



Impact of Curriculum Management on the Quality of Graduates at MI Yusuf Abdussatar Kediri, West Lombok Regency

Abdul Sahid

Universitas Islam Negeri Mataram

E-mail: abdulsahid624@gmail.com

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Abstract

Curriculum management is a comprehensive, systemic and systematic cooperative system for realizing curriculum achievement. This research was designed as a qualitative approach and took the research location in Madrasah Ibtidaiyah Yusuf Abdussatar Kediri, West Lombok Regency. Observation, interviews, and documentation carry out data collection procedures. Data analysis techniques use data reduction, data presentation, and conclusions. Meanwhile, data validity is checked by extending participation, observation diligence, triangulation of peer reviewing data and using sufficient references. Research findings show that 1) how curriculum management on the quality of graduates is: a) forming a curriculum development team, b) making the basic framework of the curriculum, c) analyzing the context in the curriculum, d) analyzing the characteristics in the curriculum made, e) organizing the curriculum so that the curriculum has a regular structure in the curriculum itself, f) preparing an appropriate learning implementation plan to achieve the expected goals, and g) curriculum evaluation; 2). How are the curriculum management steps towards the quality of graduates, namely: a) implementation of the right curriculum so that the quality of graduates is achieved, b) carrying out extracurricular activities in the curriculum, and c) carrying out appropriate intra-curricular activities by the curriculum made.

Keywords: Management, Curriculum, Quality of Graduates

Introduction

The term "quality" refers to a thorough description of the features of educational services, both internally and externally, that indicate their capacity to meet the anticipated or inferred demands. These qualities include the inputs, processes, and outputs that are attained [1]. The quality of graduates is also a picture that illustrates the excellent and poor outcomes produced by students in the educational process that is now being carried out, and it is a reflection of the educational system as a whole [2].

The quality of graduates is essential because they are a unique attraction for society, and parents do not just send their

children to school after getting a diploma as proof of graduating at a certain level of education. However, parents are now starting to compete to find good-quality graduates, even though they are far from where they live and have to take their children to madrassas every day and pay a high price for other education costs.

The success of an educational institution in student achievement is an indicator of the quality of graduates. Apart from that, graduates at MI Yusuf Abdussatar have competitiveness both academically and non-academically, which will be seen in terms of academics being able to compete with students from other schools after they continue their tsanawiyah and junior high

school levels, having good final exam scores, consistently winning competitions in various fields of study, every graduate from MI Yusuf Abdussatar has more provisions, namely most of the graduates have memorized at most minuscule 2 juices, so the graduates are included in the quality graduates from non-academic, graduates have the most prioritized provisions because not all schools can produce graduates who are civilized and have charity.

The amount to which an institution is able to manage all of its potentials in an ideal manner will determine the quality of the graduates it produces. These potentials include education employees, students, educational facilities, learning processes, and the school's interaction with the local community [3][4][5]. To achieve good quality and quality graduates, it is necessary to have good management, especially in the curriculum taught to students, both about the objectives, content or teaching materials, implementation, and evaluation of the curriculum [6]. With the performance of professional management in educational institutions, it will undoubtedly produce quality graduates [7].

One of the impacts felt from the quality of graduates at MI Yusuf Abdussatar is the explosion of students entering the madrasah because the community believes that the quality of graduates in the madrasah is good, namely the improvement seen in graduates in the madrasah, often winning championships related to the quality of graduates, namely the Saint Olympiad at the madrasah level, this olympiad at the district and sub-district levels in Kediri. One of the steps taken by the madrasah to improve the quality of graduates is enhancing curriculum and teacher management. As well as collaborating with various cross-sectoral agencies to improve the quality of graduates [8].

Apart from that, it is necessary to design a curriculum to support the achievement of learning to improve the quality of graduates at MI Yusuf Abdussatar Kediri. The curriculum is one component that has a vital role in the education system in the madrasah because the curriculum not only formulates the goals to be achieved in the madrasah but also provides an understanding of the learning experience.

The curriculum is a written design of each institution's abilities according to national standards. In this case, the educational unit must have absolute material to be learned in the learning experience that must be undertaken to achieve a learning goal. The evaluation of an institution must have achievements from students, along with a set of rules relating to a student's learning process in developing potential self-existing in educational institutions [9]. This study aims to determine the impact of curriculum management on the quality of graduates in Madrasah Ibtidaiyah Yusuf Abdussatar Kediri, West Lombok Regency.

