



CURRICULUM MANAGEMENT IN IMPROVING THE QUALITY OF LEARNING

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Abstract:

The development of the quality of education is significant in shaping the character of students who master science. One aspect that influences the success of education is the curriculum aspect. This study aims to determine curriculum management in improving the quality of learning, to understand the functions of curriculum management, and curriculum evaluation at Madrasah Aliyah Nurul Jadid. This research includes field research using a qualitative approach to data collection. The author uses interview, observation, and documentation methods. Data analysis techniques use diligent observation techniques and checking with colleagues through discussion. The study results show that curriculum planning at Madrasah Aliyah Nurul Jadid involves school supervisors, existing stakeholders, and student guardians. Curriculum planning is carried out at the beginning of the new school year. Procedures in curriculum management carry out curriculum organization. Implementation of the curriculum is carried out by all teachers in the form of learning activities and extracurricular activities. Curriculum evaluation is carried out by direct monitoring by the deputy head of curriculum, then reported to the school principal. In addition, each teacher is also required to make a report on teaching activities for one year. The results of the evaluation will be used as material for consideration in curriculum planning; then, a follow-up plan will be carried out for the year next.

Keywords: *Curriculum Management, Learning Quality*

INTRODUCTION

Education is an essential thing in human existence. Especially for Muslims, education is the main thing God showed to the Prophet Muhammad Sallallahu 'AlaihiwaSallam through surah al-'Alaq verses 1-5. Furthermore, for assertive individuals, a higher level of quality education can increase individual certification in the eyes of God and humans and indirectly guarantee individual life in the future (Zulfa, 2013). Education is currently proliferating. One of the indicators is the appearance of quality by presenting programs that schools rarely have. Primarily education is heavily influenced by global developments. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023). Educational institutions try to present the best programs to the community, hoping that the community will entrust their children to quality educational institutions.

Based on its understanding, education is interpreted broadly by society. Among them, education in the formal sense is the education received by students through educators and is usually carried out in an institution or institution. Because informal education, especially in the family environment, has not been able to make a significant contribution to supporting the achievement of competence and the formation of students' character. Therefore, school character education is also closely related to

school management or management. The management in question is how character education is adequately planned, implemented, and controlled in educational activities in schools. This management includes: values that need to be instilled, curriculum content, learning, assessment, educators and education staff and other related components (Pramulyani&Fikri, 2019)

Management in the sense of managing everything so that it is appropriately done, precisely, regularly, and thoroughly is very important because anything without a management process will result in not being good; on the contrary, no matter how difficult and how big something is, if it is processed with good management, then it can ensure that it will work properly, effectively and efficiently (Huda, n.d.).

One aspect that influences the success of national education is the curriculum aspect; the curriculum is one of the components that have a strategic role in the education system. The curriculum is a learning program system to achieve institutional goals in educational institutions, so the curriculum plays a vital role in creating quality schools (FitriKumalasari, 2020).

Curriculum management is a regulatory activity that includes planning, organizing, activating or implementing, and supervising or evaluating so educational programs can run well and follow the objectives set.

Because of its informal nature and lack of concrete plans, and sometimes it needs to be realized, management in education in school institutions is very urgent. Professionalism needs to be increased so that the educational process runs smoothly and succeeds in following society's and the nation's aspirations.

Teachers carry out their duties as educators with careful planning and preparation; they teach with clear objectives, materials arranged systematically and in detail, and a written formal curriculum. The class is a place to implement and test the curriculum.

A sound management system will create a good learning process and advance educational institutions. As well as increasing competitiveness, cooperation, and customer satisfaction, namely students and parents of students. As well as well coordinated learning. Learning is a process that bridges the process of interaction between teachers, students, and learning resources so that students gain knowledge both from the teacher and from the learning resources and learning environment used during the process. Based on this concept, learning is seen as having good quality if the interactions are multidirectional: teachers-students, students, students-learning resources, and the learning environment (Supriani et al., 2022).

If the curriculum is an absolute requirement, it is an integral part of education or teaching. The curriculum is the intentions and expectations outlined in the form of an educational plan or program to be implemented by the teacher at school. As seeing the understanding above, the curriculum is an educational program that has been arranged and planned systematically and has a vital role in education.

The quality of learning can be interpreted as a condition that describes the level of learning effectiveness. Effective learning facilitates students actively interacting with various learning resources to achieve learning objectives effectively, efficiently, and with fun (attraction). Improving the quality of learning means the efforts made to realize and achieve the expected quality level of learning.

The quality of learning can be seen from two aspects: the process aspect and the learning outcome aspect. Improving the quality of learning from a process standpoint is an effort to improve the quality of the learning process that leads to the occurrence or emergence of learning initiatives by students. This can only happen if the learning strategy used departs from a suitable theoretical basis, namely one that provides more opportunities for students to experience growth of learning (Rizal Bafadal et al., 2022). One crucial element related to this strategy is arranging the environment so that learning is a fun, motivating and exciting activity for students. This element should be noticed in the management of learning today. Quality learning also reflects the existence of a learning environment that allows students to exercise control over meeting their emotional needs, make choices that allow them to be involved physically,

emotionally, and mentally in the learning process, as well as an environment that gives them the freedom to make learning choices according to their abilities and his will (Hifza et al., 2020). Quality learning places students as subjects and allows them to be challenged to construct knowledge, values, and attitudes with ease, passion and motivation, and fun.

