

CURRICULUM MANAGEMENT ANALYSIS IN IMPROVING THE QUALITY OF PERFORMANCE OF EDUCATORS AND EDUCATION PERSONNEL

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Abstract

This study aims to analyze the role of curriculum management in improving the quality of educator and education personnel performance. Curriculum management includes planning, implementation, monitoring, evaluation, and ongoing curriculum adjustment. Effective curriculum management plays a significant role in improving the quality of educator and education personnel performance. Systematic curriculum planning provides a clear direction for educators in implementing learning. Continuous professional training and development helps educators master effective learning strategies that are relevant to student needs. In addition, support for facilities and infrastructure, as well as the use of technology in learning, are also important factors that support improved performance. Periodic performance evaluations provide constructive feedback, so that educators and education personnel can continue to improve their competence. This study concludes that well-implemented curriculum management can create a conducive learning environment, support the achievement of educational goals, and empower educators and education personnel to contribute optimally to the educational process.

Keywords: Curriculum management, quality improvement, educator performance, education personnel

INTRODUCTION

The education process is the human resources' empowerment, and the effectiveness of educational institutions may be judged by the outcomes of this empowerment process. Achieving the desired level of school excellence requires the application of management (Efendi, 2022). Numerous endeavors

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have been undertaken to enhance the caliber of education in Indonesia, including curriculum refinement, acquisition of instructional resources, bolstering the proficiency of educators and staff, refining educational administration, and acquiring educational infrastructure. Education and learning are synonymous terms since they are employed in the implementation, development, and foundation of initiatives aimed at developing human resources.

Education and learning are defined as the process of establishing an environment in which a person can engage in learning activities that can transform them from ignorant to knowledgeable, from good to excellent, or from unskilled to skilled, according to Sabrina et al. (2022). Education involves students interacting with each other personally as well as teachers interacting with pupils. Interpersonal interaction is essential to the process of educational activities. In addition to being a personal process, learning is a social process that happens when people interact with one another and develop common knowledge and understanding. A new paradigm made possible by education decentralization allows principals to be more autonomous in maximizing the potential and assets of their institutions to create dependable, even exceptional learning environments. It is anticipated that this demand will have an impact on curriculum development and school administration. It is inevitable that education administration will change, and schools must adapt in order for their graduates to genuinely generate high-caliber students.

Education is an elevation process that is carried out in a non-discriminatory, dynamic, and intensive manner, towards individual maturity, where the process is carried out continuously with an adaptive nature, and without limits or without end (Tanjung, B2020). According to Ginting (2023) Education is a process designed to help students change in ways that would enable them to operate well in society by helping them adapt as best they can to their surroundings. Education is currently developing very rapidly. One indicator is the emergence of quality schools by presenting programs that are rarely owned by other schools, both government schools and private schools. The educational institution tries to present the best programs to the community with the hope that the community will trust their children more in the educational institution.

Suryani et al., (2024) stated that The curriculum is one element that plays a strategic function in the educational system and is one that affects the achievement of national education. The curriculum is a set of educational programs designed to help educational institutions meet their objectives; as

such, it is crucial to the development of high-quality educational institutions. Many individuals view the curriculum as both a set of objectives to be met and a learning plan for children while they are in school. A document with objectives, instructional resources, lesson plans, assignments, and assessments can also be referred to as a curriculum. Another way to think of a curriculum is as a documented agreement reached by the community, educational policy holders, and curriculum preparers (Ismaya, E. A., & Rondhi, 2024). In the educational context, the curriculum has a central role as a guide in the learning process. The curriculum is not only a reference for teachers in delivering teaching material, but also a basis for evaluating the performance of educators and education staff. As time goes by, challenges in the world of education are increasingly complex, thus requiring effective curriculum management to ensure ensure the learning process proceeds in a manner consistent with the intended learning objectives.

