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Curriculum Management in Yogyakarta's Elementary Schools: Case Study in Designing Curriculum

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Abstract

This research was aimed at investigating the management of elementary school curriculum in Yogyakarta. It focused on: (1) investigating how curriculum is developed, (2) organizing both human and natural resources in order to support the curriculum development in elementary schools, (3) coordinating activities to achieve the curriculum targets, and (4) managing the curriculum. It was a qualitative research employing a case study method. The data of this study were collected from school principals, teachers, and students of elementary schools in Yogyakarta. The data then were analyzed using the Miles and Huberman's model. The results of this study show that most of the teachers are capable of planning, organizing, coordinating, implementing, and evaluating the curriculum implemented at schools.

Keywords: curriculum management, elementary school, Yogyakarta

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1. Introduction

Curriculum management is a set of strategic activities carried out to ensure the success of curriculum development in a certain school. It is hard to optimize the results of curriculum development if curriculum management is not extensively practiced at school. Wilkes *et al.* (2003) assert "A Curriculum Management System (CMS), in its broadest sense, is an automated system which supports the entire curriculum process from planning to implementation to assessment".

Unlike the desired one, the practice of curriculum management at school has not yet met the expected performance. Teachers focus more on the development than the management of curriculum. In addition, the teachers are not creative enough to develop the school curriculum. They do not comprehensively understand the issues involved in curriculum management. One of the reasons behind this unsatisfactory performance is the insufficiency of the teachers' capability in managing their school curriculum.

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Curriculum management is a set of structured activities designed to empower both the human and natural resources to optimize the implementation of the existing curriculum at schools. The activities involved in curriculum management include planning, organizing, coordinating, actualizing, and supervising the curriculum implementation.

Widyastono (2016) states that curriculum management deals with how the curriculum is planned, implemented, and controlled (evaluated and revised), by whom, when, in what scope, and so on. It is also related to the policies on: who is given the duties, authorities, and responsibilities to design, implement, and control the curriculum.

Curriculum development and curriculum management differ in some ways, as the latter is just a part of the former. Curriculum management is expected to enhance the quality of the school curriculum development.

The curriculum management undertaken is highly interrelated to the model of educational management implemented at schools. For instance, if a school in Indonesia implements the School-Based Management (SBM) model, the curriculum management in that school must be performed by taking into consideration the SBM.

Curriculum management is carried out in regards to the optimization of the curriculum implementation activities at school. Curriculum management focuses more on providing a condition, activities, and an environment that allow curriculum implementation activities to function well and optimally.

Although the curriculum management and curriculum development belong in the same dimension, they have substantially different activities. Curriculum management consists of any supplementary activities that support that implementation of curriculum at school.

¹ It is expected that the curriculum management be able to improve the school curriculum development, as an optimal curriculum management may result in the improved quality of the curriculum development. The curriculum management activities are instrumental in affecting the quality of curriculum implementation at school.

2. Material & Methodology

This study employed a qualitative approach with a case study method to allow a more insightful study on the elementary school curriculum management in Yogyakarta, whether it was on the substance or the reasoning.

The research began with an in-depth study on the curriculum management in elementary school through observation and interviews with the school communities, followed

by an in-depth study on the findings to obtain a description and indication on school curriculum implementation, and completed by conducting an inductive analysis to build a new theory on curriculum management in elementary school.

The research subject consisted of principals of several elementary schools in Yogyakarta. The data were collected through interviews and observations. The data were then analyzed using an inductive approach.

3. Results and Discussion

Most of the elementary school teachers had already carried out management activities during the the school's curriculum development. The activities included preparation, organization, implementation, and evaluation.

3.1. Preparation

In developing the school curriculum, all teachers had set a time allocation ranging between days, weeks, and months. Private school teachers set daily time-allocation while public school teachers set monthly time-allocation.

They had prepared guidelines for the preparation of syllabus, lesson plan, curriculum implementation, and evaluation. The documents that should be prepared include the 2013 Curriculum guide, syllabus guidebook, the curriculum draft by the Education Office (Indonesian: *Dinas Pendidikan*), standard guidebook for the C13 basic competencies and competencies, national curriculum, Education and Culture Ministry Regulation number 21, 22, 23, 24 2016, and education calendar. It is worth nothing that public schools used Education and Culture Ministry Regulation and education calendars. On the other hand, private schools did not use both Education and Culture Ministry Regulation and education calendars.

Most teachers had prepared rooms specifically used for preparing or designing all documents related to curriculum (syllabus/lesson plan). However, there were some who did not prepare a specific room. Mostly, the preparation process related to curriculum took place in meeting rooms and classrooms at school.

In regard to the budget, only half of the schools (50%) allocated budgets for curriculum preparation (syllabus/lesson plan development). The private schools did not allocate special budget for this preparation. The budget for this activity was in accordance with the school budget (Indonesian: *APBS*). Some schools stated that they allocated IDR 2 - 2.5 million.

Not all teachers and educational personnel were involved in the process of curriculum development (syllabus/lesson plans), but, most of the time, 80% of them were included. Principals, teachers, and educational personnel contributed to the process while private schools involved the teachers and the curriculum affairs officers only.

3.2. Organization

Below is the organization of the curriculum development activities:

All teachers stated that there was a schedule for the process of curriculum development. The process was conducted during semester work meetings, public hearings on weekends, incidental discussions with other teachers, and during holidays since the private and public schools considered the schedules from academic and curriculum divisions.

