



THE ROLE OF CURRICULUM MANAGEMENT IN PROMOTING STUDENT LITERACY CULTURE

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Abstract:

The purpose of this study was to objectively and empirically analyze: Curriculum planning in improving literacy culture; Curriculum organization in improving literacy culture; Curriculum implementation in improving literacy culture; Curriculum evaluation in improving literacy culture. This study was conducted using a descriptive qualitative approach, viewed from the perspective of Curriculum Management in Improving Literacy Culture, with a qualitative approach in accordance with the actual situation. The results of the study showed that: Curriculum planning in improving literacy culture includes: Determining the curriculum foundation; Determining the curriculum objectives; Determining the curriculum content; Determining the learning methods and strategies; Determining the learning resources; Determining the curriculum assessment or evaluation strategy. Curriculum organization in improving literacy culture includes: Organization of the Curriculum Development Team; Grouping of subjects. Curriculum implementation in improving literacy culture includes: Organizing Al-Qur'an literacy programs; Increasing the effectiveness of the library; Organizing a kultum program before the congregational Friday prayer; Organizing a YouTube podcast channel; Organizing a madrasa student magazine program; Making scientific papers for students as one of the graduation requirements; Curriculum evaluation in improving literacy culture includes: Daily evaluation, with evaluation techniques in the form of observation and assessment; Monthly evaluation, with evaluation techniques in the form of mapping and Focus Group Discussion (FGD); Semesterly evaluation, with evaluation techniques in the form of assessment, questionnaires, mapping, supervision, and Focus Group Discussion (FGD); Annual evaluation with evaluation techniques including questionnaires, mapping, and Focus Group Discussion (FGD).

Keywords: *Management, Curriculum, Literacy culture*

INTRODUCTION

Curriculum and learning management needs to be comprehensive and systematic with a school-based approach. Each school has the authority and decentralization in curriculum development, including the development of school culture and local content in accordance with the characteristics and needs of each. Curriculum management has a significant impact on the success of national learning and plays a key role in creating quality schools. Empowerment in the field of curriculum management is the key to supporting the success of its implementation. Curriculum management plays an important role in improving literacy in educational institutions, especially in line with the School Literacy Movement developed based on

Permendikbud Number 23 of 2015. This movement, launched by the Minister of Education and Culture, aims to familiarize and motivate students to read and write in order to foster good character. The government is actively promoting good character through literacy because a nation with low literacy levels can experience a bleak civilization (Suryaman, 2015). Currently, the condition of the illiterate community shows a lack of willingness and ability to read intellectually and to seek empirical sources. Education and literacy play a very important role in the progress of a nation, with a high literacy rate being the main determinant. According to Prof. Dr. Tarwotjo M.Sc, literacy, especially through writing, is an intellectual heritage that distinguishes modern times from prehistoric times. Writing becomes a historical record that can be passed down from generation to generation, recording thoughts and intellectual heritage. In the history of Islamic civilization, Islamic literacy has produced writings by classical scholars and thinkers that are still used as teaching materials in Islamic educational institutions, such as pesantren. The books from this classical era are a valuable intellectual heritage for the development of Islamic intellectual treasures from one generation to the next. The understanding of literacy among students is very limited, in fact literacy for students is a difficult thing because they do not want to learn it. This character is what burdens the implementation of the curriculum in the educational environment. The lack of awareness of literacy makes some students think it is not important. Likewise, the urgency of literacy that befalls educators adds to the misery of the world of education today. The phenomenon of the lack of seriousness in managing the curriculum about literacy becomes a barrier to the progress of every student in the institution.

RESEARCH METHODS

Qualitative research methods are research methods based on postpositivist philosophy, used to study in scientific conditions, where the researcher is the key instrument, sampling techniques are done purposively and snowball, data collection techniques are triangulation, data analysis is inductive or qualitative, the results of the research emphasize meaning rather than generalization (Sugiyono, 2011:9).

RESULTS AND DISCUSSION

Mary Parker Follet defines management as the art of getting things done through others. This definition means that a manager is responsible for organizing and directing others to achieve organizational goals. Ricky W. Griffin defines management as a process of planning, organizing, coordinating, and controlling resources to achieve goals (goals) effectively and efficiently. Effective means that the goal can be achieved according to plan, while efficient means that the task is performed correctly, organized, and on schedule (Griffin, 2022). states that the same meaning as the essence of management is al-tadbir (governance) (Ramayulis 1992). This word is a derivative of the word dabbara (organizing) which is found in many verses of the Qur'an, such as the verse of Allah:

“يُدَبِّرُ الْأُمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِمَّا تَعُدُّونَ” He regulates the affairs from the heavens to the earth, then it ascends to Him in a day whose measure is a thousand years of what you count.” (Al Sajdah: 5)

From the content of the verse above, it can be known that Allah SWT is the manager of the universe (manager). The order of the universe is a proof of the greatness of Allah SWT in managing the universe. However, because humans who were created by Allah SWT have been made caliphs on earth, then they must manage and manage the earth as well as Allah manages the universe.

