



## **Curriculum Management to Enhance Student Discipline and Academic Achievement at Ngunut**

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**Abstract.** This study aims to describe how curriculum management is implemented at State Junior High School 1 Ngunut to improve student discipline and academic achievement. The research focuses on how curriculum planning, implementation, and evaluation are integrated with the habituation of student discipline. This study employs a descriptive qualitative approach with data collected through interviews, observation, and documentation. Data were analyzed using the Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing. The results reveal that well-planned curriculum management integrated with habituation programs such as the 7 Habits of Great Indonesian Students, 5S, and Zero Late effectively fosters student discipline and enhances academic achievement. Curriculum supervision and evaluation are conducted continuously through classroom supervision and comprehensive assessments. In conclusion, collaborative, adaptive, and character-based curriculum management serves as an effective strategy for developing student discipline and improving academic performance at the junior high school level.

**Keywords:** curriculum management, discipline, academic achievement

**Abstrak.** Penelitian ini bertujuan untuk mendeskripsikan bagaimana manajemen kurikulum diterapkan di SMPN 1 Ngunut dalam meningkatkan kedisiplinan dan prestasi belajar siswa. Permasalahan yang dikaji berfokus pada bagaimana perencanaan, pelaksanaan, dan evaluasi kurikulum diintegrasikan dengan pembiasaan karakter disiplin siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Data dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen kurikulum yang terencana dan terintegrasi dengan program pembiasaan seperti 7 Kebiasaan Anak Indonesia Hebat, 5S, dan Zero Late mampu menumbuhkan karakter disiplin dan meningkatkan prestasi belajar siswa. Pengawasan dan evaluasi kurikulum dilakukan secara berkelanjutan melalui supervisi dan asesmen komprehensif. Kesimpulannya, manajemen kurikulum yang kolaboratif, adaptif, dan berbasis karakter menjadi strategi efektif dalam membentuk kedisiplinan serta prestasi belajar siswa di sekolah menengah pertama.

**Kata Kunci:** manajemen kurikulum, kedisiplinan, prestasi belajar

### **INTRODUCTION**

Education is the primary foundation for shaping character, competence, and the direction of a nation's civilization. Within the context of the national education system, the junior secondary school level holds a strategic position as a transitional phase from basic education to upper secondary education, which demands greater intellectual and emotional maturity from students. The success of education at this level depends not only on the quality of teaching but also on how the curriculum management system is organized

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and implemented effectively (Afriantoni et al., 2025). Sound curriculum management is able to create an adaptive learning ecosystem, oriented toward character development, and supportive of strengthening students' discipline and academic achievement (Habibi et al., 2025).

However, the reality on the ground shows that there is still a gap between the objectives of the curriculum and its implementation. Problems of student discipline such as tardiness and low compliance with school rules, as well as lack of seriousness in completing academic tasks, are indicators of weak implementation of curriculum management. This condition has a direct impact on low motivation to learn and students' academic achievement. A number of previous studies have confirmed that structured curriculum management can improve learning outcomes and disciplinary character (Selpita et al., 2025); however, most of these studies have focused on the effectiveness of curriculum implementation in general and have not highlighted the relationship between curriculum management systems and the simultaneous formation of disciplinary character and academic achievement at the junior high school level (Rahma et al., 2025).

State Junior High School 1 Ngunut, as one of the first secondary education institutions, faces similar dynamics. The results of the initial observations show that there is an urgent need to evaluate the implemented curriculum management, especially in the aspects of planning, implementation, and evaluation of learning that are oriented toward strengthening the character of discipline and improving learning achievement (Annur et al., 2023). This is important because effective curriculum management is not only concerned with setting learning objectives and content, but also implementation strategies and supervision mechanisms that ensure that the entire process runs consistently with disciplinary values (Gapari, 2021).

