



Curriculum Management in Improving the Quality of Education in Indonesia

Neliwati^{1*}; Rafly Prahmana Hidayat²; Rizki Ade Yusuf³

Department of Islamic Education Management, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra^{1,2,3}

*Corresponding Author. E-mail: neliwati@uinsu.ac.id

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Abstrak

Tujuan dari penelitian ini adalah untuk menilai manajemen kurikulum dalam upaya meningkatkan standar pendidikan. Untuk mengetahui fungsi manajemen kurikulum dalam peningkatan kualitas, penelitian literatur adalah metodologi yang digunakan. Pengembangan sumber daya manusia melalui pendidikan. Inisiatif untuk meningkatkan standar pendidikan harus didukung oleh semua pihak, termasuk pengelola lembaga pendidikan pusat, daerah, dan lokal. Desentralisasi pendidikan dengan kurikulum peningkatan kualitas yang spesifik untuk masing-masing daerah adalah hal yang harus kita lihat di era otonomi daerah. Program pendidikan yang telah ditetapkan oleh pusat harus diperluas atau diimplementasikan dengan menggunakan kurikulum ini. Dengan adanya kurikulum ini, sekolah-sekolah di tingkat bawah dan pemerintah daerah dapat menciptakan inisiatif untuk meningkatkan kualitas pendidikan. Demi meningkatkan pendidikan, pemerintah daerah akan menghadapi persaingan satu sama lain.

Kata Kunci: Manajemen Kurikulum, Mutu Pendidikan, Sumber Daya Manusia

Abstract

The purpose of this study is to assess curriculum management in an effort to improve education standards. To find out the function of curriculum management in improving quality, literature research is the methodology used. Human resource development through education. Initiatives to improve education standards must be supported by all parties, including managers of central, regional and local education institutions. Decentralization of education with a quality improvement curriculum that is specific to each region is what we should see in the era of regional autonomy. Education programs that have been established by the central government should be expanded or implemented using this curriculum. With this curriculum in place, lower-level schools and local governments can create initiatives to improve the quality of education. In order to improve education, local governments will face competition with each other.

Keywords: Curriculum Management, Education Quality, Human Resources

Introduction

According to Law No. 20/2003 on the National Education System, the government has the authority to ensure equal educational opportunities, improve quality, and the relevance and effectiveness of education management. The vision, mission and strategy of national education development are changed in the law. To improve education, several changes are required. In addition to national assessment standards, curriculum

diversification, educators and education personnel, education facilities and infrastructure, education management, the role of the community, evaluation, accreditation and certification, and the establishment of schools are some of the rights and obligations affecting citizens, parents, communities, and governments. The interactions between these areas of reform are managed holistically to fulfill national education goals (Huda, 2017).

The quality of Indonesia's human resources is not only far from international standards, but also fails to meet national expectations. The social, economic, legal and political systems of a society are built on human resources that come from education and training institutions. Human resources (HR) are also a determining factor for success in competing in the global market. Stronger players will win, and weaker players will be eliminated from the competition. The race is on when students from educational institutions compete in their abilities or capabilities. All parties, including managers of educational institutions at the central, regional and school levels, must support efforts to improve the quality of education.

Agustiani (2017) states that there are many phenomena of low quality in some educational institutions in Indonesia, which are characterized by various problems, including poor school management. Educational institutions need management with the kind of planning that goes beyond responding to future changes. The future of educational institutions is shaped by management that has a planning nature. Curriculum management greatly affects the quality of education in traditional management. In this article, not only educational quality management from a Human Resources perspective is discussed, but also from an educational institution management perspective (Hartati & Supriyoko, 2020).

The success of quality education depends on adequate preparation. The basis, objectives, curriculum, teacher professionalism and competence, patterns of relationships between teachers and students, technology, assessment, funding, and other components are components of education. However, good curriculum management is necessary to provide quality education, particularly in the area of curriculum, where children will learn about program objectives, content, and instructional resources as well as how the program is implemented and assessed. Educational institutions will produce competent graduates who can support themselves after graduation by implementing curriculum management effectively. This article discusses the potential of curriculum management to improve educational standards from the point of view of improving human resources, in contrast to the previous article that discussed this issue from the point of view of the teaching and learning process.