92% of the curriculum instruments (syllabus/lesson plan) were designed based on the Regulation of the Minister of Education and Culture Number 22 of 2016 on Process Standards. They were conducted by reviewing the basic competences, mapping the core competence-basic competence, developing syllabus, developing programs, and designing lesson plans. Meanwhile, the private schools focused on the intended learning outcomes, curriculum guideline, PHI, and controlling the academic affair.

Most teachers (66%) of both public and private schools mentioned that the schools facilitated them with a room for developing curriculum and designing lesson plans. The room was basically a classroom or a teacher room.

Only 50% of the samples, which were dominated by public schools, allocated some budget for developing curriculum (syllabus/lesson plans). On the other hand, private schools had budget available for developing curriculum. The school treasurers were responsible for managing the budget.

Most of the schools (83%) admitted that there was a work division in terms of curriculum development (syllabus/lesson plan). The assignment varied according to the subject or field of the study, and the job desk. Teachers generally prepared the learning instruments assisted by the educational personnel for the administration, adjusted to teacher specialization and chapter division, or determined by the principal. In public schools, the roles of the school principals were generally dominant.

3.3. Implementation

In developing the curriculum (syllabus/lesson plan), to what extent the schools had adopted the schedule, completeness, office, budget and involvement of teachers and educational personnel is presented as follows:

Most of the schools (83%) claimed that they always carried out the curriculum development (syllabus/lesson plan) according to the fixed schedule, but some schools had not finished on time. Sometimes the task was not finished and completed before the first day of school; the scheduled time seemed to be too short for the teachers. This was what mostly happened in many public schools.

All schools (100%) stated that in the implementation of the 2013 Curriculum, they had provided the complete set of curriculum development (syllabus/lesson plan), meaning that the documents related to the curriculum were ready to use.

Some schools (58%) asserted that they provided a special room to prepare the curriculum development (syllabus/lesson plan). Meanwhile, those who did not have it used an available classroom. Moreover, half of the schools (50%) claimed to use the allocated budget for developing the curriculum (syllabus/lesson plan), so it was consistent with the set plans.

Most of the schools (92%) involved teachers and educational personnel in accordance with the task division. However, during the activity, due to a mutual help, the involved number of teachers and educational personnel was more than what was planned.

3.4. Evaluation/Supervision

The success of the curriculum (syllabus/lesson plan) development at the planning stage was also determined by the results of the evaluation/supervision. The aspects managed are as follows:

All the schools (100%) stated that the schedule for the curriculum (syllabus/lesson plan) development should be evaluated.

All of them (100%) also admitted that in the planning stage, the evaluation of the learning instrument completeness should be carried out. The comprehensiveness and quality of learning instruments were evaluated from both the Teacher Working Group (KKG) activities and supervision. Meanwhile, for the private schools, the evaluation was done through supervision by the academic division, review from the management or the chair of the subject matter teacher association, the curriculum study by the vice

principal for curriculum, and/or review on the components of the syllabus and lesson plans.

Besides, 83% of them stated that the next evaluation aspect considered whether the school special room was actually used and evaluated. However, some did not consider evaluating the use of this special room as part of their planning. This was because some schools did not have the special room. Instead, they only used the classrooms.

In addition, 33% of the schools stated that the budget allocation planned and spent was one of the aspects being evaluated, especially in the public schools. However, in the private ones, the budget planning and spending had not yet become the evaluated aspects.

In the next evaluation aspect, the involvement of the educators and educational personnel in the design of the curriculum (syllabus/lesson plan) had been the concern of the majority of schools (83%). Concerning this, the schools investigated their participation in activities (absenteeism), involvement, and administrative work.

4. Discussion

The above findings have shown that most schools and teachers have carried out curriculum management activities, particularly in developing the curriculum (syllabus and lesson plans). Those activities include planning, organizing, implementing, and evaluating the time allocation, places, facilities, budget, and the resources involved.

In the planning process, the schools and the teachers have allocated their time to develop the school curriculum (syllabus and lesson plans) despite the different time allocation they provide. This difference in time allocated for carrying out the curriculum development is caused by the different scope of work of each school in preparing both the syllabus and lesson plans.

The activities undertaken to prepare the curriculum design (syllabus /lesson plans) are already well-organized. There is a schedule for these activities as planned to meet the school needs. The learning media are developed and managed in accordance with the Regulation of the Minister of Education and Culture Number 22 of 2016. In addition, all subjects are provided with relevant learning media. The budget allocated for the development of syllabus and lesson plans is managed by referring to the applicable provisions. Both the teachers and educational personnel are involved in this process by considering their respective subjects and time availability.

In developing the school curriculum (syllabus and lesson plans), most schools have not only referred to the predetermined schedule, but also utilized the available budget

and involved both the teachers and the competent educational personnel. Furthermore, this process is held with sufficient facilities and in a special room.

When developing the curriculum (syllabus and lesson plans), the parties involved in this process also carried out an evaluation. This evaluation covers all aspects including the schedule as well as the special room used for this process, the teachers and educational personnel's involvement, and the budget spent.

5. Conclusion

The above findings and discussion indicate that curriculum management in elementary schools is a strategic and urgent matter for the optimization of curriculum development activities at schools, particularly for designing the curriculum that applies at schools. The activities involved in the school curriculum management are planning, organizing, implementing, and evaluating the essential aspects covered in the process, namely time allocation, places, budget allocation, and the teachers and educational personnel involved.

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