Application of the Skilbeck Model Curriculum Development in Elementary Schools in School Quality Assurance Efforts

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Abstract

The curriculum is a school design as a guideline for implementing learning activities to achieve educational goals. Curriculum development is an effort made so that the curriculum used is relevant to use according to the conditions that exist in schools. Many schools only imitate the curriculum from other educational units and do not develop a curriculum using the curriculum development model. The purpose of this study is to reveal the application of the Skillbeck model of curriculum development in an effort to guarantee school quality which is expected to be useful for schools as a reference in efforts to develop curriculum in their schools. This study uses a qualitative research approach. While the data collection techniques used in this study were obtained through interviews. Interviews were conducted with 3 informants consisting of the school principal, vice curricula and class teacher. Data analysis techniques are carried out by condensing data, presenting data and drawing conclusions or verification. The Skilbeck curriculum development model is a curriculum development design that has the advantage of being structured in stages and able to answer existing problems with organized and clear stages. This can be seen from the systematic stages and being able to represent the goals of curriculum development. The difference between the Skillbeck curriculum development model and other curriculum development models is that the teacher has the right to determine the school curriculum so that it is in accordance with the goals to be achieved because this curriculum is dynamic. The skilbeck curriculum development model is carried out by carrying out five stages, namely situation analysis, formulating objectives, formulating programs, implementation, and finally monitoring and evaluation.

Keywords: Model, Curriculum Development, Skillbeck, Elementary School

Abstrak

Kurikulum merupakan rancangan sekolah sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan. Pengembangan kurikulum merupakan upaya yang dilakukan agar kurikulum yang digunakan relevan digunakan sesuai dengan kondisi yang ada di sekolah. Banyak sekolah hanya mencontoh kurikulum dari satuan pendidikan lain dan tidak mengembangkan kurikulum menggunakan model pengembangan kurikulum. Tujuan penelitian ini untuk mengungkap penerapan pengembangan kurikulum model skillbeck dalam upaya penjaminan mutu sekolah yang diharapkan dapat berguna bagi sekolah-sekolah sebagai refrensi dalam upaya pengembangan kurikulum di sekolahnya. Penelitian ini menggunakan pendekatan penelitian

kualitatif. Sedangkan teknik pengumpulan data yang digunakan pada penelitian ini diperoleh melalui wawancara. Wawancara dilakukan kepada 3 orang narasumber yang terdiri dari kepala sekolah, waka kurdikulum dan guru kelas. Teknik analisis data dilakukan dengan kondensasi data, penyajian data dan penarikan kesimpulan atau verifikasi. Model pengembangan kurikulum skilbeck merupakan rancangan pengembangan kurikulum yang memiliki keunggulan yaitu pentahapan yang terstruktur dan dapat menjawab permasalahan yang ada dengan pentahapanya yang terorganisir dan jelas hal ini bisa dilihat dari tahapan-tahapannya yang sistematis serta mampu merepresentasikan tujuan dari pengembangan kurikulum. Perbedaan model pengembangan kurikulum skillbeck dengan model pengembangan kurikulum lainya yaitu guru berhak menentukan kurikulum sekolahnya agar sesuai dengan tujuan yang ingin dicapai karena kurikulum ini bersifat dynamic. Model pengembangan kurikulum skilbeck dilakukan dengan melakukan lima tahapan, yaitu analisis situasi, merumuskan tujuan, merumuskan program, implementasi, dan terakhir yaitu monitoring dan evaluasi.

Kata Kunci: *Model, Pengembangan Kurikulum, Skilbeck, Sekolah Dasar*

INTRODUCTION

The curriculum plays a very important role in the world of education as a guide for future educational goals so that it runs better and optimally (Martin and Simanjorang 2022a). The curriculum is a set of rules that are made so that learning in schools has aligned goals and visions (Ansyar 2017). The curriculum has a very central position in the world of education because the curriculum is a reference and guideline that will be carried out by the teacher as the front guard in education to provide learning in class according to the learning objectives to be achieved (Hidayani 2018). Therefore, the direction and goals in the world of education are determined by the plans outlined in the curriculum, therefore the curriculum is a system that determines and is very crucial in the world of education (Hikmah 2019). The curriculum is a form of change in order to improve the educational process in order to create effectiveness which is a combination of school input and output.

