

CURRICULUM DEVELOPMENT MANAGEMENT: THE KEY TO IMPROVING THE QUALITY OF EDUCATION IN HIGH SCHOOL

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Abstract

This study aims to analyze curriculum development management in an effort to improve the quality of education at SMA Negeri 4 Raja Ampat. The focus of this study includes planning, implementation, evaluation, and obstacles faced in curriculum development. The research approach used is qualitative with a case study design. Data collection techniques through observation, interviews, and documentation. The research subjects consisted of madrasah principals, teachers, and education personnel. The results of the study indicate that curriculum development planning at SMA Negeri 4 Raja Ampat includes routine activities such as monthly KKG/KKM, annual training and seminars, and in-house training. All of these activities are integrated in the RKM and RKAM, which include learning strategies, guidance, assessment, and financing, and serve as guidelines for curriculum implementation. The implementation of the curriculum in the classroom involves a syllabus that integrates character values, detailed RPP, and extracurricular activities to develop student talents. Evaluation is carried out with continuous monitoring to identify obstacles, as well as assessments to measure success and provide improvement solutions, with internal and external supervision throughout the process.

Keywords: Management, Curriculum Development, Quality Of Education, High School

Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen pengembangan kurikulum dalam upaya meningkatkan mutu pendidikan di SMA Negeri 4 Raja Ampat. Fokus penelitian ini mencakup perencanaan, pelaksanaan, evaluasi, dan kendala yang dihadapi dalam pengembangan kurikulum. Pendekatan penelitian yang digunakan adalah kualitatif dengan desain studi kasus. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari kepala madrasah, guru, dan tenaga kependidikan. Hasil penelitian menunjukkan bahwa perencanaan pengembangan kurikulum di SMA Negeri 4 Raja Ampat mencakup kegiatan rutin seperti KKG/KKM bulanan, pelatihan dan seminar tahunan, serta in-house training. Semua kegiatan ini terintegrasi dalam RKM dan RKAM, yang mencakup strategi pembelajaran, bimbingan, penilaian, dan pembiayaan, serta menjadi pedoman pelaksanaan kurikulum. Pelaksanaan kurikulum di kelas melibatkan silabus yang mengintegrasikan nilai karakter, RPP terperinci, dan kegiatan ekstrakurikuler untuk mengembangkan bakat siswa. Evaluasi dilakukan dengan pemantauan berkelanjutan untuk mengidentifikasi kendala, serta penilaian untuk mengukur keberhasilan dan memberikan solusi perbaikan, dengan pengawasan internal dan eksternal sepanjang proses.

Kata kunci: Manajemen, Pengembangan Kurikulum, Mutu Pendidikan, Sekolah Menengah Atas

Curriculum Development Management: The Key to Improving the Quality of Education in High Schools

Sumarsi, Samsul Arifin, Zainor Rahman, M. Kurma Nur Faifaturo R

A. INTRODUCTION

The development of the curriculum in Indonesia is inseparable from the history of the development of education. During the Dutch to Japanese colonial era, there were already schools for indigenous people and of course there was already a curriculum used. But the purpose of education at that time was to educate human resources that could be used to help the colonial mission (Yuliyanti et al., 2022). So that the development of education since the colonial era, the old order and the new order era, the reform era to the current era of globalization continues to develop, including in terms of curriculum changes that have now reached the independence curriculum (Cholilah et al., 2023).

Curriculum changes aim to improve and enhance the quality of education (Venske, 2021). This is done to assess the relevance of the curriculum to the development of the era that continues to change dynamically. Life in the global era demands various fundamental educational changes, including: changes from the perspective of local community life to global society, changes from social cohesion to democratic participation, and changes from economic growth to humanitarian development (Ananda & Hudaidah, 2021); (Mulyasa, 2013). To implement changes in the field of education and improve the quality of national education can be done by evaluating and updating the education curriculum.

The curriculum based on Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals. To achieve educational goals, changes are needed in the national education system through the curriculum, which in itself will bring various changes to every other educational component (Selamet et al., 2022).