Method

The research design is a qualitative approach. Qualitative research is based on positivism because it examines the natural condition of objects (as opposed to experiments), where the researcher is the critical instrument [10]. When doing qualitative research, the researcher himself serves as the gadget. As human instruments, qualitative researchers choose the objective of the study, choose the informants who will participate in it, carry out data collection, evaluate the data's quality, perform analyses, interpret the findings, and come to conclusions [11]. The type of research used by researchers is case study research, which will describe some of the findings obtained at Madrasah Ibtidaiyah Yusuf Abdussatar Kediri.

Observation, interviews following certain protocols, and documentation were the three methods of data gathering that were used [12]. Observation is one of the data collection techniques by observing directly and systematically recording the symptoms investigated and is also very commonly used in qualitative research methods. In addition to interviews, researchers make observations of the research location using observation data from comments in the form of certain activities, events, objects, conditions or atmosphere and the emotional feelings of someone in the field where they do Research [13].

Results and Discussion

The results obtained from this study determine the impact of curriculum management on the quality of graduates. Several stages of the curriculum impact the quality of graduates: curriculum development team, curriculum basic framework, context analysis, curriculum characteristics analysis, curriculum organization, preparation of learning plans and curriculum evaluation. Apart from that, to get results from the implementation of curriculum management, there are steps in curriculum management, namely curriculum implementation, learning implementation and curricular external implementation.

Impact of Curriculum Management on Graduate Quality

1. Curriculum Development Team

The curriculum development team is a non-structural working group that assists the Education Office in curriculum development. The curriculum development team is established and endorsed by the head of the madrasah, knows the supervisor, and is published by the district MORA. Based on the Curriculum Network model, TPK is a companion or facilitator,

mediator, and innovator. As a companion or facilitator, the Curriculum Development Team provides technical assistance to educational units regarding the preparation and improvement of the Education Unit Level Curriculum at various types and levels of education, implementation, monitoring, evaluation, and clinical supervision.

As a mediator, the Curriculum Development Team plays a role in helping to socialize various policies about the curriculum to the broader community or madrasah residents [14]. From the theory and exposure to data and findings, researchers concluded that creating a curriculum development team is something that must be done because the curriculum development team is very active in its role in improving the quality of education, more specifically, the quality of graduates in Madrasah Ibtidaiyah Yusuf Abdussatar Kediri.

2. Basic framework of the curriculum

Based on the foundations applicable to our country, namely, a) philosophical foundations that provide the basis for the development of all students' potential into qualified Indonesian people listed in the objectives of national education; b) socialist foundation where curriculum planning must undoubtedly follow the needs of the community to achieve a common goal, c) the Course of Study The Psychopedagogical foundation is designed to satisfy the requirements of putting into practice the notion of education that is founded on the growth of students and the living contexts in which they find themselves, as interpreted by the transformational pedagogic conception. This view necessitates that the curriculum take its place as a vehicle for the maturation of students via the process of their psychological development while also receiving pedagogical treatment in the context of the environment and the age, d)

The theory of standard-based education, as well as the theory of competency-based curriculum, serve as the basis for the development of the theoretical underpinning of the curriculum.

Education that is based on standards establishes the existence of national standards as the minimum quality of citizens. These standards are broken down into a number of subcategories, including content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. Educators are held accountable for meeting these standards, e) The juridical foundation of the curriculum is (1) The Constitution of the Republic of Indonesia, which was established in 1945; (2) Law No. 20 of 2003 Relating to the Administration of the National Education System; (3) The National Long-Term Development Plan was the subject of Law Number 17 of 2005, which included all of the measures contained in the National Medium-Term Development Plan; and (4) As changed by Government Regulation Number 32 of 2013, which was concerned with amending Government Regulation Number 19 of 2005, which was concerned with National Education Standards [15].

From the theory above and the exposure of data and discussion, the curriculum's basic framework is a guideline for formulating the curriculum in educational units. Of course, in preparing the curriculum, all institutions have a foundation for developing it so that it has a clear direction.

3. Content Analysis

Content analysis aims to get an accurate picture of the condition and situation of the school. The implementation of context analysis is usually manifested as

a *self-evaluation* of the school, carried out jointly by school residents with the coordination of the principal. The approach commonly used to conduct this context analysis is the SWOT (*strengths, weaknesses, opportunities, and threats*).