The quality of a lesson can also be seen in terms of the results. Referring to the quality of the process, the quality of learning in terms of results can be seen from the extent to which students feel prosperous in learning in addition to achieving the learning objectives set out in the curriculum. Indicators of the well-being of these students appear in the form of their enthusiasm and persistence in learning, their pleasure in being in the school environment, and their enthusiasm or motivation to carry out tasks in the framework of learning.

RESEARCH METHODS

This research was conducted at Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid Paiton Probolinggo, using a qualitative approach with interviews and descriptive types. Case studies are carried out on ongoing events or phenomena and involve various sources of information. The selection of research informants was carried out using the Huberman technique. The selected informants were the MI Hasim Asy'ari school principal, Waka Bid. Curriculum, administrative staff and several teachers.

The data collection technique used by the researcher consisted of three techniques: in-depth interviews, participant observation, and study of data documents obtained from the five informants to be analyzed individually. At this stage, the researcher examines all data collected from observations, interviews, and document reviews using analytical techniques from Miles and Huberman, dividing analysis activities into three parts: data condensation, data presentation and conclusion.

RESULTS AND DISCUSSION

The preparation of curriculum planning was carried out at Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid involving existing stakeholders, such as school supervisors, school committees, principals, deputy curricula, educators/teachers, academic staff/TU, and student guardians who were taken from each class that's three people. In carrying out the planning, the school also held workshops and invited resource persons who were experts in the field of curriculum from the education office. In curriculum planning, the basis for consideration used as a reference is the report on the results of the previous year's curriculum evaluation.

The curriculum planning procedure that schools carry out is to hold workshops that bring in school supervisors as resource persons as parties from the education office. Why did the school bring in the school supervisor as a resource person? Namely, to provide direction and knowledge about reasonable curriculum planning procedures and the stages. As well as to provide guidance related to the new curriculum, namely the 2013 curriculum. The school also pays attention to several vital factors in formulating the curriculum, for example, students' developmental and psychological factors, the surrounding environment, and stakeholder knowledge (Pramulyani&Fikri, 2019).

One of the school's curriculum planning references is to look back at the previous year's documentation and the school's profile. Because from there, the deputy head of the curriculum can correct deficiencies and obstacles in implementing the previous curriculum planning. After the corrections are complete, the deputy head of the curriculum then submits the results of the corrections to the school principal as material for a meeting evaluating the implementation of the previous curriculum.

Organizing the curriculum is a process after curriculum planning. Organizing the curriculum is a blend of two or more curricula to become a unified whole. In applying it to teaching and learning activities, it is hoped that it can stimulate the learning process. As well as making learning more meaningful because it constantly

relates to practical daily activities so that the desired learning objectives can be achieved. The organization of the curriculum at Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid is carried out at the beginning of the new school year, which takes place around July to August. Organizing the curriculum at the beginning of the new school year makes it easier for the teacher to create teaching programs. Moreover, the allocation of learning hours must be adjusted according to the results of the new curriculum planning.

Evaluation of the curriculum in improving the quality of learning at Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid, namely the first is teacher assessment, carried out through teacher supervision because each teacher has a different character and has advantages in their respective fields. The second is through student assessment, consisting of tests, either the midterm, end of the semester, year-end assessment or grade increase, school exams, and competency tests. Each stage of the exam is an evaluation. The implementation of evaluation in learning in schools, both theory and practice, sometimes does not meet with the industry because the facilities are not yet following the world of work because the tools or facilities are constantly updated. As for evaluating, there are no obstacles, except for students who need follow-up to go to the top level.

The curriculum evaluation process was carried out at Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid through direct monitoring by the deputy head of the curriculum. All teachers were required to report the results of learning activities for one school year. The second is an evaluation where educators and teaching staff hold meetings led by the school principal; the third is the follow-up stage. The curriculum evaluation is carried out once in one school year. Because if it is done twice in one academic year, the school itself needs to know the strengths and weaknesses of the planning program made before. The obstacles to Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid in carrying out the curriculum evaluation process are the limited operational funds for the school, the lack of human resources for leaders in making evaluation instruments, so the results of the evaluation cannot fully improve the quality of their learning the following year.

CONCLUSION

Curriculum planning in improving the quality of learning at Madrasah Aliyah Nurul Jadid Pondok Pesantren Nurul Jadid is carried out at the beginning of each new school year by involving several stakeholders in schools such as school supervisors, school committees, principals, deputy heads of curriculum, educators/teachers, education staff/TU, and student guardians. Planning is carried out by involving curriculum experts who are invited as resource persons from the education office. Organizing is done before the semester starts. This is intended so the task-sharing mechanism can run optimally and the stakeholders can work according to their respective duties and responsibilities at the start of the new school year. Evaluation is carried out at the end of each school year and within one lesson. The evaluation process resulted in several points from the implemented curriculum planning that could run optimally, and these results can be seen in the quality report card. The follow-up process is carried out by updating the curriculum for the next school year.

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