The curriculum is an educational design that summarizes all learning experiences provided in schools and for students, this design is intended to provide guidelines for education implementers in the process of developing student learning guidance in accordance with the ideals of the nation and state through observations of the existence of students, families and the surrounding community (Ningsih et al., 2024). With the existence of an official national curriculum, all learning programs have been made in a ready-to-use form. The task of teachers in schools in general is to develop the curriculum at the teaching level, so that the implementation of the curriculum can run effectively (Muzaini et al., 2023); (Arif Kurniawan & Falah, 2023).

Thus, the role of the curriculum is very important. This is because the curriculum is the main guideline in implementing learning which includes teaching materials, learning methods, learning media, and assessments that will be used in the educational institution (Ahmad et al., 2023); (Mulyasa, 2013). As stated in the word of Allah in the letter Al-Hasyr verse 18:

Curriculum Development Management: The Key to Improving the Quality of Education in High Schools

Sumarsi, Samsul Arifin, Zainor Rahman, M. Kurma Nur Faifat R

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Meaning: "O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife); and fear Allah, indeed Allah is aware of what you do."

The content of the verse above shows the need to pay attention to something that will be implemented for the future or tomorrow. In the context of educational management, it is understood as an order to make good planning, so that later it will not fail to achieve the expected goals, one of which is in curriculum planning (Hidayat & Wijaya, 2017).

The curriculum is an important element in educational institutions, which is likened to the heart of education itself . (Faturrahman, 2022) To improve and enhance the quality of education, the first step that must be taken is to develop and complete the curriculum in accordance with regional potential and the demands of the development of the times (Arifin, 2013) . Thus, the curriculum plays a role as the main tool to realize the goals of Indonesian national education with character, which is a standard goal in creating a superior generation of the nation (Al Rosid, 2023; Al Rosid & Alfauq, 2023).

Developing a curriculum that is in accordance with the needs of the region and educational institutions is very important, because the curriculum provides the basis for the development of the personality and professional abilities of students (Al Rosid & Ayudin, 2022). The quality of the people and human resources of a nation is greatly influenced by the curriculum applied. Therefore, the government continues to strive to evaluate and improve the curriculum in order to produce a generation that is intelligent, skilled, and has character, in accordance with the basic needs of students (Redana & Suprpta, 2023); (Warsah et al., 2022).

School autonomy in managing education provides a great opportunity to produce quality (Mansir, 2022) graduates in accordance with community expectations . Therefore, curriculum development must be carried out properly and through proper management in order to produce a curriculum that is in accordance with needs (Arifin, 2013) . This development is very important to improve the quality of education nationally and the quality of Indonesian human resources, which in the end can increase the competitiveness of the Indonesian nation at the global level.

SMA Negeri 4 Raja Ampat, which was established in 1961, is a high school located in a pesantren environment and has experienced ups and downs in its development. Although surrounded by other leading schools, this school is now experiencing a significant increase in the number of students every year. The uniqueness and customs that are applied, such as joint istighosah, dhuha prayer, and the Al-Qur'an memorization program, are an attraction for the surrounding

Curriculum Development Management: The Key to Improving the Quality of Education in High Schools

community. In addition, the policy of exempting administration fees for all students also increases the interest of the community to send their children to this school.

SMA Negeri 4 Raja Ampat was built with the aim of providing an alternative education that integrates Islamic values with broad insight into the challenges of the times. This school applies an innovative approach that combines science and technology with religious values, with the hope that students can develop their potential, have noble morals, and be able to face future challenges. The curriculum applied in this school includes a Qur'an-based curriculum, DIKNAS curriculum, and Cambridge curriculum, which aims to provide holistic education and develop problem-solving skills and the formation of good morals.

The success of SMA Negeri 4 Raja Ampat in attracting public interest and improving the quality of education can be seen from a number of achievements achieved by students, such as memorizing juz 30 of the Al-Qur'an and various other achievements. This shows that this school is able to produce a quality generation, with a vision and mission that prioritizes the development of regional potential and adaptation to global progress. Good management of curriculum development management at SMA Negeri 4 Raja Ampat is a key factor in improving the quality of education and making this school the main choice for the community.

