

Analysis of Curriculum Changes and Their Impact on Student Learning Outcomes

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Abstract

This study aims to find out: how the influence of curriculum changes on improving the quality of education at MA DDI Massenreng Pulu, how to implement the curriculum at MA DDI Massenreng Pulu, how to evaluate the curriculum at MA DDI Massenreng Pulu. This study uses qualitative research with qualitative descriptive methods by collecting data using observation, interview and data analysis methods. The results of the study found that curriculum changes have a significant influence on improving the quality of education with the hope that with curriculum changes can improve the quality of learning and a better learning process so that the quality of education will also increase.

Keywords: Curriculum Changes, Quality of Education

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Citation: Nurwafika., dkk., (2023). The Urgency Of Coaching Education Unit Supervisors In Improving Quality.

DIDAKTIKA: Jurnal Kependidikan, 17 (1), 117–124.

<https://doi.org/10.30863/didaktika.v17i1.8876>

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Harmin, 2019). In addition, education is also an effort that is structured in the learning process and guidance with the aim that human beings grow and develop to be independent, responsible, creative, knowledgeable and noble in character (Camelia, 2020).

Education must face various difficult problems and challenges in the future marked by openness, globalization, and technological advancement. In order for various difficulties and problems to be overcome, progress in the field of education must be planned. To produce a generation that can take advantage of the current era of globalization, the world of national education must be shaped in such a way (Baro'ah, 2020).

The role of educational institutions is very important in the development of human resources. Good education is expected to produce intelligent human beings who can live independently in society, and are responsible for the state and nation. One of the things that must be considered in educational institutions is the curriculum which is a guideline for all systems applied in educational institutions. The curriculum is a cooperative, comprehensive, systematic, and systematic management framework in order to realize the achievement of educational goals. Utilizing human resources and other resources effectively and efficiently to achieve certain goals is the science and art of management (Susan, 2019).

Every autonomy given to schools can be developed by prioritizing the achievement of the educational vision and mission that has been developed in accordance with the national policies that have been set. The curriculum is the most important component in the world of education, because the curriculum will direct education to the goals that must be achieved so that the direction of education becomes clearer, as well as the methods used to assess and teach teachers. Plan, implement, and assess curriculum activities all including (Putra, 2022).

The development of curriculum in Indonesia develops dynamically, basically adjusted to the needs and vision and mission of the government, which affects the policy of

shaping the Indonesian curriculum. The curriculum has undergone 12 modifications in the 70 years since Indonesia's independence. The 1947 Curriculum, the 1964 Elementary School Education Plan (Curriculum), and the 1968 Elementary School Curriculum are three curriculum innovations that occurred during the Old Order (Orla) period when President Soekarno was in office.

There were six curriculum modifications made during the New Order (New Order) period, also known as the regime of President Soeharto, including the 1973 Development School Pioneer Project Curriculum, the 1975 Elementary School Curriculum, the 1984 Curriculum, the 1994 Curriculum, and the 1994 Curriculum. Curriculum Revision 1994. Three curriculum improvements were made in 1997, the year of the end of the New Order era or the beginning of the reform era, including the Competency-Based Curriculum (KBK) in 2004, the Curriculum at the Unit Level (KTSP) in 2006, the 2013 Curriculum, and finally the Independent Learning Curriculum (Raharjo, 2020).

Recently, the change of the 2013 curriculum to the independent learning curriculum has occurred. Competency-Based Curriculum (2013) focuses on the acquisition of special competencies of students. The main goal of the curriculum (2013) is to produce productive, inventive, creative, and affective Indonesian people by integrating learning attitudes, skills, and knowledge. To achieve this, during the implementation of the curriculum, teachers must professionally plan effective and meaningful learning, organize learning, choose the right learning method, determine learning procedures and develop skills effectively and set success criteria (Kemdikbud, 2020).

The 2020 Independent Learning Curriculum is theoretically based on Permendikbud No. 3 of 2020 concerning SN-Dikti. In this era, the discourse of independent learning, especially in higher education, was spearheaded by Nadiem Makariem, Minister of Education and Culture. Nadiem claimed that the Ministry of Education and Culture is preparing a plan that will not deviate from the basics of education, especially teachers of caliber. Technology cannot replace teachers. Technology can help teachers become more effective and help identify the most motivated educators so that they can become learning leaders in schools across Indonesia. On the same occasion, Nadiem Makarim explained at

least three main points of the idea of independent learning, namely Technology Acceleration, Diversity as the Essence and Profile of Pancasila students (Raharjo, 2020).

Kurikulum harus direncanakan secara sinergis dengan pemerintah, industri dan pendidikan, menggabungkan dan menghubungkan kurikulum antar lembaga sebagai alat didaktik industri, bahan ajar selalu dimutakhirkan sesuai kebutuhan industri, kurikulum harus menunjukkan keterampilan lulusan untuk memasuki kehidupan profesional, dunia usaha dan dunia industri. Pengambil keputusan memasukkan subjek dalam proses pendidikan untuk memvalidasi kurikulum diselaraskan melalui pengembangan kurikulum yang inovatif di era revolusi industry mengingat pesatnya perkembangan teknologi (Verawadina et al., 2019).

Based on research conducted by (Ayu Rizki Septiana, 2022), the policy taken by the government is in the form of simplifying the learning curriculum from the emergency curriculum due to Covid 19 which was later changed to an independent curriculum. The independent curriculum as a new curriculum requires preparedness, including technological adaptation for teachers and students. Teachers are required to have digital literacy, including mastering the four pillars of digital literacy in order to become superior teachers.