Education and curriculum are an inseparable unit and complement each other (Julaeha 2019). Therefore, when talking about education, the thing that should be given the most attention is the curriculum. The curriculum contains plans and goals for the education to be achieved (Noptario and Sutrisno 2023). Therefore, the curriculum is one of the keys to education so that it can produce graduates from educational units who are cognitively, affectively and psychomotorically qualified (Martin and Simanjorang 2022b). It is not only the knowledge aspect that develops, but the skills and attitudes of students are also expected to develop in accordance with the learning objectives.

In Indonesia, the level of education is still low. This is evident from a service conducted by the Organization for Economic Cooperation and Development (OECD) regarding the quality of education, and Indonesia is ranked 69 out of 76 OECD member countries (Martin and Simanjorang 2022a). Indonesia always strives to improve the quality of its education, one of which is by changing the curriculum. It can be seen that in Indonesia there have been frequent changes to the curriculum. This became a polemic that was felt by both teachers and students (Santika, Suarni, and Lasmawan 2022).

The curriculum in Indonesia is constantly changing, the curriculum used before and after independence is not the same, this is because people's needs have changed, it has even developed very quickly after Indonesia went through a reformation period (Hikmawati 2019). In Indonesia, the curriculum has changed according to the wishes of policy makers in the world of education, namely the central government and the ministries of research, technology, education and culture for the reason of updating an outdated curriculum (Ayuningrum and Peniati 2016). In addition, the obstacles faced by students and teachers When the curriculum has been set by the central

government and is comfortable for use by teachers and students, it has to change again, requiring a lot of time for education units to learn the new curriculum (Herman 2022). This makes the teacher must always update regarding curriculum changes that will always occur.

Curriculum development is a necessity in the world of education, (Yunaini et al. 2022) this is because a curriculum that is no longer relevant for use today should be upgraded to suit the current educational situation (Nurohman 2014). Therefore curriculum development is an important thing to do both for policy makers in the world of education or education units that deal directly with students at school. The implications of curriculum development can be felt by students because it affects the learning process carried out by students in class (Mantra et al. 2022), innovative, creative and student-centered learning is the implementation of the curriculum. Given the importance of the curriculum for education and human life, curriculum development cannot be carried out without planning (Yunita and Suryana 2022).

Curriculum development should be carried out by involving several elements related to the world of education (Shofiyah 2018), including teachers, school principals and staff, academics, community leaders, religious leaders, education offices and others. This is necessary because in the curriculum development process, several points of view are needed in order to be able to answer existing problems broadly and complexly. (Nazwar Djali 2012). The involvement of these elements also represents several layers of society so that there is a representation system in curriculum development so that the best and most effective decisions are obtained to be implemented in schools. Therefore, in the issues that are developing in the world of education, we must be able to open our eyes and see solutions that can be provided so that education in Indonesia is truly of high quality and able to produce graduates who can benefit those around us.

There are many curriculum development models that can be used by educational units in developing the curriculum in their schools, depending on which model is suitable for use in that school (Prastowo 2018). In the curriculum development process there are many components that must be considered, one of which is the content/material component. The components of content and materials are components that will be applied by the teacher in class and then evaluated (Wati, Kabariah, and Adiyono 2022). Therefore, the determination of content components really must answer the existing problems, so that learning that refers to the curriculum can run as expected.

The quality of Indonesian human resources has not met national expectations, and has even tended to decline, let alone meet international standards. HR which is the product of an educational or training institution determines the development of the economic, legal, political and social order of society. The quality of education must be able to encourage all schools to really try to improve the quality of education (Yuhasnil 2020).

School quality assurance is an effort made by the school to maintain the quality of the school and even improve it even more, which is carried out in stages and programmed (Rudianto and Anshori 2021). Quality assurance ensures that every program carried out by schools is of good quality and has good implications for schools. In schools there are 2 quality assurance systems, namely the internal quality assurance system (SPMI) and the external quality assurance system (SPME) (Rosdiana and Soedarmo 2019).