B. METHOD

This study uses a qualitative approach (Creswell & David Creswell, 2018; Forman et al., 2008). The type of research conducted by the researcher is a descriptive case study of the problem being studied. The location of the study is SMA Negeri 4 Raja Ampat. In this study, the researcher explained the intent and purpose of the study openly to the subjects being studied. The purpose of all of this is to make it easier for researchers to get permission and the information needed. According to (Moeleong, 2005) the position of researchers in qualitative research is also planning, implementing, collecting data, analyzing, interpreting data, and ultimately becoming a reporter of research results. Data collection techniques in research use observation, interviews and documentation (Muhith et al., 2020).

Data analysis in this study uses the Miles and Huberman model in (Sugiyono, 2013) which the analysis steps are divided into three parts, namely data reduction, data display and conclusion/verification. Data reduction includes the selection of data that has been collected from the research results adjusted to the focus of the research. Data presentation by describing data or information from the research results according to what they are. Drawing conclusions is done through the following stages: (1) recording all findings in the field both through interviews and documentation studies in the form of field notes, (2) reviewing interview notes and documentation to separate data that is considered relevant and data that is not relevant to the focus of the research, (3) describing data that has been classified by paying attention to the focus and objectives

Curriculum Development Management: The Key to Improving the Quality of Education in High Schools

of the research, (4) making a final analysis for the purposes of writing a report (Moleong, 2005).

To test the validity of the data, three methods are used, namely triangulation, member check, and conducting detailed descriptions (Muhith et al., 2020). Triangulation is carried out in the following ways: (1) comparing the results of interviews between research subjects, (2) comparing the results of interviews and documentation obtained. Member check is the process of checking data obtained by researchers to data providers. The purpose of member check is to find out how far the data obtained is in accordance with what is provided by the data provider. If the data found is agreed upon by the data providers, it means that the data is valid and therefore more credible. The description is carried out by researchers so that the process of reporting research results is more accurate and meets all the data collected. This is done so that the management of Curriculum development in improving the quality of Education at SMA Negeri 4 Raja Ampat.

C. RESULTS AND DISCUSSION

Curriculum development management at SMA Negeri 4 Raja Ampat focuses on planning, implementation, and evaluation to improve the quality of education. The main purpose of this management is to design clear objectives (Robbins, 2012), support planned activities, and allocate the budget needed for curriculum implementation. With good planning and effective organization, curriculum development can be implemented optimally, which in turn has an impact on improving the quality of education in madrasas. This is in line with the theory (Terry, 1993) which states four management functions: Planning, Organizing, Implementing, and Supervising (Syahputra & Aslami, 2023).

According to (Terry, 1993), good management requires structured planning, including clear activities and budget allocation in accordance with the school's vision, mission, and goals. Good organization is needed for the division of tasks and support from related parties (Syahputra & Aslami, 2023). The implementation of the curriculum must be in accordance with the planning that has been made, and supervision is carried out to identify obstacles that arise and find solutions to overcome these problems (Coşkun Yaşar & Aslan, 2021). Assessment is also important to evaluate the achievement of the quality of education that has been set.

1. Curriculum Development Planning in Improving the Quality of Education at SMA Negeri 4 Raja Ampat

Management in curriculum planning involves expertise in planning and organizing the curriculum carefully and precisely. This process must consider who is responsible and how the planning is carried out professionally. A well-planned curriculum has many functions, so it is important to pay attention to every detail. According to (Hamalik, 2013), procedures and strategies in curriculum development

planning include determining educational objectives, formulating curriculum content, and designing learning strategies, guidance, and assessment.

Program development planning at SMA Negeri 4 Raja Ampat is a structured process that includes thinking and preparation to achieve goals by following certain principles. In this process, the organization must involve organized steps, such as organizing, implementing, and supervising to achieve the goals that have been set. The more detailed and in accordance with the goals, the more thorough the planning will increase the chances of success of the organization. Therefore, good planning greatly affects the achievement of an organization's goals.

