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IMPLEMENTATION OF CURRICULUM IN ENHANCING THE QUALITY OF EDUCATION AT SMAN 1 BLITAR AND MAN 2 KEDIRI

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ABSTRACT

Curriculum management has an important role in preparing the material that will be taught by the teacher, and that will be learned by the students. Curriculum can also be used as the parameter of the quality and success of education. This research aims to analyze and find out the curriculum implementation in enhancing the educational quality at SMAN 1 Blitar and MAN 2 Kediri. This research used qualitative approach, notably multi-site case study design. The results of this research show that the curriculum implementation to improve the quality of education quality is done based on process standard, decree of teaching, teaching schedule, competency test and National Examination-success program; by pointing out homeroom teacher, academic supervisor, student supervisor team; and the last is rewards for the students and teachers who have some achievements. The formal finding in this research is Correlated and Integrated 2013 Curriculum 2013 with SKS system or Acceleration Program, i.e., a kind of 2013 curriculum model with SKS/ semester credit system based on correlation and integration.

Keywords: Curriculum Implementation, Quality of Education

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A. INTRODUCTION

A set of management activities starts from planning, organizing, implementing, until evaluating. In an organization, management is highly needed to regulate and organize the organization itself. Management can be defined as an effort of empowering human resources in educational institutions to achieve the goals of the organization. It is a process or framework that involves supervision or instruction of a group towards the organizational goals, or the real meanings (Geogre R Terryy& Leslie W Ruue, 2015:1).

In enhancing the knowledge and skill of education managerial, the basic components must be optimized. According to MujamilQomar, basic components involve student management, infrastructure management, personnel management, finance management, and curriculum management (Mujamil Qomar, 2007:128-129). Each of the components has different functions. Curriculum management prepares teachers and materials used in learning process. Student management is related to the students' organization, and so on.

Curriculum management plays a crucial role in preparing instructional materials that will be delivered by teachers, and that will be learned by students. Issues regarding curriculum, instructional materials, and effective instructional strategies are significant in educational process to meet the demand of quality education. As a result, curriculum management has a vital role in enhancing the quality of education. The up-and-down of educational institutions is also affected by curriculum management. Curriculum development is efficacious enough only if it draws the participation of the instructors in the learning process. In other words, efficiency of the curriculum as the crux of the learning development is not determined only by the curriculum package but also the participation and cooperation of the instructors. (Ali Rahimi et al.,2010: 2070)

Curriculum is the most significant part in educational institutions. It indicates that the indicator of success of education is curriculum. Curriculum is a reference in determining instructional materials and methods. Therefore, curriculum is foremost in education. Curriculum management must be done continually to be able to follow the development of community's needs. Educational system goes through various developments and changes viz-a-viz curriculum issues. Thus selection and organization of curriculum content, curriculum implementation and evaluation, the development, distribution and use of teaching materials, and the relevance of the curriculum is what is needed today. Teachers are the most influential factor in the Education change.(Ashish Kumar Parashar and Rinku Parashar,2012: 686)

Curriculum in educational institutions must always be developed. Curriculum is seen as *curriculum as subject matter* which means that the curriculum is a series of content for the learning process so that the materials prepared by the teacher can be delivered to students. In this case, curriculum is arranged in various specific subjects or in other forms of curriculum development.

The main implementers of curriculum management are teachers. This shows that the success of learning in the classroom is influenced by the performance or professionalism of teachers in carrying out their tasks. The teachers' task in conducting transfers of knowledge greatly influences educational success. Recent research works have demonstrated that, in comparison with the past, educational sectors not only need a superior level of education, but also they welcome some new skills such as setting environmental circumstances, problem solving skills, creativity, etc. (Mostafa Ranai et al , 2012: 4568)

In implementing curriculum management, the most vital thing is understanding the elements of the curriculum itself. Crucial elements in the curriculum are conveyed by Dyah Tri Palupi as follows. First, objectives. Objectives are competencies that must be possessed by students after receiving lessons. Second, contents and materials. Contents and materials must be delivered in learning process so that students are able to master a variety of competencies that have been set as the objectives.

Third, methods used, that is, the process of learning implementation to provide instructional materials to students. Fourth, regulation, that is, efforts to ensure the achievement of learning objectives through monitoring, measurement, and control; all of which are the functions in assessment of learning (Dyah Tri Palupi, 2016: 7).