From the facts in the field obtained at the research location, the school applies the Skillbeck model in the curriculum development that is being carried out. This skillbeck model provides an opportunity for teachers to develop a curriculum that fits the needs of the school, including students. Then the steps taken in developing the curriculum are by analyzing the situation that is happening, then formulating the goals to be achieved with the main objects being students and the school environment, after the goals have been established, then create and implement programs derived from the goals of curriculum development. When each of these steps has been carried out, the last step is monitoring and evaluation.

This is in line with research conducted by (Hidayat, Firdaus, and Somad 2020) which specifically discusses the Tyler curriculum development model in PAI learning. Which is where the stages of developing the learning model in this model are determining the educational goals to be achieved, then selecting learning experiences to achieve learning goals, organizing learning experiences, and finally evaluating. This is certainly different from this study which examines the Skilbeck curriculum development model. as well as research conducted by (Kamal 2014) which discusses innovation and curriculum development in detail. The research conducted by Kamal is related to this research, namely research on innovation and curriculum development, however the research conducted by Kamal is still too broad in scope because it looks generally at curriculum innovation, in contrast to this research which specifically examines the Skillbeck curriculum development model. Similar research was also conducted by (Nafi'ah 2019) which discussed the Hilda Taba curriculum development model in the 2013 curriculum, revealing that development was carried out through several stages. This model begins with carrying out experiments, theorizing, then implementing. In contrast to this study which uses the Skilbeck method, the stages of curriculum development are generally different. The research conducted by Nafi'ah is similar to this research, but has a difference which lies in the theory of curriculum development studied, which in this study takes the theory of curriculum development initiated by Skillbeck.

Research on the curriculum development model has also been carried out by (Pratiwi et al. 2022), which discusses the application of the grass root curriculum development model. The results of the study revealed that this grass root development model focuses more on curriculum development based on the needs of the school. The curriculum development process starts from the possibility of educators as implementers of education in schools. Research conducted by Pratiwi has results in line with this research, where according to Pratiwi and friends, the grass root curriculum development model prioritizes curriculum development according to school needs. Furthermore, curriculum development has also been researched by (Fransisca and Fadhlurrahman 2021), who discusses the Ralph Tyler model curriculum development design at the primary school level. Tyler's curriculum development model describes how a learner gains experience during learning activities. So the purpose of learning must be clear. The weakness of this study is that it only focuses on developing the Al-Qur'an and Hadith curriculum, so that other subjects have not been disclosed. The research conducted by Fransisca and friends has similarities with this research, where they both researched the curriculum development model, but the results obtained were different because they used two different theories.

Previous research that examines specifically the Skillbeck curriculum development model is still very rare. This makes this research able to open up academic space for academics to be able to explore the Skillbeck curriculum development model so that they can add to the body of knowledge regarding curriculum development models. This can be the main attraction in this study.

The purpose of this research is to reveal the facts of what happened in the curriculum development process in elementary schools. In addition, the purpose of this study is to describe the curriculum development model carried out by the Muba elementary school as a reference for other schools in an effort to develop a curriculum to suit the learning to be achieved in each educational unit.

RESEARCH METHOD

This study uses a qualitative research approach. While the data collection techniques used in this study were obtained through interviews. There were 3 informants in this study, namely the school principal, deputy head of curriculum, and class teacher. Interviews were conducted online using the WhatsAap application, interviews were conducted with reference to the interview instrument that had been prepared beforehand. Interviews were conducted in detail to gather data relevant to this study. The interview was conducted in the 2023 school year in the even semester.

