

## CURRICULUM MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF EDUCATION

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### ABSTRAK

Penelitian ini bertujuan untuk mengkaji strategi pengelolaan kurikulum dalam upaya peningkatan kualitas pendidikan. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini melibatkan wawancara mendalam, observasi partisipan, dan analisis dokumen. Hasil penelitian menunjukkan bahwa menerapkan strategi pengelolaan kurikulum yang komprehensif dan integratif, meliputi: (1) perencanaan kurikulum partisipatif, (2) integrasi kurikulum nasional dengan muatan lokal dan nilai keislaman, (3) implementasi berbasis teknologi, (4) pengembangan profesionalisme guru berkelanjutan, dan (5) evaluasi kurikulum komprehensif. Strategi ini mencerminkan pendekatan yang adaptif terhadap tuntutan pendidikan modern, sambil tetap mempertahankan identitas sebagai lembaga pendidikan Islam. Temuan ini memberikan kontribusi penting bagi pengembangan model pengelolaan kurikulum dapat menjadi referensi bagi upaya peningkatan kualitas pendidikan dasar di Indonesia. Namun, diperlukan penelitian lebih lanjut untuk mengukur dampak jangka panjang dari strategi ini dan eksplorasi adaptasinya di konteks yang berbeda.

**Kata Kunci:** Pengelolaan Kurikulum, Kualitas Pendidikan, Integrasi Kurikulum, Teknologi Pendidikan

### ABSTRACT

*This study aims to examine the curriculum management strategies of in an effort to improve the quality of education. Using a qualitative approach with a case study design, this research involved in- depth interviews, participant observation and document analysis. The results showed that implemented a comprehensive and integrative curriculum management strategy, including: (1) participatory curriculum planning, (2) integration of the national curriculum with local content and Islamic values, (3) technology-based implementation, (4) continuous teacher professional development, and (5) comprehensive*

*curriculum evaluation. This strategy reflects an approach that is adaptive to the demands of modern education, while still maintaining its identity as an Islamic educational institution. The findings make an important contribution to the development of curriculum management models in madrasah ibtidaiyah and can serve as a reference for efforts to improve the quality of basic education in Indonesia. However, further research is needed to measure the long-term impact of this strategy and explore its adaptation in different contexts.*

**Keywords:** Curriculum Management, Education Quality, Curriculum Integration, Education Technology

## INTRODUCTION

In an increasingly dynamic era of globalization, the Indonesian education world is faced with a great challenge to produce superior and competitive human resources. In the midst of the rapid flow of information and technological changes, educational institutions are required to continue to adapt and innovate. The curriculum, as the heart of the educational process, has a vital role in shaping the direction and quality of learning. As stated by (Mulyasa, 2021), The curriculum is not just a static document, but a dynamic blueprint that must continue to be developed according to the demands of the times. However, the reality on the ground shows that many educational institutions still face difficulties in managing the curriculum optimally.

Education is one of the fundamental aspects in the development of a nation. Good quality education will produce superior human resources and be able to compete in the global era (puspa & Rahayu, 2023). Likewise, education is one of the most important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative and innovative ideas in the dynamics of the development of the times. Curriculum management is an instrument to improve the quality of education. The correct education policy will be seen through the implementation of the curriculum that is applied because "the curriculum is the heart of education" that determines the course of education (Munandar, 2017). In the Indonesian context, efforts to improve the quality of education continue to be carried out, including at the basic education level. Madrasah Ibtidaiyah (MI) as a form of religious-based basic education has a

strategic role in shaping the character and competence of students from an early age.

A phenomenon that is often encountered is the inconsistency between the planned curriculum and its implementation in the classroom. (Rusman, 2019) underlined that there is still a gap between curriculum design and learning practices, which has implications for the achievement of maximum educational goals. On the other hand, (Sanjaya, 2018) highlights the lack of flexibility of the curriculum in accommodating local needs and global developments simultaneously. Meanwhile, the assumption that has developed so far is that good curriculum management will automatically improve the quality of education. However, (Tilaar, 2020) reminded that without a proper and comprehensive strategy, curriculum management will only become an administrative routine without a significant impact on improving the quality of learning. The gap between ideals and reality in curriculum management raises various problems. Starting from teachers' unpreparedness in implementing the new curriculum, to the school's inability to integrate local and global values in harmony. (Sukmadinata, 2017) identified that one of the main problems is the lack of a holistic understanding of curriculum management among education practitioners.

Arguing that effective curriculum management strategies are key in bridging the gap between theory and practice, this study seeks to explore innovative approaches to curriculum management. By combining theoretical and practical perspectives, this study aims to formulate an adaptive, contextual, and holistic curriculum management strategy oriented towards improving the quality of education.

