

Curriculum Implementation in Improving the Quality of Graduates at SMA Muhammadiyah 1 Palembang

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ABSTRACT

The curriculum is a comprehensive, holistic, methodical and collaborative curriculum management system. One way to optimise the curriculum is with curriculum management to oversee the policies of an education system, especially in Muhammadiyah Schools. The purpose of this study is to examine how curriculum management in Muhammadiyah schools can improve the quality of graduates. This research examines the synchronisation function of management in educational settings using qualitative methodology and descriptive analysis techniques. The type of data comes from primary data in the form of words or speech from informants, and secondary data in the form of documentation either from school documents, photos or recordings. Data were collected through observation, interviews and documentation. The data collected was then analysed with descriptive analysis that provides a detailed description of the phenomena observed. The research findings show that improving the quality of graduates largely depends on efficient planning, coordination, mobilisation, supervision and empowerment of resources. It has been proven that effective curriculum management can achieve the required quality criteria and promote a good teaching and learning environment. To achieve higher graduate quality, this study offers suggestions for implementing better curriculum management.

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INTRODUCTION

The curriculum is an important element and has a significant role in the education system. This is because the curriculum contains a variety of things including goals, directions, and learning processes that should be carried out. In the modern view, the curriculum is not just lecture material, but the curriculum is a written set of abilities according to national standards, subject structure, material to be learned, and learning experiences that must be obtained by students. It even contains the rules and policies that govern the whole system (Fadl, 2002).

Referring to Law No. 20 of 2003 concerning the National Education System, the curriculum is defined as a set of plans and arrangements regarding the objectives, content, and materials as well as the procedures used as guidelines or guidelines for organising learning activities to achieve certain educational goals. This definition indicates that the curriculum does not only contain theoretical but also practical levels in the form of guidelines are also in stated.

Curriculum experts often say that the curriculum is synonymous with maps or directions. That sense is very true, because that becomes a map or guide to the journey of an educational system is the curriculum. Without the education curriculum will be difficult to achieve the ultimate goal. So all the resources involved in the world of education, especially educational institutions in

which there are principals and teachers, are at the forefront of guarding the process of educational travel to be in accordance with the direction (Usman, 2006).

If simplified, the curriculum helps teachers to achieve graduate standards, and even improve the quality of graduates. Graduate standards have also been set in the existing curriculum. And all teachers in Indonesia wherever they are must guide the curriculum. In the end, the government hopes that all graduates in the country will have the same standards. Although in certain conditions teachers can exercise autonomy (Zulqarnain, 2016).

From the above it can be understood that between the curriculum as a document and the curriculum as an implementation cannot be separated and interrelated, where the curriculum as a document is a guide for teachers in providing learning experiences for children while curriculum implementation is the development of learning experiences for students (Sachedina, 2001).

Implementation of the curriculum is not only the responsibility of teachers, but also includes the responsibility of all elements or components of education providers in an educational institution. Of course, the involvement of all parties or elements in Madrasah is a significant factor in supporting the improvement of the quality of education in an institution. To control that, the madrasah head must be able to implement a management system that embraces all components of the resources in the Madrasah (Ziemek, 1986).

Sometimes the failure to achieve the quality of graduates is not due to a bad curriculum but because of personal inability to implement the curriculum. This could be due to a lack of socialisation, or perhaps a lack of understanding and skills of the teachers in implementing it, or perhaps a complete absence of guidance given to teachers in implementing the curriculum. In big cities, there may be many who have no doubts about the implementation of the curriculum, but in areas far from the capital city, there are certainly many who doubt it. Because access and equity are certainly not the same as one another. For this reason, public schools in the city centre are positioned as pilot institutions that can foster private schools in the vicinity. Sometimes, in some cases, the implementation training is held at public education institutions (Zuchri, 2009).

RESEARCH METHOD

This research uses a qualitative descriptive method to describe the situation that occurs in the research object as a whole without isolating individuals or organisations into variables or hypotheses (Arikunto, 2016). The type of data used in this research consists of primary data and secondary data. Primary data is obtained through interviews and observations that produce descriptive data in the form of written or spoken words from informants and observed behaviour. Secondary data in the form of documents, photographs, and other related objects used as a complement to primary data.

