of Integrated Social Studies Subject Curriculum Development Staff at MTsN Banda Aceh City

In the staff placement system at MTsN Banda Aceh, the main manager responsible for supervision and control, and policy-making is the Madrasah Principal. Meanwhile, the coordinator role is assigned to the Head of the curriculum development team, who is the Vice Principal for the curriculum department.

This is confirmed by the statement made by the Head of MTsN 1 Banda Aceh as follows: "As the manager, I perform the function of supervising the work, especially concerning the Vice Principal for the curriculum department, to continually develop the curriculum in line with the changing times and to provide solutions to various educational issues."

A similar sentiment is also acknowledged by the Vice Principal for the curriculum department at MTsN 1 Banda Aceh, who confirms the statement. He stated to the researcher: "As the Vice Principal for the curriculum department, my duty is to develop the curriculum. Regarding other development matters, the highest manager is the school Principal. Our task is to implement the program we will develop and ensure that all programs developed by the curriculum development team can be carried out effectively by all teachers."

Furthermore, the researcher also conducted another interview with the Vice Principal for the curriculum department at MTs Darut Tahfidz Al Ikhlas to confirm staff placement in the curriculum development team. He stated: "Regarding staff placement, we arrange it together according to their abilities. We, along with the assistance of the Vice Principal and the Madrasah Principal for the curriculum department, put together the job descriptions and responsibilities. Placement is usually done based on their expertise, but we also ensure an equal distribution of workload. So, no one person has too much workload, while another has very little, ensuring a balanced distribution. We don't conduct a formal recruitment and selection process, except for managerial positions, where we make choices for the Vice Principals."

In conclusion, the staff placement system at MTsN Banda Aceh is the responsibility of the main manager, the Madrasah Principal, who oversees and controls the process and makes policy decisions. The coordinator role is assigned to the Head of the curriculum development team, who is the Vice Principal for the curriculum department.

The process of staff placement for the IPS curriculum development at MTs Negeri Banda Aceh is directly managed by the Madrasah Principal, with assistance from the coordinator of the school's curriculum development department. In the implementation process, the researcher observed that the curriculum development team holds meetings regarding curriculum development before the start of the new academic year.

Furthermore, in staff placement at MTs Negeri Banda Aceh, they do not apply a recruitment and selection system. The ideal approach is to place staff according to their expertise. However, the Madrasah Principal also considers the issue of workload distribution to ensure that responsibilities are not excessively concentrated on one staff member. Staff selection is only conducted for coordinator positions, namely the Vice Principal for the curriculum department.

#### **4. Implementation of Integrated Social Studies Subject Curriculum Development in MTsN Banda Aceh City**

In the management function of implementation or execution, there will be a process of checking the extent to which the goals have been achieved. This includes evaluating the developed curriculum and assessing the work that has been done. In this Madrasah, evaluations are conducted in the following year after the planning process carried out in the previous year. This is in line with what the Head of MTsN 1 Banda Aceh stated: "Regarding the implementation of the curriculum development program, it has been excellent. The curriculum development is also carried out through the MGMP (Subject Teacher Working Group). I also supervise to ensure that everything goes according to the plan. Then, as for curriculum evaluation, it is done at the end of the academic year when we review what has been done. This allows us to identify any shortcomings, whether in terms of strategies or methods, and make necessary adjustments. By doing this, we can identify weaknesses and find solutions for better program implementation and planning in the following year."

To strengthen the statement above, the Head of MTs Darut Tahfidz Al Ikhlas Banda Aceh also explained: "Yes, that's correct. We implement the program according to the plan, and I will supervise its progress. Through teacher discussions, we will address any issues teachers face in preparing their teaching materials in accordance with the curriculum used. Then, the curriculum department will conduct evaluations first, and from the evaluations, we determine the next steps. For instance, for subjects with fixed materials, we use references set by the government. The follow-up is to see if the results achieved align with the targets set at the beginning of the planning process. The curriculum evaluation is based on direct observations of learning outcomes through tests or examinations that have been conducted and also the students' output. For example, if we set a goal, the evaluation will assess whether the set goal has been achieved according to the targets and whether there were any obstacles. The ultimate goal is to see if the set objectives will lead to the improvement of the Madrasah. That's why curriculum development is crucial."

