

# The Management of 2013 Curriculum in Improving the Quality of Learning at SDN 23 Ternate City

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**Abstract:** The research aims to know the 2013 curriculum management model, supporting and inhibitory factors of curriculum management implementation and the role of curriculum management to improve the quality of learning at SD Negeri 23 Kota Ternate. The research method is a descriptive method with a qualitative approach. The data collection techniques are observation, interviews, and documentation studies. The research subject consists of the Principal and the Teacher of SD Negeri 23 Kota Ternate. The results of the study indicate that: (1) The curriculum planning is carried out including the arrangement of the school academic calendar, the intra-curricular and extra-curricular activities, and the division of teacher teaching tasks, develop annual programs, semester programs, Core Competencies and Basic Competencies mapping based on the theme of each subject in a particular theme, formulation of syllabus, Minimum Criteria of Mastery Learning, and Lesson Plan. (2) The implementation of the curriculum is always guided by the planning that has been set; (3) Evaluation of the curriculum implemented by the principal and teachers to determine the level of program achievement. and (4) Supporting factors; the involvement and commitment of the teacher (5) 2013 curriculum arrangement by the team can improve the quality of learning.

## 1 INTRODUCTION

Learning is not only transferring knowledge from the teacher to the students, but the teachers should be able to make students learn and understand what they are learning, because the essence of learning is how to make students learn. Learning as a process, it must be well designed by using various models and learning approaches to create a fun learning process for students.

The quality of learning nowadays is still being questioned by various groups, especially users of education services, and one of the reasons is the weak of learning process carried out by teachers. The curriculum is not only as a setting of learning schedules as some people assumes, but the curriculum is a guideline for teachers to develop learning that starts from planning to evaluation and follow-up of the learning process. In the Law on the national education system, it is stated that the curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used as guidelines for the implementation of learning activities to achieve

certain educational goals. The learning process carried out by the teacher to be more focused, the teacher must understand the curriculum. Information from the curriculum is the material for teachers to develop syllabus and lesson plans. The teacher should be able to understand all components of learning activities both in terms of planning, implementation, and evaluation of learning.

The development of Lesson Plans is closely related to learning activities and implementation of guidance, because the contents of the curriculum are not only in subjects, but include other things outside the subject matter as long as it is the responsibility of the school to be given to students, such as hard work, discipline, good learning habits, and honest learning (Mulyasa, 2007). Learning planning is one of the absolute requirements for every learning management activity. Without planning, implementing an activity will experience difficulties and even failure in achieving the desired goals (Sobry, 2009).

An understanding of curriculum management will bring the school to achieve its overall vision and mission. It will be very influential if the principal and teacher do not understand curriculum management well, it will impact on errors in the pattern of education. Errors in the pattern of education will affect the lack of quality of education output.

The curriculum management that will be examined in this research is curriculum management that starts in terms of planning, organizing, implementing and evaluating which will help teachers improve the quality of learning. The preliminary study of researchers at SDN 23 Kota Ternate that has already implemented the 2013 curriculum in 2013, but where the readiness of learning devices for the 2013 curriculum was still very minimal.

## 2 LITERATURE REVIEW

### 2.1 Curriculum Management

Management is one of the important things done and implemented in the learning process, so that the learning process can run effectively and efficiently. Management is a continuous process that contains special abilities and skills possessed by someone to do an activity either individually or with other people or through other people in coordinating and using all sources to achieve organizational goals productively, effectively and efficiently (Engkoswara & Komariah, A, 2010). The curriculum, according to Sanjaya (2009), is not only concerns the entire school effort to influence students learning both inside and outside the classroom or even outside of school. For the effectiveness of its application, the teacher is required to understand curriculum management which enables optimal efforts to improve the quality of education.

Curriculum Management is a process work together (cooperation) in an organization through a systematic and coordinated process that regulates and facilitates the achievement of teaching goals in schools effectively and efficiently (Murniati, AR, et al, 2016).

### 2.2 Learning Quality

The principles of learning process involves teachers and students, because in the learning process there is an interaction between the teacher and the students.

Sagala (2007) says that learning has two characteristics, namely: 1) in the learning process involves the process of thinking and 2) in the learning process build a dialogical atmosphere and a continuous question and answer process that is directed at improving and improving students' thinking skills, which in turn thinking skills can help students to acquire the knowledge they construct by themselves. Thus, it can be said that the quality of learning depends on a variety of learning inputs which include teaching materials, teacher learning varieties methods, facilities and infrastructure as well as teacher's abilities and students' initial abilities.