The functions of management according to experts vary, but there are similarities in the functions of all experts who have discussed the functions of management. To understand the functions of management according to experts, they are as follows: Planning is the selection of facts and the connection of facts, as well as the creation and use of estimates or assumptions for the future by describing and formulating the activities needed to achieve the desired results. Organizing is the

determination, grouping, and arrangement of various activities needed to achieve goals, the placement of people (employees), for these activities, the provision of physical factors that are suitable for work needs and the designation of authority relationships, which are delegated to each person in relation to the implementation of each activity that is expected. Motivating is to arouse and encourage all group members to be willing and strive hard to achieve goals with sincerity and in harmony with planning and organizational efforts from the leadership. Supervision can be formulated as the process of determining what needs to be achieved, namely standards, what is being done, namely implementation, evaluating implementation, and if necessary making improvements, so that implementation is in accordance with the plan, which is in line with standards. (Badruddin 2015). Curriculum management is an integral part of the national curriculum and school-based management. Rusman states that the scope of curriculum management includes planning, organizing, implementing, and evaluating the curriculum. At the level of the unit of education, curriculum activities prioritize realizing and relating the national curriculum (competency standards and basic competencies) with the needs of the region and the condition of the school, so that the curriculum is an integrated curriculum with students and with the environment where the school is located. (Siti 2011). In an effort to realize the educational goals, there is a need for curriculum development efforts that evolve and are aligned with the capabilities of the educational institutions around the region. (badruddin 2023).

The word "literacy" is a term that we often come across in writings, journals, and books. So, what does literacy actually mean? Literacy, which in English is "literacy", comes from the Latin word "litera" (letter). It is often interpreted as literacy. In a literal sense, literacy means the ability of a person to read and write. People who can read and write are often called literate, while people who cannot read and write are called illiterate or illiterate. (Richard 2000). There are several goals of literacy, namely: To promote good character through the cultivation of a literacy ecosystem so that people can become lifelong learners; To promote the development of a literacy culture of reading and writing; To improve the capacity of citizens in a literate environment; To make schools a fun and welcoming learning garden so that people can become people who are able to manage knowledge (learning organization) and (knowledge management); To sustain knowledge by providing a variety of reading materials and accommodating them with reading strategies. All of these goals will be returned to the active society that wants to become a progressive society. The government only provides facilities and regulations to support the progress of its society. The results of research in a journal conducted by Sirojuddin, Aslahuddin, and Aprilianto, (Aprilianto 2022) showed that the development of student potential, both in the field of knowledge (cognitive), emotional or attitude (affective), and skills (psychomotor), can be seen good or bad, of course, requires supervision. Supervision is the assessment of teachers in assessing the abilities of the students and then can be evaluated by the teachers to be able to develop in the future. Supervision and evaluation of the multiple intelligences-based curriculum at the Riyadlul Jannah Islamic boarding school in Mojokerto is the result of the supervision activity. In the implementation of the evaluation, the Riyadlul Jannah Islamic boarding school does it according to their respective Operational Standards (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). Of course, this can be seen in the implementation of the evaluation starting from the top manager, coordinator manager, to the teachers by holding a meeting. The implementation of the evaluation starts from daily, weekly, monthly (formative), and pre-semester. As for daily supervision, teachers conduct assessments ranging from observation to making small notes to evaluate themselves after delivering learning in the classroom. Different from daily supervision in boarding schools, which in carrying out the evaluation is aimed at students, namely students who violate the rules will be directly punished (takziran).

In a similar study conducted by Sarifudin (2019), the results of the study concluded that the curriculum evaluation at the TK Tahfidzul Qur'an Nurul Iman Jakarta has been carried out in accordance with the procedures of the actual

curriculum evaluation. The evaluation is carried out to see how far the management of the program that has been designed and implemented has been carried out in order to achieve the institutional vision and mission objectives. At the TK Tahfidzul Qur'an Nurul Iman Jakarta, they always conduct daily, weekly, and semester evaluations to monitor the success of the programs that have been developed by both the school, namely the leaders and teachers, and the parents through communication books, anecdotal notes, semester exams, reports in the form of WhatsApp chat in groups, and others. A study conducted by Nur Lailatul Mufida (2020) showed that the curriculum management at MTs Negeri 3 Malang was planned and developed based on the KTSP (Curriculum for Units of Education) and the objectives of the literacy program, which are to increase the capacity of the literate citizens and environment of the madrasah, make the madrasah a fun and welcoming learning garden, and maintain the sustainability of learning by providing a variety of reading materials and accommodating various reading strategies. Planning was carried out at the beginning of the new academic year at the beginning of each semester; implementation of the curriculum in improving literacy culture at MTs Negeri 3 Malang, namely: Establishing a habit of reading books every Monday for 15 minutes, Promoting literacy corners in each class, Making reading ambassadors and literacy ambassadors of the madrasah; Developing library facilities; Creating literacy programs for students, such as journals, reading, inspirational radio, inspirational lectures, and religious acts. The results of curriculum management in improving literacy culture are three, namely: Writing skills are increasingly developing; Having literacy products; The economy of MTs Negeri 3 Malang has increased.

