Curriculum Management in Improving Education Quality at SMAN 1 and SMAN 11 Banda Aceh

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Abstract: The aim of this research is to determine the planning, implementation, evaluation, and curriculum barrier in improving the eductaion quality at SMAN 1 and SMAN 11 Banda Aceh. The research method used in this research is descriptive method with qualitative approach. The technique of data collection used are observation, interview, and documentation study. The respondents were the principals, vice principals, school development team, teachers, and supervisors. The result shows that: (1) the curriculum development began with the school academic calender, extracurriculer activities, and teaching duty arrangement; (2) The curriculum implementaion relies on the planning which has been decided; (3) Curriculum evaluation which is implemented by the principals and teachers runs well. and (4) The barrier in implementing the curriculum is that the curriculum program its self has not been implemented yet as what it is expected both by the principal and the teacher.

Keywords: curriculum management, education quality, Banda Aceh

Abstrak: Penelitian ini bertujuan untuk mengetahui perencanaan, pelaksanaan, evaluasi, dan hambatan kurikulum dalam peningkatan mutu pendidikan di SMAN 1 dan SMAN 11 Banda Aceh. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan studi dokumentasi. Respondennya adalah kepala sekolah, wakil kepala sekolah, tim pengembangan sekolah, guru, dan pengawas. Hasil penelitian menunjukkan bahwa: (1) pengembangan kurikulum dimulai dengan kalender akademik sekolah, kegiatan ekstrakurikuler, dan pengaturan tugas mengajar; (2) Pelaksanaan kurikulum bertumpu pada perencanaan yang telah ditetapkan; (3) Evaluasi kurikulum yang dilaksanakan oleh kepala sekolah dan guru berjalan dengan baik. dan (4) Hambatan dalam mengimplementasikan kurikulum adalah program kurikulum itu sendiri belum terlaksana seperti yang diharapkan baik oleh kepala sekolah maupun guru.

Kata kunci: menejemen kurikulum, kualitas pendidikan, Banda Aceh.

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■ **INTRODUCTION**

New thoughts that are critical in carrying out educational innovations are needed today. The demand arose along with the reform movement on the national stage, which increased quality in a better direction. The decision making process for improving education quality may be used by various theories, perspectives and frameworks by involving various community groups, especially those who have concern for education (Zhang, Qin, & Liu, 2019; Sidiq & Wardhana, 2018; Kolb, Fröhlich, & Schmidpeter, 2017; Glewwe & Muralidharan, 2016; Masino & Niño-Zarazúa, 2016).

Good service quality will be obtained through good management implementation in the management of educational institutions (Hanum et.al., 2019; Maba, 2017; Wiyono, 2017; Mehta, Verma, & Seth, 2014). Management as a process of planning, organizing, leading, and controlling work is very important to be implemented optimally in an educational institution, including at a high school education institution (Changiz et.al., 2019; Nguyen & Prachyapruit ,2019; Jin, 2019; Mickan & Wallace, 2019; Hamzah, Juraime, & Mansor, 2016). The goal of implementing management in schools is to improve the quality of educational institutions (Simkin, Mozhaeva, & Proskurin, 2019; Mohammad et.al., 2018; Stepanova et.al., 2018; Badwan et.al., 2017; Ganimian & Murnane, 2016).

The problem is still encountered in the application of curriculum management is the curriculum applied to high school is not compiled by the madrasa development team, but is adopted from the Aceh Education Office. This is like the reality that happened to State Senior High School 1 and 11 of Banda Aceh. The impact of this adoption curriculum causes several programs that ideally become superior programs or local / regional potential to be overlooked. This condition illustrates that curriculum management is not going well, so efforts to improve the quality of education in State Senior High School 1 and State Senior High School 11 Banda Aceh have not been optimally achieved.

Based on the background above, then in the specific context this study would like to examine the role and understanding of teachers at State Senior High School 1 and 11 of Banda Aceh regarding curriculum management in relation to quality improvement. For this reason, the authors chose the title of this study "Curriculum Management in Improving the Quality of Education in State Senior High School 1 and State Senior High School 11 of Banda Aceh."

