# Tutoring Curriculum Management (Case Study at Tutoring 'A' In Bekasi City)

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**ABSTRACT:** The times require humans to continue to develop, including education. The curriculum is closely related to the educational vision to achieve competitive resources. However, the national education curriculum often encounters problems such as the unpreparedness of schools or the students themselves so that the material taught is not appropriate for its application in everyday life. This research aims to conduct exploration related to curriculum management in tutoring. This research uses a qualitative approach with a literature review as a data collection technique. Yin's six case study research steps were used in this research, namely plan, design, prepare, collect, analyze, and share. Data analysis uses data validity by comparing all data obtained using three collection techniques: classifying data based on research questions, combining the data obtained in tabular form, and making conclusions based on the data that has been obtained.

**KEYWORDS:** management, curriculum, tutoring

## INTRODUCTION

In Article 13 of Law Number 20 of 2003 concerning the National Education System, educational pathways consist of formal, non-formal and informal education which can complement and enrich each other. Formal education pathways consist of primary education, secondary education and higher education. Article 26 explains that non-formal education is provided for community members who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education. Non-formal education pathways consist of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units. Article 27 explains that informal education pathways are carried out by families and the environment in the form of independent learning activities. Jalal (in Gunawan and Djum, 2017) stated that currently national education is faced with four main crises related to: (1) quantity, (2) external relevance or efficiency, (3) elitism, and (4) educational management. Furthermore, the six main problems of the national education system that were put forward were: (1) the decline in the character and morals of students, (2) unequal learning opportunities, (3) low internal efficiency of the education system, (4) national education management is not in line with and national development, and (6) unprofessional resources.

Law Number 20 of 2003 Article 26 paragraph (1) explains that non-formal education is provided for people who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education. Paragraph (2) explains that non-formal education functions to develop students' potential with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities. Non-formal education is a type of education that is different from formal and informal education. Non-formal education does not depend on a structured curriculum like formal education but provides learning opportunities for individuals who wish to acquire certain knowledge or skills independently or in groups. Non-formal education is education that occurs outside the formal environment, such as in course institutions, job training, certification programs, or independent learning activities. This non-formal education has an important role in meeting educational needs that cannot be met by formal education, such as adding special skills and knowledge needed in the world of work or broadening social horizons and experiences.

Apart from that, non-formal education can also be considered as an alternative to meet the educational needs of those who cannot access or obtain formal education for various reasons such as financial conditions, geographical distance, and so on. The task of non-formal education is to help improve the quality and dignity of humans as individuals and citizens who, with their ability and self-confidence, must be able to control change and progress. The main function and aim of non-formal education is to provide education in a very short period of time that is oriented towards specific areas of skills which are packaged in the form of packages based on community needs and in line with current developments in science, the program content is flexible according to the needs of the times. Non-formal education functions to develop students' potential with an emphasis on mastering functional knowledge

and skills as well as developing professional attitudes and personalities. Non-formal education is provided for community members who need educational services that function as a substitute, supplement, and/or complement to formal education to support lifelong education. Research on non-formal education can help identify the potential and needs of individuals and society, as well as evaluate the effectiveness of non-formal education programs that have been implemented.

One form of non-formal education that is often found today is tutoring. Tutoring aims to provide additional or complementary education to formal education at school. With the implementation of the Independent Curriculum at the education unit level, students feel that tutoring can complement the lack of learning materials in their schools. Students feel that tutoring has now become a necessity. Tutoring A is a non-formal education institution that provides two different curriculum options for learning. The curriculum options provided have been adapted to the curriculum used by students at school, both the 2013 Curriculum and the Merdeka Curriculum. Based on these problems, the researcher was interested in conducting research entitled "Study Tutoring Curriculum Management (Case Study of Tutoring 'A' in Bekasi City)".

## LITERATURE

### 1. Curriculum Management Definition

Etymologically, the term curriculum comes from Greek, namely *curir* means 'runner' and *curere* means 'place to race'. Thus, the curriculum means the distance that must be covered. Narrowly or traditionally, the curriculum simply contains and is limited to a number of subjects given by teachers to students in order to obtain a diploma, whereas in modern terms, the curriculum is all the experiences that students are expected to have under the guidance of teachers with an emphasis on efforts to improve the quality of learning interactions. teaching (Hariri et al, 2016:18). Curriculum management is a curriculum management system that is created cooperatively, comprehensively, systemically and systematically as a way to achieve a curriculum goal (Rusman, 2009). Therefore, the autonomy given to educational institutions in managing the curriculum independently by prioritizing needs and achieving targets in the vision and mission of educational institutions does not ignore established national policies (Hamalik, 2009: 68). Curriculum management is about how the curriculum is designed, implemented and controlled (evaluated and refined), by whom, when and within what scope. This also relates to the policy of who is given the task, authority and responsibility in designing, implementing and controlling the curriculum (Purwadhi, 2019). Based on the definition of curriculum management above, it can be understood that curriculum management is a collaborative process in managing the curriculum to achieve curriculum goals or educational goals efficiently and effectively.

