

CURRICULUM MANAGEMENT IN IMPROVING QUALITY LEARNING AT SDN 158/III SUNGAI ABU

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Abstrak:

Manajemen kurikulum menciptakan proses pembelajaran yang efektif agar tujuan pendidikan yang telah ditetapkan, baik tujuan filosofis, kurikuler, institusional, maupun intruksional dapat tercapai dengan efektif dan efisien. Tujuan penelitian untuk mengetahui: perencanaan, pelaksanaan dan evaluasi kurikulum pada SDN 158/III Sungai Abu. Metode penelitian adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data: observasi, wawancara, dan studi dokumentasi. Subjek penelitian terdiri dari kepala sekolah dan guru pada SDN 158/III Sungai Abu. Hasil penelitian menunjukkan bahwa: (1) Perencanaan kurikulum yang dilaksanakan berdampak positif terhadap keefektivan pembelajaran, yang meliputi: penyusunan program tahunan, program semester, analisis mata pelajaran, penyusunan silabus, dan rencana pelaksanaan pembelajaran; (2) Pelaksanaan kurikulum berpedoman pada perencanaan yang telah ditetapkan, sehingga tergambar adanya peningkatan disiplin guru dan siswa, berjalannya kegiatan ekstrakurikuler, adanya pembinaan siswa, baik melalui kegiatan intrakurikuler, maupun kegiatan-kegiatan lain yang berhubungan dengan peningkatan pembelajaran; dan (3) Evaluasi kurikulum dilaksanakan, sehingga dapat diketahui tingkat kinerja guru dalam melaksanakan berbagai kegiatan sekolah dan keberhasilan siswa dalam mengikuti proses pembelajaran, sehingga berpengaruh positif terhadap peningkatan mutu pembelajaran.

Kata Kunci: Manajemen Kurikulum dan Mutu Pembelajaran

Abstract:

Curriculum management creates an effective learning process so that the educational goals that have been set, both philosophical, curricular, institutional, and instructional goals can be achieved effectively and efficiently. The purpose of the study was to find out: planning, implementation and evaluation of the curriculum at SDN 158/III Sungai Abu. The research method is a descriptive method with a qualitative approach. Data collection techniques: observation, interviews, and documentation studies. The subjects of the study consisted of principals and teachers at SDN 158/III Sungai Abu. The results showed that: (1) Curriculum planning implemented had a positive impact on learning effectiveness, which included: preparation of annual programs, semester programs, subject analysis, preparation of syllabi, and learning implementation plans; (2) The implementation of the curriculum is guided by predetermined planning, so that it is illustrated that there is an increase in teacher and student discipline, the running of extracurricular activities, the

existence of student development, both through intracurricular activities, and other activities related to improving learning; and (3) Curriculum evaluation is carried out, so that the level of teacher performance in carrying out various school activities and student success in following the learning process, so as to positively affect the improvement of learning quality.

Keywords: Curriculum Management and Learning Quality

INTRODUCTION

Education is the main aspect as a determination to shape the development of a nation or state, and also as a supporting aspect in achieving national formation. Quality human empowerment through education can realize national development. The improvement of the quality of the nation is driven by the quality of Human Resources (HR) from the community itself. The quality of human resources is influenced by the level of education obtained by the community. The role of education in the development of human resources and the development of national character for the progress of society and nation is important. In order to improve the quality of education, the world of education also adopted the idea of Total Quality Management (TQM) starting from the industrial world to balance the needs of the community in the quality of education (Minarti, 2017).

According to Agustiani (2017), there are many phenomena of weak quality of some educational institutions in Indonesia marked by various problems such as low school management. Educational institutions need management that has a type of planning that is not only to respond to changes that are expected to occur in the future, but more than that. Educational institutions need management that has a type of planning to create the future of educational institutions through changes implemented from now on. In traditional management, curriculum management is the responsibility of top management, which has a major influence on the quality of educational institutions. This article focuses on education quality management in terms of Human Resources, apart from the management of educational institutions.

