



Development of curriculum management in the world of education

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ABSTRACT

The research objective is to develop curriculum management in an effort to improve the quality of education. The method used is qualitative with descriptive research. Efforts to improve the quality of education must be supported by all parties, both by managers of educational institutions at the central, regional and school levels, especially in classroom learning. In the implementation of education, each region should have a curriculum management which is an elaboration or implementation of the educational curriculum set by educational institutions. This is in accordance with the demands of the curriculum, where both the local government and even the school level are given the freedom to describe programs to improve the quality of education. The parties involved in curriculum development are the government, principals, teachers and students. The results of this curriculum management study have a concept as the main determinant of school activities in an effort to improve the quality of education.



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INTRODUCTION

The quality of Indonesian human resources is not in line with national expectations, even tends to decline and does not meet international standards. Human Resources (HR) which is a product of an educational or training institution will determine the development of the economic, legal, political, and social order of the community. The competition that occurs is competition in the ability or competence of graduates of educational institutions. The quality of our education must be able to encourage all schools to really participate in trying to improve the quality of education. Efforts to improve the quality of education must be supported by all stakeholders, including central leaders, communities and school-level institutions, including classrooms.

The problem that occurs in Indonesia is that the current learning process developed by teachers is still weak. The learning process that occurs in the classroom is carried out according to the abilities and tastes of the teacher. In fact, the ability of teachers to manage learning is not evenly distributed according to the educational background of teachers and their motivation and love for their profession. There are teachers who carry out learning management in earnest through careful planning, by utilizing all available resources and paying attention to the level of intellectual development and psychological development of children's learning. Such a teacher will be able to produce higher quality graduates compared to teachers whose learning management is done modestly without considering various factors that can affect the success of the learning process.

Another problem is that quality education is still an expensive item for some of our society. In this case, it can be said that most of the educational institutions in Indonesia still pay little attention to the quality of their education. The quality of education will not be satisfactory if the components of education which include the foundation, objectives, curriculum, teacher competence and professionalism, teacher-student relationship patterns, learning methodologies for infrastructure, evaluation, financing and other elements are managed as is without careful planning. Meanwhile, to achieve a good and quality education, it is necessary to develop good management, especially in the field of curriculum that will be taught to students both regarding the objectives, content or teaching materials, implementation and evaluation of the curriculum. The development process consists of four stages, namely; first, determine the Foundation (the basics needed to develop a curriculum). Second, determine Construction (returning the expected curriculum model based on the foundation). Third, implementation (implementation of the curriculum). Fourth, Evaluation (assessing the curriculum comprehensively and systemically). By implementing professional curriculum management, these

educational institutions will produce quality graduates who are able to shape their graduates to have life skills.

RESEARCH METHODS

The type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text under study. This research includes descriptive research, because it aims to describe certain characteristics of a phenomenon and seeks to describe and interpret what exists (it can be about conditions or relationships that are growing, ongoing processes due to or effects, or trends that are developing). Descriptive analysis method provides a clear, objective, systematic, analytical and critical description and description of Curriculum Management in Education Quality Improvement Efforts.

Data collection method is the most important step in research, because the main purpose of research is to obtain data. Data collection procedures used include:

1. Data collection what is done in this research is to collect books about values, education.
2. Data analysis is a series of simple attempts at how research data are in turn developed and processed into a simple framework. The data that has been collected is then analyzed to obtain information, but first the data is selected on the basis of its reliability.

RESULTS AND DISCUSSIONS

Curriculum Management

Management is a concrete process that starts with planning, organizing, driving and controlling that is done to select and complete the goals that have been set using people and other resources. Activities of education management or school management include several interrelated components, namely; 1) curriculum management and teaching programs, 2) education staff, 3) students, 4) finance and financing, 5) educational facilities and infrastructure, 6) school relations with the community, 7) special services.

Curriculum Management Objectives:

1. Planning (Planning)
Planning is the selection or setting of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals.
2. Organizing
The next management function is organizing which is the act of seeking effective behavioral relationships between people, so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, under certain environmental conditions in order to achieve certain goals or objectives.
3. Implementation (Actuating)
Of the entire series of management processes, actuating is the most important management function. The planning and organizing functions are more concerned with abstract aspects of the management process, while the actuating function is more concerned with activities that are directly related to people in the organization. Actuating is an effort to move group members in such a way that they are willing and trying to achieve the company's goals and the goals of the company's members because the members also want to achieve these goals.
4. Supervision (management)
Control is a less important management function for your organization. All previous features will not be activated without monitoring. The education management process plays a very important role from the school's point of view in order to achieve educational goals in schools effectively and efficiently. After all, the school is a system that contains various components and a series of activities that require good and regular management. Schools without the support of a good management process will only disrupt the pace of organizations that never really achieve educational goals. Therefore, educational activities in schools require clear and realistic planning, effective and efficient organization, motivation and motivation of all school staff, as well as quality and continuous monitoring of performance.