■ **METHODS**

This research approach is a form of qualitative research, qualitative data is data expressed in words, sketch sentences, and drawings. Qualitative data of qualitative research takes place naturally, data is gathered from people involved in natural conduct. Every study requires a clear type of data, so in this research, clear data is required is qualitative data especially in the research used for the request of information that is clarifies or in the form of descriptions, data Can not be realized in the form of numbers, but rather in the form of explanations that describe events, processes or certain circumstances.

Instruments are various measuring instruments used systematically to collect data, such as tests, questionnaires and interview guidelines. Based on the defendant, it can be concluded that the research instrument is a measuring instrument to collect data in a research and is absolutely binding because without the instrument the research cannot be done.

Data collection techniques are done by meeting or communicating directly with the required data source. Data retrieval is done directly, to those involved in the study have two

important purposes, namely obtaining primary data or data derived from people who experience it personally. In qualitative research, data can be obtained from various sources and by using various data collection techniques. In the study, the level of difficulty and variation of data varies. The difficulty level will be complicated what if the data analysis technique has not been formulated. Therefore, data analysis techniques need to be done to facilitate the parsing and structuring of data. Data analysis is the process of organizing the order of data, organizing it into a pattern, category, and unit of base description.

■ RESULTS AND DISCUSSION
Curriculum Planning

Based on the results of data processing, it can be stated that curriculum planning at State Senior High School 1 and State Senior High School 11 of Banda Aceh was carried out by the principal by delegating the task to the deputy headmaster of the curriculum. One of the main tasks that must be carried out by the vice principal of the curriculum in the field is to carry out learning activities based on the applicable curriculum. In addition to using the national curriculum in State Senior High School 1 and State Senior High School 11 Banda Aceh, the school curriculum was also added in the afternoon, namely the diniyah curriculum in the field of Islam. This additional curriculum is specifically for high-class / superior students in State Senior High School 1 and State Senior High School 11 of Banda Aceh.

The results showed that face-to-face and non-face-to-face curricular, kokuricular and extra-curricular lesson schedules were prepared by the principal and vice-principal in the curriculum and teaching fields at the beginning of the school year. In its implementation at any time it can change situationally according to the agreement of the board of teachers and students. This is as stated by the principal that the lesson schedule (for morning and evening), empty

schedule activities, and extracurricular activities has been arranged by the principal, along with the vice principal of the curriculum and teaching at the beginning of the school year. However, at any time the schedule can change according to agreement between the teacher and students. This is done through deliberation and joint decision making so that the implementation of activities does not overlap with the activities of other teachers. Changes to this schedule, often occur in superior classes that study in the afternoon, but all this is adjusted to the agreed plans. Good planning will determine the success of the program implemented. Thus, before implementing the program, it must begin with careful planning by involving all the necessary components, especially the principal and teachers.

The results of the study show that at the curriculum planning stage the teacher makes comprehensive preparations before carrying out the learning process in the classroom, such as making preparations from the start of the learning objectives, the material to be delivered, the right methods to be used, media and tools that support learning, source books or references, and evaluation tools that will be applied.

Implementasi Of The Curriculum

Implementing curriculum management, especially for the effectiveness of teacher learning processes at State Senior High School, they still adhere to the basic principle: individual defferences (differences between students with one another), students as students, giving opportunity to develop themselves more fully according to their talents, interests, and abilities. This can be seen from the effort to group students in class during the learning process. Grouping students in class, heterogeneous students. This means that in one group there are students who are clever, less intelligent and who are slow to receive lessons. Through this hiterogen group, there will be interaction of students who are clever

with the less intelligent, so that the learning process is achieved as expected. This also becomes a good and expected habit in the modern learning process that the teacher only functions and acts as a learning facilitator for students in the school.

The learning process carried out by teachers has been applying cooperative learning models such as the type of jigsaw, snowballing, match a match, group investigation and several other cooperative learning models that are adapted to the learning material. Thus teachers at State Senior High School 1 and State Senior High School 11 of Banda Aceh generally apply cooperative learning models in the learning process as an effort to improve the quality of education.