No	Question	Purpose
1	Efforts are made to ensure the quality of the school	To find out the school's efforts in an effort to guarantee the quality of the school.
2	The curriculum development model used	To find out the curriculum development model used by students.
3	Curriculum development process	To reveal the curriculum development process carried out at Muba Elementary School
4	Constraints experienced in developing the curriculum	To find out the constraints experienced by schools in the curriculum development process
5	Stages of curriculum development	To know the stages of curriculum development
No	**Question**	**Objective**
1	Efforts are made to ensure the quality of the school	To find out the school's efforts in an effort to guarantee the quality of the school.
2	The curriculum development model used	To find out the curriculum development model used by students.
3	Curriculum development process	To reveal the curriculum development process carried out at Muba Elementary School

The interview focused on the development model carried out by SD Muba by analyzing the process of curriculum planning, implementation of curriculum development and evaluation of curriculum development. Interviews were conducted in a structured and systematic manner in order to obtain valid and accountable data. The results of this study are expected to be useful for other schools as a reference in developing the curriculum at school.

The data analysis technique used in this study was carried out using the miles and hubermans & saldana method with data condensation, data presentation and conclusion or verification.

RESULT AND DISCUSSION

There are many curriculum development models that are often used by educational units in Indonesia. Each curriculum development model has its own characteristics and design according to the objectives of the educational unit (Mutiara, Warsah, and Amrullah 2021). Curriculum development should answer the needs to be achieved by educational units so that the developed curriculum has a novelty that has a positive impact on students. Curriculum development is an effort made by schools to be able to describe the design, implementation and evaluation of what the teacher will do in the learning process. The Skillbeck curriculum development model is also often referred to as the dynamic and interactive development model, meaning that this curriculum is interactive because this curriculum development model also opens up space for teachers to develop their learning so that it is two-way and not rigid.

Mr. R1 as the head of the Muba Elementary School explained that:
"In an effort to guarantee the quality of schools, we certainly develop a curriculum as a step and our effort to improve the quality of education in our schools. We do this because our school has a vision and mission and goals to achieve, therefore we must also concentrate on the curriculum. The first stage we carried out in an effort to develop the curriculum was to analyze the situation, the situation we analyzed consisted of situations inside and outside the school, after we analyzed the situation. The next step was to formulate goals, we did this after we identified needs outside of school and our abilities in school, the third stage that we do is to formulate a program, the program that we formulate is a representation of the goals we want to achieve. The next step is the implementation of the curriculum program. This step is related to the conditions in the field so it is also possible for deficiencies to occur. Therefore, the last step we take in developing the curriculum is monitoring and evaluation. This is very important

because in the curriculum development process up to the implementation there may be deficiencies so that it needs to be evaluated so that it does not happen in the future."

The Skillbeck curriculum development model has the advantage that the stages are not too long but are able to represent the goals of curriculum development. The stages are also very structured and systematic because it has tiered stages from identifying weaknesses and needs, so as to be able to adjust the curriculum so that it can be relevant for use according to school conditions, to the final stage, namely monitoring and evaluation to ensure that curriculum development is carried out according to expectations. and curriculum development goals.

The curriculum development steps carried out by the Muba Elementary School are in accordance and running with the theory of the Skillbeck curriculum development model. This can be seen from the interviews conducted with Mr. R1 where the stages carried out by Muba Elementary School were in accordance with the stages initiated by Skillbeck as the originator of the Skillbeck curriculum development model.

The Skillbeck curriculum development model is in line with the independent curriculum that is being implemented in Indonesia, where the independent curriculum gives more authority to educational units to develop relevant curricula that are in accordance with school conditions as a manifestation of education that liberates students (Hamzah et al. 2022). This is in accordance with what was done by Muba Elementary School in the first stage in the Skillbeck curriculum development model, namely situation analysis, at this stage the school analyzes the school situation before formulating curriculum development goals so that the curriculum developed can be truly realized.
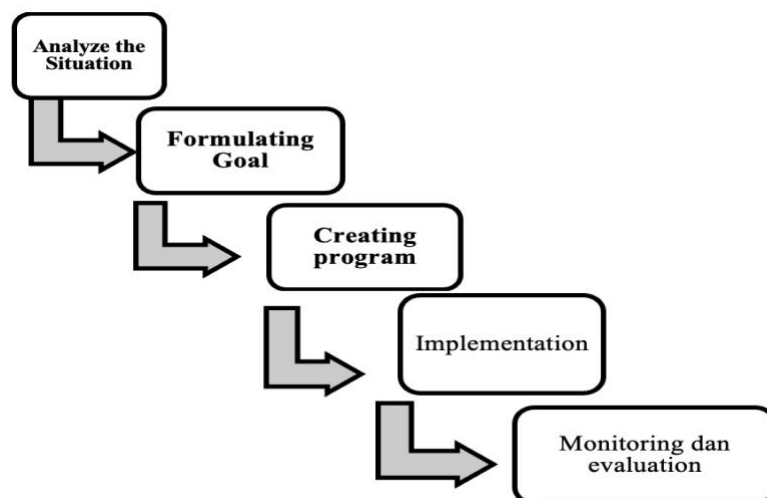