Regarding curriculum management, the meaning and definition of the curriculum are often interpreted differently among experts. Curriculum management is the whole process of a joint effort to facilitate the achievement of teaching goals with an emphasis on effort, improving the quality of interaction and teaching[13]. There are three types of curriculum organization:

1. Separated curriculum (separated curriculum) where teaching materials are presented separately as if there are boundaries between the same field of study in different classes.
2. Correlated curriculum is a curriculum that shows the existence of a relationship between one curriculum and another.
3. An integrated curriculum is a curriculum that eliminates boundaries between fields of study and presents unique teaching materials.

Curriculum management is emphasized in the form of activities related to the duties of teachers and activities related to the process of implementing teaching and learning. Activities related to teacher duties include the division of teaching tasks, the division of tasks/responsibilities in fostering extra-curricular activities, and coordinating the preparation of teaching preparations.[14]. Meanwhile, activities related to the teaching and learning process consist of:

1. Preparation of lesson schedules,
2. Preparation of programs (plans) based on certain time units (such as quarterly, semester, or annual),
3. Fill out student progress list
4. Implementation of evaluation of learning outcomes
5. Evaluation results report and
6. Counseling guidance activities.

In education management, curriculum implementation aims to ensure that the curriculum is implemented properly. In this case, the administrator is responsible for providing conditional materials, personnel, and equipment to ensure that the curriculum runs. Implementation of the curriculum is divided into two parts:

1. Implementation of the school-level curriculum, which in this case is directly handled by the principal. In addition to being responsible so that the curriculum can be implemented in schools, the principal is also obliged to carry out activities, namely compiling an academic calendar that will take place at the school for one year, compiling a lesson schedule in one week, setting the duties and obligations of teachers, and other related matters. about efforts to achieve curriculum goals.
2. Implementation of the class-level curriculum, which in this case is divided and assigned directly to the teachers. This division of tasks includes:
 - a. Activities in the field of teaching and learning process.
 - b. Fostering extracurricular activities that are outside the curriculum provisions to support school goals.
 - c. Tutoring activities that aim to develop the potential that is in students and help students in solving problems

Principles of Curriculum Management

As a guide, the curriculum is used as a tool that functions to achieve educational goals. The curriculum of a school contains a description of what types of programs are carried out by the school. There are several principles that must be considered in implementing curriculum management, including:

1. Productivity, namely the results to be obtained in curriculum activities is an aspect that must be considered in curriculum management. Consideration of how students can achieve learning outcomes in accordance with curriculum objectives must be a target in curriculum management.
2. Democratization, or the application of curriculum management, is based on democracy where managers, practitioners, and students are placed in the right position to carry out their duties with full responsibility to achieve curriculum goals.
3. Cooperative, which requires active collaboration from various stakeholders to achieve the expected results from curriculum management activities.

4. Curriculum management activities pay attention to effectiveness and efficiency to achieve curriculum goals, so that curriculum management activities produce useful results with relatively low cost, labor and time, must incur costs.
5. The governance of the vision, mission, and objectives set out in the curriculum, namely the curriculum management process, must be able to strengthen and direct the vision, mission, and objectives of the curriculum.

Stakeholders in Curriculum Management Development

The parties involved in curriculum development in schools are as follows:

1. Teachers and Students
Teachers play a very important role, both in planning and implementing the curriculum. He is the implementing planner, and curriculum developer for his class. The teacher is the front line of curriculum developers, so it is the teacher who always evaluates and improves the curriculum. In addition, the teacher acts as a communicator, learning motivator, learning media development, experimenter, organizational builder, learning system manager, mentor both at school and in the community in relation to the implementation of long life education. Thanks to his expertise, a teacher is able to encourage children's creativity.
2. Headmaster
The success of education in schools is influenced by the leadership of the principal. Therefore, the principal must play an active role, continuously use all his abilities, and devote his time, energy, and thoughts to running the school. The principal's role in curriculum development is very important. Therefore, policies, abilities, vision, responses and creativity in dealing with curriculum changes play an important role in curriculum development.
3. Government
Curriculum development carried out in schools is ideally guided by the government. For example, the ministry of religion is in charge of religious education, the ministry of education and culture is in charge of general education and so on. Where the government's role in curriculum development is to compile the legal basis, develop the basic framework and core curriculum programs. The basic framework and core program will determine the minimum required courses.