These four things must exist in a curriculum, starting from the objectives expected by the curriculum itself, until the arrangement of the curriculum to carry out the measurement process over the activities. In every curriculum, there should be at least three elements namely contents, skills and assessment (Ali Rahimi et al, 2010: 2071).

Implementation of the curriculum conducted by teachers in educational institutions experiences various problems. In this case, weaknesses in the national education system can be identified from the construction of curriculum offered. At this time, the characteristics of the curriculum developed seem to be less progressive. The formula still revolves around answering diverse current problems, and has yet to be able to predict problems within the next 5 or 10 years (Nganinun Naim, 2010: 34).

Curriculum development must refer to the existing concepts. The curriculum development concept model presented by Yatim Riyanto covers: a) the concept of academic subject curriculum, b) humanistic curriculum, c) social reconstruction curriculum, and d) technological curriculum (Yatim Riyanto, 2006: 37-45).

What is mentioned above explains the concept model of curriculum development. Furthermore, Yatim Riyanto explained 8 development models consisting, namely a) the administrative model, b) the grass roots model, c) Beauchamp's system, d) the demonstration model, e) Taba's inverted model, f) Roger's interpersonal relations model, g) the systematic action-research model, h) the emerging technical model (Yatim Riyanto, 2006: 37 - 45.).

The quality of education can be simply seen from two things: from educational process and from educational outcomes. Educational process is said to be excellent if all components of education are involved in each process of education itself. In this case, education components involved such as students, teachers, instructional materials, infrastructure, school administration, are able to play a role and run satisfactorily based on the existing standards namely the National Education Standards (SNP).

Management of madrasa quality improvement is an essential strategy to improve the quality of education by granting authority and responsibility for decision making to school/madrasa principals by involving individual participation, both madrasa personnel and community members (Prim Masrokan Mutohar, 2013: 124.). Efforts made by schools in improving the quality of education can be done by involving all school members, including parents through the school committee in making educational policies at the school. By involving all school members, the decisions/policies made by the school will be appropriate in accordance with the expected goals. As a result, all school members will be able to enhance the quality of education well.

There is an interesting phenomenon in the framework of curriculum management in order to improve the quality of education, especially in Blitar City and Kediri City. Having a quality education, SMAN 1 Blitar and MAN 2 Kediri are declared favorite schools by the community. Therefore, schools

begin to implement curriculum management optimally. This can be seen from a variety of programs prepared by the schools, as well as visions and missions of the schools.

Schools must be able to improve curriculum management to enhance the quality of education. This is due to the fact that curriculum management is a process in determining how to construct a curriculum, determine who manages it, and also determine who is responsible for it. Curriculum development with this management approach can produce high-standard curriculum (Abdul Rahman Shaleh, 2004: 198.). By adopting management approach, curriculum development will produce a reliable curriculum application that will result in a good quality output. Trusted output can only be produced from trustworthy process.

The quality of input, process, and output in educational institutions are correlated to each other. The correlation among them in education is shown in the following table (Mujamil Qomar, 2007: 207).

Table 1. Correlation among input, process, and output in education

No	Input Condition	Process Condition	Output Condition
1	Good	Good	Good
2	Good	Average	Slightly good
3	Good	Bad	Average
4	Average	Good	Improving
5	Average	Average	Average
6	Average	Bad	Getting worse
7	Bad	Good	Average
8	Bad	Average	Tend to slightly improve
9	Bad	Bad	Bad

The new format to improve the quality of education is carried out to create quality schools. Therefore, several new policies are needed, as follows. 1) Change of perspective (mind setting), either for school principals, teachers, students, or parents. 2) Strengthening the emphasis of schools as an independent entity as the implications of the SBM and KTSP policies. 3) Improving the ability of teachers in managing learning process. 4) Improving the ability of principals to conduct capacity building. 5) Emphasizing the continuous improvement of teachers' professional skills (continuous professional development) in schools. 5) Developing a reliable data and information system that can be used in school management including in the learning process (Zamroni, 2011: 157-163).

In general, the curriculum structure for all schools is identical based on the existing Permendikbud. With the curriculum, it is certain that the structure of materials is almost the same for each school. However, a fundamental question arises: the reasons why the quality of education produced is different.