The IPS teacher at MTsN 2 Banda Aceh also reaffirmed the statement above, stating: "The Principal goes around to supervise the teaching process in classrooms. This includes observing how the classes are conducted and, perhaps, the discipline of the teachers. For instance, the Principal checks whether there are any teachers absent from their classes and so on. This is one form of control performed by the Principal."

The researcher also interviewed an IPS teacher at MTsN 1 Banda Aceh to confirm the Principal's statement. The teacher stated: "Yes, the Principal directly oversees the supervision, whether it is scheduled or unscheduled. If it's unscheduled, it means the schedule is random, and the Principal goes around the school. This is done to supervise the IPS teachers or other subject teachers to ensure they carry out their duties properly. On the other hand, scheduled supervision is where the Principal holds a schedule and checks whether teachers are present and teaching. The Principal also directly observes the classes, from how the teachers conduct their teaching to the closing. The supervision is limited to classroom performance, not specifically about the curriculum development team in the IPS department."

Based on these statements, it is evident that the Head of Madrasah himself is the one overseeing and controlling the implementation process. This control is carried out directly or indirectly. In direct control, the Principal personally observes and supervises teachers' performance, which becomes the basis for further evaluation. In indirect control, the Principal visits different parts of the school to observe the program's implementation and teachers' discipline. The Principal may also inquire about the curriculum development implementation to the Vice Principal for the curriculum department at MTsN Banda Aceh.

#### **5. Obstacles experienced by the Deputy Head of Madrasah for MTsN Curriculum in Banda Aceh City in Developing an Integrated Social Studies Subject Curriculum**

In implementing the development of the IPS curriculum, there are several obstacles perceived in the curriculum development management process. One of these obstacles is related to the use of the 2013 curriculum for seventh-grade students. The Vice Principal for the curriculum department at MTsN 1 Banda Aceh stated to the researcher: "The factors hindering the planning of curriculum development are: teachers having inadequate mastery of the materials they teach, the lack of adequate facilities and infrastructure, and unachieved programs. Additionally, the teacher training (diklat) that has been conducted, from what I observed, still lacks specificity. For example, the Teacher Training (Bimtek) conducted is still too general, combining teachers of religion, IPS, and English. Ideally, the Bimtek related to the teaching-learning process should be specific to each subject because the approach to the teaching-learning process differs. As for the 2013 curriculum, our teachers are already accustomed to it, and alhamdulillah (thank God), every year there are teacher training sessions for them."

Similarly, the Vice Principal for the curriculum department at MTsN 2 Banda Aceh provided a statement regarding obstacles experienced in the implementation process of curriculum development: "Indeed, there are obstacles to the development and implementation of the new curriculum. The factors hindering the planning of curriculum development are: the lack of adequate facilities and infrastructure, teachers having inadequate mastery of the materials they teach, and unachieved programs. In terms of developing the IPS curriculum, there may be some issues with the IPS Subject Teacher Working Group (MGMP) for the local Madrasah. It's somewhat difficult to gather all IPS teachers at the same time. The solution is to continue striving to arrange a gathering time, especially to discuss issues related to the Integrated IPS curriculum."

To reinforce the statements above, the researcher once again interviewed the Vice Principal for the curriculum department at MTs Darut Tahfiz Al Ikhlas Banda Aceh to confirm the obstacles in developing the curriculum. The Vice Principal stated: "Indeed, the factors hindering the planning of curriculum development are: unachieved programs, teachers having inadequate mastery of the materials they teach, and the lack of adequate facilities and infrastructure. Additionally, for the local MGMP team, we still haven't maximized our gathering time because each member has their own busy schedule."

Based on the interviews above, it can be concluded that there are obstacles in implementing the 2013 curriculum. These obstacles include teachers' inadequate mastery of the materials they teach and unachieved programs. There are also difficulties in arranging meeting times or discussions for all IPS teachers and the lack of adequate facilities and infrastructure. However, efforts are still made to arrange gathering times, especially to discuss issues related to the Integrated IPS curriculum.

