

## Excellent School Curriculum Management (A Multi Case Study at SDN 2 Tanjung and SD SILN Kuala Lumpur)



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**ABSTRACT:** Excellent curriculum management will produce excellent quality graduates so that new values and services are continuously created so that human life is more harmonious and sustainable and can become a driving force for society 5.0, a super-intelligent society. SDN 2 Tanjung and SD SILN Kuala Lumpur are excellent schools but have different backgrounds and atmospheres. SDN 2 Tanjung is an Indonesian school located in the country, while SD SILN Kuala Lumpur is abroad. There are striking differences in the background of the atmosphere, so the context in this excellent school research will contain two cases of schools with different backgrounds. This study aims to describe the management of a excellent school curriculum, which will contain two cases. The research used is qualitative with the type of multi-case study. The research instrument is the researcher himself. Data collection using in-depth interviews. Participation observation and documentation. Research respondents use key informants with *the snowball sampling technique*. The data in this study were collected with guide interviews, observation, and documentation which included curriculum management consisting of planning consisting of 10 items, implementation consisting of 11 items, the assessment system consisting of 6 items, and teacher professional development as curriculum implementer consisting of 2 items. The data analysis technique used the Miles & Huberman (1992) model. The validity of the data used the criteria of credibility, transferability, dependability, and confirmability. The study concludes that the management of the excellent school curriculum at SDN 2 Tanjung is by internalizing culture, while the curriculum management of the SILN Kuala Lumpur Elementary School is by harmonizing the curriculum.

**KEYWORDS:** Curriculum Management, Excellent School

### INTRODUCTION

School is the spearhead of the departure of all these things. The more quality the school runs the system's design, the more qualified the human resources to face the era of revolution 5.0 society now. So, of course, starting from the roots or the system run by the school. The more excellent the system they run, the higher the hope to answer challenges and seize opportunities in this era of revolution society 5.0. The lifeblood of an education system is the curriculum. Curriculum development is the main effort to improve the quality and quality of education. Curriculum development should consider adjustments to the times and the potential possessed by schools, students, and the surrounding community. The quality of the curriculum is reflected in the quality of an institution's graduates. The graduates' quality illustrates the guarantee of an educational institution in equipping its students in the face of the industrial era 4.0 and the era of society 5.0.

The curriculum is a series of designs and rules regarding content, purposes, learning media, and techniques that are implemented as the basis for implementing teaching and learning to achieve results that are in line with expectations. Alexander, Lewis, and Saylor in Rusman (2013: 3) state that various ways to influence students are called the curriculum, where the core of the curriculum is to seek various experiences of students in carrying out learning, culture and society, physical and spiritual health and creativity in the arts which the school strives for as a form of service to students to print quality and quality education (Hamalik, 2017: 29). It can be concluded that a curriculum is a tool in carrying out the learning process to achieve the expected goals. An explicit curriculum will affect the running of an educational institution well. The curriculum is the lifeblood of education; the curriculum design will describe the currently running educational institution. Curriculum management is a cooperative, comprehensive, systemic, and systematic system to achieve curriculum goals. In practice, curriculum management must be developed in line with School-Based Management (SBM). Therefore, the autonomy given to educational institutions or schools in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions or schools does not ignore the national policies set (Rusman, 2011: 3). Curriculum management is a planned and programmed effort carried out by an individual using planning, organizing, and evaluating curriculum systems so that the expected goals described in the planning can be realized clearly and significantly (Hamalik, 2017: 32).

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In achieving the goal of efficient, effective, quality, and productive education, the school management is needed, an integral component in education. In smoothing the implementation of the learning process, of course, it is necessary to have a curriculum. Thus, education management can directly influence and determine the effectiveness of the curriculum.