The researcher conducted this present study in two educational institutions: *Sekolah Menengah Atas Negeri (SMAN) 1 Blitar* and *Madrasah Aliyah Negeri (MAN) 2 Kediri*. Both schools were selected because they have their own uniqueness in curriculum management. The purpose of selecting two different locations was to find out curriculum management application in improving the quality of education from two different institutions, namely *Madrasah Aliyah Negeri (MAN)* under the auspices of the Ministry of Religious Affairs, and *Sekolah Menengah Atas (SMA)* under the auspices of the Ministry of Education and Culture.

B. RESEARCH METHOD

The research method was a field study. The researcher directly conducted observations at the school and madrasa. This research was conducted naturally because the object under study was as it is without any manipulation by the researcher. In addition, the position of the researcher did not affect the existence and dynamics of the research object. In collecting the data, the researcher used in-depth interview, documentation, and participant observation.

C. RESULT AND DISCUSSION

The implementation of the curriculum at SMAN 1 Blitar and MAN 2 Kediri was carried out by the school principal, curriculum personnel, and all school members. The curriculum operation included the implementation of annual work plan, curriculum work plan, education calendar, learning schedule, and other matters related to the completeness of teaching administration.

To implement the curriculum, it must be in accordance with the predetermined vision and mission. The school principal and all school members describe the vision and mission of the school into all work plans that will be implemented. Teachers are obliged to carry out diverse programs that have been prepared in the curriculum planning, such as conducting learning process according to schedules, and other activities that have been previously assigned.

According to Oemar Hamalik there are three main activities that must be carried out by teachers: 1) program development, 2) program implementation, 3) program evaluation (Oemar Hamalik, 2007: 238). First, the activities in program development are annual programs, semester programs, monthly programs, weekly programs, and daily programs. In addition to these programs, teachers also carry out special guidance and counseling programs for counseling teachers, and conduct remedial programs. Once the curriculum has been developed and tested, and revised as necessary, the curriculum is ready for implementation. It is important that those involved with implementing the course (usually teachers and examiners) as well as students, interpret the curriculum correctly, because the written word is not always interpreted in the same way by different people. (Ashish Kumar Parashar and Rinku Parashar, 2012: 687)

The second is the implementation of learning process. Learning is a process of interaction between educators and students, including the interaction between students and the environment. This interaction will lead to changes in students' behavior.

Teachers have the tasks to deliver the materials that have been prepared, as well as to manage the students' learning environment. These tasks help change the students' behavior. The third is evaluation process. All learning activities must be evaluated. It is to determine the success or achievement of the curriculum implemented by teachers. The forms of curriculum evaluation include daily assessment, midterm assessment, final semester assessment, and year-end assessment. Evaluation of the curriculum is carried out as a whole as a part of the curriculum implementation.

The implementation of the curriculum at SMAN 1 Blitar and MAN 2 Kediri are as follows.

First, implementation of the curriculum is based on the 2013 curriculum, process standard stated in Permendikbud No. 22 2016, decree of teaching, and lesson schedule. The application of learning process in the schools is based on the valid process standard; therefore all activities in the schools are in accordance with this regulation. The activities included selection of syllabus, preparation of lesson plan (RPP), the number of study groups, the maximum number of students per class, allocation of learning hours, textbooks, classroom management techniques and laboratory management, teaching-

learning implementation mechanism, implementation of evaluation / assessment, and supervision of learning activities.

The teachers who conduct learning process are those who possess the degree of teaching. The subjects taught by the teachers are in accordance with the degree, or based on the similarity of materials if there are some unfulfilled learning hours. The lesson schedule is also in accordance with the schedule prepared by the curriculum personnel. The selection of classroom and laboratory is also scheduled in the lesson timetable.

Second, the curriculum is implemented by operating an acceleration program. MAN 2 Kediri runs a particular class known as Peserta Didik Cerdas Istimewa (PDCI) [Special Intelligent Student class]; a class which is conducted in four or five semesters. This program is opened to provide opportunities for students with special intelligence to accomplish learning faster than the regular program (six semesters). Meanwhile, the application of acceleration program at SMAN 1 Blitar is in the form of a semester credit system (SKS). This program offers an opportunity for students to learn faster if they are able to accomplish the specified SKS. The students are allowed to learn for four or five semesters in this program.