#### **6. Solution of the Deputy Head of Madrasah for MTsN Curriculum in Banda Aceh City in Developing an Integrated Social Studies Subject Curriculum**

Based on observations, interviews, and documentation that researchers found during research in the two schools, it has been found that there are supporting factors for the Deputy Head of Madrasah for Curriculum in developing the curriculum at MTsN Banda Aceh. The results of the interview with the Deputy Head of Curriculum MTsN 1 Banda Aceh who stated to the researcher that:

Of course, we have to prepare adequate facilities, the latest and complete books. The internet is also a fully equipped audio-visual room. MGMP both at the school and city/district levels must be able to support the implementation of curriculum development. In addition, the school often communicates about curriculum development in accordance with their respective subjects. Students also actually influence the implementation of learning. Every month there is also an assessment system for the work of teachers and student learning outcomes.

In line with the statement above, the researcher again interviewed the Deputy Head of Curriculum MTsN 2 Banda Aceh to confirm the statement of the Deputy Head of Curriculum MTsN 1 Banda Aceh to obtain the similarities and differences of the madrasah. To the researchers, the Deputy Head of Curriculum of MTsN 2 Banda Aceh said that:

Supporting factors in this school are facilities such as laboratories, libraries, teaching staff have also been certified. Many teachers also have internet access so that they can access learning resources. Every Thursday there is also an MGMP meeting. In the meeting, it was discussed about Integrated Social Studies learning and if there are problems, they are always overcome together. We as social studies teachers often communicate with each other and work together to achieve student learning outcomes.

Then from the statement of the Deputy Head of Curriculum MTsN 1 Banda Aceh and MTsN 2 Banda Aceh, the Deputy Head of MTsS Curriculum Darut Tahfidz Al Ikhlas also confirmed the statement above, to the researcher he said that: "Yes, there are various solutions that we apply in the development of an integrated social studies curriculum. These solutions are: involving social studies teachers in MGMP, completeness of school infrastructure, teachers' ability to design learning, teachers' willingness to continue to *upgrade skills* in preparing learning tools."

Based on the results of the interview and the data above, it can be concluded that there are several solutions and supporting factors in the development of an integrated social studies subject curriculum by the Deputy Head of Curriculum. The solutions are: involving social studies teachers in MGMP, providing all school infrastructure, providing support to teachers in the implementation of the educational process, and there must be a willingness of teachers to continue to *upgrade skills* in preparing learning tools.

## Discussion

The discussion of the results of this study is intended to provide an explanation of the findings obtained at the research location, both in the form of interpretation and in the form of argumentation as findings. This allows researchers to draw conclusions about the findings and the implications of the findings themselves.

Based on the main focus, namely the management of integrated social studies subject curriculum development at MTsN Banda Aceh City. The sub-focus of this research is planning, organizing, compiling, implementing, obstacles, and solutions faced in developing an integrated social studies subject curriculum.

The conclusion of the findings and their implications is expected to be able to give birth to new ideas, concepts, principles and theories that need to be developed in studying curriculum problems and social studies lessons, especially those concerning the management of curriculum development of integrated social studies subjects in MTsN Banda Aceh City. The following will be discussed the following points of findings:

### 1. Planning for Curriculum Development of Integrated Social Studies Subjects in MTsN Banda Aceh City

Basically, planning involves making decisions regarding the selection of actions or activities to be carried out by an organization or company and its components. Based on this statement, planning activities must include decision-making regarding the objectives to be achieved and how the process will be carried out in an organization or company.

In the management system, planning is the primary function that must be carried out before implementing other management functions. Planning is essential because it helps us determine the goals to be achieved, the steps to be taken to achieve those goals, and the time and resources needed for the achievement of those goals, all of which are discussed during the planning phase.