The reality on the ground shows that there are many excellent schools with a quality curriculum management system. This reality can be seen in the number of students who excel at the school and win awards in various competitions, especially in the academic field, at the regional, national, and international levels. Elementary School or *Sekolah Dasar Negeri* (henceforth SDN) 2 Tanjung is a school with the SPMI model school brand. The SPMI model school is a school that was selected as a result of selection and determined and fostered by the Education Quality Assurance Institute (LPMP) to become a reference school for other schools in the vicinity in the implementation of independent education quality assurance. SILN (henceforth SILN) or Kuala Lumpur Elementary School is accredited A with a score of 95 in 2018 and is an excellent school with many achievements at national and international levels. SD SILN Kuala Lumpur, under the auspices of the Indonesian Embassy in Kuala Lumpur, has achieved many achievements and has become a highly respected school among Malaysian state schools. SDN 2 Tanjung and SD SILN Kuala Lumpur are excellent schools but have different backgrounds and atmospheres. SDN 2 Tanjung Sekolah Indonesia is located domestically, while SD SILN Kuala Lumpur is located overseas. There is a striking difference in the background of the atmosphere, where most students are local residents with Banjar customs and live within the full scope of Indonesian rule. Meanwhile, SD SILN Kuala Lumpur students come from various ethnic groups from various regions in Indonesia, so the atmosphere of cultural heterogeneity in the school is very pronounced. Besides that, they live abroad daily by obeying Indonesian rules or laws and being bound by the rules and laws of the Malaysian state. So that the context in this excellent school research would contain two cases of schools with different backgrounds. This description becomes material for further research on Excellent School Curriculum Management (Multi Case Study at SDN 2 Tanjung and SD SILN Kuala Lumpur).

### METHOD

This study uses a qualitative approach with the type of multi-case study at SDN 2 Tanjung and SD SILN Kuala Lumpur. The research instrument is the researcher himself. Data collection techniques used are interviews, observation, and documentation. Respondents as key informants were the principal or deputy principal of the SDN 2 Tanjung and SD SILN Kuala Lumpur curriculum. Respondents continued to increase (snowball) until the data obtained were saturated (redundancy); Guid interviews were developed according to the needs in the field. The research time is one year. Data were analyzed during the research process while in the field until the end of data collection. Furthermore, data analysis was carried out using the model developed by Miles & Huberman (1992). The instrument in this study contains curriculum management consisting of planning, implementation, assessment system, and professional development of teachers as curriculum implementers. Planning includes the design of a school-based curriculum, considerations for adopting the curriculum, planning flow, curriculum name, the role of parents and the community, planning directions, innovation and creativity, facilities and infrastructure, obstacles, and solutions. Implementation includes implementing the school curriculum, academic and non-academic curricula, habituation activities, extracurricular activities and their types, parenting and community roles, spontaneous activities, exemplary activities, patriotism and nationalism, potential development, competency improvement, and supporting facilities and infrastructure, constraints and solutions. The assessment system contains the functions of assessment activities, implementation of assessments, application of assessments, assessment systems, and utilization of assessment results. The development of teacher professionalism as a curriculum implementer includes the support of supervisors, principals, and vice head of the curriculum and the form of the role and support of supervisors for the development of teacher professionalism as curriculum implementers.

### RESULTS

The findings of excellent school curriculum management in this multi-case study based on the analysis results from interviews, observations, and documentation are described as follows:

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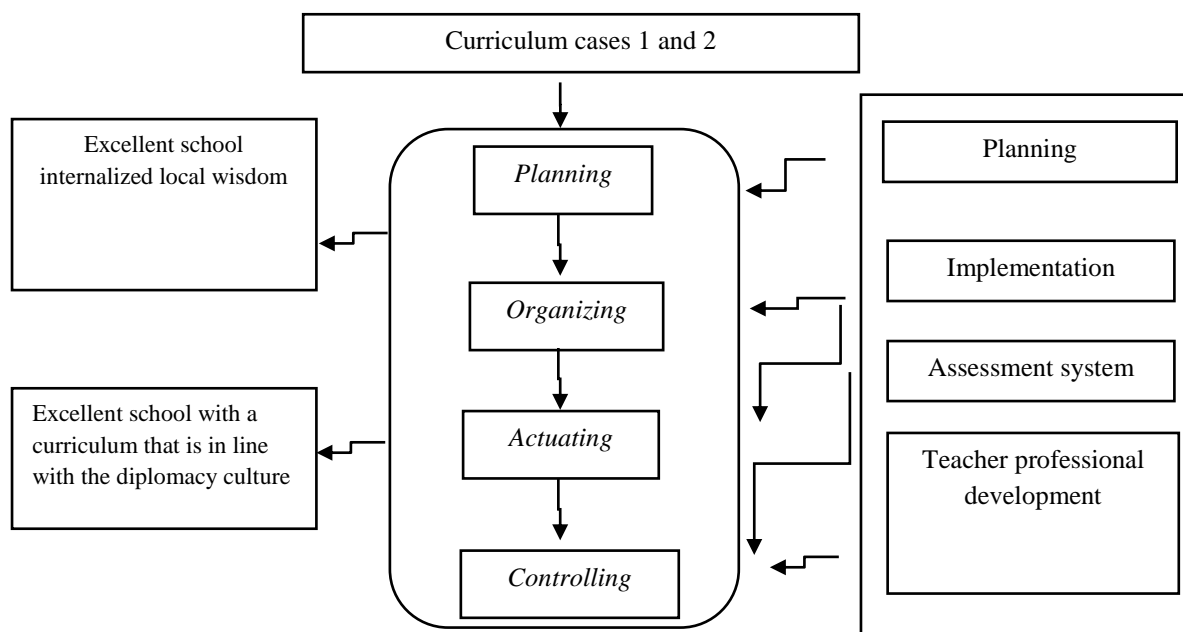


Figure 1. Excellent School Curriculum Management

The description of the findings in case 1 and case 2 in excellent school curriculum management can be seen in the following research findings:

### Planning

Based on the results of in-depth interviews and observations while at school, data on curriculum planning carried out at SDN 2 Tanjung and SD SILN Kuala Lumpur were obtained as follows:

### Formulation of Institutional Goals

The formulation of the vision, mission, and goals in case 1, namely SDN 2 Tanjung, is in accordance with the National Education System Constitution by internalizing the existing culture in the community, while in case 2, namely SD SILN Kuala Lumpur.

### Subject Development

In case 1, namely SDN 2 Tanjung, the development of subjects in the form of thematic learning for all levels with a focus on developing culture and local wisdom, while in case 2, namely SD SILN Kuala Lumpur, the development of subjects in the form of learning to read, write and count for low class and learning with the content of subjects for the high class.

### Development of classroom teaching programs

In case 1, namely at SDN 2 Tanjung, the learning objectives, materials, methods, and media are contained in the lesson plans by focusing on local wisdom. In contrast, in case 2, SD SILN Kuala Lumpur, the objectives, materials, methods, and media are contained in a weekly blueprint with learning resources adapted to the situation and conditions.

### Implementation

Based on the results of in-depth interviews and observations while at school, data on the implementation of the curriculum carried out at SDN 2 Tanjung and SD SILN Kuala Lumpur were obtained as follows:

### Learning process

Learning approaches The sanctions internalized by local culture were carried out in case 1, namely SDN 2 Tanjung, while case 2 at SD SILN Kuala Lumpur emphasized product-based learning.

### Extracurricular

There is a variety of self-development internalized by culture in case 1 at SDN 2 Tanjung, while in case 2 at SD SILN Kuala Lumpur, the activities for self-development are high and very diverse.

### Scoring system

### Deployment Components

Authentic assessment system by internalizing culture and local wisdom in case 1, namely SDN 2 Tanjung, while in case 2 at SD SILN Kuala Lumpur, an observation assessment system was implemented with a description technique for low grades and number-based and description-based learning outcomes assessment for high grades.

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### Assessment Program

In case 1 at SDN 2 Tanjung, the assessment program is carried out with authentic assessments, self-assessments, portfolio-based assessments, tests, daily tests, mid-semester tests, end-of-semester tests, competency level tests, competency level quality tests, school exams, while in case 2 namely SD SILN Kuala Lumpur in the form of a purely descriptive assessment specifically for the low class and for the high-class assessment based on product, written, portfolio, oral, practice and others in the form of numbers and descriptions.