Data collection techniques through interviews, observation and documentation. Interviews were conducted with informants related to the internalisation of multicultural education in improving the quality of graduates at Muhamadiyah 1 Palembang High School. Observations were made of the learning process, focusing on curriculum implementation and teacher and student behaviour. While the documentation of the analysed documents includes writings, recordings, drawings and photographs related to the implementation of the curriculum in improving the quality of graduates (Sugiyono, 2012).

The collected data was analysed using thematic analysis method, where the data was categorised based on themes relevant to the research focus (S, 2003). The data analysis process involved data coding (identification), data categorisation (grouping) and data interpretation (drawing conclusions). With this approach, the research aims to provide a comprehensive overview of curriculum implementation and the factors that influence it in improving the quality of graduates at SMA Muhammadiyah 1 Palembang.

RESULTS AND DISCUSSION

A. Curriculum Implementation in Improving Graduate Quality

The curriculum in the education system is a very important component, in which it concerns the goals and direction of education (Hakiemah, 2007). Thus it can be understood that the curriculum is prepared and developed to achieve educational goals, namely preparing

students so that they can live and develop in the midst of the wider community. This means that the curriculum is not only limited to efforts to develop education, but in an effort to foster individuals with all the potential that must be developed (Aly, 2008).

Based on an interview with the head of SMA Muhammadiyah 1 Palembang, Mr Bustomi, about the implementation of the curriculum in this school he revealed that:

“One of the steps in improving the quality of education at Muhammadiyah 1 High School is curriculum implementation. The current curriculum is the independent curriculum. Therefore, in order to realise the implementation of the curriculum well, it requires a form of cooperation between school residents, especially the cooperation of teachers and education organising components. The goal is to achieve the expected quality of education”.

Based on the explanation stated above, it can be known about the implementation of the curriculum at SMA Muhammadiyah 1 Palembang, which involves various school members and components of school education organisers as a step to cooperate in implementing or implementing the curriculum according to the needs of the school in order to achieve the quality of education with an increase in the expected quality of graduates (Ibrahim, 1999).

Efforts to develop and advance education and achieve the educational goals set, of course, the curriculum must have an important role in efforts to realise these educational goals. The implementation of learning activities in schools organised by teachers, always starts and boils down to the components of the lessons that have been set in the curriculum. Learning activities carried out by teachers are a major part of formal education whose absolute requirement is the existence of a curriculum as a guide. Thus, teachers in designing learning programmes and implementing the learning process will always be guided by the curriculum (Sulhan, 2016).

B. Teacher Development in Curriculum Implementation at SMA Muhammadiyah 1 Palembang

Teachers must have educator competencies, which include pedagogic competence, personality competence, social competence, professional competence. The four competencies are analysed and derived based on the nature of the teacher, namely: idea, main, feeling, and effort. Ideas are synonymous with professional competence, main is synonymous with social competence, feelings are synonymous with personality competence, and efforts are synonymous with pedagogic competence (Gollnick, 1983).

Based on the interview with the father of SMA Muhammadiyah 1 Palembang regarding the development of teachers' abilities in implementing the curriculum, the following explanation can be stated:

“The implementation of fostering teachers' abilities in curriculum implementation to support the improvement of the quality of graduates at SMA Muhammadiyah 1 is by holding meetings as well as discussing with teachers, conducting class visits when teachers carry out learning, evaluating learning activities carried out by teachers. These activities are carried out with the aim that teachers receive assistance in improving learning so that there is guidance towards more professional teachers in carrying out their duties in order to improve the quality of learning carried out.”

Based on the explanation above, it can be understood that a professional teacher is a teacher who has the ability to plan and implement the learning process. Teachers have the task of directing students' learning activities to achieve learning objectives. For this reason, teachers are required to be able to convey learning materials. Teachers must always update and master the subject matter presented (Nahrawi, 2008). Self-preparation about the material is attempted by seeking information through various sources such as reading the latest books, accessing from the internet, always following the latest developments and advances about the material presented. In delivering learning, teachers have a role and duty as a source of material that never runs dry in managing the learning process. His teaching activities must be welcomed by students as an art of managing the learning process obtained through practice, experience, and a never-ending willingness to learn (Yaqin, 2005).