According to Hamalik (2017:135), "Planning is an action for the future. The purpose of planning is to achieve a set of consistent and coordinated operations to obtain desired results. Planning is the main task of management." Planning should be arranged before implementing other management functions as it sets the framework for implementing those functions.

Hamalik (2017:137) further explains that, "Fundamentally, planning is an intellectual process that involves decision-making. This process demands mental predisposition to think before acting, to act based on reality, not assumptions, and to act systematically." This cognitive action aligns with planning requirements. The process of planning the development of the Integrated IPS curriculum at MTsN Banda Aceh is carried out by holding meetings before the start of the new academic year.

In this process, the objectives to be achieved are determined, and then the parts to be developed are formulated. Planning essentially determines the activities to be carried out in the future. These activities are intended to organize various resources to achieve the desired outcomes. Planning is a process of determining the objectives or goals to be achieved and defining the ways and resources needed to achieve those objectives as efficiently and effectively as possible.

In every planning process, there are three activities that, although distinct, cannot be separated from each other in the planning process. These activities are: formulating the objectives to be achieved, selecting programs to achieve the objectives, and identifying and deploying limited resources.



Planning involves setting in advance what will be done, how it will be done, what needs to be done, and who will do it. Planning is also called a bridge that connects the gap between the present situation and the desired situation in the future. Although it is difficult to predict the future because many factors beyond human control influence the plans, the plans do not leave the present situation and the desired situation in the future. Additionally, during the planning phase, it is necessary to identify and select problems that need attention. Next, the causes of the problems are sought, then the main or dominant causes are determined, and finally, a plan for improvement and target determination is made.

In line with this theory, MTsN Banda Aceh has implemented the planning function effectively because the first thing done in the planning process is to formulate the objectives to be achieved and then to determine which parts will be developed. According to Law No. 20 of 2003 concerning the curriculum, "The curriculum serves as a guideline or management tool that includes instructions on the types and sources of participants needed, the media of delivery, actions that need to be taken, the required sources of funding, personnel, facilities, control and evaluation systems, and the roles of the elements of personnel to achieve specific objectives."

Then, the steps to be taken in achieving these objectives are determined. The Madrasah does not always change what is already in place immediately. Instead, it revises the curriculum that has been implemented and then looks at which parts of the curriculum need to be changed or developed.

So, in this planning process, the development team, including the Head of the Madrasah, will consider the vision and mission of the Madrasah and then determine long-term objectives, which are yearly goals. In this planning process, the development team will also consider the aspects of scientific and technological developments and take into account the opinions of the school committee and stakeholders. Only after that, the team will determine the steps to be taken to achieve those objectives.

## **2. Organizing Curriculum Development of Integrated Social Studies Subjects in MTsN Banda Aceh City**

In curriculum development management, the process of organizing is essential. According to Kristina and Widyaningrum (2019:3), management involves coordinating all resources through the process of planning, organizing, staffing, directing, and controlling to achieve predetermined objectives. Hamalik (2017:136) states that: "Organizing can be viewed from two approaches, namely structurally in the management context, and functionally in the academic or curriculum context. Curriculum organizing should be seen from both of these approaches, namely in the management context and in the academic context."

The organization of the curriculum should be viewed in two contexts: management and academic. In the management context, the curriculum organizing at MTsN Banda Aceh involves forming a development team, consisting of a chairperson who is the Deputy Head of the Curriculum Department, and members of the curriculum development team, who are selected directly by the Head of the Madrasah. Meanwhile, in the academic context, the curriculum organizing is developed in the form of subject-based curriculum organizations.

In this subject-based curriculum organization, it is accomplished through the Local Subject Teacher Working Group (MGMP) in the school, which consists of teachers who teach the same subject, in this case, IPS (Integrated Social Studies). Later, this organization will be part of the Madrasah MGMP at the city level. In this case, the researcher focuses only on the school-level MGMP organization, where there is a specific organizational structure comprising a chairperson and members.

The curriculum organizing in MTsN Banda Aceh, based on the existing theory, is well-organized. The researcher observed that the organizing starts from the school-level curriculum development team to the subject-level curriculum development team. However, there is a lack of clear job descriptions in the organization. The functions of the formed organization have not fully been operational, giving the impression that the organizing is merely a formality. Nevertheless, the school's efforts to organize the curriculum development team are commendable.