Therefore, this research has urgency in filling the empirical study gap related to how the curriculum management system is implemented comprehensively in order to form discipline and encourage students' learning achievement at the same time. This research will not only describe the practice of curriculum management in State Junior High School 1 Ngunut, but also identify the most effective managerial models to be applied in the context of junior secondary education. Thus, the findings of this study are expected to make a theoretical contribution to the development of the concept of character-based curriculum management, as well as practical contributions as policy references for curriculum management in schools facing similar challenges (Merisa, 2023).

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## RESEARCH METHODS

This research uses a descriptive qualitative approach because it aims to understand in depth how curriculum management is applied at State Junior High School 1 Ngunut in improving student discipline and learning achievement. The qualitative approach was chosen because it allows researchers to explore phenomena comprehensively through direct interaction with the research subject and their social environment. This research emphasizes more on process and meaning than numerical results, so it is appropriate to uncover the practice of curriculum management in a contextual and naturalistic manner in the school environment.

The population in this study is all parties involved in the implementation of curriculum management at State Junior High School 1 Ngunut, including principals, vice principals for curriculum, teachers, and students. From this population, the researcher used purposive sampling, which is a sampling technique based on certain considerations that are relevant to the focus of the research. The main informant in this study is the deputy principal for curriculum because he has a deep understanding of curriculum implementation and evaluation, while teachers and students are selected as supporting informants to enrich data and strengthen information triangulation.

The data collection technique was carried out through three main methods, namely in-depth interviews, participatory observations, and documentation. Interviews are used to obtain information about curriculum planning, implementation, and evaluation strategies carried out in schools (Sayuti, 2023). Observation is carried out to directly observe students' disciplinary behavior and learning practices in the classroom, while documentation is used to complete data in the form of official documents such as Learning Implementation Plans (RPP), school activity schedules, and reports on the results of learning supervision. The three techniques complement each other to obtain valid and in-depth data.

The data analysis technique uses a model (Miles et al., 1994) which includes three main stages, namely data reduction, data presentation, and conclusion drawn. This model was chosen because it provides a systematic and flexible analytical framework in processing qualitative data. Data reduction is carried out by selecting and simplifying information that is relevant to the focus of the research, data presentation is carried out in the form of a descriptive narrative that facilitates understanding the context of the findings, while drawing conclusions is carried out by interpreting the meaning of patterns and relationships between data. Thus, this technique is

considered the most appropriate to comprehensively describe how curriculum management at State Junior High School 1 Ngunut is able to improve student discipline and learning achievement.

## RESULTS AND DISCUSSION

### 1. Curriculum Planning and Habituation Programs in Supporting Student Discipline

Curriculum planning at State Junior High School 1 Ngunut is not solely directed at achieving academic targets, but is also focused on fostering student character, especially disciplinary values. This orientation is in line with the school's vision, which emphasizes the creation of students who excel academically, have character, and have high discipline. In the planning stage, the curriculum is designed by integrating the 7 Great Indonesian Students' Habits Program as a framework for habituating positive values in students' daily activities (Afriantoni & Annur, 2024). This program is strengthened by clear school regulations, so that discipline is not only understood as a formal rule, but also becomes part of the student learning experience in both academic and non-academic activities.

The implementation of curriculum planning is realized through various habituation programs that are designed systematically and sustainably. These programs do not stand alone, but rather are integrated into the school curriculum structure to form a consistent pattern of disciplined behavior. The habituation programs integrated into curriculum management at State Junior High School 1 Ngunut can be seen in Table 1 below.

