



Adopting Michael Fullan's Framework to Illuminate Islamic Education Teachers' Struggles for the Enactment of Government-Prescribed Curriculum

Zainal Abidin, Nani Endri Santi, Lathifah Hanum

Institut Agama Islam Negeri Langsa, Aceh, Indonesia

zainalabidin@iainlangsa.ac.id

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi praktik guru pendidikan agama Islam (PAI) terhadap implementasi Kurikulum 2013, kurikulum nasional, di Aceh, Indonesia dengan menggunakan kerangka Michael Fullan. Didesain dengan pendekatan studi kasus, data diperoleh melalui wawancara mendalam pada sekolah menengah atas dalam dan luar kota. 12 guru PAI direkrut untuk berpartisipasi dalam studi kasus ini. Hasil penelitian mendemonstrasikan bahwa guru PAI dalam kota mengaplikasikan tujuan, materi, metode, dan penilaian pembelajaran sesuai dengan kurikulum nasional. Guru PAI luar kota belum mendapatkan fasilitas yang mencukupi untuk mengimplementasikan kurikulum nasional ini. Selanjutnya, penelitian ini memaparkan bahwa kerangka Fullan dapat diadopsi untuk menjelaskan praktik dan pemahaman guru PAI dalam implementasi kurikulum nasional, yaitu: membangun komunikasi kepemimpinan, mewujudkan iklim kondusif dan mengatasi permasalahan, menyelenggarakan forum diskusi guru, menentukan tujuan profesional yang hendak dicapai, membangun kapasitas pendidik, menguatkan evaluasi positif, dan menguatkan manajemen keuangan. Penelitian terbaru ini mengindikasikan bahwa dukungan dari sekolah dan pemerintah sangat diperlukan bagi guru-guru PAI guna menjamin kualitas pendidikan dalam mendukung pelaksanaan kurikulum yang dimandatkan oleh pemerintah. Oleh karena itu, pengembangan kurikulum perlu dikomunikasikan kepada guru secara berkelanjutan untuk memajukan kompetensi para guru PAI, seperti penyelenggaraan seminar, workshop, dan pengembangan bahan ajar.

Kata Kunci: Kerangka Michael Fullan, Kualitas Pendidikan, Kurikulum Nasional, Pendidikan Agama Islam

Abstract

The present study aims to elucidate the struggles of Islamic education teachers for the enactment of the 2013 Curriculum, the national curriculum, in Aceh, Indonesia

adopting Michael Fullan's framework. Grounded in a case study approach, data were garnered through in-depth interviews situated in senior secondary schools. Twelve urban and rural Islamic education teachers were recruited to participate in this case study. The study was conducted in six regencies. Study findings demonstrate that urban Islamic education teachers applied the objectives, materials, methods, and learning assessments in accordance with the government-prescribed curriculum. Rural Islamic education teachers did not receive sufficient facilities to enact the national curriculum. This study exposes that Fullan's framework could be adapted to illuminate the best practice and understanding of Islamic education teachers in implementing the national curriculum, i.e.: building leadership communication, creating a conducive atmosphere and overcoming emerging problems, organizing teacher discussion forums, determining professional goals, building the capacity of educators, strengthening positive evaluation, and strengthening financial management. The study also indicates that support from the school and government is pivotal to require for Islamic education teachers to guarantee the quality of education in supporting the enactment of the government-mandated curriculum. Curriculum development, therefore, needs to be communicated to Islamic education teachers regarding the sustainable development of teacher competencies, e.g. organizing seminars, workshops, and developing learning materials.