In conclusion, based on the presented data, the process of organizing the development of the Integrated IPS curriculum at MTsN Banda Aceh is carried out by forming a development team, consisting of a chairperson who is the Deputy Head of the Curriculum Department, and members of the curriculum development team, who are selected directly by the Head of the Madrasah.

Furthermore, in the academic context, the curriculum organizing is developed in the form of subject-based curriculum organizations. This is done through the Local Subject Teacher Working Group (MGMP) in the school, consisting of teachers who teach the same subject, in this case, IPS. Later, this organization will be part of the Madrasah MGMP at the city level.

### **3. Preparation of Integrated Social Studies Subject Curriculum Development Staff at MTsN Banda Aceh City**

In a management system there is what is called the Staffing function. This function is a function where the activities in it are activities in the preparation of staff in a management system. According to Hamalik (2017: 137) staff preparation is: "A function that provides people to carry out a system that is planned and organized. This function supplies human resources to carry out the mission and vitalize the department/institution".

The staffing occurs after such tasks are established in advance. Staff preparation consists of recruitment, selection, hiring, placement, training, assessment, and compensation. Staffing is the activity of selecting and placing people in appropriate positions in accordance with their abilities and expertise in the organization.

So that in achieving the selection and placement of people in the right positions, the right selection and recruitment process is needed. In accordance with the results of the research that the formation or preparation of staff from the Curriculum development team at MTsN Banda Aceh did not go through a staff preparation process, starting from recruitment to full selection.

In accordance with the interview results that for the manager level in this case who acts as the main manager is each Head of Madrasah, while the one who acts as the implementing manager is the leader of the curriculum development team, namely the Deputy Head of Curriculum. In terms of staffing from the curriculum development team, this is only through direct election by the Head of Madrasah.

Of course, this is not fully in accordance with the rules in the staff preparation function that must go through several processes ranging from selection to compensation. However, the researchers only saw that the policy on the management system in each madrasah was different. Indeed, in terms of staff preparation in the curriculum developer management system in this madrasah needs to be improved again, this is important because with good staff management it will affect the success of achieving the desired goals.

In accordance with the data exposure, it was found that the preparation of staff from the integrated social studies subject curriculum development team at MTsN Banda Aceh did not go through a staff determination process, starting from recruitment to full selection. According to the interview results, the main manager level is the Head of Madrasah himself, while the one who acts as the executive manager is the leader of the curriculum development team, namely the Deputy Head of Curriculum.

In terms of staff preparation from the curriculum development team, this is only through direct election by the Head of Madrasah. Only at the level of Deputy Head of Division is the selection or selection process carried out, while the staff members are appointed directly by the Head of Madrasah by looking at their abilities and work experience.

### **4. Implementation of Integrated Social Studies Subject Curriculum Development in MTsN Banda Aceh City**

At the school level, the principal plays a role and at the grade level, the teacher plays a role. This explains that in the implementation or implementation of curriculum developer management see how the process of implementing the curriculum that has been planned aims at the beginning of the planning process. Hamalik (2017: 139) suggests that: "The implementation of the curriculum is divided into two levels, namely the implementation of the curriculum at the school level and the grade level".

The implementation of the school level is controlled directly by the Head of Madrasah as the leader by setting policies and conducting supervision and guidance both directly and indirectly. While in the classroom the implementation is left to the task of a teacher.

One of the functions of the management system that cannot be eliminated is the control function. According to Hamalik (2017: 139) the control function includes: "Procurement activities of a reporting system that is compatible with the overall reporting structure, developing behavioral standards, measuring results based on desired qualities in relation to objectives, implementing corrective actions and providing rewards."

Implementation is carried out to achieve the desired goal. The implementation of curriculum development in MTsN Banda Aceh is controlled directly by the Head of Madrasah and assisted by curriculum development staff. The control carried out can be in the form of direct supervision of existing activities and also control on the results of the evaluation of the program implemented. Based on the results of the interview, researchers understand that the implementation of the control function on the management of the curriculum development of Integrated Social Studies subjects itself has not fully run optimally.