According to Komalasari et al., (2020) curriculum management covers various aspects, from planning, implementation, to curriculum evaluation. Each of these stages has a direct influence on the caliber of work produced by educators and other education staff. For example, thorough curriculum planning can facilitate teachers in compiling effective learning strategies, while comprehensive curriculum evaluation can provide useful feedback for improving educator competence. On the other hand, The effectiveness of educators and other education-related staff is a critical component of curriculum implementation. Quality educators will be able to translate the curriculum into meaningful learning. , while competent education personnel will support the implementation of efficient education administration (Díez et al., 2020).

This study was conducted to analyze how curriculum management can enhance the caliber of instruction and people in the field of education. This study aims to determine the variables that affect curriculum management effectiveness in the context of Indonesian education as well as the relationship between curriculum management strategies applied to the accomplishment of educational goals. Therefore, it is anticipated that the study's findings will offer useful suggestions to those involved in the field of education in order to raise the standard of instruction in classrooms.

RESEARCH METHOD

In this study, data were collected through descriptive methods from a range of trustworthy sources, such as recent papers and literature reviews. A descriptive technique is used to describe the analysis of curriculum management in enhancing the caliber of performance of educators and education staff. Gathering references about the subject of the inquiry is the first stage of this research method. Literature research is conducted using academic databases, scientific journals, and related publications that discuss curriculum management in raising the caliber of instruction and staff performance. The selected literature must be relevant to the research objectives and of high quality. After the literature is collected, relevant data and information about the definition, The fundamentals and purposes of curriculum management, the connection between the implementation of curriculum management techniques and the accomplishment of educational objectives, and the function of curriculum management in raising the caliber of performance of teachers and other education professionals related to the research topic.

RESULT AND DISCUSSION

Definition, Principles, and Functions of Curriculum Management

The words management and curriculum are the two syllables that make up the term curriculum management. Experts understand management in a variety of ways. Management, according to Hasibuan, is the science and art of organizing the use of human resources and other resources in an effective and efficient manner in order to accomplish a particular objective. Fachruddin, on the other hand, describes management as the act of organizing, guiding, and monitoring an organization's work in order to use all organizational resources to accomplish clearly defined organizational goals (Tirado, MCB, & Barriga, 2016).

Kurangi et al., (2017) concluded that management is a science derived from empirical experience in managing various organizations to achieve convenience in a complex life to meet life's needs. It also includes the existence of managers who carry out management activities, the existence of members of business organizations or companies and other service organizations, as well as functions and procedures that must be carried out. In order to implement cooperation in an organization through a methodical, coordinated process, management is a combination of science and art. Similar to management, there are different interpretations of the curriculum among education specialists, albeit sharing a common objective. According to Rusman, for instance, a

curriculum consists of a collection of plans and arrangements that address the goals, subject matter, and instructional resources in addition to the techniques employed as a framework for structuring lessons in order to meet certain learning objectives.

A similar definition was also expressed by Purwadhi, P. (2019) and several other Indonesian specialists in education. The curriculum is the result of all school efforts to help students learn both within and outside of the classroom, in groups or on their own. The body of knowledge that makes up the curriculum is the subject matter or body of information itself. In this context, educators are the means by which this knowledge is transferred to students using the most efficient techniques that may be developed or designed. In order to fulfill curricular goals, Rusman describes curriculum management as a cooperative, comprehensive, systemic, and systematic curriculum management system.

According to Grant, J. (2018), when implementing curriculum management, there are at least five concepts that need to be carefully considered. These include:

1. Aspects of curriculum management that must be taken into account are productivity and the outcomes expected from curriculum activities. Curriculum management must focus on how students can meet learning objectives while also achieving learning outcomes.
2. Democraticization: In order to successfully execute curriculum management, democracy must be the foundation, placing managers, implementers, and students in the appropriate roles and granting them complete accountability for completing curriculum objectives.
3. Cooperative: Positive cooperation from all parties involved is necessary to achieve the desired outcomes in curriculum management operations.
4. Effectiveness and efficiency: In order to accomplish curricular objectives, a number of curriculum management activities must take effectiveness and efficiency into account. This ensures that curriculum management activities produce valuable results with very little expenditure of money, time, or energy.
5. Curriculum management process: The curriculum management process should be able to strengthen and steer the curriculum's vision, mission, and objectives.