**Table 1. Curriculum Habituation Programs in Supporting Student Discipline**

No.	Habituation Program	Form of Implementation	Character-Building Objectives
1.	7 Habits of Great Indonesian Children	Integration into learning activities and school culture	Developing positive habits and self-discipline
2.	5S (Smile, Greet, Salutation, Politeness, Courtesy)	Daily interactions within the school environment	Fostering courteous attitudes and social orderliness
3.	Zero Late Program	Monitoring student tardiness	Building a culture of punctuality

Source: Data processed 2025

Based on the table, it can be seen that curriculum planning at State Junior High School 1 Ngunut is designed comprehensively by linking the

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academic dimension and character habituation processes in one system. Discipline is not only instilled through instruction or sanctions, but is built through routines, role modeling, and involvement of all members of the school community. With this approach, discipline develops into an institutional culture that is run collectively and continuously.

These findings show that State Junior High School 1 Ngunut has applied the principles of character-based curriculum management by making discipline an integral part of learning planning. This is in line with the view of (Zulkifli et al., 2023), which emphasizes that systematic curriculum planning integrated with affective values, such as responsibility and discipline, contributes to the creation of a conducive learning climate and the improvement of students' academic achievement. Thus, the curriculum management strategy implemented at State Junior High School 1 Ngunut reflects a holistic approach, where character strengthening and academic achievement run simultaneously and complement each other.

However, the effectiveness of habituation programs is highly dependent on the consistency of implementation, educator role modeling, and continuous evaluation mechanisms. Discipline formed through habituation cannot be achieved instantly, but through a process of internalizing values that takes place over the long term. Therefore, the continuity between curriculum planning and habituation practices is a key factor in ensuring the sustainability of the discipline culture in the school environment.

## **2. Forms of Supervision and Evaluation of the Curriculum to Improve Student Learning Achievement**

Curriculum supervision at State Junior High School 1 Ngunut is carried out systematically to ensure that the implementation of the curriculum has a tangible impact on students' learning achievement. The main form of supervision focuses on two activities, namely learning supervision and comprehensive assessment. These two activities are designed as both a control mechanism and a coaching tool to ensure the quality of the learning process and the achievement of curriculum goals.

Learning supervision is carried out by the principal together with the deputy principal for curriculum through classroom observation and reflective dialogue with teachers. Supervision activities not only assess the implementation of the curriculum, but also provide feedback related to the suitability of learning methods to the set goals, the effectiveness of classroom management, and the quality of pedagogical interaction

between teachers and students (Dumandan & Guillena, 2025). Through continuous supervision, teachers are encouraged to improve their professional efficacy, especially in implementing varied and contextual learning strategies. This view is in line with (Handayani, 2022) and (Trisnantari, 2025), who affirm that increasing teacher efficacy through supervision contributes significantly to students' academic achievement.

In addition to supervision, curriculum supervision is also carried out through comprehensive assessments as a form of thorough evaluation of student learning outcomes. This assessment is carried out at the end of the semester and the end of the year to measure the achievement of competencies that have been determined in the curriculum. Unlike conventional evaluations that focus solely on cognitive aspects, comprehensive assessments at State Junior High School 1 Ngunut also include affective dimensions, such as discipline, responsibility, and student involvement in habituation activities. Thus, assessment not only functions as a measuring tool for learning outcomes, but also as an instrument for reflecting on the overall effectiveness of curriculum implementation. The form of curriculum supervision and evaluation activities implemented at State Junior High School 1 Ngunut can be summarized in Table 2 below..

**Table 2. Forms of Curriculum Supervision and Evaluation**

No.	Type of Activity	Implementation Mechanism	Contribution to Learning Achievement
1.	Instructional Supervision	Classroom observations and feedback provided by the principal and vice principal for curriculum affairs	Improvement of teachers' pedagogical quality and learning effectiveness
2.	Comprehensive Assessment	Evaluation of cognitive and affective aspects at the end of the semester and academic year	A holistic overview of students' academic achievement and character development

Source: Data processed 2025

Based on Table 2, it can be seen that curriculum supervision at State Junior High School 1 Ngunut is focused on two main instruments that complement each other. Supervision plays a role as a mechanism for fostering the learning process, while comprehensive assessments function as a tool for evaluating student learning outcomes holistically. The integration between supervision and assessment allows schools to not only monitor the implementation of the curriculum, but also ensure that the learning process runs effectively and is oriented towards achieving learning achievements.