One of the key factors in improving the quality of education is the management of an effective and efficient curriculum. The curriculum is at the heart of the educational process, which determines the direction, content, and method of learning. Good curriculum management will have a direct impact on improving the quality of learning and student learning outcomes. The existence of education is a conscious effort that is carried out in a planned manner to create a learning process and atmosphere that actively develops the potential of students in having spiritual,

intellectual, and social abilities in placing themselves in society, the nation and the state (Sangadji, 2022). Therefore, every educational institution, needs to have an appropriate curriculum management strategy and in accordance with the needs and characteristics of school students has a great responsibility in improving the quality of education. As an educational institution, it is not only required to produce graduates who have good academic competence, but also have strong Islamic character and values.

In the global context, curriculum management has become the main focus in efforts to improve the quality of education in various countries. Research conducted by Glatthorn et al. (2018) shows that effective curriculum management can significantly improve students' academic achievement. Meanwhile, a study conducted by Ornstein and (Hunkins, 2017) emphasizes the importance of a systematic and comprehensive approach in curriculum management to achieve the expected educational goals. In Indonesia itself, curriculum management at the elementary school and madrasah ibtidaiyah levels has received special attention from the government. This is reflected in various policies and regulations issued by the Ministry of Education and Culture and the Ministry of Religion. Research conducted by (Supriyanto, 2016) shows that good curriculum management at the elementary school level can increase learning effectiveness and teacher performance.

However, the implementation of curriculum management in the field still faces various challenges. According to (Suyatmini, 2017), some of the obstacles that are often faced in curriculum management at the elementary school level include limited resources, lack of teachers' understanding of the curriculum, and difficulty integrating local content with the national curriculum.

In the context of curriculum management strategies, it is very important to be researched. How the School manages its curriculum to improve the quality of education is an interesting question to answer. Is the strategy implemented effective? How to school integrating Islamic values in the national curriculum? How are efforts made to overcome various challenges in curriculum implementation?

This research aims to examine in depth the curriculum management strategies implemented by schools in an effort to improve the quality of education. The results of this research are expected to make a significant contribution to the development of science in the field of education management, especially related to curriculum management at the madrasah ibtidaiyah level. In addition, the findings of this research are also expected to be a reference for other ibtidaiyah madrasas in developing effective curriculum management strategies. This study uses a qualitative approach with a case study method. Data collection was carried out through in-depth interviews with madrasah heads, teachers, and related staff, direct observation, and analysis of madrasah curriculum and policy documents. The collected data is then analyzed using thematic analysis techniques to identify key patterns and themes related to curriculum management strategies in schools.

## **DISCUSSION**

The deputy head of curriculum is responsible for creating teachers' teaching schedules and allocating teachers' teaching responsibilities during the organizing stage. In accordance with the observation results that education runs in an orderly, safe and smooth manner, so are students accustomed to participating in programs held by schools. Likewise, teachers and principals can use the results of curriculum evaluations to better understand and support student growth, select instructional materials, tools, and other educational resources, and to choose assessment procedures and other facilities.

Curriculum evaluation considers not only the learning process and student learning outcomes, but also teacher performance, student talents and progress, and other learning facilities and resources. So that the implementation of this evaluation is not only aimed at students, but also at teachers, namely how the implementation of the teaching and learning process in the classroom is effective or not, the method used is appropriate or not, the teacher's ability to prepare lesson plans and syllabus, then what media and infrastructure facilities are still lacking, from all the above problems will be discussed to find solutions, Because all of that will support the teaching and learning process in the future.

The management of the curriculum at Madrasah Ibtidaiyyah Negeri 1 West Bandung to be more optimal and effective involves various elements, namely teachers, school committees, elements of the education office and users (schools, the business world). The management of this curriculum aims to bring students to change in order to produce a superior generation in all fields, and the management of this curriculum continues to iterate, of course, with a mature strategy.

### **Participatory and Contextual Curriculum Planning**

The school implements a participatory curriculum planning model that involves a wide range of stakeholders. Based on the results of the interview with the Deputy Head of Curriculum said "We hold an annual workshop to plan the curriculum, engaging teachers, committees, and parent representatives to conduct an evaluation of reforms to make the institution better."

This approach is in line with the concept of School-Based Management (SBM) put forward by Mulyasa (2021), where stakeholder participation is key to the development of an effective and contextual curriculum. Mulyasa emphasized that curriculum planning involving various parties can increase the relevance of the curriculum to the needs of students and the community. So it can be said that the participatory curriculum planning implemented shows a commitment to the principle of democratization of education. This is in accordance with the view (Tilaar, 2019) which emphasizes the importance of community participation in the development of education. However, the challenge that may be faced is how to balance various interests and ensure that the curriculum remains in line with national standards.

### **Integration of the National Curriculum, Local Content, and Islamic Values**

MI Negri 1 West Bandung has succeeded in integrating the national curriculum with local content and Islamic values. The Deputy Head of Curriculum explained: "We developed an integrated curriculum model that combines the core competencies of the national curriculum, local Sundanese wisdom, and Islamic values." This integration strategy is in line with the concept of an integrated curriculum put forward by (Rusman, 2018), where various curriculum components are combined to create holistic and meaningful learning.