Keywords: *Education Quality, Islamic Education, Michael Fullan's Framework, National Curriculum*

INTRODUCTION

The concern of many parties regarding the successful enactment of the 2013 curriculum, government-mandated curriculum, constitutes the readiness of teachers. In promoting the national curriculum in Aceh, Islamic education teachers have encountered several problems, e.g. establishing Islamic education learning objectives, designing scientific-based learning, and managing authentic assessments for student learning outcomes (Mulasi, 2019). Conceptually, the changes and development of the present curriculum require teachers to have knowledge of the objectives, content, methods and assessment of learning that are in accordance with the facts, concepts and theories applied in the nationally-prescribed curriculum. The national curriculum completely depends on its implementation indicating that if it is not supported by a good understanding of the teacher, the learning objectives will not be achieved (Subandi, 2018). Because the teacher is the leader in the class and is responsible for ensuring the learning objectives are achieved (Sulaiman, 2003).

A study conducted by Razali & Yusuf (2017) on the understanding of teachers in making learning modules based on the national curriculum at vocational high schools in Banda Aceh, Indonesia reported that teachers had difficulty in designing learning

modules. It agrees with the results of research framed by Hidayatulloh & Anam (2017) in the city of Kediri, East Java, Indonesia. The problems of Islamic education teachers include having difficulties in implementing learning due to the lack of teachers' understanding of the national curriculum. The results of Furqon's survey on October 19, 2014, showed that there were eight problems related to teachers in implementing the current curriculum, including the lack of technology literacy, good governance, and tendency to emphasize a lot of aspects of learning in the cognitive realm. Ahmad (2014) demonstrated minimal variation in the ability of Islamic education teachers in Aceh to carry out learning using scientific and authentic assessments. The survey by the Ministry of Education and Culture, the Republic of Indonesia, in 2012 also revealed that 81% of respondents stated the need for teacher supply and training in the enactment of the 2013 Curriculum. In a further vein, the results of Mulyasa's (2014) inquiry also showed that the majority of Islamic education teachers still did not demonstrate best practices in relation to the national curriculum development.

In response to this, Fullan (2007) proposes eight related strategies for the successful implementation of the new curriculum, i.e. building leadership communication, creating peace and overcoming emerging problems, providing a teacher forum, establishing the goals to be achieved, fostering teacher capacity in accordance with the target, reinforcing positive evaluation and pressure, managing financial affairs, and connecting all educational institution components as a complement. In this respect, the present study adopts seven out of eight strategies offered in Fullan's framework. The eighth strategy is implicitly integrated in the seventh one regarding the enactment of the national curriculum in Aceh.

To fill this theoretical gap, the researchers seek to explore the understanding of Islamic education teachers employing Michael Fullan's framework in implementing the national curriculum in Indonesia. Framed in a qualitative approach, a case study was designed to gather data by interviewing twelve Islamic education teachers in six districts situated in Aceh, Indonesia. The cased study was carried out to obtain information directly through interaction with Islamic education teachers about the enactment of the government-mandated curriculum. Creswell & Creswell (2018) point out that the selection of a qualitative method of case study requires detailed data collection about behavior and interaction. The volunteered research participants narrated their struggles

for enacting the national curriculum within a duration of 25 minutes for each. The recruited participants were determined by purposive sampling, in which 12 Islamic education teachers in 12 senior secondary schools in six districts within and outside the city. The selection was due to the consideration that that every Islamic education teacher had attended training in the national curriculum implementation. Wisdom, Cavaleri, Onwuegbuzie, & Green (2012) argue that if the study is to describe shared perceptions, beliefs or behavior among a uniform group, then 12 respondents are sufficient. Interview data were analyzed transcribing, reducing, displaying, and verifying conclusions (Braun & Clarke, 2006).

BUILDING LEADERSHIP COMMUNICATION

Informed by the Fullan's framework on educational changes, the present case study demonstrates seven emerging themes in terms of Islamic education teachers' struggles for enacting government-prescribed curriculum situated in Indonesian secondary schools. The first emerging theme is building leadership communication. This theme demands the collaboration between principals, teachers, and administrative staff to achieve well-determined goals. Fullan suggests that meetings with teachers and administrative staff in schools must be held frequently in order to have agreement on the various strategies for achieving and overcoming the problems faced, progress made, and additional actions required. Leadership communication is needed starting from the highest policy making level to the lowest level of policy making, i.e. school principal (Barney, Griffiths, & Banfield, 2011).