C. Factors affecting Curriculum Implementation in Improving the Quality of Graduates of SMA Muhammadiyah 1 Palembang

Efforts to implement the curriculum well, the implementation is also directed as an effort to improve the quality of learning so that it will improve the quality of graduates. The existence of several factors that influence the implementation of the curriculum at SMA Muhammadiyah 1 Palembang certainly needs to be pursued optimally (Banks, 1989).

Based on an interview with the deputy of infrastructure facilities about the factors that influence the implementation of the curriculum to improve the quality of graduates at SMA Muhammadiyah 1 Palembang, it can be stated as follows:

“In the implementation of the curriculum to improve the quality of graduates at SMA Muhammadiyah 1 Palembang, there needs to be supporting factors, especially the human resources organising the learning process, namely teachers. Teachers must have the ability to compile learning materials and choose learning models that are in accordance with the subject matter to be delivered to students. Teachers try to be independent by allocating their own costs in equipping the facilities and facilities needed in the implementation of the learning model used in delivering the subject matter”.

Based on the explanation stated above, it can be understood about the factors that influence the implementation of the curriculum to improve the quality of graduates at SMA Muhammadiyah 1 Palembang. The influencing factor stated above is the teacher's ability in learning, especially choosing a learning model that is in accordance with the learning material that will be given to students in teaching and learning activities in the classroom (Assegaf, 2005).

Teachers also try to make actions or initiatives with their own self-help, namely by allocating their own funds to meet teaching facilities and facilities by using learning models in delivering subject matter to students in the classroom. This teacher initiative is an effort to be able to carry out teaching and learning activities in accordance with the objectives to be achieved through curriculum guidelines (Wahid, 2001).

Based on the observation of several factors that influence the implementation of the curriculum in improving the quality of graduates of SMA Muhammadiyah 1 Palembang, it can be stated as follows:

1. School environment, that there are still personnel who have the will to implement the concept of developing graduate quality improvement, self-development of students and community participation.
2. There is a strong will among teachers to make the graduate quality improvement program a success.
3. There is support and participation from some of the community, especially those who have good knowledge.
4. There is direct assistance funds.
5. There is a conducive and harmonious working relationship, in the sense that each of the pesantren personnel strives to carry out their duties according to their responsibilities..

CONCLUSION

The implementation of the curriculum in improving the quality of graduates of SMA Muhammadiyah 1 Palembang is the application of the curriculum according to the needs and success in achieving learning objectives, especially in realizing educational goals in Islamic boarding schools. Therefore, in the implementation of the curriculum, planning, organizing, implementing, supervising and evaluating the curriculum implemented in learning in Islamic boarding schools are carried out in order to improve the quality of learning, the quality of education, so as to support the improvement of the quality of graduates.

Coaching the ability of teachers to implement the curriculum in improving the quality of graduates at SMA Muhammadiyah 1 Palembang is to provide coaching, training in teacher skills through workshop activities. Workshop activities provide training in improving knowledge and

skills in implementing the teaching and learning process. Teachers are trained to have the skills to compile learning devices consisting of the ability to compile Syllabus, Learning Implementation Plan, Materials/teaching materials, Learning media, and Student learning outcome assessment instruments.

Factors that influence the implementation of the curriculum in improving the quality of graduates are the facilities and infrastructure available at SMA Muhammadiyah 1 Palembang such as study rooms, laboratories for student practicums, as well as resources and teacher professionalism in carrying out tasks, especially in implementing the teaching and learning process in the classroom.

Overall, good curriculum management, effective teacher coaching, and adequate facility support are the keys to achieving high quality graduates at SMA Muhammadiyah 1 Palembang. This study emphasizes the importance of a holistic and coordinated approach in educational management to achieve optimal results.

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