The integration of the curriculum shows an effort to meet the demands of national education while maintaining its identity as an Islamic educational institution. This is in line with the view (Nata, 2017) of the modernization of Islamic education that still maintains Islamic values. The challenge that may be faced is how to ensure a balance between the various components of the curriculum.

### **Implementation of Technology-Based Curriculum**

The school implements technology-based learning in the implementation of its curriculum. One of the teachers said: "We integrate digital technology in learning, including the use of interactive learning applications and e-learning platforms." The application of this technology is in line with the concept of 21st Century Learning put forward by (Zubaidah, 2016), where technology skills are one of the key competencies that need to be developed.

The use of technology in learning in schools shows efforts to prepare students to face the digital era so that students can adapt to the development of the times, which of course students are not left behind in innovating and adapting for progress and ease of achieving knowledge. This is in accordance with the view (Wahyudi, 2019) about the importance of digital literacy in basic education. However, it is necessary to pay attention to the aspect of balance between the use of technology and direct interaction in the learning process. Because it is undeniable that the positive and negative sides exist. If it is done without paying attention to these risks, it is feared that teachers and students will be maximised in face-to-face learning because they do not directly communicate or rigidity in learning.

### **Sustainable Teacher Professionalism Development**

The school has a systematic teacher professionalism development program. The head explained: "We have a monthly internal training program and encourage teachers to be active in the Teacher Working Group (KKG) as well as attend various seminars and workshops." This strategy is in line with the concept of Sustainable Professional Development (PKB) put forward by (Supriatna, 2019), where teacher competency development is carried out continuously and planned.

The teacher professionalism development program shows awareness of the

importance of improving the quality of educators. This is in accordance with the findings of Darling-Hammond et al. (2017) quoted by Suryadi (2020), that sustainable teacher professional development is positively correlated with improved student learning outcomes. The challenge that may be faced is how to ensure the effectiveness of such development programs and measure their impact on the quality of learning.

### **Comprehensive Curriculum Evaluation**

The school conducts a comprehensive and continuous evaluation of the curriculum. The Deputy Head of Curriculum stated: "We conduct curriculum evaluations every semester, involving internal assessments, parent satisfaction surveys, and input from supervisors." This evaluation process is in line with the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam and adapted by (Arikunto and Jabar, 2018), which emphasizes the importance of thorough and continuous evaluation. A comprehensive curriculum evaluation shows a commitment to improving the quality of education in a sustainable manner. This is in accordance with the view (Sukmadinata, 2019) about the importance of curriculum evaluation as a basis for development and improvement. The challenge that may be faced is how to integrate the results of the evaluation into the curriculum improvement process effectively.

The curriculum management strategy shows a comprehensive, integrative, and quality-improvement oriented approach. Participatory planning, integration of various curriculum components, technology-based implementation, teacher professionalism development, and systematic evaluation are the keys to success in efforts to improve the quality of education. These findings make an important contribution to the development of curriculum management models. However, more research is needed to measure the long-term impact of these strategies on students' academic and non-academic achievement, as well as how this model can be adapted in other contexts with different characteristics.

## **CONCLUSION**

Research on curriculum management strategies in an effort to improve the quality of education has yielded several important findings. First, a Holistic and Integrative approach: applying a holistic and integrative approach in the management of the curriculum. This is reflected in efforts to integrate the national curriculum, local content, and Islamic values in harmony. This approach is in line with the demands of modern education that emphasizes integrated and contextual learning. Second, Stakeholder Participation: The curriculum planning process involves a variety of stakeholders, including teachers, committees, and parents. This shows a commitment to the principles of democratization of education and School-Based Management (SBM), which can increase the relevance of the curriculum to the needs of students and society. Third, Technology-Based Innovation: The implementation of the curriculum in utilizing digital technology, reflects awareness of the importance of preparing students to face the digital era. This approach is in line with the concept of 21st Century Learning which emphasizes the importance of digital literacy. Fourth, the development of Teacher Professionalism: having a systematic and sustainable teacher professionalism development program. This shows an understanding that the quality of education is highly dependent on the quality of educators. Fifth, Comprehensive evaluation: The curriculum evaluation process is carried out comprehensively and continuously, involving various aspects and stakeholders. This reflects a commitment to continuous improvement of the quality of education. Sixth, contextualization of Islamic values: successfully integrating Islamic values in the national curriculum, demonstrating the ability to maintain its identity as an Islamic educational institution while still meeting national education standards. Seventh, orientation on Future Needs: Curriculum management strategies show a strong orientation on future needs, reflected in the emphasis on digital literacy, character development, and 21st century skills. Overall, the curriculum management strategy shows a comprehensive, adaptive, and quality-improvement oriented approach. This model can be another reference in an effort to improve the quality of their education.

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