

## IMPLEMENTATION OF CURRICULUM MANAGEMENT TO IMPROVE EDUCATION QUALITY IN PUBLIC HIGH SCHOOLS (SMA NEGERI) AND MADRASAS IN SOUTH LAMPUNG

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**Abstrak:** Rendahnya mutu pendidikan merupakan salah satu permasalahan utama yang dihadapi oleh bangsa Indonesia saat ini. Berbagai upaya telah dilakukan untuk meningkatkan kualitas pendidikan nasional, termasuk pengembangan kurikulum nasional dan lokal, peningkatan kompetensi guru melalui pelatihan, penyediaan buku dan alat pembelajaran, perbaikan sarana dan prasarana pendidikan, serta peningkatan manajemen sekolah. Metode yang digunakan dalam penelitian ini adalah kualitatif, dan teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. (1) Perencanaan Kurikulum dalam Meningkatkan Mutu Pendidikan di SMA Negeri dan madrasah dilakukan beberapa perencanaan yaitu: a). Terdapat evaluasi menyeluruh terhadap kebutuhan siswa, perkembangan pendidikan, dan tuntutan dunia kerja. b). Kolaborasi antara wakil kepala sekolah, tim guru, dan pakar pendidikan. (2) Implementasi Kurikulum Dalam Meningkatkan Mutu Pendidikan di SMA Negeri dan madrasah dilakukan dengan cara: a). Melibatkan pelatihan dan dukungan kepada guru dalam merancang dan melaksanakan pembelajaran inovatif dan relevan. b). Guru didorong untuk menggunakan metode pembelajaran yang aktif, kolaboratif, dan kontekstual. (3) Evaluasi Kurikulum kurikulum Dalam Meningkatkan Mutu Pendidikan di SMA Negeri dan madrasah dilakukan dengan cara : a). Berkelanjutan dan holistik, b). Evaluasi dampak kurikulum, c) Evaluasi Pengembangan Profesional Guru, d) Evaluasi metode pembelajaran inovatif, peningkatan kompetensi guru, penguasaan materi, keterlibatan siswa dalam pembelajaran serta evaluasi dampak program Merdeka Belajar yang sudah diimplementasikan secara berkelanjutan.

**Kata kunci:** *Implementasi, Manajemen Kurikulum, Mutu Pendidikan*

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**Abstract:** The low quality of education is one of the main challenges faced by the Indonesian nation today. Various efforts have been made to improve the quality of national education, including the development of national and local curricula, enhancing teacher competence through training, providing books and learning tools, improving educational facilities, and enhancing school management. The research method used in this study is qualitative, and the data collection techniques employed are observation, interviews, and documentation. (1) Curriculum Planning in Improving the Quality of Education in Public High Schools (SMA Negeri) and Madrasah involves several steps, such as: a) Comprehensive evaluation of student needs, educational development, and demands of the workforce, b) Collaboration between the Vice Principal, teacher team, and education experts. (2) Implementation of the Curriculum in Improving the Quality of Education in Public High Schools (SMA Negeri) and Madrasah is carried out through: a) Involving training and support for teachers in designing and implementing innovative and relevant teaching methods, b) Encouraging teachers to use active, collaborative, and contextual teaching approaches. (3) Evaluation of the Curriculum in Improving the Quality of Education in Public High Schools (SMA Negeri) and Madrasah is conducted through: a) Continuous and holistic evaluation, b) Assessing the impact of the curriculum, c) Evaluating the Professional Development of Teachers, d) Assessing the effectiveness of innovative teaching methods, improvement of teacher competence, mastery of

subject matter, student engagement in learning, and evaluating the impact of the Curriculum program that has been implemented continuously.

*Keywords:* Implementation, Curriculum Management, Educational Quality

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## **Introduction**

Investing in education stands as the foremost commitment for a country, especially in developing nations. Only educated individuals can achieve progress and contribute to a nation's development. A country's advancement or decline is closely linked to the progress or deterioration of its education system. Education acts as a crucial support system for a nation's development, aspiring to produce capable leaders who can drive the country's growth. The presence of formal educational institutions, such as Madrasah, plays a strategic role in the success of the national education system. Currently, various proposals for national education policies aim to improve the quality of education, with a particular emphasis on enhancing the capabilities of students (Harris, 2021).