The curriculum is the center of the educational aspect and has a major influence on the entire series of educational activities. Therefore, in compiling the curriculum should not be carried out carelessly or carelessly. In the world of education, the curriculum is the key to the success or failure of an education organized by teachers and schools, therefore management in the curriculum is very necessary.

Rustam (2012), which states that the curriculum is a set of designs and rules regarding the objectives, content, and learning materials and also the methods used as a guide for the implementation of teaching and learning activities in order to achieve certain educational goals. The curriculum can have a high influence on the dynamics of education and student development in the future. When providing quality educational results, accuracy in the preparation of the curriculum must also be pursued tangibly.

According to Roziqin (2019: 44-56), the curriculum as a cumulative of various educational components must be managed properly by educational institutions as organizers of learning activities. Furthermore, Adipratama, et.al. (2018: 372-380) explained that curriculum management is a form of effort or joint effort to facilitate the achievement of teaching goals, especially efforts to improve the quality of teaching and learning interactions. In these efforts, it is necessary to evaluate, plan, and implement which are inseparable series units.

Lazwardi (2017: 100) Management is a science or art in which there are planning, organizing, implementing, and controlling activities to carry out all affairs by utilizing existing resources to achieve the desired goals. Management is defined as an art, because it has the goal of achieving an effective and efficient organization, good management has a manager who can

manage and carry out his tasks well. Management is defined as a science because management is a science that seeks to understand how a person can work together. Management is said to be a profession because management must have managers who have special and professional expertise in organizing and carrying out their activities.

Nasbi (2017: 318) curriculum is a system that has components. The components consist of: objectives, learning materials, methods, and evaluation. The curriculum aims at the world of education which is expected to cooperate among all members of the educational community. Speaking from the form of the curriculum, the implementation process must require an organization or a group of individuals. This group of individuals will carry out planning, organizing, implementing, and supervising which will be guided in management.

Fadhli (2017: 215) Quality is something that is considered important. Because quality is basically an advantage of a product when compared to other products. To improve quality, there are efforts in certain institutions. Likewise, the quality of education is an important thing to note.

Related to the opinion above, Suryana & Pratama (2018) explained that curriculum management is one aspect that affects the success of learning in national education. In addition, the curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in creating quality or quality schools. To support the success of the curriculum, efforts are needed to empower the field of management or curriculum management.

In general, if the school is able to produce quality Human Resources, education management automatically runs well. Improving the quality of education is very important for human life because of the demands of advances in science and technology in the economic, socio-cultural, and so on. Improving the quality of education comes from the community itself. That way, improving the quality of education is by solving problems encountered in the world of education itself.

Teachers play an important role in carrying out their duties as educators to design teaching and learning activities in the classroom and teaching materials that are arranged systematically and in detail with a formal written curriculum. The curriculum is an absolute requirement. That way the curriculum cannot be separated from education because the curriculum is an expectation that is outlined in the form of an educational plan or program that will be implemented by the teacher in the classroom. Curriculum programs must be arranged systematically to advance the world of education.

The problem that is still encountered in the implementation of curriculum management is that the curriculum applied to elementary schools is not prepared by the school development team, but adopted from the local District Education Office. This is the reality of SDN 158/III Sungai Abu. The impact of this adopted curriculum has caused several programs that should ideally be excellent programs or local/regional potentials to be neglected. This condition illustrates that curriculum management is not running well, so that efforts to improve the quality of education at SDN 158/III Sungai Abu have not been optimally achieved as the target of the school's vision and mission.

Based on the above background, in a specific context, this study wants to examine the role and understanding of SDN 158/III Sungai Abu teachers about curriculum management in relation to quality improvement. For this reason, the author chose the title of this study "Curriculum Management in Improving Learning Quality at SDN 158/III Sungai Abu".

METHOD

Types of Research

A qualitative descriptive research design was used in this study. In the book Moleong, Bogdan and Taylor (2014: 4) Qualitative research method is a method of conducting research that produces descriptive data in the form of words or words spoken from individuals and observable behavior. This approach focuses on backgrounds and individuals holistically or as a whole, so it is not allowed to isolate individuals or organizations into variables or hypotheses in this study; Instead, it is necessary to see it as part of a larger whole.