From this explanation, it can be said that improving the quality of learning is a series of learning activities that must be carried out by teachers and students to improve the quality or the quality of continuous learning. The quality of learning in Elementary Schools is often overlooked, not because of the teacher's inability to manage and carry out learning, but because there are so many learning materials that must be taught by the teacher to the class they care for. Elementary teachers as classroom teachers are required to have the ability to teach five basic subjects whose material is quite dense. With these problems, the teacher must be able to manage the learning process in such a way that students are actively learning and the teacher only acts as a facilitator of student learning. 2013 curriculum in its implementation provides opportunities for teachers to further activate students by using various learning models. By activating students it is expected that the quality of learning will increase.

This study refers to the RIP of Khairun University, especially RIP 05, which is about Improving Education Quality. Strategic problems and issues. North Maluku Province, which is an archipelago, has the potential of each region to have potential, excellence and weakness in implementing educational programs, especially in the learning process which is related to curriculum management. Elementary School which is the basic platform of student competence must be managed and developed in such a way that the quality of education is expected to be achieved.

### 3 METHODOLOGY

#### 3.1 Types of Research

This type of research is qualitative research, namely research that intends to interpret the existing curriculum management at SDN 23 Kota Ternate in improving the quality of learning. This research includes descriptive research, because it aims to describe planning, organizing, implementing and evaluating curriculum.

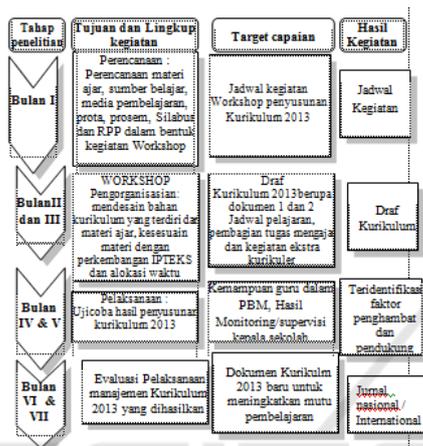


Figure 1: Research Process Flow.

### 4 RESEARCH FINDING

#### 4.1 Result

Schools as educational institutions have the functions to educate the nation's children need to be well organized and managed, in order that the school's vision, mission and goals are set to be achieved. Every school certainly has curriculum management as the direction of the learning process and improvement of the quality of education. Curriculum management relates to how to plan the curriculum, implement, and evaluate the curriculum.

The results showed that: (1) Curriculum planning was carried out covering the preparation of school academic calendars, preparation of intracurricular, extracurricular activities, and teacher teaching assignments, compiling annual programs, semester programs, mapping KI and KD based on the themes of each subject in a particular theme preparation of syllabus, determination of KKM, and preparation of lesson plans. The curriculum planning process is determined based on the agreement of the drafting

team with the principal, so that all the stages that have been set up can be carried out effectively by the teachers who are members of the curriculum development team; (2) The implementation of the curriculum is always guided by predetermined planning. The implementation of the curriculum is part of the process of improving the quality of learning. The curriculum implementation regulates all operational activities both in the implementation of the learning process and in all school activities that support the improvement of the quality of learning. The implementation process is illustrated by an increase in the discipline of teachers and students, the implementation 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; (3) Evaluation of the curriculum carried out by the principal and teachers to determine the level of achievement of the program, namely by implementing supervision and supervision carried out by the principal of all teachers with a predetermined schedule. Evaluation of curriculum implementation is carried out in all aspects both in terms of objectives, material or curriculum content, learning strategies, assessment strategies and aspects of their implementation. Evaluation activities are carried out to determine the achievement of the curriculum, teacher performance and the success of students in participating in the learning process. The successful implementation of the curriculum will have an effect on improving the quality of education; and (4) Supporting factors in the implementation of curriculum management are the involvement and commitment of teachers in implementing the 2013 curriculum in accordance with the applicable provisions and obstacles in the implementation of the curriculum is that all curriculum programs have not been implemented as determined, both by principals and teachers. (5) Curriculum 2013 that has been made by the curriculum development team can improve the quality of learning. The draft curriculum that has been made can be shown in (attachment 3)

#### 4.2 Discussion

Research conducted at SDN 23 Kota Ternate involved all teachers and school principal. The first stage of the research was to review the curriculum that had been made by the curriculum development team in the school with the intention to see the

weaknesses or shortcomings of the curriculum prepared. The results of the study found deficiencies that need to be refined or revised again in the school curriculum. These shortcomings include the absence of an extracurricular activity schedule as a form of student self-development, unscheduled scouting activities, and the Lesson Plan (RPP) that is not uniform between one teacher and another teacher. The learning model used is still not maximally implemented and is still not in accordance with the learning material, the learning model is only written without being accompanied by the syntax / steps of the appropriate learning model and the use of learning media that are not yet suitable and even less used by the teacher. In addition, curriculum development, especially in the preparation of lesson plans, has not yet been fully developed by the teacher but is still being developed or referring to the RPP prepared during the activities of the Teacher Working Group (KKG).