The implementation is still limited to how teachers collect learning tools on time, and follow the direction of the curriculum by following MGMP. This control process is also related to evaluation activities. Meanwhile, if we talk

about evaluation in Islamic rules, we will find the concept of muhasaba / introspection rather than the mistakes that have been made. Actually, the concept of evaluation in the Islamic world wants continuous improvement. So with the evaluation we can find out the mistakes that have been made and we try to make new improvements by making plans.

In accordance with the explanation of the data above, it was found that in the process of implementing and supervising the development of the curriculum of integrated social studies subjects in MTsN Banda Aceh was carried out directly or indirectly. Directly it is through coaching carried out by the Head of Madrasah, while indirectly it is by looking at the results of the evaluation held before planning for the coming year.

#### **5. Obstacles experienced by the Deputy Head of Madrasah for MTsN Curriculum in Banda Aceh City in Developing an Integrated IPS Subject Curriculum**

In its implementation, it often experiences several obstacles so that various solutions will be sought in overcoming these obstacles. Obstacles in the implementation of curriculum development management can be seen from various things ranging from the planning process to the control process. In MTsN Banda Aceh itself in its implementation there are many obstacles ranging from the quality of human resources that are poorly prepared, the lack of adequate infrastructure, to the time needed in the development process itself.

Madrasah has been appointed to implement the 2013 curriculum by the central education department, so the application itself is not optimal. Starting from the training conducted in connection with the implementation of the 2013 curriculum itself, it was recognized that it did not go well. Social studies teachers find it difficult with the curriculum system that must be combined between one material and another.

Then also the obstacle is that the time needed for the gathering of the Madrasah Local MGMP team in particular is still difficult to determine. So that in implementing curriculum development management, especially for the development of Integrated Social Studies subjects, it still needs to be improved and evaluated starting from the management system to the implementation and evaluation process.

In accordance with the data exposure, it was found that in the process of implementing curriculum development, integrated social studies subjects in MTsN Banda Aceh experienced various obstacles, including human resource quality problems, the time needed for the development process, and the determination of the implementation of the new curriculum, namely the 2013 curriculum which ultimately affected the availability of teaching materials in the form of books that were still inadequate.

#### **6. Solution of the Deputy Head of Madrasah for MTsN Curriculum in Banda Aceh City in Developing an Integrated IPS Subject Curriculum**

Every problem certainly has a solution or resolution, and concerning the issues in the development of the Integrated IPS curriculum, there are indeed solutions, which involve cooperation and acknowledging what is lacking. There are several ways to overcome the problems that arise due to curriculum development:

First, according to Alawiyah (Wahyudi, 2019), it is necessary to "Provide education and training to teachers, especially subject teachers, so that they can understand and comprehend what they will teach."

Second, providing learning media and learning resources so that the curriculum content and teaching materials can be continuous, benefiting from available media and learning resources.

Third, motivating the students by making them understand that with the 2013 curriculum, they will become more creative and enthusiastic in their learning.

Fourth, providing technology-based learning media in accordance with the curriculum content to ensure that there is no lag.

(Sudarsana, 2018) stated that: "The use of technology also greatly influences the development of students, how they must discover and transform complex information, check new information with old rules, and revise them if the rules are no longer suitable. From this, teachers must also play a role in setting the boundaries of the learning that will be studied."

It can be concluded that another solution for the Deputy Head of Madrasah in curriculum development is the fulfillment of school facilities and infrastructure. With the availability of adequate facilities and infrastructure, it is expected that teachers can carry out teaching and learning activities well, especially in the development of the Integrated IPS curriculum.

Furthermore, the high enthusiasm or spirit of the teachers to enrich themselves with new knowledge and gain experience can be beneficial, especially after attending training provided by the school principal. Therefore, if the school principal frequently organizes training sessions for teachers, the competence of each teacher will increase, and the quality of the curriculum and instructional materials will improve.