The learning process, known as Human Resource Empowerment, is the key to visibly improving the quality of education. To achieve the desired level of school quality, effective management is a crucial factor. Various initiatives have been undertaken to improve the quality of education in Indonesia, including curriculum reforms, the development of teaching materials, enhancing teacher and student skills, educational improvements, and the development of new educational facilities. Progress in knowledge and technology forms the foundation and pinnacle of the global information revolution that shapes human behavior. Ideally, this significant change aims to enhance human resources in all fields. However, based on a statement uploaded by the World Economic Forum (WEF) on their website, Indonesia ranked 34th out of 144 countries in 2014-2015. This information provides evidence that improving human intelligence can only be achieved through education. The learning process, known as Human Resource Empowerment, is the key to significantly improving the quality of education. In implementing strategic steps to anticipate and respond to changes in the education system in this industrial era, the need for changes in the implementation of the system in educational institutions is essential. In addition to core competencies, educators are also required to have qualifications and supporting competencies, including agility, innovation, and creativity (Haris, 2019). To achieve the desired level of school quality, effective management becomes a crucial factor. Various initiatives have been undertaken to improve the quality of education in Indonesia, including curriculum reforms, development of teaching materials, enhancing teacher and student skills, educational improvements, and the development of new educational facilities. Progress in knowledge and technology forms the foundation and pinnacle of the global information revolution that shapes human behavior. Ideally, this significant change aims to enhance human resources in all fields. However, based on the statement made by the World Economic Forum (WEF) on their website, Indonesia was ranked 34th out of 144 countries in 2014-2015. This information provides evidence that improving human intelligence can only be achieved through education.

The curriculum contains information about objectives, standards, teaching materials, and methods used to implement the educational program established in order to achieve the specified educational goals (Garnida, 2015:106). The curriculum is a series of plans and regulations that govern the core competencies established to achieve national educational goals. Educational goals can be achieved through the implementation of an evolving educational curriculum over time. Therefore, changes in the educational curriculum often occur due to the developments in time, knowledge, technology, and the competencies needed by society and the users of graduates. Currently, there have been changes in the educational curriculum from the School-Based Curriculum (KTSP) in 2006 to the Curriculum 2013 (Wildan, 2017). These changes aim to ensure that the learning process in schools/madrasas improves. Curriculum 2013 is a continuation of the curriculum in 2006, thus the components in Curriculum 2013 are developed from the previous curriculum.

Curriculum management can be understood as an administrative process in the curriculum field, aiming to ensure that the learning process runs smoothly, effectively, and efficiently. Additionally, curriculum management involves receiving feedback and creating connections between the elements within the curriculum (Utomo, 2017:116). The ability to "manage" in terms of planning and organizing the curriculum is the goal of curriculum management during the planning process. Two considerations that must be taken during this process are who is responsible for planning the curriculum and how the planning is done professionally (Lazwardi, 2017). Curriculum management is a cooperative, comprehensive, systematic, and systematic curriculum management system aimed at achieving the curriculum's objectives. In its implementation, it involves the School-Based Management (SBM) and the School-Based Curriculum (KTSP). Therefore, the autonomy given to educational institutions in managing the curriculum independently, while prioritizing the institution's needs and achieving targets in its vision and mission, does not disregard the national policies that have been established (Rusman, 2009).