Based on these findings, the research team conducted a workshop with the school curriculum development team to refine / revise the school curriculum. This activity is intended to train teachers in the preparation of curriculum, especially in the preparation of lesson plans that meet the standards that can be used as guidelines in the implementation of the learning process to improve the learning process. The workshop produced a draft in document 1 of curriculum 2013 containing the structure of the curriculum, vision, mission and objectives of the school, KKM for each subject, types of extracurricular activities and self-development. The research team and the teacher also compiled the RPP especially the odd semester, especially the Lesson Plan at the fifth grade with several themes. The Lesson Plan (RPP) produced is expected as an example for other teachers in developing lesson plans to improve the learning process.

The curriculum developed by the school has not been well implemented by the teachers, because there are various problems that have become obstacles in the implementation of the curriculum 2013 at SDN 23 Kota Ternate. These obstacles are found (1) there are still teachers who think that the curriculum is only a document and signs in carrying out the learning process; (2) the teacher only uses the finished curriculum (the result of the compilation of the KKG group), whereas what is desired is the curriculum must be the result of the creativity of the teacher so that the learning process is the best process for the success of students who support the improvement of learning quality; (3) teachers

assume that the curriculum is only limited to orderly administration that must be met by teachers to be able to carry out the learning process without regard to the quality of what is planned; (4) facilities and infrastructure that support the implementation of curriculum management, especially learning facilities. Schools do not have learning media that can be used by teachers as teaching aids to clarify learning material and lack of creative teachers in designing media or can use materials that are around the school environment that can be used as learning media.

In addition to these factors which are considered as inhibiting factors for the implementation of curriculum management, there are supporting factors that can be used as a driver of improving the quality of learning at SDN 23 Kota Ternate. These supporting factors include: (1) all teachers are actively involved in KKG activities that are expected with these activities the teacher has basic knowledge of the curriculum that makes it easy for the development team to collaborate in revising the curriculum to be used; (2) the discipline of teachers and students in carrying out the learning process. Teacher discipline in carrying out the learning process greatly influences student discipline in following the learning process; and (3) the excellent collaboration between the curriculum development team and the division of work tasks evenly so as to improve team performance in supporting the achievement of the completion of the curriculum draft.

Teachers as curriculum developers in the class have the task to translate and describe the values contained in the curriculum to students. The school curriculum compiled by the school itself is a very strategic instrument in improving the quality of learning, which results in increased quality of students. The curriculum has a very fundamental relationship in the effort to achieve school goals. Good curriculum management will support curriculum functions to develop all the potential students have. The curriculum developed in its implementation must be able to stimulate all students potential with various activities and student learning experiences. The curriculum must be able to stimulate students' creativity to be able to create something that can benefit themselves in the future.

Curriculum management should be a manual and guide for schools, teachers and all school members in an effort to improve the quality of learning. The curriculum applied in the learning process is not only limited to the delivery of knowledge that has been designed, but what is stated in the curriculum

must be able to develop all students' abilities and apply them in daily life, so that the quality and values in an institution can be realized well.

## 5 CONCLUSION

(1) All of these stages are carried out effectively by the teachers;

(2) The implementation of the curriculum is always guided by predetermined planning. The implementation process illustrates the increasing 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 education quality;

(3) Evaluation of the curriculum is carried out by the school principal and teachers to determine the level of program achievement. The existence of evaluation activities can be known the level of teacher performance and the success of students in following the learning process, so that it influences the improvement of the quality of education;

(4) Supporting factors in the implementation of curriculum management are the involvement and commitment of teachers in implementing the curriculum 2013 in accordance with the applicable provisions and obstacles in the implementation of the curriculum is that all curriculum programs have not been implemented as determined, both by principals and teachers.

(5) Curriculum 2013 that has been made by the curriculum development team can improve the quality of learning. The teachers needs a training for to understand the curriculum, in order that they are able to develop curriculum independently at school.

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