Research result

Based on the results of research conducted by researchers regarding the implementation of curriculum management in improving the quality of education, the researchers found several things.

1. Curriculum management has a concept as the main determinant of school activities in an effort to improve the quality of education. All student activities refer to the existing curriculum. Based on this, the curriculum must be properly formulated in terms of planning, organizing, implementing, and evaluating the curriculum.
2. The design of the educational curriculum is carried out before entering the new school year. The design process is carried out by holding a teacher coordination meeting during the student vacation period. The school curriculum has the goal of achieving the school's vision and mission and national education.
3. The arrangement of the curriculum program structure refers to the regulations of the Ministry of Education and Culture (Kemendikbud). Then develop it by providing local content according to the situation and condition of the school and the needs of the environment. Preparation of the schedule is done long before entering the new semester. There are several things that must be considered in the preparation of the maple schedule, such as consideration for the teacher concerned regarding the implementation of the MGMP for the subject.
4. Preparation of the Learning Implementation Plan (RPP) carried out by the subject teacher based on the curriculum and syllabus. The learning implementation plan (RPP) is made every semester with the following steps: (1) identifying competency standards and basic competencies; (2) formulating indicators; (3) determine learning methods and techniques; (4) determine learning materials; (5) arrange other carrying capacity; and (6) compiling a learning evaluation. The process of preparing the lesson plans took place during a workshop on making learning designs held by educational institutions. In the workshop, teachers must form groups

or teams for each subject, which then each team discusses to form a similar lesson plan to be used together.

5. In the assessment of learning outcomes, the assessment method used is authentic in accordance with the guidelines of the 2013 curriculum. In this assessment students are not only required to have achievements in the academic field, but also from students' daily attitudes. The attitudes assessed include religious attitudes, violations of discipline, social attitudes, both attitudes towards teachers, friends or parents. The use of technology is also a means of assessing learning outcomes such as the use of social media. Assessment of student learning outcomes at the end of each unit or level of education is carried out through school final exams and national final exams. The final examination conducted nationally by the government is the responsibility of the government. Therefore, the purpose of the national assessment of learning outcomes is to measure the extent to which student learning outcomes are achieved and to determine the quality of education at each unit, type, or level/level of certain education. To achieve this goal, the national assessment of learning outcomes serves as a tool for monitoring and controlling the quality of education.

Constraints faced in the development of Curriculum Management

1. Factors of human resources in schools, both teachers, employees or student readiness. The most inconvenient thing is when there are unscrupulous teachers who try to influence students which results in delays in achieving school curriculum targets.
2. Student readiness. All policies imposed by schools on students will be hampered when students are not ready or lazy to implement them.
3. Regional and central policies often conflict with the policies of educational institutions.
4. The spotlight from NGOs (Social Society Institutions) who take it seriously if there are teachers who give a slightly harsh reprimand to their students.

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

1. Productivity, the results achieved in curriculum activities are aspects that need to be considered in curriculum management. It should be the goal of curriculum management to consider how students can achieve learning outcomes that meet their curriculum goals.
2. Democratization, the application of curriculum management based on democracy, which places managers, practitioners, and students in the right position to carry out their duties with full responsibility to achieve curriculum goals.
3. Collaborative Curriculum Management Active collaboration from various stakeholders is needed to achieve the expected results.
4. Effectiveness and Efficiency, Many Curriculum Management Activities require attention to effectiveness and efficiency in order to achieve curriculum goals. As a result, curriculum management activities produce useful results at a relatively low cost, effort, and time.

CONCLUSIONS

Efforts to improve the quality of education in schools, one thing that needs to be worked out and gets great attention is how to manage school education management, and in particular is cuticle management. Without improvement or implementation of the correct education curriculum in accordance with quality management standards, there is very little possibility of quality improvement in schools. Curriculum management has a concept as the main determinant of school activities in an effort to improve the quality of education. All student activities refer to the existing curriculum. The curriculum development management process cannot be separated from Team Work (cooperation) with the help of resources that support it. The implementation is carried out with certain strategies that are effective and efficient, and refer to the vision, mission, and goals that have been determined previously. Based on this, the curriculum must be properly formulated in terms of planning, organizing, implementing, and evaluating the curriculum. Related to the implementation of decentralization of education in the era of regional autonomy, it is necessary to establish a quality improvement curriculum that is unique to each region, namely the refinement or implementation of the education curriculum set by the center. This is in accordance with curriculum needs, and in the future each region will compete

with each other to advance education in Indonesia, because both the city government and the lower level (schools) are free to write quality improvement programs. Every area.

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