An evaluation of the school's internal environment is carried out using this strategy in order to get an understanding of the school's strengths and weaknesses, and an evaluation of the school's external environment is carried out in order to gain an understanding of the school's opportunities and dangers. The outcomes of a SWOT analysis might take the form of well-known maps or circumstances as well as real examples of opportunities, threats, strengths, and weaknesses.

4. Curriculum Organizing

In curriculum formulation, curriculum organization must be implemented or made in the form of curriculum structure, whereas curriculum structure must have a reference in formulating curriculum structure. The curriculum structure is a pattern of subject arrangement that students in learning activities must take.

5. Curriculum Structuring

After compiling the curriculum organizational framework called the curriculum structure, a Learning Plan will be prepared, which will be the proposal for the essential competencies and competencies of graduates desired in each educational unit. Planning, in a superficial sense, can be explained as preparing things that will be done in the future to achieve a goal set in advance.

In line with this explanation, Hamalik explained that planning is a managerial process in determining what will be done and how to do it, and it outlines the goals to be achieved and develops work programs to achieve these goals. According to Hasibuan, planning is the process of determining goals

and implementation guidelines by choosing the best from the available alternatives.

In the meanwhile, Siagian said that planning is the process of carefully considering and deciding upon the activities that will be carried out in order to accomplish the objectives that have been established. According to Johnson, planning entails settling on a course of action in advance. With planning, I prepared various visions, missions, strategies, goals and objectives for the organization. According to Jones, education is a process in which instructors steer, guide, and assist pupils in order for them to have an educational experience. To put it another way, learning is a means by which students may prepare themselves for learning situations.

Meanwhile, a learning plan is a process, discipline, science, reality, learning system and technology that aims to implement learning run effectively and efficiently [16]. Combs asserts that lesson planning is a reasonable application of the systematic study of the educational development process, and that this application makes education more effective and efficient for the needs and objectives of students and the communities in which they live [17].

So, the learning plan is the teacher's process to direct learning according to the characteristics of students and the environment based on essential competencies to carry out learning [18]. In other words, the teacher plans the learning process according to the interests and talents of each class. Each class certainly has a different character possessed by the student, and the learning plan made in each category is undoubtedly different.

6. Curriculum Evaluation

A step-by-step operation or method for establishing the worth of something. Evaluation in education can be interpreted as a process to collect information that can

be used as consideration for deciding whether to improve the learning system by the goals to be set.

Curriculum Management Steps for Graduate Quality

Curriculum management steps on the quality of graduates, namely a) It is the application or implementation of curriculum programs that have been developed in the previous stage, then tested with the implementation and management of adjustments to the field situation and the characteristics of students both intellectually, emotionally, and physically as they develop. The Curriculum Implementation stage is the final stage of the curriculum development process.

Curriculum implementation is also the actualization of a curriculum plan or program in the form of learning to produce the quality of graduates who want the curriculum implementation to be appropriate; b) Learning Activities Several things must be considered to get the quality of graduates, namely managing learning activities, where learning activities must be carried out appropriately to achieve the madrasah is purpose. Learning activities are divided into two, namely, intra-curricular and extracurricular. These learning activities must be carried out correctly to produce the expected quality of graduates.

All of the teaching and learning process activities that are carried out in schools according to the relevant curriculum framework in order to meet the minimal objectives of each lesson are referred to as intra-curricular activities. Intracurricular activities are a kind of curriculum implementation that are carried out at madrasah institutions. These activities are designed to help students attain the educational objectives they have set for themselves. Intracurricular activities, also known as teaching and learning processes in the classroom, are the

fundamental activities that take place at the school. Schools have the ability to choose successful learning and teaching tactics, methods, and approaches based on the qualities of the topics being taught, the students being taught, and the instructors themselves, as well as the real circumstances of the resources that are accessible.

The purpose of the learning process is to create an environment that can shape and change students' cognitive structure, relate to the type of knowledge that must be learned and involve the role of the social environment. In general, teaching and learning strategies are student-centered. Learning that places more of an emphasis on the student learning activity rather than the activity of the instructor instructing is what is indicated by the term "student-centered learning." As a result, it is necessary to implement active learning strategies for students, such as active learning, cooperative learning, and quantum learning. In the teaching-learning process, the success or failure of the process is determined by two problems: the first difficulty is whether or not the material is understood: teaching problems (instructional problems) and classroom management problems (classroom management). Between the two is believed to have implications for the achievement of learning outcomes.