Procedure

Primary and secondary data were used in this study. Data sources that directly provide data to data collectors and data obtained from observations and interviews with teachers about curriculum management in improving the quality of learning are primary data sources for this study. While secondary data or also called data is obtained through the following documentation and sources that do not directly provide data to data collectors, school profiles, school vision and mission, teacher and staff identity, student identity, school organizational structure, and activities used by teachers to manage classes effectively based on improving student learning.

Data Collection Techniques

Because researchers are instruments or research tools in qualitative research, it is necessary to validate researchers as an instrument to determine whether or not researchers are ready to conduct research which will then be carried out directly in the field. The researcher's understanding of qualitative research methods, mastery of insight into the field under study, as well as academic and logistical readiness to enter the research object are aspects of the researchers' validation as instruments. Self-evaluation of the researcher's understanding of qualitative methods, mastery of theory, and insight into the field studied, as well as readiness and preparation to enter the field, becomes validation (Sugiyono, 2016: 222).

In qualitative research, researchers act as human instruments by determining the focus of research, choosing data sources, collecting data, evaluating data quality, interpreting data, and drawing conclusions from their findings (Sugiyono, 2016: 222). This study used observation sheets, interview guidelines, and documentation as instruments. The study used observation, interviews, and documentation to collect data. Triangulation techniques based on sources and techniques ensure the validity of the data used. The process of arranging the sequence of data in a pattern, category, or basic descriptive unit, as well as the process of its interpretation, is called qualitative data analysis.

Data Analysis Techniques

Sugiyono (2016: 244) defines data analysis as a systematic process to find and compile data obtained from interviews, field notes, and documentation. This includes organizing data into categories, describing data into units, synthesizing data, structuring it into patterns, choosing what is important and which to learn, and drawing conclusions that are easy for yourself and others to understand. According to the presentation of Miles and Huberman in Sugiyono (2014), the data analysis method used in this study consists of three stages, namely: reducing data, presenting data, and drawing or confirming conclusions

RESULTS AND DISCUSSION

Curriculum Planning at SDN 158/III Sungai Abu

The results showed that face-to-face and non-face-to-face curricular, co-curricular, and extra-curricular lesson schedules were prepared by the principal and vice principal for curriculum

along with teaching at the beginning of the school year. In its implementation at any time it can change situationally in accordance with the agreement of the teacher and student council. This is as stated by the headmaster that the lesson schedule (for morning and evening), empty activity schedule, and extracurricular activities have been arranged by the principal, along with the vice principal for curriculum and teaching at the beginning of the school year. However, at any time the schedule can change according to the agreement between teachers and students. This is done by deliberation and joint decision making so that the implementation of activities does not overlap with the activities of other teachers. This schedule change, often occurs in superior classes that study in the afternoon, but all of this is adjusted according to agreed planning.

Good planning will determine the success of the program implemented. Thus, before implementing the program, it must begin with careful planning involving all necessary components, especially the principal and teachers.

The results showed that at the curriculum planning stage teachers made comprehensive preparations before carrying out the learning process in class, such as preparing from the start of learning objectives, material to be delivered, appropriate methods to be used, media and tools that support learning, source books or references, and evaluation tools to be applied.

The results showed that at the curriculum planning stage, there were several activities carried out by teachers so far, describing GBPP into Subject Analysis (AMP), adjusting the academic calendar with learning activities, compiling annual programs (Prota), compiling Semester Programs (Prosem), Formulating Syllabus, Formulating KKM, and preparing RPP. All these stages are carried out effectively by teachers at SDN 158/III Sungai Abu.

The results showed that the Academic Calendar was prepared based on the planned program of activities that will take place in the school for the next one year. The preparation of the academic calendar provides clear direction on the various activities that will be carried out at SDN 158/III Sungai Abu over the next year.

The results showed that curriculum management at SDN 158/III Sungai Abu was well pursued by the principal. These efforts are really directed so that the learning process runs well, effectively, and enjoyably, and is oriented towards achieving the learning goals that have been set. This can be done by encouraging teachers to implement learning strategies effectively according to predetermined planning. This process is as suggested by Umaedi (2005: 7) that teachers need to be encouraged to continue to perfect learning strategies.