### Teacher Professionalism Development as Curriculum Implementer

In the section on the teacher professional development program in Case 1 and Case 2, a common thread can be drawn with the following five components: (1) analysis of teacher needs, (2) design of international issues, (3) mapping of various aspects of teacher needs, (4) programs for professional development, (5) forming an implementing team, (6) referring to national and international standards.

## DISCUSSION

### Planning

Based on the findings in case 1, using a curriculum that internalizes local culture and wisdom in its implementation, the culture contained in the curriculum determines the direction of the formulation of institutional goals in the form of vision, mission, goals, and academic development programs, and extracurricular programs. It also determines academic calendars at the beginning of each new school year, development of subjects such as making teaching journals, lesson plans, syllabus, class programs, and counseling guidance. Moreover, it also establishes the development of learning programs in the classroom, which are carried out by superiors and subordinates at the beginning of each academic year using a *grassroots approach*. As explained (Hamalik, 2017: 150), the curriculum approach consists of two approaches with two different properties: the *administrative approach* and a *grassroots approach*. The *administrative approach* is from top to bottom or *from the top down* at the managers' initiative. The *grassroots approach* is from the bottom up.

Through a curriculum approach integrated with local culture, a direction for learning preparation is created for students who will be ready to enter the community environment. It also provides skills, knowledge, and various values in the dimensions of life to achieve further developments in the local community's culture. This case is in line with the research conducted by Nisa (2017) at SDN Distance Panggunharjo Sewon Bantul with the results of research on the implementation of a local wisdom-based curriculum at SDN Distance in the form of planting TOGA (family medicinal plants); and Javanese language education including traditional games, folk songs, traditional culinary and cultural arts.

The findings in case 2 are curriculum planning in the formulation of instructional objectives, subject development, and development of learning programs in the classroom aligned with a diplomacy culture; character strengthening adapted to school situations and conditions.

The findings in case 2 are at the point of curriculum planning where terms of the formulation of instructional objectives, the development of subjects, and the development of learning programs are aligned with the diplomacy culture in the country of Malaysia, where SIKL is located by prioritizing character strengthening in the addition of *living curriculum subjects* that adapts to the situation and conditions SIKL itself. This situation is in line with the opinion of Humphreys et al. (Trianto, 2010: 79), which states that a meaningful study is a study in which students have the opportunity to exploit their knowledge in various subjects related to certain aspects of their environment.

The findings in case 2 are also in line with the research of Hasmori et al. (2011). They conducted research in Malaysia that in following the current modernization in the education system, the state manifests the need to accelerate integrating education, curriculum, and society so that the final result will be able to face the currents of modernization and globalization from within and outside the country.

### Implementation

The implementation of learning is an application of the curriculum structure that has been prepared to achieve the curriculum's success itself. The findings regarding the implementation of the curriculum at site 1, which consists of curricular areas, put forward a scientific approach developed by internalizing local culture as an example of applying Tabalong local content in grade 5 with the practice of making Tabalong banana martabak. This case aligns with Supriadi's (2005: 204) opinion that local content in education refers to local characteristics or weights that consciously and systemically give a pattern to how the curriculum is implemented in line with local capabilities, carrying capacity, and interests.

On the other hand, in the extracurricular area, in case 1, the application of a variety of self-development that internalizes culture such as extracurricular and career development such as fostering local cultural arts, music, and dance, Islamic art adapts to the religious Tabalong culture, and *Microsoft Office IT programs* that adapt to the vision and Tabalong Regent's mission is to create a Tabalong *smart city*. This case is in line with the findings in research conducted by Lestari (2018) that teachers develop learning activities adapted to school conditions and situations. The school also needs to work on an internet network so the children can know the outside world that is progressing. In addition, the research conducted by Nisa (2017) in which the

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implementation of a curriculum with an integrated culture and local wisdom in the form of the TOGA program (family medicinal plants) and the implementation of local content learning Banjar Khas Tabalong language, which is integrated with local culture such as culinary and local cultural arts.