The results of the in-depth interview illuminate differences whereas the principals outside the city built less cooperation with teachers in schools because the principals-in-charge represented their managerial functions to senior teachers and school supervisors appointed by the local government so that this had an influence on the motivation of Islamic education teachers, and the quality of the implementation of learning.

The results of interview with six schools in the city also depict that all Islamic education teachers experienced that the principals were conducting discussion with teachers and administrative officers for the enactment of the national curriculum. The principal required every Islamic education teachers who had attended the curriculum

2013 training to discuss the knowledge they had obtained and asked those teachers to convey their perceived knowledge to other teachers. The following is the result of an interview with one of the Islamic education teachers, NSD.

The principal always motivates teachers to be even more creative in implementing the 2013 Curriculum, because changing the curriculum is not easy to face many obstacles, because of our habit of teaching with the old curriculum, and are comfortable with the school-based curriculum (NSD, In-depth Interview, March 20, 2020, Researchers' Translation).

In a further direction, the result of interview with another Islamic education teacher, SYN, was also in line with the previous participant's response.

We who had just came back from the training had to deliver the knowledge we gained from the training to our fellow teachers at school (SYN, In-depth Interview, March 22, 2020, Researchers' Translation).

The results of interview at six senior secondary schools outside the city illustrate that the research participants informed that they often held discussion carried out by fellow teachers when they faced problems regarding the national curriculum implementation. It occurred because the principal rarely held the discussion with the teachers. The following result of interview with a participant, NSB, shows the empirical evidence.

We had such discussions with fellow Islamic education teachers because we had obstacles here so we exchanged ideas, then sometimes there were also received directions from the school principal (NSB, In-depth Interview, March 22, 2020, Researchers' Translation).

The findings affirm Devos, Tuytens, & Hulpia (2014) asserting that they conducted research on examining the relationship between leadership and teachers on organizational commitment. The results indicate that the influence of the principal's leadership on teacher organizational commitment is mediated by the leadership of the principal and teachers, leadership collaboration, and decision-making involving teachers.

They also confirm Moolenaar's (2012) study examining the use of social theory and methodology to understand how teacher collaboration can support the implementation of classroom learning. The results of his research found that cooperation among teachers can increase understanding and progress. Thus, the pattern

of social relations among teachers significantly increases understanding and contributes to student learning, learning practices and the implementation of changes in a particular school. The results of the study are in accordance with Parlar & Cansoy (2017) investigating the relationship between the effective functioning of the bureaucratic school structure and teacher leadership culture. The survey results showed that the effective stage of the bureaucratic school structure had a positive and significant relationship with the dimensions of cooperation and support from the administration in schools as well as a supportive work environment, referring to a cultural dimension of teacher leadership.

CREATING GOOD ATMOSPHERE AND OVERCOMING DISTRACTIONS

The second emerging theme is creating good atmosphere and overcoming distractions. In Fullan's view, this theme is very essential, involving disputes between teachers, local stability, and school conditions, since it focuses on achieving learning goals. It implies that the principal plays a pivotal role in school to make a joint commitment with the teachers for the implementation of learning and oversee the mutually agreed commitment.

Fullan (2007) states that this strategy is needed to reduce or eliminate obstacles that consume time and energy in implementing learning. In this vein, it includes reducing bureaucracy and documentation that teachers do not need to deal with, so that teachers can devote time to primary goals that focus on learning and student's learning outcomes. The results of interviews at six senior secondary schools in the city reported that most Islamic education teachers discussed the problems they faced through a teacher discussion forum in their own regions. Research participants indicated that Islamic education teachers cooperated with each other, both in relation to problems in the implementation of learning and sharing new information obtained by certain teachers. The following results are exposed with one of the participants, NSD.