Third, the curriculum implementation refers to learning success criteria. The teachers must have success criteria in learning process. This is an indicator of mastery learning. If students – in learning certain materials – already meet the specified success criteria, then the students are considered to have succeeded in understanding the materials. The parallel curriculum was established in Austria forty years ago but it's now ... no longer the case, because one makes a week plan or a day plan, which is totally different. And the children know exactly what to do today or this week and are able to start the work at their individual tempo without wasting time. (E.K. Hyry-Beihammer, T. Hascher, 2015: 110)

Fourth, the curriculum is implemented with varied techniques along with the use of IT in learning process. Teaching methods conducted by the teachers must be able to increase the students' interest in learning. The teachers must understand and use a variety of appropriate instructional techniques so that the materials are able to be understood by the students.

In classroom management, as explained by Syafrudin and Irwan Nasution, the things that must be deliberated in learning include: 1) selecting suitable tools and techniques. The accuracy of techniques used in learning will affect the success of students in learning the materials. If the tools and techniques are in accordance with the characteristics of materials and fit students' conditions, the materials will be accepted more straightforwardly by students.

2) Accuracy in selecting learning aids or audio visual. Teachers must be skilful in choosing and using instructional media in the form of audio visual. This is also influenced by the teachers' ability to operate audio visual media, including the availability of the media itself. Along with the development of technology, a lot of instructional media or learning aids can be used to facilitate students in understanding materials; therefore, students do not get bored with the applied teaching methods. If students are enthusiastic in learning, they will easily grasp the materials.

3) Definition of class size (accuracy in the number of students). The number of students in a classroom will influence learning process. If the number of students exceeds the capacity of the classroom, it will be tough for teachers to conduct learning process. The maximum number of students for Senior High School / MA level in one class is 36 students. This number is ideal for learning process.

4) Selecting suitable instructional strategies to communicate complex rules, procedures, and teaching (Syafrudin and Irawan Nasution, 2005: 110). The selection of instructional strategies is vital

so that learning process in the classroom can run properly. This is due to the complexity of the procedures and steps in learning. The CUHK has done three phases to achieve the learning outcomes in which one of the phases is interviewing students, teachers and alumni. In addition, the questionnaire is used to improve teaching and learning environments. However, these approaches neglect students' learning behaviors that would give a better insight about curriculum assessment in conformity with the curriculum guidelines. (Satrio Adi Priyambada et al, 2017: 265)

Fifth, implementation of the curriculum by assigning homeroom teachers, academic supervisors, and student counselor team. Homeroom teachers and academic supervisors have a critical role and function in assisting the students' learning. In implementing the curriculum, students need assistance and motivation, especially from homeroom teachers and academic supervisors. Academic supervisors provide assistance from the beginning until the end of students' learning in the schools. This role is created to help students determine the majors, assist the learning process, and decide further studies after graduating from the schools. Undoubtedly, teacher beliefs about curriculum design affect the quality of education in schools. If a teacher does not believe that a particular design is valuable, the implementation of the curriculum may not be effective at all. The teacher may even change the intended curriculum to make it more congruent with his or her's own belief systems or classroom context. (Belgin Tanrıverdi and Özlem Apak, 2014: 843)

Sixth, the curriculum is implemented by providing rewards for teachers and high-achieving students. Giving rewards for both teachers and excellent students will increase motivation in learning. If the reward is given to students, it will motivate them to learn. Meanwhile, if the reward is given to teachers, it will inspire them to better carry out their tasks. With such rewards, the motivation of students will increase, and thus enhance the school's achievement.

Findings of the present study show that SMAN 1 Blitar and MAN 2 Kediri have implemented three core curriculum implementation activities according to the theory of Oemar Hamalik. The activities include arrangement of semester programs, annual programs, lesson plans, implementation of learning, and evaluation of learning.

Results of this study on implementing curriculum to enhance the quality of education resemble Oemar Hamalik's curriculum implementation model. The model is applied in implementing the curriculum. Therefore, based on critical analysis, findings of this research have developed and strengthened Oemar Hamalik's curriculum implementation model. In the future, the curriculum implementation model can be developed into an ideal model in schools to improve the quality of education.

D. CONCLUSION

Implementation of the curriculum in improving the quality of education is carried out based on the 2013 curriculum, process standard, decree of teaching and lesson schedule, acceleration program. The curriculum is implemented by referring to the criteria of learning success. It is also conducted with diverse techniques and the use of IT in learning. Besides, the curriculum implementation involves a range of activities such as performing new student selection, competency test, and UN-success program; assigning homeroom teachers, academic supervisors, and student counselor team; and providing rewards for teachers and high-achieving students.

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