Based on the results of the study it can be concluded that the number of things that need to get the attention of the principal in terms of fostering students of State Senior High School 1 and State Senior High School of Banda Aceh are ways of grouping, increasing classrooms, determining programs, fostering discipline, and extracurricular activities. Extracurricular activities carried out in schools strongly support the smooth learning process, this is due to these activities can channel interests and talents and train themselves to have knowledge about religion and leadership. Extracurricular activities are very beneficial for students, especially for leadership development, religion, social sensitivity, state defense education and so on. Every student should be required to participate in at least one extracurricular activity, so that they have the opportunity to develop themselves.

Based on the above opinion it is clear that the condition of the school is very much determined by the extent of extracurricular activities carried out by students can foster their enthusiasm for learning. It just depends on what activities the principal must do with other school residents in student development.

Curriculum Evaluation

The results of the study indicate that the principal said that the evaluation needs to be done correctly because it aims to find out whether the learning objectives that have been carried out are running or not in accordance with a predetermined plan. Teachers at State Senior High School 1 and State Senior High School 11 Banda Aceh have determined the type of evaluation used and the results of the evaluation also have an influence and impact on improvement and improve the quality of subsequent learning.

The results of the study show that students who have experienced learning difficulties so far, the teacher always performs stabilization or special attention so that they are not left behind and can adjust to other students. In overcoming student learning difficulties so far, for example by providing remedial teaching, stabilization, learning with smarter peers, or forming study groups guided by teachers. However, this positive effort is only carried out by a small number of teachers, but the principal always recommends that the policy be implemented by all teachers so that students get used to learning together.

Curriculum Barrier

There are several obstacles that are still encountered in the implementation of curriculum management in State Senior High School 1 and 11 of Banda Aceh. These obstacles include not all activities programmed in the curriculum are carried out with the right schedule. This means that there are several programmed activities that cannot be implemented effectively.

Another obstacle is that principals also experience obstacles in carrying out continuous supervision of all activities carried out by the teacher, including in examining all learning tools prepared by the teacher. Actually the lesson plan will determine the quality of the teacher in presenting learning material. Teachers who do not

have motivation, will always ignore their duties and obligations.

Work effectiveness is largely determined by the extent to which the motivation it has in carrying out its tasks. Regarding the motivation of teacher work, Teachers who can establish warm relationships with their students will easily attract students' sympathy. If students are already familiar with the teacher, the learning process is even more exciting. A teacher who has high work motivation will have a strong will or sincerity to carry out his duties, and consequently his productivity will increase.

Other barriers to supervision activities cannot run as a program that has been set. Supervision is one of the important activities that must be programmed in an effort to improve the quality of education." Supervision activities are not well scheduled, and at least every semester two supervision activities are conducted. The ultimate goal of education supervision is the creation of a learning atmosphere that allows students to develop their potential optimally. Assistance to guidance to teachers can be provided through various activities such as class visits, group discussions, workshops, seminars, teaching demonstrations, professional reading, visits between classes, or through staff participation in curriculum development.

■ CONCLUSIONS

Curriculum planning is well implemented, so that it has a positive impact on learning effectiveness. In planning, it is proven that there is an annual program preparation, semester program, Syllabus Preparation, and Learning Implementation Plan so that it strongly supports the improvement of education quality as expected.

The curriculum implementation remains guided by planned planning. In the implementation, there was an increase in the discipline of teachers and students, the running of extracurricular activities, the development of students, both through intracurricular activities, as well as other activities related to improving learning, so that a positive impact on improving the quality of education.

Curriculum evaluation is carried out well by principals and teachers. Through evaluation activities can be known the level of teacher performance in carrying out various school activities and the success of students in following the learning process, so that a positive effect on improving the quality of education.

Obstacles in curriculum implementation that have not yet implemented all curriculum programs as determined, both by the principal and the teacher. Supervision has not been implemented properly and in accordance with the set schedule.

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