Government decisions and regulations pertaining to educational institutions, levels, or types of schools involved, as well as the national curriculum, program implementation guidelines, school-based management

implementation policies, and curriculum implementation policies at the education unit level, must also be taken into account in addition to these principles. Curriculum management must be used in the educational process, according to Widodo, S. A., & Setiyawan, A. (2021), in order to produce more effective, efficient, and optimal curriculum results in empowering diverse sources and curriculum components. Thus, it should come as no surprise that this curriculum serves a variety of purposes, such as the following:

1. Improving the effectiveness of curricular resource usage; via strategic and efficient management, sources and curriculum components can be empowered to a greater extent.
2. Improving equity and providing students with the best chance to succeed. Students can reach their full potential through extracurricular and cocurricular activities as well as through intracurricular activities when they are coordinated to meet curriculum objectives.
3. Improving the relevance and efficacy of education in accordance with students' needs and the environment in which they live. A well-managed curriculum can offer opportunities and outcomes that are pertinent to students' needs and the environment in which they live.
4. Boost the efficiency of student activities and teacher performance in reaching learning objectives. Professional, efficient, and integrated curriculum management can inspire student activities and teacher performance to learn.
5. Boost the efficacy and efficiency of the teaching and learning process. The process is constantly observed to ensure that the intended design and the actual execution of learning are consistent. Consequently, it is possible to prevent discrepancies in design and execution. Positive environments fostered by curriculum management activities also provide teachers and students with constant motivation to carry out effective and efficient learning.
6. Encourage more community involvement in the curriculum's creation. A professionally run curriculum will engage the community, particularly in the completion of any teaching materials or learning resources that must be modified to better suit the needs of the local community.

Among the steps of curriculum implementation and implementation that can be carried out by educational units or schools are through four stages, namely planning, organizing, implementing and evaluating.

A. Curriculum Planning

Curriculum design involves decision-making by participants at various levels regarding learning goals, how to accomplish these goals through teaching-learning scenarios, and evaluating the efficiency and significance of these approaches (Fathurrochman et al., 2021). The systematics of diverse learning experiences won't be connected and won't produce the desired results without curricular preparation. Generally speaking, curriculum planning must consider the needs of the community, the characteristics of the learners, and the scope of knowledge according to the hierarchy of science. Students with these characteristics have two possibilities; continue to a higher level of education, or enter the world of work and society.

B. Curriculum Organization

The pattern or design of curriculum materials known as curriculum organization serves the dual function of making it easier for students to understand lesson materials and complete learning activities, hence facilitating the successful achievement of learning objectives. The way that the curriculum's learning resources are arranged is intimately tied to curriculum organizers so in this case, there are several factors that must be considered in organizing the curriculum, including (Novita et al., 2024):

1. Scope and sequence of learning materials, in this case the consideration in determining learning materials is the integration between aspects of society (which include cultural and social values) with aspects of students (which include interests, talents and needs). And in this case, it is not only the learning materials that must be considered, but how the sequence of these materials can be presented systematically in the curriculum.
2. Curriculum continuity: in this instance, the structure of the curriculum should take into account the content that the students are studying, preventing repetition or hopping around with ambiguous difficulty levels.
3. Balance of learning materials, in this case what needs to be considered is the suitability of learning materials with changes and developments in science that continue to occur. Therefore, in organizing the curriculum, the balance of the substance of the curriculum content must be seen comprehensively for the benefit of students as individuals, the demands of society as well as the goals of advancing technology and science. Consequently, while figuring out the learning materials, the aesthetic, intellectual, moral, socio-emotional, personal, religious, artistic,

aspirational and kinesthetic aspects must all be accommodated in the curriculum content.