The research conducted by Afifatul Arifah entitled "Management of Literacy Curriculum in Developing Journalism Skills in Pondok Pesantren Darul Falah Besongo Semarang" (Afifatul 2019). The research was motivated by the fact that many Islamic boarding schools have not yet implemented journalistic training activities to meet the challenges of life. Therefore, the literacy curriculum program was implemented, which includes planning, organizing, implementing, and evaluating, in order to improve the potential of the students, especially to develop their knowledge through social media, which is then applied in a practical way in the social life of the community. The research aimed to answer the following problems: How is the management of the literacy curriculum in developing journalistic skills in Pondok Pesantren Darul Falah Besongo Semarang? What are the implications of the management of the literacy curriculum in developing journalistic skills in Pondok Pesantren Darul Falah Besongo Semarang? The type of research was qualitative descriptive with data collection methods through interviews, observations, and documentation. The data obtained were then analyzed descriptively by data reduction, data presentation, and conclusion drawing and verification. The results showed that: The literacy curriculum has a goal of improving the students' writing skills, determining the program, system, and learning strategies. The organization of the program involves coordinating with the teachers, implementing the program, and determining the materials. The implementation of the program uses methods and strategies. The last activity is evaluation. From the literacy curriculum, the students were able to apply their writing works through social media such as print and online media. The journal article written by Ramdhan entitled "Management of Literacy Programs in the Practice of Student Reading Culture in Schools" (Ramadhan 2019). The research aimed to answer the question of how the management of literacy programs at SMA Negeri 1 Pleret is carried out through 4 aspects of management, namely planning, organizing, implementing, and evaluating. The research used a qualitative approach with a descriptive type of research. The research used in-depth interviews. The data analyzed in this research were in the form of narrative transcripts generated through interviews and documentation through 3 stages of analysis, namely data reduction, data presentation, and verification. The results showed that: Planning in the literacy program is carried out by the organizer, which is to determine the goals, make short-term and long-term plans as the main goals of the literacy program are used to be effective and efficient. Organizing in this

literacy program establishes the organizational structure, formulates tasks, and establishes standard operating procedures and shows lines of authority and responsibility according to position. The implementation of the literacy program is to carry out activities at the stages of reading culture. The implementation of the development stage is to develop reading culture through writing book summaries in the reading diary. The evaluation process is carried out to ensure that all activities that have been planned, organized, and implemented are in accordance with the expectations and objectives of the program by utilizing class teachers as evaluators of student reading interest.

Journal article written by. (Umar Hadi 2022) This research is motivated by curriculum management which is significant in determining success in the implementation of education. Apart from that, curriculum management has an important role in efforts to achieve effective and efficient learning goals considering the fact that basically a madrasah is a framework that includes various parts and various exercises that must be managed as well as possible. So the researchers took the initiative to conduct research with the focus: Curriculum management in developing students' literacy culture at MAN 5 Jombang, which includes: The concept of curriculum management in developing students' literacy culture; Curriculum management strategies in developing students' literacy culture; supporting and inhibiting factors in developing students' literacy culture. The type of research used is qualitative descriptive research with a qualitative approach. Data collection techniques through interviews, observation and documentation using human and non-human data sources. Analysis was carried out during data collection and after all data was collected. Data validity testing is carried out using credibility standards. The results of this research show that: The concept of curriculum management in developing the literacy culture of students at MAN 5 Jombang is packaged with reading, writing and cultural programs; The curriculum management strategy implemented by MAN 5 Jombang in developing students' literacy culture has been implemented well through reading habits and providing independence training; Supporting factors for literacy culture include: The establishment of MAN 5 Jombang as a literacy madrasa, full support from the head of the madrasa, qualified literacy coaches, high student interest, and many language teachers. Inhibiting factors include: The lack of available funds, the lack of supporting facilities such as space, internet and computers, and the lack of updating books in the library.

CONCLUSION

Based on the results of research and discussions on curriculum management in improving students' literacy culture, the following conclusions can be drawn:

- a. Curriculum planning in improving students' literacy culture includes: determining the basis of the curriculum; determine curriculum objectives; determine curriculum content, determine learning methods and strategies; determine learning resources, and; determine curriculum assessment or evaluation strategies.
- b. Implementation of the curriculum in improving students' literacy culture includes: holding an Al-Qur'an literacy program; increasing library effectiveness; holding a cult program before midday prayers in congregation; hosting a YouTube channel podcast; organizing a madrasa student magazine program, and; making scientific papers for students as one of the graduation requirements.

Curriculum evaluation in improving students' literacy culture includes: daily evaluation, with evaluation techniques in the form of observation and assessment; monthly evaluation, with evaluation techniques in the form of mapping and Focus Group Discussion (FGD); semester evaluation, with evaluation techniques in the form of assessment, questionnaires, mapping, supervision, and Focus Group Discussion

(FGD); Annual evaluation using evaluation techniques including questionnaires, mapping and Focus Group Discussion (FGD).

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