The same with other colleagues after we were assigned to attend a training, for example the 2013 Curriculum before the change or after the change, so if we return to school it must be conveyed to each subject teacher. If I am as an Islamic education teacher, I will gather Islamic education teachers, then I will share the knowledge I got from the training (NSD, In-depth Interview, March 20, 2020, Researchers' Translation).

The results of interviews with six senior secondary schools outside the city revealed that problem solving was done by inviting tutors from outside the school or discussing it with colleagues at each school through the teacher forum. The following interview results are reported with another participant, ALS.

For the time being, tutors from outside were not invited, but fellow teachers had a discussion and invited officers from the education office and carried out a joint problem solving (ALS, In-depth Interview, March 22, 2020, Researchers' Translation).

The results of this study are in accordance with Fullan's strategy because the principal provided a teacher discussion forum with the teachers to find solutions to the problems faced in enacting the national curriculum. Teachers were also given time to meet inside and outside of the school to discuss with peer colleagues in implementing the nationally-prescribed curriculum. It agrees with the research of Razali & Yusuf (2017) pointing out that the teachers' understanding of learning module design in accordance with the national curriculum. The results showed that teachers had difficulty in designing learning modules according to the current curriculum. This study promotes that the principal is expected to have a good relationship on an ongoing basis with the city, regional, and central education offices so that they can organize training in making learning modules at a vocational high school in Aceh, Indonesia.

ORGANIZING TEACHER DISCUSSION FORUM

Inspired by the Fullan's framework, the third emerging theme is organizing a teacher discussion forum. The purpose of providing a secretariat is to stimulate and maintain the involvement of all teachers to be more responsive in shaping and building stronger strategies. The forum must be made a proactive force in increasing the participation of all components involved in the best practices. The results of this study are in line with Fullan suggesting that a forum is needed to interact with curriculum implementation in improving the quality of teachers from various schools. The Islamic education teachers already have secretariats in their respective regions which are provided by schools to conduct discussions and explore the substance of the nationally-tailored curriculum.

The results of interviews with Islamic education teachers inside and outside the city showed that the implementation of the national curriculum in Aceh had provided a

meeting forum for Islamic education teachers in discussing issues related to concepts, theories and learning practices according to the government-mandated curriculum. They generally gathered at the Islamic education subject teacher discussion forum in their respective regions. The following are the results of interview with MYN as a research participant who served in schools in the city.

So far, we have MGMP (teacher discussion forum), our MGMP is active, Islamic education teachers were off-duty every Thursday especially in Pidie Jaya (name of the region), it means that they don't teach because there is a subject teacher discussion on Thursday where we discuss and solve problems, such as a lesson plan implementation (MYN, In-depth Interview, March 23, 2020, Researchers' Translation).

The next respondent, SYN, who is in charged outside the city also stated the same experience of the enactment of the national curriculum.

There is, between each subject, if there is no solution at school, we will discuss in the MGMP discussion in Bireuen Regency where Islamic education teachers have MGMP, I am one of the administrators (SYN, In-depth Interview, March 22, 2020, Researchers' Translation).

According to Hamalik (2012), the lack of a teacher forum is one of the reasons for gaps in curriculum planning and implementation. To pay attention to the readiness of teachers in the field, it is necessary to provide a place for them to gather to discuss their problems. Oliva (2004) also provides a view that curriculum planning occurs at various levels, and curriculum workers-teachers (teachers as curriculum implementers), supervisors, administrators, or others can be involved in curriculum efforts at several levels at the same time. All teachers involved in curriculum planning at the grade level, most teachers participated in the curriculum.

ESTABLISHING INSTITUTION GOALS

The fourth strategy as another emerging theme is establishing institution goal. The results of this study are the same as Michael Fullan's strategy which requires that in implementing the curriculum, it is necessary to set goals together starting from the smallest to the largest goals. According to Fullan, in any case it is necessary to set goals to be achieved and negotiate the goals with each program implementer. Developing a goal is one strategy that must be understood by principals and teachers. This relates to

the responsibilities of teachers and school principals in describing the objectives of implementing the national curriculum institutionally.