In SMA Negeri 4 Raja Ampat, the planning function includes determining activities and objectives, developing strategies to achieve them, and preparing plans that support the achievement of objectives, including an appropriate budget. The initial step in curriculum development begins by reviewing the vision, mission, and objectives of the madrasah as a basis for planning. In addition, the preparation of work programs and budgets is planned to strengthen student character, in accordance with the procedures explained by Oemar Hamalik. (Hamalik, 2013).

The explanation above is also in accordance with the opinion (Kelly, 2004) which states that: "*Curriculum planning is a process in which participants at many levels make decisions about what the purposes of learning ought to be, how those purposes might be carried out through teaching-learning situations, and whether the purposes and means are both appropriate and effective*" Curriculum planning is a process where participants are at various levels make decisions about what the learning objectives should be, how to achieve them, and These goals can be achieved through teaching and learning. situation, and whether the goals and means are appropriate. and effective.

The implementation of effective curriculum development begins with the formulation of curriculum content that is in accordance with the needs of the development to be carried out (Cholilah et al., 2023; Selamat et al., 2022). This includes various aspects, such as teaching areas, problems that need to be solved, and projects that must be worked on. The design of learning strategies includes procedures and methods used by teachers to facilitate students in carrying out active learning activities in order to achieve learning objectives (Al Rosid & Goffar, 2023; Susilawati et al., 2019). In addition, guidance strategies are also designed to help students face problems and find solutions in an integrated manner. Assessment is carried out to measure the level of success that has been achieved by students after the learning process.

The preparation of curriculum development aims to improve the quality of education, including improving the professional competence of teachers (Martinez, 2022). Some activities carried out at SMA Negeri 4 Raja Ampat to achieve this include: 1) KKG/KKM activities, 2) training, workshops, and seminars five times a year, 3) In-house training for curriculum consolidation every year, and 4) continuous professional development activities (PPKB). All of these activities are designed to

improve the quality of learning and teacher competence, which in turn will contribute to improving the quality of education in schools.

According to the theory put forward by (Rusman, 2012); (Smith et al., 2023) curriculum management includes the management and arrangement of learning involving learning materials, organization, and learning objectives of students. In developing a new curriculum, changes in learning materials, organization, and learning objectives are things that must be considered (Heikka et al., 2023). Curriculum development at SMA Negeri 4 Raja Ampat is carried out by following a well-prepared program, and its implementation is directed according to the objectives set in the program. Activities and budgets are adjusted to the existing schedule, so as to allow for the implementation of curriculum development activities to the maximum.

Teachers at SMA Negeri 4 Raja Ampat are required to prepare learning tools (RPP) that are always updated, both in terms of content, media, methods, and teaching materials, in order to continue to follow the 2013 Curriculum. In addition, curriculum development activities also include the implementation of class supervision and micro teaching periodically. This aims to improve the quality of learning and provide appropriate guidance to teachers so that they can carry out the learning process better.

According to (Sukmadinata, 2012), curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals. The preparation of the curriculum development program at SMA Negeri 4 Raja Ampat has been well prepared as a guideline for implementation in line with (Heikka et al., 2023). This program is also used to identify obstacles faced in implementing the curriculum, so that appropriate solutions and guidance can be provided to produce effective and maximum curriculum development.

2. Implementation of Curriculum Development in Improving the Quality of Education at SMA Negeri 4 Raja Ampat

The implementation of the curriculum in educational institutions is divided into two levels, namely the school level and the class level. At the school level, the principal has the main role, while at the class level, the teacher is responsible (Faturrahman, 2022; Ndari et al., 2023). Although there is a clear division of tasks between the principal and the teacher in implementing the curriculum, both still work together to carry out the curriculum administration process effectively. (Mulyasa, 2010) stated that although there are differences in the implementation of administration, both have a shared responsibility in achieving the educational goals that have been set.