### 2. Curriculum Management Objectives

Hasan (Sari, 2021:40) suggests that the basic objectives of the curriculum can be viewed in four dimensions, namely: 1) Curriculum as an idea is a curriculum produced through theories and research, especially in the fields of curriculum and education, 2) Curriculum as a written plan is an embodiment of the curriculum as an idea which is realized in the form of a document which contains objectives, materials, activities, tools and time, 3) The curriculum as an activity is the implementation of the curriculum as a written plan and carried out in the form of learning practices, 4) The curriculum as a result is a consequence of the curriculum as an activity in the form of achieving curriculum objectives, namely achieving changes in behavior or certain abilities of students. Based on the description above, it can be concluded that the curriculum is a planning document that includes goals that must be achieved, content and learning experiences that students must obtain, strategies and methods that can be developed, evaluations designed to collect information regarding goal achievement, and application of the contents of the document. designed in real form.

### 3. Curriculum Management Process

Curriculum management can be said to be the application of types of management activities and functions (planning, implementation and assessment) in the curriculum. There are three main processes in curriculum management, namely curriculum planning, curriculum implementation, and curriculum implementation assessment or curriculum evaluation (Surya, 2011: 58).

### a. Curriculum Planning

Curriculum planning is a complex social process that requires various types and levels of decision making. This curriculum planning functions as a guide or management tool that contains instructions about the types and sources of individuals needed, the learning media used, actions that need to be taken, sources of costs, energy and facilities needed, monitoring and evaluation systems, the role of elements of manpower to achieve the management goals of educational institutions (Hamalik, 2007: 152). Curriculum planning is the process of collecting, sorting and selecting activities used to design learning experiences that enable students to achieve learning goals. Curriculum planning refers to the process of designing and organizing learning plans which include objectives, content, methods, evaluation and resources that will be used in an educational program (Nurhattati, 2023: 141).

### b. Curriculum Implementation

Curriculum implementation is the application of the curriculum in the form of learning through student interaction with teachers in the context of the school environment both inside and outside the classroom. The curriculum is implemented in intracurricular, co-curricular and extracurricular activities (Nurhattati, 2023:156). There are several principles that must be considered in implementing the curriculum; 1) Every student gets equal, democratic and fair opportunities in acquiring knowledge, skills and

attitudes, 2) Centered on students in an effort to be independent in learning, working together and self-assessing, 3) Focusing on providing appropriate learning experiences the varying needs of students, 4) Unity in policy by accommodating diversity, competency standards, content of processes and assessments determined by the center, and adapted to the needs of regions and educational units.

## c. Curriculum Evaluation

Curriculum evaluation is a systematic effort to collect information about the effectiveness of the curriculum (Nurhattati, 2023:157). Curriculum evaluation is systematic research on the benefits, suitability, effectiveness and efficiency of the implemented curriculum. This curriculum evaluation covers the entire curriculum or each curriculum component such as objectives, content, or learning methods in the curriculum (Kompri, 2007: 183). Evaluation in education can be interpreted as a process of trying to collect information that can be used as consideration for making decisions about whether it is necessary to improve the learning system in accordance with the objectives to be set (Zaini, 2009: 104). Brown states that evaluation is a decision-making process which can take the form of decisions about *proficiency*, *placement*, *diagnosis,* and *achievement* (Widiati, 2019: 34). *Proficiency* refers to a form of evaluation that measures the level of competency of students. This evaluation is useful in determining standards output and input for curriculum development and in adjusting the level of objectives to the actual competencies of students. *Placement* is decision making about grouping students into the same competency level. *Diagnostic* means mapping students' strengths and weaknesses so that they can diagnose the problems they find during the learning process. *Achievement* means measuring students' learning achievements so that generally this measurement is carried out at the end of the program.