Curriculum Implementation at SDN 158/III Sungai Abu

The results showed that in carrying out curriculum management, especially for the effectiveness of the learning process teachers at SDN 158/III Sungai Abu still adhere to the basic principles: individual differences (differences between students from one another), students as subjects, provide opportunities to develop themselves more fully in accordance with their talents, interests, and abilities. This can be seen from the efforts to group students in the classroom during the learning process. Grouping students in class, carried out heterogeneous students. This means that in one group there are students who are smart, less intelligent and who are slow in receiving lessons. Through this heterogeneous group, there will be interaction between smart students and those who are less clever, so that the learning process is achieved as expected. It is also a good habit and expected in the modern learning process, that the teacher only functions and acts as a learning facilitator for students in schools.

The learning process carried out by teachers has so far applied cooperative learning models such as; Jigsaw type, snowball throring, match a match, group investigation and several other cooperative learning models tailored to the learning material. Thus, teachers at SDN 158/III Sungai Abu generally apply the cooperative learning model in the learning process as an effort to improve the quality of education.

It is known that the principal in carrying out student activities still upholds the basic principles of student management such as: individual differences, students as subjects, providing opportunities to develop themselves according to their talents, interests, and abilities.

Based on the results of the study, it can be concluded that how many things need the attention of the principal in terms of coaching students of SDN 158/III Sungai Abu are the way of grouping, class advancement, program determination, discipline coaching, and extracurricular activities. Extracurricular activities carried out at school greatly support the smooth learning process, this is because through these activities can channel interests and talents and train themselves to have knowledge about religion and leadership.

Curriculum Evaluation at SDN 158/III Sungai Abu

The results showed that the principal that the evaluation needs to be done correctly because it aims to find out whether the learning objectives that have been carried out are running or not in accordance with the plan that has been set. Teachers at SDN 158/III Sungai Abu have determined the type of evaluation used and the results of the evaluation also have an influence and impact on improving and improving the quality of further learning.

The results showed that students who have learning difficulties so far, teachers always do stabilization or special attention so as not to fall behind and can adjust to other students. In overcoming student learning difficulties so far, for example by providing remedial teaching, strengthening, learning with peers who are smarter, or forming study groups guided by teachers. However, this positive effort was only made by a small number of teachers, but the headmaster always recommended that the policy be implemented by all teachers so that students get used to learning together.

According to Umiarso and Gojali (2010: 147) stated that quality improvement must empower and involve all elements in the school and quality improvement has the aim that the school can provide satisfaction to students, parents and the community.

Based on the results of the study, it can be stated that the implementation of good evaluations, especially those carried out by school principals and teachers, has an impact on improving the quality of education at SDN 158/III Sungai Abu. This positive effort is important to maintain so that the quality of education continues to improve from year to year. This is as explained by the Lecturer Team (2012: 199) as follows:

The principal plays a role in controlling the evaluation system so that the evaluation can be carried out in accordance with the objectives that have been set. The principal works with the teacher to conduct an objective evaluation so that the evaluation results really show the real student learning outcomes. So that the achievements achieved by students are students' hard work in following the learning process.

Based on the description above, it can be stated that the principal and teachers at SDN 158/III Sungai Abu have carried out curriculum evaluation activities well. This process has a positive influence on improving the quality of education at SDN 158/III Sungai Abu.

CONCLUSION

1. Curriculum planning that is implemented has a positive impact on learning effectiveness, which includes: preparation of annual programs, semester programs, subject analysis, preparation of syllabi, and lesson implementation plans.
2. The implementation of the curriculum is guided by predetermined planning, so that it illustrates the improvement of teacher and student discipline, the running of extracurricular activities, the development of students, both through intracurricular activities, and other activities related to improving learning.
3. Curriculum evaluation is carried out, so that the level of teacher performance in carrying out various school activities and student success in following the learning process, so as to positively affect the improvement of learning quality.

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