Based on the results of interviews at six senior high schools in the city, the participants showed that they can describe properly according to what they have been doing so far in the classroom. The result of interview with SFL is presented as follows.

Core Competence in the previous KTSP (School-Based Curriculum) was called as a Basic Competence. Meanwhile, the standard process and implementation in the 2013 curriculum is expected to all of us to master ICT in the implementation of the process in the field. Learning has to master and oblige all of us to be able to use it such as things that we need to display using projector. Assessment uses cognitive, affective and psychomotor aspects (SFL, In-depth Interview, March 23, 2020, Researchers' Translation).

Furthermore, the results of interviews with Islamic education teachers outside the city at six senior high schools showed that they were less able to explain the objectives to be achieved in accordance with the 2013 curriculum concept. The result of interview with the participant, NSB, is documented as follows.

We have already attended the subject teacher discussion. In the last MGMP, we made an agreement not to blame each other. As usual, the instruments for assessment are made by the teachers representing the high schools, so do not get it wrong. We agreed on materials from the first semester, so the reference is the syllabus. But if it refers to the school, we give it back to the school. If the assessment follows the Authentic Standard assessment, we follow the standard scientific process (NSB, In-depth Interview, March 22, 2020, Researchers' Translation).

The results of the study Komatsu (2014) also provide information to understand whether and how school governance centered in Bosnia and Herzegovina (BiH) increases the role of schools in promoting the general goals of their schools. The results show that school leaders and teacher councils who are supposed to represent the goals of school stakeholders should be well designed. Principals and teachers should be given the opportunity to re-examine and redefine their professional targets for promoting school inclusion governance and to assist local stakeholders to improve school governance. Ulya (2017) also explains that school principals play an active role from curriculum planning to evaluation as their managerial function.

FOSTERING TEACHER CAPACITY

Inspired by the thematic analysis, the fifth emerging theme is fostering teacher capacity. Fullan explained that every teacher must receive the same treatment in implementing a change and curriculum development. Fullan mentioned the term increased capacity. Fostering teacher capacity has many aspects because it involves everything that is done influencing new knowledge, competencies, skills, increasing human resources and a strong commitment. Several aspects of fostering teacher capacity that need to be carried out in implementing curriculum changes and development are initiated from continuous professional development of teachers.

The results of interviews conducted at high schools in the city and outside the city depict that there were differences in terms of the quantity and quality of training that Islamic education teachers attended. The number of trainings attended by Islamic education teachers in cities was more in terms of quantity and better in terms of quality. This is because the implementation of school training in the city is provided by many presenters or national level 2013 curriculum experts as well as Islamic education teachers in the city with to receive training in the national curriculum held in Jakarta.

Informed by interviews with six Islamic education teachers in the city, there were two Islamic education teachers attending two courses in the national curriculum, three Islamic education teachers attended three training, and one participant only attended five training. The following is an interview with one of research participants, MYN.

More or less three times, the first in the district in 2013, because here we have implemented the 2013 Curriculum since 2013 as a pilot project. The second was held in Bandung on May 2014 and the third was held in Banda Aceh in 2016 (MYN, In-depth Interview, March 23, 2020, Researchers' Translation).

Furthermore, the results of interviews with six Islamic education teachers in six senior high schools outside the city illustrate that three respondents attended two training in the 2013 Curriculum and three respondents attended three training, both held within the district and outside the district. Both were organized at their own schools in Aceh Province. The following is the result of interview with an Islamic education teacher, SRH.

It was held three times, the first was in 2013, I was assigned by the District Religious Affairs Ministry to attend the training at Blang Hasan hotel in Sigli to

take part in the technical guidance training for the 2013 curriculum. The training was attended by school principals, vice principals and subject teachers who teach Islamic education. The second MGMP was held by a group of Islamic education teachers. We were there to hold a discussion on how to implement the 2013 Curriculum in each school (SRH, In-depth Interview, March 24, 2020, Researchers' Translation).