## 4. Tutoring Concept

Tutoring according to Hamalik (2004: 195) is guidance aimed at students to receive education that suits their needs, talents, interests, abilities and helps students to determine effective and efficient ways to overcome learning problems experienced by students. Sugiyono (2012) states that tutoring is an activity that functions as a facilitator or supporter for students in obtaining assistance and learning direction so that they can achieve maximum learning results, while Suhardjo (2013) states that tutoring is a non-formal education service provided to help students understand and overcome their learning difficulties.

Another opinion is by Sunaryo (2015) who states that tutoring is an activity carried out individually or in groups, which aims to help students gain a better understanding of lessons, overcome learning difficulties, and improve learning achievement. Mulyadi (2010:107) says that tutoring is the process of helping students in solving difficulties related to learning problems. Tutoring is a process of providing guidance from supervisors to students by developing a conducive learning atmosphere and developing skills and study habits to achieve optimal learning results in accordance with their talents and abilities (Munandar, 2002:21). Based on the opinions of the experts above, it can be concluded that tutoring is an activity carried out to help students overcome difficulties and gain a good understanding of learning and improve learning achievement.

Ahmadi and Widodo (Anwar, 2018: 99) state that the aim of tutoring services in general is to help students get good adjustments in learning situations so that each student can learn efficiently according to their abilities and achieve optimal results. In general, the aim of tutoring (Syah, 2004:23) is to achieve optimal academic adjustments in accordance with the student's potential.

## 5. Characteristics of Tutoring

Tutoring has characteristics or characteristics that differentiate it from formal education at school. Wulandari (2017:2) states that the learning carried out in tutoring institutions is very different from education in schools in general. Some differences that can be seen include a) Duration of learning time, tutoring has a shorter duration compared to education at school, and b) Learning material, tutoring institutions provide learning material that is shorter, but clear and concise so that it is easy to understand. Learning activities, tutoring usually provide quick ways of working on questions that are not available at school.

## 6. Application of Learning in Tutoring

Nisa et al. (2023:429) states that a teacher has the responsibility to help students who face learning difficulties so that they can overcome these difficulties. In this case, teachers must provide effective learning guidance to help students reduce the learning difficulties they face. The stages are as follows: a) Introduction to students who experience learning problems, namely recognizing the characteristics of students who experience learning difficulties, b) Efforts to help students who experience learning problems, namely providing initial guidance to students who experience learning difficulties and c) Helping solving learning problems, namely providing tutoring services that are appropriate to the learning difficulties faced by students. In the process of providing tutoring services to students to reduce the learning difficulties they face, a teacher needs to know the level of success of the services provided. To determine the level of success of the tutoring services provided, teachers give students tests in the form of written and oral tests to determine the level of success of the methods used in providing tutoring services to students. This aims to enable teachers to improve the guidance services they use if previous services cannot reduce the learning obstacles experienced by students. In providing tutoring services to students, teachers also face several obstacles in providing tutoring services to students, such as limited time and difficulties in determining appropriate methods. Knowing the obstacles faced, teachers try to improve these obstacles by providing additional tutoring to students outside school hours.

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## METHODS

This research uses a qualitative research approach with a case study method. According to Yin (2009), the case study research method is an appropriate strategy to use in research that uses how *or* why as *the main research question*, the researcher has little time to control the events being studied, and the focus of the research is contemporary phenomena, to track contemporary events. In the case study method, researchers focus on the design and implementation of research. Qualitative research in this study was chosen because it was the same as the research objective, namely analyzing curriculum management at Tutoring 'A', Bekasi City. With this qualitative research approach, detailed data will be obtained regarding curriculum management at Tutoring 'A', Bekasi City. The research was conducted at Tutoring 'A', Bekasi City, West Java. The research was conducted from December 2023 to May 2024 in the 2023/2024 academic year. According to Yin (2018:30) there are six research steps for case studies, namely *plan*, *design*, *prepare*, *collect*, *analyze*, and *share*. Furthermore, the data collection techniques used were observation, interviews and documentation studies. According to Yin (2018:212) the data analysis stages can be carried out by testing the validity of the data, classifying data based on research questions, combining data in tabular form, and making conclusions based on the data obtained.

## RESULTS

Implementation of curriculum management at Tutoring 'A' in Bekasi City. These findings were obtained through interviews with institutional leaders, heads of curriculum, teachers, and students describing the research content as follows:

1) Curriculum Planning: Curriculum preparation in tutoring is teamwork consisting of the head of the institution, head of curriculum, and teachers discussing together. The principle used in curriculum development is to respond to the developing needs and needs of our students. The results of the curriculum preparation will be presented before the first semester begins. Curriculum preparation for class XII was carried out before the odd semester academic year began. The minimum completion criteria (KKM) for the class is set at 80 because it takes into account the students' abilities, the teacher's role in learning, learning resources, and students' activeness in learning. The curriculum used at Tutoring 'A' is the K-12 Curriculum. The core subjects taught include Indonesian, English, mathematics, physics, chemistry, and biology and are supplemented with co-curricular material in preparation for the computer-based written exam (UTBK). In planning the curriculum, the head of curriculum considered the special needs of class XII students. In curriculum planning, the author obtained syllabus data and class XII learning plans for mathematics subjects. The author uses syllabus data and mathematics learning plans because of the differences in the material taught.