Image 1. Skill Curriculum Development Process

Analyze the Situation

According to Mrs. R2 as deputy head of the curriculum, she explained that:
"Before developing a curriculum, it is appropriate for schools to analyze the situation related to the world of education so that schools that will produce the nation's next generation are sensitive to the needs desired by the environment. Therefore, the first step we took in an effort to develop the curriculum was to read the situation. This is very important because we don't know what the needs of current graduates are like, besides that we also have to know our internal capabilities, therefore analyzing the situation is very important for us to do before moving on to the next stage."

This is in line with the opinion of Mr. R1 who stated that the leadership agreement in an effort to develop a curriculum that is able to answer existing problems, the school invites community leaders, religious leaders and the city education office to be able to participate in

developing the curriculum, but according to Mr. R1 to inviting SD Muba academics is still a bit difficult because the school is quite far from universities in the area.

In addition to analyzing the situation outside the school, according to Mrs. R3 as a class teacher at Muba Elementary School, she explained that in an effort to develop the school curriculum one must also analyze the situation that exists within the school, by looking at the facilities and infrastructure, students, educators, staff and so on, this is necessary. because in an effort to develop a curriculum one should not only look at one point of view, but schools should be able to accommodate suggestions and input so that curriculum development carried out in schools is not just a formality, but truly answers existing problems.

Formulating Goal

The learning objectives are a description of the achievement of three aspects of competence possessed by students, namely aspects of knowledge, aspects of attitudes, and aspects of skills (Hendratmoko, Kuswandi, and Setyosari 2018). Learning objectives are made so that learning is carried out not only by giving assignments and material, but there are implications that are expected after students leave the class will increase the quality of their cognitive, affective and psychomotor (Rosita 2018). Therefore Mrs. R1 argues that in curriculum development efforts if you do not formulate goals in advance then you can be sure that the curriculum development will not be effective, because if the goals do not exist then the implementation will be ineffective and will not have good implications for students.

This is in line with the explanation from Mrs. R2 who explained that the formulation of goals is the school's initial foothold in curriculum development efforts so that the curriculum developed is effective and efficient to use. Effective in question is not too long regulation but concrete and able to solve existing problems.

According to Mrs. R3, the problem that she often faces in class is the low interest and enthusiasm in learning in class because students get bored easily with monotonous learning, therefore the developed curriculum should formulate goals to make students not bored in class by presenting learning that is fun and varied. This is where the actual function of curriculum development is to answer existing problems and present concrete solutions so that learning in the classroom can make students enthusiastic about learning so that learning objectives can be achieved.

Formulate program

After the school analyzes the situation outside and inside the school, then formulates curriculum development goals. The next step is to formulate what programs will be implemented so that curriculum development goals can be achieved. According to Mr. R1, in the formulation of the program, there was a lot of input from the education office, religious leaders and community leaders which could be realized and of course has a principle of benefit for schools in particular and the country in general. Mr. R1 explained that the programs proposed by the parties involved included organic and non-organic waste management, religious Friday, honesty canteen, and others. This was of course very welcomed by the school, according to Mrs. R2 the school immediately followed up on suggestions and input regarding the program suggested by parties involved in curriculum development, currently the honesty canteen and religious Friday have been implemented but Mrs. R2 explained several other programs are still in the planning stage so that their implementation can be carried out in the long term

In formulating the program there are several factors that must be taken into account so that the program formulated is not just discourse, the factors that must be considered are facilities and infrastructure and human resources in schools (Triwiyanto 2022). This is because the programs that are being discussed sometimes do not answer existing problems, such as on religious Fridays where the purpose of this activity is to improve the quality of the faith of students, but sometimes it is hampered because the existing facilities at this school are still inadequate, including a sound system that not good and makes it difficult for teachers to manage students.