Wahyuni (2009) notes a number of phenomena that indicate low quality in some educational institutions in Indonesia, characterized by various problems, including ineffective school management. Educational institutions need management that plans to create the future by making changes that have been made so far. Curriculum management greatly affects the quality of education in traditional management. Curriculum management, seen from the point of view of the teaching and learning process, can improve the quality of learning, as described in the article above. In contrast, the topic of this essay is how curriculum management can improve education standards by improving the quality of human resources. Curriculum management is essential for educating students about the curriculum objectives, learning materials, implementation process, and curriculum evaluation in order to provide high-quality education. This article looks at how curriculum management as part of the learning process and as a way to look at learning management (Rohman, 2018).

Method

This research, which is qualitative in nature and is a desk research, is conducted using descriptive information, notes and data found in the text under study. Qualitative research also includes descriptive analysis as a major component. In an effort to improve educational standards, the descriptive analysis approach was used to provide concise, objective, methodical, analytical and critical descriptions and information regarding curriculum management. What follows is the classification and description of data in the qualitative approach.

Result and Discussion

1. Curriculum Management

a) Definition and Scope

The practice of coordinating efforts to support the achievement of learning objectives while placing a focus on efforts and improving the quality of instruction is known as curriculum management. However, there are two ways of understanding curriculum itself: broadly and narrowly. In a limited sense, curriculum consists of all the lessons-both theoretical and practical-that are taught to students following specific educational procedures. In addition, all experiences provided by educational institutions

to students while they are enrolled in classes are collectively referred to as curriculum (Hamidah et al., 2021). Differentiating the concept of curriculum in this way will also affect the management domain. If the concept of management is strictly adhered to, curriculum management will only include actions taken to facilitate the implementation of learning schedules. On the other hand, curriculum management covers more than just the classroom and considers the schedule of activities beyond that if a broad understanding is accepted.

b) Functions and Objectives of Curriculum Management

1) Planning.

The process of choosing or setting organizational goals and figuring out the plans, guidelines, projects, plans, processes, systems, finances, and standards needed to achieve those goals is known as planning.

2) Organizing

Organizing is the next task in management. The definition of organizing, as given by George R. Terry and taken from S. Nasution's book, is the process of establishing positive behavioral relationships between individuals to enable them to collaborate effectively and find personal satisfaction when performing specific tasks in a given setting to meet predetermined goals or objectives (Ramadhan & Tyorinis, 2023).

3) Implementation (Actuating)

Actuating, or implementation, is the most important managerial function of all the procedures in this series. The organizing and planning functions focus more on the theoretical part of management, but the implementation function prioritizes tasks that directly impact individuals in the business.

4) Supervision (Controlling)

One of the equally important managerial functions in an organization is supervision, or controlling. Without the supervisory function, the other functions will not run properly.

c) Curriculum Management Concept

School activities are largely determined by the curriculum that applies in the school. The current curriculum is cited in all student assignments. Curriculum planning, preparation, implementation, and assessment must be done with this in mind. The ideology and ideals of the

nation, the growth of the students, and the needs and progress of society should be considered when designing the curriculum. Since teachers make decisions on how to implement the curriculum, it is necessary for school principals to understand the basics of curriculum management. Organizing school resources to facilitate the successful and efficient implementation of curriculum management tasks is one of the subjects covered in curriculum management (Samsidar, 2017).

2. Quality of Education

The purpose of school quality improvement is to achieve school goals more effectively and efficiently through a methodical process that consistently improves the quality of teaching and learning processes and related aspects. Globalization has an impact on improving the quality of education. The top priority should be to raise the standard of education, otherwise the country or society will fall behind other countries in all areas of life. In the context of development, for example, the quality of a society's human resources - and not the quantity of its natural resources - determines the success of that society's development as measured by economic indices. Excellent human resources must not only exist, but must also go through a quality education process (Sayuti, 2021).