Based on the results of initial observations made by the prospective researcher on May 18, 2023, the prospective researcher found the fact that MA DDI MASPUL (Massenreng Pulu) has implemented the independent learning curriculum to explore the greatest potential of school teachers and students and improve the quality of learning independently to face global challenges. Regarding the quality of teachers and researchers, they found the fact that teachers who teach are not in accordance with their competencies, besides that the principal also changes profession as a teacher, which should be the principal already has responsibilities in accordance with his duties as a school principal. As well as facilities and infrastructure that are still inadequate such as fields for sports activities, ceremonies, parking, laboratories, student council rooms, and student toilets that support the implementation of the teaching and learning process at school. Departing from these problems, the author is interested in conducting a research entitled "Can changes in

curriculum management affect changes in student learning outcomes at MA DDI MASPUL".

METHOD

The type of research used in this study is Qualitative Research. Qualitative research is research that is carried out in a specific setting in real (natural) life with the intention of investigating and understanding phenomena: what happens, why does it happen, and how does it happen? This means that qualitative research is based on the concept of going exploring which involves in-depth and case-oriented studies or a number of cases or single cases. In line with Denzin & Lincoln, qualitative research is research using a natural setting with the intention of interpreting a phenomenon that occurs and is carried out by involving various existing methods. Qualitative research aims to find and describe narratively the activities carried out and the impact of the actions carried out on their lives (Fadli, 2021).

RESULTS AND DISCUSSION

Curriculum Changes

Curriculum planning is an opportunity planning intended to foster students/students towards desired behavior changes and assess the extent to which changes have occurred in students/students (Djohan, 2019). Based on the results of an interview with Mrs. Mardalian S.Pd as the principal at MA DDI MASPUL, she said that

"Of course, there are different goals in the planning of the previous and current curriculum, namely the curriculum that previously referred to face-to-face with centric learning while the current one differentiates through content, processes, projects and learning environments".

Based on the above data, researchers can conclude that there is a significant difference between the previous curriculum and the current one.

Curriculum implementation is the implementation of the curriculum with respect to all task-related behaviors that enable the implementation of the curriculum (Hamalik, 2017).

Based on the results of an interview with Mrs. Mardalian S.Pd as the principal at MA DDI MASPUL, she said that

"For the implementation of the current curriculum with the previous one is simpler but not easy because the curriculum is aimed at students by submitting intra and extra-curricular, while for the previous curriculum focused on face-to-face, he also said that the obstacle is as long as we do not want to change to be more developed and advance the curriculum according to the era of time".

Based on the data above, the researcher can conclude that the implementation of the previous curriculum with the current one is simpler but not easy.

Tyler provides the definition of evaluation focusing on efforts to determine the level of change in learning outcomes (behavior). Learning evaluation is carried out by classroom assessment, basic ability tests, final assessment of an education, benchmarking, and program evaluation (Djohan, 2019). Based on the results of an interview with Mrs. Mardalian S.Pd as the principal at MA DDI MASPUL, she said that

"The way of assessing the curriculum that is the same as the previous one is in the current curriculum referring to intra and extracurricular while the previous one has three aspects, namely attitudes, knowledge and skills."

Based on the data above, the researcher can conclude that in the previous and current studies, it is much different because the previous curriculum applied to three aspects while the current one applied to intra and extra.

Quality of Education

The quality of education consists of two words, namely quality and education. Quality is a structured process to improve the output produced. Quality is defined as a special characteristic possessed by a product, which meets customer needs and thus provides customer satisfaction (Umam, 2018). Quality management in the context of educational education has a meaning that includes inputs, processes, and outputs

The input representation referred to here includes the following: Resource inputs including: human resources (principals, teachers, employees and students). In addition, there are still other resources such as equipment, funds, and so on. Software inputs include:

curriculum, organizational structure, laws and regulations, task descriptions, plans, programs and so on. Inputs of expectations include: vision, mission, goals.

Education is a system of changing something into something else. In micro-scale schools (schools/madrasahs) the systems in question are the decision-making system, institutional management system, program management system, teaching and learning system, monitoring and evaluation system with the note that the teaching and learning process has the highest level of importance compared to other processes (Shaleh, n.d.).

The educational outputs in question include: "Academic Achievements, Pure Evaluation Scores (NEM), Certificate of Completion (STTB), scientific work competitions, religious competitions and so on. Non-academic achievements (Faith and Taqwa, honesty, politeness, sports, art, skills, scouting, solidarity, discipline, craftsmanship, sincerity, tolerance, cleanliness, friendship, neatness/order and so on)". The factors that can affect the quality of education are: a) Teachers, b) Facilities and infrastructure, c) Curriculum, d) Teaching and learning process (Offirstson, 2018).

CONCLUSION

Curriculum changes have a significant influence on improving the quality of education with the hope that with curriculum changes can improve the quality of learning and a better learning process, thus the quality of education will also increase. MA DDI MASPUL (Massenreng Pulu) has implemented an independent learning curriculum to explore the greatest potential of school teachers and students and improve the quality of learning independently to face global challenges. Regarding the quality of teachers and researchers, they found the fact that teachers who teach are not in accordance with their competencies, besides that the principal also changes profession as a teacher, which should be the principal already has responsibilities in accordance with his duties as a school principal. As well as facilities and infrastructure that are still inadequate such as fields for sports activities, ceremonies, parking, laboratories, student council rooms, and student toilets that support the implementation of the teaching and learning process at school.

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