2) Curriculum Implementation: The implementation of curriculum implementation begins with the Head of Curriculum providing direction to teachers at every opportunity. This activity is carried out as a form of supervision and to help teachers find and overcome the difficulties they face. This briefing is an explanation of the vision, mission and targets for tutoring. This means that teachers are directed to carry out all programs that have been prepared based on the curriculum to achieve the goals that have been formulated. In implementing learning, students carry out learning one session a day. One learning session is 120 minutes or 2 hours. In a week, students receive four learning sessions. Three learning sessions on Tuesday, Thursday and Friday and one exam session on Saturday for 180 minutes.

3) Curriculum Evaluation: Evaluation of the curriculum in class XII is carried out by the head of the institution together with the head of curriculum and teachers. Usually, evaluations are carried out per month, per semester, and at the end of the year. The end of year evaluation is carried out comprehensively on what has been completed. The first curriculum evaluation carried out is the KKM (score). So, the KKM for class later it will be consulted with the head of curriculum. Next, the second evaluation is per semester. For the second evaluation, such as; a review for one semester. The first semester is focused on supporting the 5th semester report card grades. So, later when students apply to state universities through the report card route, their grades will increase. Then, the last one is annual review or after two semesters. In this annual review, all evaluations are discussed. Starting from the material, scores (KKM), to the teaching (process).

Therefore, it can be underlined that curriculum planning cannot be planned by the leadership and decided by just a few people. In accordance with the results of observations and interviews, curriculum planning was prepared involving institutional leaders, head of curriculum and teachers. The focus of curriculum planning begins with analyzing the context, needs and national standards of education. In dealing with these curriculum differences, Tutoring 'A' applies learning with the most widely used curriculum, namely the 2013 Curriculum. If there are students who use the Merdeka Curriculum, they will be asked to take part in learning with the aim of mastering the material. Furthermore, they can request a consultation session on another day to get additional material from what is taught at school. Meanwhile, C. Marsh and K. Stafford as quoted by Rusman (2011) stated that there are five elements that influence curriculum implementation. These five elements are support from the principal, support from fellow teachers, support from students, support from parents, and support from within the teacher. Apart from that, the function of implementing the curriculum is the function that most determines whether the school under the leadership of the principal can realize the school program or not. The planning, organizing and coordinating functions that have been prepared will be proven successful in the implementation function. Thus, the function of implementing the curriculum in Tutoring 'A' runs optimally as planned according to the class XII profile. Curriculum evaluation is an assessment carried out systematically and measurably to determine the level of

curriculum achievement. Evaluation itself is carried out by collecting data or evidence regarding curriculum implementation and learning outcomes. Curriculum implementation is a process of implementing the curriculum, while learning outcomes are a direct impact that can be seen from the achievement of student competencies. Thus, assessment of the curriculum refers to two important things, namely assessment of learning processes and outcomes. Based on the expert opinion above, the implementation of the curriculum evaluation function in Tutoring 'A' is running as it should. Curriculum evaluation in Tutoring 'A' involves teachers, head of curriculum, and institutional leaders as evaluation controllers.

## CONCLUSION

Based on case study research conducted using interview techniques, observation and documentation studies regarding curriculum management at Tutoring 'A', Bekasi City, it can be concluded as follows:

1. Curriculum planning carried out by Tutoring 'A' includes determining institutional goals, determining graduate profiles, determining graduate learning outcomes, determining learning loads and educational calendars, as well as preparing study schedules and dividing teaching tasks.
2. The implementation of the curriculum carried out by Tutoring 'A' applies learning with the curriculum most widely used by students, in this case the 2013 Curriculum so that students who use the Independent Curriculum will study material that is different from that taught at school.
3. Curriculum evaluation carried out by Tutoring 'A' includes curriculum evaluation and evaluation of student learning outcomes. Curriculum evaluation is an evaluation of the content or material taught during the year, while evaluation of student learning outcomes is based on student learning outcomes taken through practice questions (exams).

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