Turere's research results Turere (2013) also support the results of this study. Turere discussed the effect of education and training on increasing the work stages of employees at the Kalasey education and training center. The research objective was to determine the effect of education and training factors on improving the work stages of employees at the Kalasey Education and Training Center. The survey results expose that the education and training variables had an influence on the work stages of employees. Education and training can affect the increase in the work stages of employees so that the hypothesis presented is correct and acceptable.

Likewise, the results of research conducted by Wahidah (2013) on the effect of providing training to understand and assist children with special needs in learning to increase the understanding of classroom teachers in inclusive schools for children with special needs. The form of observation used was experimental observation, namely treatment by subject design and the sampling technique was positive involving elementary school class teachers. The measuring instrument used to see the teacher's understanding is in the form of an understanding test instrument for children with special needs. The results of the observations show that there was a significant effect of providing training to understand and assist children with special needs in learning to increase the understanding of classroom teachers in inclusive schools for children with special needs.

REINFORCING POSITIVE EVALUATION AND PRESSURE

Framed in a thematic analysis, the sixth theme is reinforcing positive evaluation and pressure. It means that the principal must carry out his managerial functions, i.e. design, implementation, supervision, and assessment. Large-scale system change needs to motivate many people, if resources are provided and obstacles can be overcome one by one, then sustainable good performance will be realized. Mulyasa (2014) asserts that the principal functions to coordinate, mobilize, and harmonize all available educational resources.

The results of this study are in accordance with Fullan's framework regarding positive evaluation and pressure, especially in schools in cities where teachers conduct discussions with school principals to discuss issues related to the implementation of Islamic education learning. When principals are outside the city, they rarely carry out such discussions with school principals, they often carry out discussions with their colleagues and participate in the Islamic education subject teacher discussion forum.

The results of interviews in six senior high schools in the city reported that overall respondents stated that the principal was conducting supervision in the classroom as a managerial function. Following is the result of interview with a participant, FTY.

We routinely supervised the people who have been assigned by the principal to guide us for each subject, or sometimes the school principal rolls straight away, sometimes we don't know that the principal has gone around and has immediately entered, so we have to be ready with materials and media that we have to prepare (FTY, In-depth Interview, March 20, 2020, Researchers' Translation).

Overall, the results of research at schools outside the city in six senior secondary schools uncover that the principal did not conduct overall supervision of the implementation of learning in the classroom. The respondents stated that those who supervised were colleagues themselves, namely teachers appointed by the school principal. It is not the principal or school supervisors who supervised the classroom. The following is the result of interview with a participant, NYAK.

Yes, from the District Instructor, I was called and given directions even though we have attended a lot of trainings, of course we have weaknesses. There was also a district instructor who came into the class to observe how I teach (NYAK, In-depth Interview, March 24, 2020, Researchers' Translation).

Okoji (2014) showed that leadership in an organization is an important factor in increasing teacher interests and commitment in school organizations. The study population consisted of 300 respondents selected through a simple random technique from the Southern Ondo area consisting of 250 teachers and 50 school principals and their representatives. The results of this study indicated that there was a significant relationship between democratic leadership style and teacher performance stage.

The research conducted by Suhayati (2013) also affirms the results of this study. Suhayati's research on the effect of school principal supervision, school culture on the

teaching work stage of teachers at elementary schools. The teacher's work stage received supervision and guidance by the principal (academic supervision) with the aim of developing student potential through quality learning activities so that it becomes the strength of a quality school culture.

STRENGTHENING FINANCIAL MANAGEMENT

The last strategy emerging theme is developing financial management. In Fullan's view is to accelerate an effective learning process which must be supported by good and sufficient infrastructure. Sufficient financial provision is needed to leverage teacher competence such as conducting comparative studies and others. The logic and strategy of financial necessity is basically to accelerate implementation and demonstrate goodwill, seriousness and commitment. This is different from the results of this study which indicate that the teaching infrastructure for Islamic Education is still minimal, so it becomes an obstacle for Islamic Education teachers in implementing learning in the classroom. Moreover, learning that refers to the concept of the 2013 Curriculum requires the use of ICT as a learning medium, teacher textbooks and student textbooks are not available as expected so that it has a negative impact on the implementation of the government-mandated curriculum.