Curriculum implementation includes activities carried out by managers to ensure that the objectives that have been set can be achieved effectively and efficiently (Zidan & Qamariah, 2023; Ndari et al., 2023). After the curriculum organization is complete, the government sets policies to implement the curriculum in schools. Teachers are expected to design effective, meaningful, and enjoyable learning, and organize the

learning process with the right approach to shape student competencies. (Syafaruddin & Amiruddin, 2017) emphasizes the importance of the role of teachers in implementing the curriculum professionally (Muzaini et al., 2023).

In SMA Negeri 4 Raja Ampat, curriculum implementation is the process of actualizing the ideal curriculum into a real curriculum in teaching and learning activities. This process involves interaction between various educational components in the school environment. The implementation of curriculum development in SMA Negeri 4 Raja Ampat is divided into four main focuses, including improving teacher professional competence. In accordance with the theory (Mulyasa, 2010), curriculum implementation is an effort to realize planning and organizing by mobilizing existing resources to achieve predetermined goals.

The curriculum development management function at SMA Negeri 4 Raja Ampat includes several important activities, such as assignments, task division, task grouping, and determining who reports to whom. The principal plays a role in managing the tasks that need to be done, while teachers at the class level have a role in implementing the curriculum. The leadership function involves motivation, direction, setting up effective communication channels, and resolving conflicts between members. Meanwhile, the control function includes monitoring organizational performance so that all matters run according to the plans and goals that have been previously set.

The implementation of curriculum development at SMA Negeri 4 Raja Ampat is carried out by actively dividing tasks and responsibilities among a group of people. The principal is responsible for ensuring that the planning that has been prepared runs well, which includes checking teaching and learning tools such as RPP, Protas, Promis, and Syllabus. The implementation of the curriculum at the school and class level requires learning strategies that are adjusted to the teaching objectives, as well as facilities that support the comfort and ease of students in learning. In addition, extracurricular activities are also important to support the development of students' talents and interests, this is in line with (Zidan & Qamariah, 2023; Ndari et al., 2023).

According to (Syahputra & Aslami, 2023);, (Robbins, 2012) *actuating* is an effort to move group members so that they want and strive to achieve the goals that have been set. This is important in curriculum development, especially to motivate and involve all elements in education. In addition, according to (Syafaruddin, 2002), effective curriculum development requires various mutually supportive factors, such as educational policies, adequate facilities, use of information technology, and proper evaluation. All of these factors contribute to improving the quality of education and the competitiveness of madrasas (Zidan & Qamariah, 2023; Ndari et al., 2023).

3. Evaluation of Curriculum Development in Improving the Quality of Education at SMA Negeri 4 Raja Ampat

Evaluation in curriculum development at SMA Negeri 4 Raja Ampat is carried out through monitoring and assessment to ensure proper and effective implementation. Supervision is carried out at every stage, from planning, organizing, to implementing the curriculum, both internally and externally. Continuous monitoring aims to obtain information related to the implementation and obstacles that arise, so that solutions can be found immediately. Assessment is carried out to measure the success of curriculum development, both in terms of effectiveness and the results achieved.

Curriculum development evaluation at SMA Negeri 4 Raja Ampat includes continuous monitoring and assessment to identify obstacles and find solutions. One of the obstacles found was that special class teachers had additional duties and could not teach according to schedule. The solution given was to provide assignments that could be completed during learning to ensure that the material was completed on time. This evaluation was carried out to ensure that the curriculum implemented could run according to the objectives that had been set.

According to (Hamalik, 2006) ; (Somantrie, 2021), curriculum evaluation is a series of activities that compare input, process, output, and outcome with curriculum plans and standards. Evaluation aims to assess the efficiency, effectiveness, benefits, impacts, and sustainability of the curriculum being implemented. Supervision carried out at SMA Negeri 4 Raja Ampat includes continuous monitoring and assessment to ensure that curriculum development is in accordance with the plan and is able to provide maximum results.

Curriculum evaluation according to (Kelly, 2004) " curriculum evaluation is *clearly the* process by which we attempt to gauge the value and effectiveness of any particular piece of educational activity whether a national project or a piece of work undertaken with our own pupils."