4. Time allocation, in this case, the concern is that the time allocation needed in the curriculum must be in accordance with the amount of material provided. Therefore, the preparation of an educational calendar to determine the exact number of face-to-face hours for each lesson is the most important thing before determining the learning materials.

C. Curriculum Implementation

The process of applying or implementing a curriculum program that has been developed in a previous stage is known as curriculum implementation. It involves testing the program's management and implementation while continuously making adjustments to the field situation and the intellectual, emotional, and physical development of students (Moore, 2014). In addition to being an implementation, this study serves as field research to verify the curriculum system. Thus, in this instance, curricular validation should be implemented and tested in the classroom. All ideas, values, methods, techniques, tools, and teacher skills are put to the test through learning activities in the form of actions that will actually create a curriculum.

D. Curriculum Evaluation

The methodical process of gathering, examining, and extrapolating information/data to ascertain the degree to which pupils have met learning objectives is known as curriculum evaluation. Examining the curriculum's overall performance in relation to multiple criteria is the aim of the curriculum evaluation. The program's efficacy, efficiency, relevance, and viability are assessed as performance metrics. Evaluation is an integral component of curriculum development and implementation since it helps identify the purpose and worth of a curriculum, which can then be used to assess whether or not it requires further attention (Frinza et al., 2020).

The Relationship Between Applied Curriculum Management Strategies and the Achievement of Educational Goals

According to Adeyemo, S. A. (2012) curriculum management strategy is a series of approaches and actions designed to ensure that the curriculum can be implemented effectively in the learning process. The relationship between the curriculum management strategy applied and the achievement of educational goals is very close, because this strategy determines the extent to

which the curriculum can be actualized in teaching and learning activities and supports the achievement of student competencies. Mature and systematic curriculum planning is a crucial first step in curriculum management. At this stage, educational objectives are formulated clearly and specifically, so that they can be a guide in compiling teaching materials, teaching methods, and learning evaluations. A good planning strategy will ensure that each component of the curriculum is in line with the educational goals to be achieved, both in terms of knowledge, skills, and attitudes (El-Adl, A., & Alkharusi, 2020). Curriculum implementation involves implementing the curriculum plan in classroom teaching practices. At this stage, the curriculum management strategy plays a role in regulating the use of resources, such as time allocation, distribution of materials, and provision of adequate learning facilities. Effective implementation will support the achievement of educational goals by ensuring that students receive learning experiences that are in accordance with the curriculum that has been designed. Educators need to be given training and guidance to ensure that they are able to implement the curriculum effectively (Agustin et al., 2021).

Evaluation is an integral part of curriculum management, where the effectiveness of curriculum implementation is assessed comprehensively (Sciarelli et al., 2020). Through evaluation, schools can measure the extent to which educational goals have been achieved and identify areas that need improvement. The right evaluation strategy allows educators and education personnel to get constructive feedback, so that they can make the necessary adjustments to improve the quality of learning.

Based on the evaluation results, effective curriculum management involves continuous adjustment and improvement of the curriculum. This adjustment is important to ensure that the curriculum remains relevant to developments in science and the needs of society. This strategy supports the achievement of educational goals by keeping the learning process dynamic and responsive to change (Theobald, 2021). Thus, an effectively implemented curriculum management strategy will contribute directly to the achievement of educational goals. Each stage in curriculum management, from planning to evaluation, needs to be designed and implemented by considering the ultimate goal of education, namely the holistic development of students so that they are able to play an active role in society and face future challenges.