In case 2, it was found that implementing the curriculum in product-based learning, character strengthening, and alignment with the diplomacy culture of the local country as well as extracurricular activities are very diverse and prioritize relevance to the progress of the times in the era of *society 5.0* and industry 4.0 such as robot assembly extracurriculars, computer, and network programs, electricity, and carpentry. This case is in line with the opinion of Nuarani (2021), who works as an Analyst for the Implementation of the Education Curriculum of the Primary School Directorate, stating that " *society 5.0* is a society that can solve all kinds of challenges and social problems by creating and making various innovations in the era of the industrial revolution 4.0 including the *Internet on Things*. (internet for everything), *Artificial Intelligence* (artificial intelligence), *Big Data* (large amounts of data), and robots to improve the quality of human life. *Society 5.0* also has meaning as a community concept centered on the development of human resources and is technology-based.

### Scoring system

Curriculum evaluation is an activity that aims to measure, improve and perfect educational programs and is also a strategy for how the program should be implemented. By evaluating the curriculum, it can be seen where the advantages and disadvantages of the curriculum that have been implemented can be found ( Sudjana, 1991: 15 ).

In case 1, the evaluation of the curriculum on the assessment component is an authentic assessment system with internalizing culture and local wisdom, which is the focus of development. While in the assessment program is in the form of authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, mid-semester tests, end-of-semester tests, competency level exams, competency level quality exams, and school exams. This funding is in line with the opinion of Hasyim (2021:8); in general, there are two forms of evaluation, namely subjective and objective, based on the evaluation question in the form of oral or written. In addition to the form of tests, evaluations also take the form of non-tests, namely observation, interviews, appointments, and document examination.

Based on the findings in case 2, which uses context evaluation, input, process, and output to measure the extent to which educational goals are achieved through the curriculum on-site 2. This case is in line with the results of research by Hakan, Karatas & Seval (2011) in Turkey that: "the reason why this model was chosen is that it is suitable for foreign curricula and involves various types of evaluation such as context, input, process, and product evaluation. It aims to determine the ability of subjects such as the ease of the program for student development, the ease of the difficulty level of the subject textbooks, the ease of the students' level, and the comprehension and comprehension of the subjects.

### Teacher Professionalism Development as Curriculum Implementer

Based on the findings in case 1 and case 2, it was found that efforts to increase teacher professionalism as curriculum implementers were sought in the form of; (1) Analysis of teacher needs, (2) Design of international issues, (3) Mapping of various aspects of teacher needs, (4) Programs for professional development, (5) Forming an implementation team, (6) Referring to national and international standards.

The form of efforts to increase the professionalism of teachers as curriculum implementers is in line with what was stated by James, J. Jones & Donald L, Walters (2008: 28) that the teacher is one of the education personnel who is the most important determining factor in the success of education because it is the teacher who directly intersects with students where the estuary is the expected *output*, therefore it is very important that teacher performance continues to be improved.

The five forms of improving the professional ability of teachers found in cross-case 1 and case 2 above are also in line with Firmadani's opinion (2017:167) in the form of teacher professional development that can be carried out in the form of integrated and competency-based training programs. The training program is provided to achieve the desired competence so that the content of the training substance refers to materials that support the target competencies to be achieved by an academic unit. In addition, it can also be provided with training programs that discuss actual and important issues so that teachers do not miss the latest developments in relevant science and technology, such as contextual learning, *blended learning*, and classroom action research. Training with a cascade or dissemination model. While the methods used to do this include standard methods, mentoring methods, clinical supervision methods, and reading culture.

## CONCLUSIONS

Management of the excellent school curriculum at SDN 2 Tanjung by internalizing culture with prominent findings as follows: at the planning stage using a grassroots approach, in the implementation section there is a scientific approach, at the assessment system stage, there is an authentic assessment approach and in the teacher professional development section there is an approach from the down to top while the curriculum management of SD SILN Kuala Lumpur is with a harmonized curriculum, namely in the planning section there is an administrative approach, in the implementation section there is a living curriculum approach, in the assessment system section there is a living curriculum value approach, and in the teacher professional development section there is an approach from the top to the bottom.



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