To set and achieve goals with the help of people and other resources, management entails planning, organizing, mobilizing and controlling. To achieve common educational goals, individuals collaborate in educational administration. By collaborating, the main goal is to shape students' personalities to suit their stage of development at the age of education and the goals of national education. Curricular objectives, specific instructional objectives and general instructional objectives can be used to categorize these goals. The cycle of educational arrangements that begins with organizing, planning, implementing, supervising and assessing a school's efforts to achieve its goals is known as educational management (Azhari, 2017). Education management encompasses decision-making, communication, and management of systems to meet educational objectives within the school system. Management of curriculum and teaching programs, educational personnel, students, finance and financing, educational facilities and

infrastructure, school-community relations, and special services are some of the interrelated components that make up educational management activities, also known as school management.

The definition and significance of curriculum is a debated topic among many experts in the field of curriculum administration. The Latin word "corre" (meaning "playing field") is the origin of the word curriculum. In this way, curriculum can be defined as an arena where students compete to master certain topics in order to achieve a degree or diploma. Curriculum means a set of subjects that students have to learn in a school or educational institution in the everyday sense. Based on this understanding, a set of subjects provides incomplete information about the content and process of understanding the materials concerned.

Activities related to the teaching and learning process and teacher responsibilities are important components of curriculum management. Dividing teaching responsibilities, allocating tasks and obligations to support extracurricular activities, and planning lessons are some examples of activities that fall under the category of teacher responsibilities (Hamidah et al., 2021). Preparation of lesson schedules, making programs (plans) based on time units (for example, semester, yearly), filling out student progress lists, evaluating learning outcomes, preparing evaluation reports, and guidance and counseling activities are activities related to the implementation of the teaching and learning process.

For the purpose of effective school program planning and achieving the best student learning outcomes, educational quality control, also known as HR control, requires information or data on the current state of the school. The ability to implement the curriculum and produce a profile of graduates with the best achievements characterizes an effective institution. Another is how principals and teachers use assessment to gather data and information to improve teaching standards. Valid, reliable and comparable educational tests conducted independently and professionally are the source of all this data (Wahyudin, 2016).

At the classroom, school, regional, national and even world levels, assessment is meant to monitor and regulate the education system. At the end of each unit or level of education, student learning outcomes are

evaluated nationally. Through assignments, daily exams, end of quarter or semester exams, and grade promotion exams, teachers and schools evaluate the progress of their students. Controlling and ensuring the quality of education involves using assessments like these. Assessment results can be used to improve education standards.

At the end of each unit or level of education, student learning outcomes are evaluated through national final exams and school final exams. The final exams are coordinated nationally by the government. Knowing how well students perform and the quality of education in each unit, type, level or level of education is the goal of national learning outcomes assessment. To achieve this, learning outcomes are assessed nationally, which is used as a tool to monitor and regulate the quality of education and as a factor in deciding when students graduate and are accepted into further education.

There are five principles that must be considered in implementing curriculum management, which are as follows:

- a. Productivity: The outcome of curriculum activities is one of the factors to be considered in curriculum management. Curriculum management should center on how students can meet the learning objectives and acquire the necessary knowledge.
- b. Democratization: To ensure that curricular objectives are met, curriculum management should be democratic and put educators, implementers and students in a position of full responsibility.
- c. Cooperative: To ensure that curriculum management efforts produce the desired results, all stakeholders must collaborate effectively.
- d. Efficient and effective curriculum management strategies should be assessed to meet learning objectives and deliver valuable results in a reasonable amount of time, while maintaining budgetary, personnel and schedule resources.
- e. Creating curriculum vision, mission and goals. It is essential that the curriculum management process supports and guides the curriculum vision, mission and goals.

Conclusion

In an effort to improve the quality of education in schools, education management, particularly curriculum management, must be prioritized. It is highly unlikely that the quality of schools will improve if the curriculum is not improved or properly implemented according to quality management standards. Under regional autonomy, education should be decentralized. There should be a specific quality improvement curriculum for each region to achieve this.

Educational programs that have been created by the centre should be expanded or implemented using this curriculum. Given that local governments and schools - even those at lower levels - are allowed to create initiatives for quality improvement, this fits well with the requirements of the curriculum. Thus, the improvement of education in each region will become a competitive issue for local governments.

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