The Function of Curriculum Management in Raising the caliber of Teachers' and Education Personnel's Performance

Improving the caliber of performance of instructors and other education workers is largely dependent on curriculum management (Amon, L., & Bustami, 2021). Effective curriculum management will enable teachers and other education staff to perform their jobs and obligations with greater efficiency, hence raising the standard of instruction as a whole. Effective curriculum management starts with systematic planning, where educational objectives, teaching materials, and learning strategies are designed in an integrated manner. In this planning, educators are actively involved to ensure that they understand and are ready to implement the curriculum. With clear planning, educators have a strong guide to organize learning, which increases the effectiveness of their teaching.

Curriculum management includes aspects of developing educator competencies through training and workshops that focus on implementing the curriculum. This training helps educators understand the curriculum in depth, master relevant teaching methods, and develop effective evaluation skills. This increase in competency has a direct impact on the quality of educator performance in the classroom, making them more confident and able to face various challenges in the learning process (Kaso, 2021). Curriculum management is responsible for providing the resources needed by educators and education personnel, such as teaching materials, educational technology, and other learning aids. This support enables educators to implement the curriculum better and more efficiently. In addition, education personnel are also supported in administrative aspects, such as managing schedules, documentation, and evaluations, which help them work more effectively and orderly.

According to Sholeh et al., (2021) curriculum management involves continuous monitoring and evaluation of the performance of educators and education personnel. This evaluation not only assesses the extent to which the curriculum has been implemented, but also how educators perform in implementing learning strategies and achieving educational goals. Feedback from this evaluation is important to identify areas that need improvement, as well as to provide recognition for the successes that have been achieved. Appropriate and constructive evaluations can motivate educators to continue to improve the quality of their teaching.

Curriculum management also plays a role in encouraging collaboration between educators and education personnel. By building a strong teamwork

culture, educators can share ideas, strategies, and solutions to challenges faced in implementing the curriculum. This collaboration increases professionalism and facilitates the development of innovation in teaching, which ultimately improves the quality of learning. Saihu, S. (2020) stated that one of the important roles of curriculum management is to adjust the curriculum based on feedback from educators and performance evaluation results. This adjustment ensures that the curriculum remains relevant to current developments in the world of education and student needs. When the curriculum is well adapted, educators feel supported and better able to accommodate students' learning needs, which increases the effectiveness of their teaching.

Curriculum management is also responsible for integrating technology into the learning process. The use of appropriate technology can make it easier for educators to access teaching materials, design interesting learning activities, and conduct evaluations. With proper guidance and training, educators and education personnel can utilize technology to improve their performance and provide a more meaningful learning experience for students. Curriculum management helps create a supportive learning environment, both physically and psychologically. By organizing a conducive learning environment, educators and education personnel can work with more focus and productivity. This supportive environment includes adequate facilities, a positive work culture, and an efficient support system (Pramana et al., 2021). Overall, effective curriculum management plays an important role in empowering educators and education personnel to improve the quality of their performance. By providing clear guidance, adequate support, and constructive evaluation, curriculum management ensures that educators and education personnel can carry out their duties optimally, which will ultimately improve the quality of education in schools.

CONCLUSION

Research on curriculum management analysis in improving the quality of educator and education personnel performance shows that effective curriculum management is a key factor in achieving educational goals. Curriculum management, which includes planning, implementation, monitoring, evaluation, and continuous curriculum adaptation, has been proven to significantly improve the quality of educator and education personnel performance. Systematic curriculum planning provides clear guidance for educators, while competency development through training and workshops enables them to implement the curriculum better. Adequate

resource support, utilization of technology, and a conducive work environment also contribute positively to improved performance

In addition, constructive evaluation and feedback enable educators and education personnel to continuously improve and refine their practices. Effective collaboration and communication among all education stakeholders also facilitate better curriculum implementation. Thus, good curriculum management not only helps in achieving curriculum goals but also empowers educators and education personnel to make greater contributions to the quality of education. Implementation of appropriate curriculum management strategies can create a productive and supportive learning environment, which eventually influences student learning outcomes in a favorable way.

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