The results of research on the need for technology, facilities and infrastructure in most schools outside the city are still experiencing obstacles in the design of the national curriculum which requires technology and facilities and infrastructure. Fullan suggested early preparing and continuing to monitor something needed in implementing the new curriculum. The results of this study also indicated that teachers still faced many obstacles in the implementation of learning in the classroom because they still do not have adequate facilities and infrastructure for the purposes of implementing learning so that learning achievement is not effective.

The results of interviews with Islamic education teachers in the city showed that there were two schools that had not conducted cooperation or invited tutors from other schools. The results of an interview with one of the respondents, NSD, explained that in his school there was collaboration by inviting tutors from schools who had experiences in implementing the nationally-prescribed curriculum. It is evidenced by the results of the interviews with SFL.

All praise to Allah, we carry out the three of them here, indeed we have a program here. We had a training and debriefing program every year. We invited the national tutors from our province and outside the province and we invited them every year (SFL, In-depth Interview, March 23, 2020, Researchers' Translation).

The results of interviews with the research participant outside the city to six senior high schools showed that all Islamic education teachers stated that they did not visit other schools to make referrals regarding the implementation of the 2013 Curriculum. NYAK, one of them, demonstrated his experience in the enactment of the national curriculum.

Of course I have difficulties, they were solved in the forum of Islamic education teacher discussion, all problems are resolved in this forum. We hold the Islamic education teacher discussion twice a month (NYAK, In-depth Interview, March 24, 2020, Researchers' Translation).

The findings of this study confirm Djatmiko (2006) regarding the influence of school principal leadership and infrastructure on teacher work stages. The survey results indicated that the principal's leadership and infrastructure have an influence on the work stage of teachers, especially the implementation of the national curriculum.

Research conducted by Davies & Brennan, (2011) corroborates the results of this study. They examined the strategy of implementing MOOC in the context of limited resources in Africa. The results showed that the money factor was one of the factors that most influenced the research results. Therefore, the implementation of the 2013 Curriculum requires sufficient financial support to realize the curriculum in all schools in Indonesia.

CONCLUSION

Islamic education teachers in urban schools demonstrated good understanding related to the changes and development of Islamic education learning objectives, learning materials, learning methods, and learning assessments, as well as the ability to carry out learning based on the 2013 curriculum. Factors that can increase the understanding of Islamic education teachers in Aceh is the quality of training, not the quantity of training provided to Islamic education teachers. Common goals must be carried out properly in order to achieve the stated curriculum goals. Fullan stated that it

is an aspirational goal that must be recognized and implemented together. Schools that have sufficient facilities and infrastructures can improve the quality of Islamic education teachers in accordance with the national curriculum. Fullan explained that to accelerate the effective learning process, it must be supported by good and sufficient facilities and infrastructures. The role of principals outside the city has not been maximized in providing supervision of the implementation of the national curriculum, and it does not put positive pressure on negative's things in nature so that they become obstacles in the implementation of the government-mandated curriculum.

To increase the overall understanding of Islamic education teachers, there needs to be an increase in the quality of training for teachers, the quality of communication among teachers, and the communication between principals and teachers. To accelerate the enactment of the 2013 curriculum, it is necessary to provide sufficient finance in order to fulfill the facilities and infrastructures needed in implementing the national curriculum. According to Fullan, the success of implementing the new curriculum must pay attention to the involvement of teachers in any curriculum changes. In addition, the involvement of school principals in ensuring the quality of program implementation and evaluation is very much needed. Fullan also emphasized that the government really gives full support to every program implemented by the school. Further studies are recommended to take a closer investigation on the managerial function of school principals in fostering teachers' understanding in the enactment of national curriculum.

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