The empowerment concept at SMA Negeri 4 Raja Ampat aims to encourage the involvement of human resources (HR), especially teachers, in activities and decisions that affect their work. The principal conducts a structured performance evaluation through monthly assessments of all teachers. This is done to support curriculum development and improve the quality of education at the madrasah. The evaluation process also includes providing openness to expected input and suggestions, as well as providing solutions if there are obstacles felt by teachers. This evaluation is an important part of efforts to improve the quality of education.

Providing facilities and infrastructure that support the development of teacher potential, as well as ongoing supervision and assessment processes, are important steps in empowering teachers. According to (Triwiyanto, 2015), evaluation functions to determine the level of educational success and becomes the basis for improving curriculum planning, organization, and implementation. The evaluation conducted at

SMA Negeri 4 Raja Ampat is not only an administrative process, but also a means to encourage significant changes in improving education.

The supervision process carried out by the head of the madrasah is very important to maintain teacher motivation in developing the quality of learning. High motivation in teachers has a big influence on their performance in class (Murtafi'ah & Al Rosid, 2024). The head of the madrasah plays an important role in encouraging and maintaining this enthusiasm through various means, such as mentoring, coaching, and counseling. Teacher performance assessments are carried out in a planned manner to provide assistance for problems faced by teachers in the learning process, as well as to find solutions that can be applied to improve the quality of education in the madrasah. Support from various parties, including alumni, is essential for the success of the madrasah program.

In this regard (Flippo, 1991) states that: *Planned development programs will return values to the organization in terms of increased productivity, increased morale, reduced costs, and greater organizational stability and flexibility to adapt to changing external requirements. Such a program will also help meet the needs of individuals in their search for a work assignment that can add to a lifelong career.*

Curriculum evaluation is a series of activities to compare the realization of input, process, output, and outcome against curriculum plans and standards. According to (Hamalik, 2006); (Somantrie, 2021), evaluation aims to assess the success of curriculum implementation and measure its efficiency, effectiveness, benefits, impacts, and sustainability. This evaluation also aims to determine the extent to which the curriculum can be implemented and achieved in accordance with the established educational goals. Curriculum evaluation is an important part in determining the quality of an educational program.

Defining curriculum evaluation as a process to measure the value and effectiveness of each part of educational activities, both on a national scale and in learning activities carried out with students (Kelly, 2004). This evaluation is important to assess whether the educational activities carried out are in accordance with the expected goals and have a positive impact on student learning. The evaluation is not only carried out for administrative purposes, but also to provide constructive feedback for future curriculum improvements (Best et al., 2023; Somantrie, 2021).

In SMA Negeri 4 Raja Ampat, curriculum evaluation aims to determine the ability or level of success of students in the learning process. The evaluation results are used to improve the planning, organization, and implementation of the curriculum. Curriculum assessment must be based on accountable criteria, where the success criteria must be relevant to the goals to be achieved. Cooperation and support from various parties, including teachers, students, and the community, are very important for the success of curriculum evaluation in achieving optimal educational goals, this is in line with (Rusman, 2009) (Murtafi'ah & Al Rosid, 2024; Somantrie, 2021).

D. CONCLUSION

Curriculum development planning at SMA Negeri 4 Raja Ampat includes monthly KKG/KKM activities, training/workshops/seminars five times a year, annual in-house training, and ongoing professional development. All of these are integrated in the RKM and RKAM, which include curriculum formulation, projects that need to be worked on, learning strategies, guidance, assessment, and financing. This program is a guideline for implementing curriculum development.

Implementation of curriculum development at SMA Negeri 4 Raja Ampat is done through classroom learning that contains a syllabus with detailed character values and lesson plans. Extracurricular activities are also held to support the development of student talents, while supporting activities such as outbound and character camps provide additional experiences for

Evaluation of curriculum development at SMA Negeri 4 Raja Ampat is carried out through monitoring and assessment to assess the implementation of the curriculum. Monitoring is carried out continuously to identify obstacles, while assessment aims to determine the level of success and provide solutions for improvement. Supervision is carried out internally and externally from planning to implementation.

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Curriculum Development Management: The Key to Improving the Quality of Education in High Schools

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