Implementation

From the step by step that has been passed in the curriculum development process the implementation stage is the execution stage of the design that has been made, in the implementation of curriculum development sometimes there are obstacles and constraints according to the school situation, but that is the dynamics that must be faced by educational units in an effort to upgrade the quality of the school. The implementation of each program that has been made should really be implemented according to the design that has been made in detail, The implementation stage is an important stage in the curriculum development process.

According to Mr. R1, in implementing the program that was formulated previously, Mr. R1 used management theory, namely planning, organizing, monitoring and evaluating, where Mr. R1 and Mrs. R2 designed the program in detail by appointing the person in charge of each program and then monitoring the implementation of the curriculum program that had been made. . After planning, organizing and monitoring are carried out, the last stage is evaluating where at this stage the deficiencies are noted and solutions are sought so that in the future the application of the curriculum program can run effectively and efficiently.

This was justified by Mrs. R2 where she explained that one indication of good school quality is good human resource organization, therefore giving equal assignments to each teacher so that they have their respective responsibilities is a form of concern from school leaders to foster an ethos good work so that there is a cycle that works hand in hand to help each other in school. Mrs. R2 also explained that professional teachers don't just come, teach and then go home, but professional teachers have a high will and vision for the good of their school.

Monitoring and evaluation

Monitoring is supervision carried out by the leadership to check field conditions in accordance with the plans that have been made (Suriati, Khoirawati, and Warsihna 2022). the same (Wijaya 2018). According to Mr. R1 there are 2 monitoring and evaluations carried out in his school, namely monitoring and evaluation carried out in the short term (per activity) and long term monitoring and evaluation (per year). This is done because in an effort to ensure that each program is carried out properly, the leadership must really monitor the process and progress of each program and evaluate deficiencies that occur during the implementation of the programs that have been formulated.

According to Mrs. R3 as the class teacher she explained that:

"Evaluation stages are usually carried out in our school with instructions and directions from the school principal. The principal as the person in charge at the school has a big duty and responsibility so that the program can run properly. Above the school principal, we are also supervised by supervisors who supervise us from planning to the implementation stage. I am also often given input by the school principal in terms of teaching creativity so that the learning that I do is varied. We also routinely carry out monitoring by evaluating long-term programs and short-term programs."

This was also explained by Mrs. R2 as deputy head of the curriculum, that the evaluation stage is a mandatory stage for schools to carry out, both per activity and annually, this is because in implementing the curriculum that has been designed, as ordinary people, we cannot escape mistakes, because Mrs. R2 said that an evaluation of curriculum implementation was always carried out at her school. For curriculum evaluation per activity only attended by the school, but for evaluation per year (in the long term) the school usually invites outside parties such as the education office, school committee, and others.

Evaluation is something that is able to build ideas as material for school improvement on what has been implemented to be even better going forward (Sugiarti, Mukrodi, and Mawardi 2021). While monitoring is supervision carried out in an effort to ensure that everything is done according to the planning that has been planned beforehand. Therefore the monitoring and evaluation stage is an important stage for schools to carry out in curriculum development efforts.

CONCLUSION

The skilbeck curriculum development model carried out by SD Muba has gone well and can be used as a reference by other schools so that the curriculum development carried out becomes a solution for the learning process carried out in class. The thing that is fundamental to the Skillbeck model of curriculum development is to first analyze the situation to find out the current needs of graduates. The Skilbeck curriculum development model has 5 stages in the process, namely situation analysis, formulating goals, formulating programs, implementing, and the last is monitoring and evaluation. Each of these stages is realized and accompanied and supervised by the supervisor. The limitations of this study are that there is not too much literature and researchers cannot see directly the stages of the skillbeck curriculum development process in young elementary schools, therefore we recommend that future researchers be able to see the stages of the curriculum development process directly. so that the data obtained is more valid and accurate.

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