Moreover, (Sudarsana, 2018) explains that: "Optimizing the use of technology in the implementation of the curriculum at school consists of three stages: planning, implementation, and analysis. In terms of planning, the teacher formulates problems and motivates students, which are adjusted to the syllabus and the Lesson Plan (RPP)."

In terms of implementation, during the exploration phase, the teacher involves students in searching for extensive and in-depth information about the problems to be discussed using technology. During the elaboration phase, the teacher divides students into small groups to develop their ability to work together and communicate. In the confirmation phase, the teacher provides feedback and affirmation regarding the results of exploration and elaboration.

#### 4. Conclusion

Based on the results of research and data analysis conducted by the author regarding the management of integrated social studies subject curriculum development in MTsN Banda Aceh City, it can be concluded that: 1) The planning process for the development of an integrated social studies curriculum in MTs Negeri Banda Aceh is carried out in meetings held at the end of each school year or before the beginning of the new school year begins. In this planning stage, the development team will set goals to be achieved, formulate the current state to develop a series of activities to achieve educational goals; 2) Organizing the development of an integrated social studies curriculum in MTsN Banda Aceh City consisting of the main organization of the school curriculum development team and also the organization of the social studies subject curriculum itself. So, in addition to the madrasah curriculum development team, there is also the Madrasah MGMP team; 3) The process of preparing staff for developing an integrated social studies curriculum curriculum at MTsN Banda Aceh City will be closed directly by the Head of Madrasah assisted by the coordinator for school curriculum development. The staffing must be in accordance with their expertise, but the head of the Madrasah also considers the issue of equal distribution of jobs. So that the responsibility does not gather only on one staff. Staff selection is only carried out to choose the position of coordinator or leader of the curriculum development team, namely Waka for Curriculum; 4) The implementation or implementation of curriculum development of integrated social studies subjects in MTsN Banda Aceh City is very good, has been effective and efficient. The implementation of curriculum development is also carried out through MGMP. The deputy head of the curriculum section is responsible for carrying out the curriculum development of social studies subjects, while the principal will control the implementation so that everything runs according to the initial planning; 5) The obstacles experienced by the Deputy Head of Madrasah for MTsN Curriculum in Banda Aceh City in developing an integrated social studies curriculum are due to teachers who lack mastery of the material delivered during joint deliberations and programs that have not been achieved. Then the difficulty in arranging meetings or deliberation time for all social studies lesson teachers and the lack of adequate infrastructure; 6) The solution of the Deputy Head of Madrasah for MTsN Curriculum in Banda Aceh City in developing an integrated social studies subject curriculum, namely: involving social studies teachers in MGMP, providing all school infrastructure, providing support to teachers in the implementation of the educational process, and there must be a willingness of teachers to continue to *upgrade skills* in preparing learning tools.

In connection with the results of the research that the author conducted, the author should provide suggestions for input and improvement in the management of social studies curriculum development at MTsN Banda Aceh. Without the intention to patronize, the authors describe these suggestions as follows: 1) Management of curriculum development of integrated social studies subjects is already on the basis of a very good concept but requires perseverance and creativity in its implementation; 2) The organization of curriculum development needs more supervision in order to achieve educational goals, and the performance of employees or teachers needs to be improved in order to achieve better quality of higher education institutions. For this reason, it is necessary to be firm from the principal and deputy head of curriculum and other policymakers in determining the schedule of MGMP meetings, training schedules to improve employee performance, provide work motivation, and provide other supports. 3) Curriculum development staff must receive support in the form of training or *workshops* for the successful implementation of curriculum development. 4) The implementation of curriculum development must be carried out wisely and consistently in developing more creative learning, in order to adjust to the development of science and technology. 5) Obstacles to adequate hardware and software facilities and infrastructure require attention from all parties, in order to realize the quality of integrated social studies curriculum development as desired. 6) Deputy heads of curriculum, principals, school supervisors, school committees, and related education offices in order to provide solutions to various problems that will occur or have occurred for better implementation good the next year.

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