These findings are in line with the views (Neliwati et al., 2023) and (Safira et al., 2021) which affirm that continuous supervision and evaluation of the curriculum is the key to improving the quality of learning and student learning outcomes. In addition, the supervision that is carried out consistently reflects the application of control functions in education management, as emphasized by (Jabbar, 2024) and (Gapari, 2021), that supervision not only functions as an assessment of teacher performance, but also as a means of providing feedback for continuous improvement of the learning process.

### **3. Supporting Factors and Obstacles in Linking the Curriculum to Discipline and Learning Achievement**

The success of implementing a curriculum oriented toward discipline and learning achievement depends on strong supporting factors. State Junior High School 1 Ngunut receives support from various parties, ranging from principals, teachers, education staff, and students to school committees. Parental support also contributes to motivating students to be more disciplined at school. In addition, the involvement of external parties such as the police, koramil, and the education office strengthens the implementation of discipline programs, especially in supervisory or coaching activities. Adequate facilities and infrastructure, such as comfortable classrooms, worship facilities, and supportive learning media, are also important factors in the successful implementation of the curriculum.

However, in addition to supporting factors, several obstacles still exist. Some students remain unaware of the importance of discipline for their future. Some parents also do not provide full support, for example, by not emphasizing the importance of punctuality or obeying rules at home. The surrounding community environment is also not fully conducive to supporting the habituation of discipline, due to negative influences from associations outside school. In addition, the use of technology by students remains a challenge, as many use it for playing online games rather than supporting learning. These obstacles show that efforts to improve discipline and learning achievement cannot be imposed solely on schools, but require synergy with parents and the community.

These findings align with the results of Yunita Sari's research, which shows that parental attention and involvement have a significant influence on student learning discipline (Sari et al., 2022). When parents are active in monitoring children's learning activities, students' discipline

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and achievement tend to increase. This opinion is reinforced by Fikri Farhanul, who emphasizes that the collaboration of teachers and parents plays an important role in forming a consistent discipline culture between the school and home environment (Munthe et al., 2025). Meanwhile, barriers related to environmental influences and misuse of technology have also been found in various recent studies. Excessive use of gadgets can cause attention disorders, making it difficult for children to maintain concentration for a long time (Efendi, 2024)). Therefore, efforts to improve discipline and learning achievement need to be carried out collaboratively, involving all stakeholders. The practical implication of this finding is the need for schools to strengthen communication with parents through parenting school programs, socialization of student discipline, and coaching activities with external parties. In addition, the integration of digital character education into the curriculum needs to be developed so that students can use technology responsibly and productively. With this synergy, curriculum management is expected to run more effectively in shaping discipline and improving learning achievement.

## CONCLUSION

The results of the study show that curriculum management at State Junior High School 1 Ngunut has made a real contribution to improving student discipline and learning achievement. Curriculum planning that is integrated with the main habituation programs, namely the 7 Great Indonesian Children's Habits, 5S, and Zero Late, has proven effective in instilling responsibility and regularity in students' behavior as part of the school culture.

In addition, curriculum supervision and evaluation, focused on learning supervision activities and comprehensive assessments, strengthen the quality of learning processes and outcomes. Supervision contributes to improving teachers' pedagogical quality, while comprehensive assessments provide a comprehensive picture of academic achievement and the development of students' attitudes and character. These findings confirm that the effectiveness of curriculum management is not only determined by administrative aspects, but also by synergy among planning, implementation, and evaluation, oriented toward strengthening character and academic achievement.

Practically, the results of this study imply that schools need to develop curriculum management policies that are integrated with character

habituation programs, supported by continuous supervision and holistic assessment. This approach can serve as a reference for junior high schools to enhance learning effectiveness while sustainably building a culture of student discipline.

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