Curriculum management involves a thorough planning process to structure the appropriate curriculum, identify competencies and learning objectives, as well as determine suitable teaching methods and assessments. Furthermore, curriculum organization entails arranging the sequence of materials and efficiently allocating learning time to ensure that the learning process runs smoothly and achieves the desired outcomes. Curriculum management is the process of planning, implementing, organizing, and evaluating the curriculum in schools or educational institutions. The curriculum itself encompasses all activities, experiences, and other factors that influence the development of a child's personality, both within and outside the school environment, with the aim of enabling students to achieve the predetermined competencies (Arifin, 2011). The low quality of education is one of the main problems faced by the Indonesian nation today, especially at every level and type of education, such as primary education (SD/MI) and secondary education (SMP/MTs and SMA/SMK/MA). Various efforts have been made to improve the quality of national education, including the development of national and local curricula, enhancing teacher competencies through training, providing books and learning materials, improving educational facilities, and enhancing school management. However, despite these efforts, the indicators of educational quality have not shown significant improvement. Some schools, especially in urban areas, have shown encouraging progress in education quality, but many other schools still face serious and concerning issues.

### **Method**

This research is a study that uncovers, discovers, and explores information about the planning, implementation, and evaluation applied in Public High Schools (SMA Negeri) and Madrasahs in South Lampung during the academic year 2021/2022. The approach used in this research is qualitative. Qualitative research falls under pure qualitative research because its implementation is based on an effort to understand and describe the intrinsic characteristics of phenomena that occur within themselves (Sugianto, 2015:13). The implementation of pure or natural qualitative research is to comprehend the phenomena that occur in a specific topic. The subjects used in this study are the School Principal, Vice Principal, and Teachers who teach at Public High Schools and Madrasahs. The sampling technique used is purposive sampling. Purposive sampling is a sampling technique determined based on specific considerations (Sugiyono, 2017:85). The researcher's considerations in determining the sample in this study are their positions, gender, and teaching experience in Public High Schools and Madrasahs. Therefore, the sample (informants) in this study consists of 6 people. The data collection techniques used in this research are observation, interviews, and documentation. The data analysis techniques used in this research are data reduction, data presentation, and drawing conclusions. The data collection in this study is conducted through observation and interviews. Data analysis involves the systematic process of finding and organizing data obtained from observations, documentation, and interviews in a way that is easily understood, and the findings can be summarized.

### **Findings and Discussion**

#### **Curriculum Planning in Improving the Quality of Education in Public High Schools (SMA Negeri) and Madrasah in South Lampung.**

Based on interviews with the School Principal, Curriculum Vice Principal, and several Teachers, it is evident that curriculum planning in both Public High Schools (SMA Negeri) and Madrasah in South Lampung is a comprehensive process. The planning involves analyzing the learning needs, engaging teachers and school staff to identify and prepare the school's requirements, particularly those of the students. It includes preparing learning outcomes, teaching modules, and assessments that align with the national curriculum standards, with a focus on collaborative skills, creativity, and problem-solving through various activities, workshops, or collaborations with educational institutions and experts. Regular evaluation and monitoring are also carried out to ensure continuous improvement. The collaboration between the school teams ensures that the national curriculum standards are met while considering curriculum principles such as subject selection freedom, skill development, and technology utilization. The planning process takes into account the diversity of students and integrates national values.

Teachers actively engage in the planning process by identifying the competencies they want to develop in their students. They adhere to educational standards while customizing the curriculum to meet the students' needs and interests. Discussions with colleagues and monitoring educational trends help them determine relevant competencies for real-world applicability and student needs. The curriculum offers students choices in subject selection to explore their interests and develop their potential in their preferred fields. The integration of technology plays a significant role in the learning process. The use of devices like laptops, tablets, and internet access, along with online learning platforms and digital resources, enhances students' learning opportunities and engagement.

Multimedia and interactive simulations further support students' comprehension.

In specific subjects like Economics, the curriculum planning aligns the national standards with the students' needs and the current economic landscape. For Chemistry, the curriculum integrates national standards with the students' understanding of essential concepts and their applications in daily life. The content is updated to reflect the latest scientific trends and technologies. Consideration is given to students' interests, and key competencies such as laboratory skills, problem-solving, and environmental understanding are identified for development. In Computer Science, the curriculum focuses on relevant information technology and communication skills required for the future. The national curriculum standards are adjusted to match current technological advancements and industry demands. The curriculum planning takes into account students' interests and identifies competencies to develop in areas like programming, graphic design, data analysis, and cyber-security.