Classroom teaching and management are interrelated activities, but they can be distinguished from each other because they have different goals. Assume that teaching encompasses all of the actions that directly aim to accomplish certain teaching goals (such as identifying the student entrance behavior, developing lesson plans, presenting information, asking questions, and evaluating), and that these activities are directly meant to be part of teaching.

In that case, Referring to Saylor's opinion that learning is a form of curriculum

implementation as a written document, the discussion of learning cannot be separated from the applicable curriculum implementation issues. Hasan said that the reality or execution of the curriculum in the form of a written plan would be the curriculum presented in the form of a process if the curriculum presented in the form of a written plan were to be executed. There is a possibility that children may accept or master the curriculum taught by two different instructors in a different manner. This will not be the result of differences in the curriculum's substance or components; rather, it will be the result of the teachers' respective goals for the program's implementation.

Based on this opinion, in the learning process, there are two main problems, namely problems related to the reality of the existing curriculum and applicable in schools and difficulties associated with the ability of teachers to implement it. The second particular issue, emphasized by Sukmadinata, said that learning depends almost entirely on teachers' creativity, skills, sincerity, and perseverance. Thus, whatever learning activities are pursued by teachers, these learning activities must facilitate the formation and development of students with character.

One of the relevant ways it is applied is to integrate character values into the learning activities of each subject listed in the school curriculum. Integrating character values in learning activities means integrating, inserting, and applying values believed to form, develop, and build habits [19].

In addition to intracurricular in producing quality graduates in Madrasah Ibtidaiyah Yusuf Abdussatar Kediri, extracurricular implementation plays a vital role in making the quality of graduates as expected. Outside of the confines of the classroom, students may develop their skills and interests via participation in

extracurricular activities. According to Asmani, extracurriculars are educational activities that take place outside of subject hours and counselling services. These activities are intended to assist students in developing according to their needs, potentials, talents, and interests through participation in activities that are explicitly organized by educators and education personnel who are capable and authorized within schools. According to Noor, the influence of students' ability to enhance their talents by participation in extracurricular activities once they have been offered for a large amount of time, ranging from elementary school to college, is not significant. This is due to the fact that the administration of extracurricular activities in schools has not been optimized, and as a result, it mostly serves to foster the growth of students' abilities and interests.

According to Asmani, extracurricular activities have been underestimated only as a complement to intracurricular activities. This is unfortunate because, according to Karim, extracurricular students are directed to have eternal and universal characters such as honesty, discipline, respect for pluralism, empathy and sympathy. All these aspects will significantly support the success of students in the future.

Conclusion

Based on the description of Curriculum Management on the Quality of Graduates at MI Yusuf Abdussatar Kediri, West Lombok Regency, and where the problem of Curriculum Management and Steps in Curriculum Management is concluded. Curriculum Management is a comprehensive, systemic and systematic cooperative curriculum management system for realizing curriculum achievement. One way to maximize the curriculum is the need for curriculum management to control a policy of an education system, more specifically at

Madrasah Ibtidaiyah Yusuf Abdussatar Kediri, curriculum management activities are focused on the smooth development of learning situations that talk about educational issues related to teachers, students in the context of implementing the curriculum itself so that the quality of graduates is achieved as expected. This research is designed as a qualitative approach, taking the research location in Madrasah Ibtidaiyah Yusuf Abdussatar Kediri, West Lombok district.

Research findings show that 1) how the impact of curriculum management on the quality of graduates is: a) forming a curriculum development team, b) creating a basic framework of the curriculum, c) analyzing the context in the curriculum, d) analyzing the characteristics in the curriculum made, e) organizing the curriculum so that the curriculum has a regular structure in the curriculum itself, f) preparing appropriate learning implementation plans to achieve the expected goals, and g) curriculum evaluation; 2) how the curriculum management steps on the quality of graduates are: a) implementation of the right curriculum so that the quality of graduates is achieved, b) carry out extracurricular activities in the curriculum, c) carry out appropriate intra-curricular activities by the curriculum made. Substantive findings based on research at Madrasah Ibtidaiyah Yusuf Abdussatar Kediri, West Lombok Regency, are constructive or constructive, so to get the expected quality of graduates, an institution must manage the curriculum as well as possible.

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