### **Implementation in Improving the Quality of Education in Public High Schools (SMA Negeri) and Madrasah in South Lampung.**

Based on the interviews conducted regarding the implementation of curriculum management to improve the quality of education in public high schools and madrasahs, interviews were conducted with the School Principal, Vice Principal, and teachers. The School Principal mentioned that to implement curriculum management, they provide teachers with the freedom to design and adjust learning according to students' needs. They encourage the use of active learning methods, competency-based project approaches, and the integration of technology in the teaching process. Additionally, they provide support and training to teachers in adopting effective curriculum approaches and utilizing relevant resources. These efforts are crucial in enhancing the quality of education by actively engaging students in learning, making the learning process more relevant to the real world, enriching the learning experience with technology, and enhancing the skills and readiness of teachers in delivering instructional materials. By combining these various steps, it is hoped that the overall quality of education will improve, leading to better-prepared students to face future challenges.

The interview with the Vice Principal in charge of the curriculum revealed that in implementing the Merdeka Belajar curriculum, they provide training and support to teachers to develop and apply innovative and relevant teaching methods. They encourage teachers to use active, collaborative, and contextual learning approaches. Additionally, the school's administration ensures the availability of resources and facilities to support the curriculum implementation and facilitates collaboration among teachers and different subject areas in developing an integrated learning program.

The teacher facilitators stated that in the implementation of the curriculum, their focus is on providing students with the freedom to choose their learning paths according to their interests and potentials. They offer various subjects and educational pathways tailored to the students' interests and potentials. The aim is to enable students to develop their interests and acquire knowledge relevant to their future needs. In the learning process, teachers use collaborative teaching methods, such as group discussions, problem-based projects, and presentations, to provide opportunities for students to take the initiative in exploring topics that interest them and applying relevant skills. Moreover, teachers utilize technology to enrich students' learning experiences, incorporating devices like computers, mobile devices, and digital resources to facilitate independent exploration and expand their learning resources. With the integration of technology, students can become more active and engaged in the learning process, thereby enhancing the effectiveness and efficiency of their learning.

The Economics subject teacher conveyed that they encourage students to develop a profound understanding of economic concepts through practical experiences and simulations. To achieve this, they use real-life case studies, economic games, and collaborative projects that involve students in analyzing economic situations and formulating creative solutions. Furthermore, the teachers also leverage technology to expand learning resources and provide access to up-to-date information about the global economy in implementing the Merdeka Belajar curriculum. By integrating technology, students can easily access various relevant and current sources of information about economics, enriching their understanding of the subject. Through the combination of practical learning methods and technological approaches, it is hoped that students can develop comprehensive skills and understanding in the field of economics.

In the field of Chemistry, teachers use practical and interactive approaches to encourage active student participation in laboratory experiments, simulations, and research projects. With these teaching methods, students have direct opportunities for exploration and practical experiences in understanding chemical concepts in a real-world context. Teachers also apply collaborative learning methods, such as group discussions and presentations, to foster interaction and sharing of understanding among students about chemical concepts. This collaborative approach helps expand students' understanding and actively engages them in the learning process. Furthermore, teachers utilize technology, such as computer simulations and

digital resources, to enrich the learning experience. With technology integration, students gain broader access to more engaging and interactive learning materials. The use of technology also aids students in visualizing and comprehending chemical concepts in a more visual and in-depth manner.

### **Curriculum evaluation in improving the quality of education in SMA Negeri and Madrasah in South Lampung.**

For curriculum evaluation to improve the quality of education in SMA Negeri and Madrasah in South Lampung, the School Principal ensures continuous and comprehensive evaluation of various aspects:

- 1) **Implementation of the Program:** The evaluation focuses on how the curriculum program is implemented, including the development and achievement of learning outcomes, utilization of digital technology, and ensuring that all components of the program are executed well according to established guidelines.
- 2) **Impact Evaluation of the Independent Curriculum:** This evaluation assesses the quality of learning, including academic achievement, student participation in extracurricular activities, skill and ability enhancement, as well as student and teacher satisfaction with the program.
- 3) **Professional Development Evaluation of Teachers:** This evaluation aims to determine the relevance of training content and teaching methods applied in the classroom and their impact on enhancing teacher competencies in implementing the curriculum.
- 4) **Infrastructure and Resource Support Evaluation:** This evaluation is essential in assessing the availability and adequacy of educational facilities, access to educational technology, libraries, laboratories, and learning resources to support curriculum implementation.
- 5) **Stakeholder Feedback Evaluation:** Feedback from students, teachers, parents, and the community regarding curriculum implementation is collected through surveys, interviews, or group discussions. This evaluation provides diverse perspectives on the program's success and areas for improvement.

The Curriculum Vice Principal also emphasizes that the evaluation is continuous and holistic, especially concerning coordination and program implementation. Assessing the coordination and adherence to established guidelines is crucial to ensure successful program execution. Various evaluation instruments, such as formative and summative tests, project assessments, and student portfolios, are used to understand the curriculum's impact on students' knowledge, skills, and attitudes. The Teacher Leaders' evaluations primarily focus on continuous assessment of curriculum implementation in terms of concept mastery, pedagogy, and the curriculum's impact on students. Understanding the program's philosophy is essential to apply adaptive teaching strategies and integrate technology and digital resources in the learning process.

Furthermore, the Economics Teacher evaluates the quality of teaching methods used, innovative teaching approaches, student engagement, constructive feedback, and facilitation of collaboration among students. The effective use of available resources, including relevant and high-quality teaching materials, online learning platforms, and digital technology, is essential in supporting continuous learning.

Similarly, the Chemistry Teacher also evaluates concept comprehension, teaching strategies, teacher competencies, student engagement, and the impact of the curriculum program on students' learning continuously. Lastly, the Computer Teacher assesses mastery of subject matter and technology competencies, considering the relevance of the subject matter taught and relevant technology competencies. The evaluation also focuses on the utilization of technology in interactive and creative learning and its impact on enhancing student competencies in computer and information technology.

### **Conclusion**

Curriculum planning to improve the quality of education in SMA Negeri and Madrasah involves several steps, namely:

- 1) Comprehensive evaluation of students' needs, educational development, and job market demands.
- 2) Collaboration between vice principals, teacher teams, and education experts is crucial in determining clear and relevant learning objectives aligned with real-life situations.
- 3) Integrating the principles of Independent Learning, such as freedom in choosing subjects, skill development, and the use of technology, becomes a significant part of curriculum planning.

The implementation of the curriculum to enhance the quality of education in SMA Negeri and Madrasah is carried out by:

- 1) Providing training and support to teachers in designing and implementing innovative and relevant teaching methods.
- 2) Encouraging teachers to use active, collaborative, and contextual teaching approaches.

- 3) Fostering collaboration among teachers and across subjects to develop integrated learning programs is a vital factor in curriculum implementation.

The curriculum evaluation to improve the quality of education in SMA Negeri and Madrasah is conducted through various methods:

- 1) Evaluation is continuous and holistic to gain a comprehensive understanding of all program components being implemented.
- 2) Assessing the impact of the curriculum on the quality of learning, including academic achievement, student participation in extracurricular activities, improvement in skills and abilities, as well as student and teacher satisfaction with the program.
- 3) Evaluating the professional development of teachers to determine the relevance of training content, teaching methods used in the classroom, and its impact on enhancing teacher competencies in implementing the curriculum.
- 4) Assessing innovative teaching methods, teacher competency improvement, subject mastery, student engagement in learning, and evaluating the continuous impact of the implemented curriculum.
- 5) Evaluating the support infrastructure and resources, including educational facilities, access to educational technology, libraries, laboratories, and learning resources, which are essential in supporting curriculum implementation.
- 6) Obtaining feedback from stakeholders, including students, teachers, parents, and the community, through surveys, interviews, or group discussions. This evaluation provides diverse perspectives on the success and areas for improvement in curriculum implementation.

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