Curriculum of Management in Improving the Quality of Catholic School Education in Samarinda City, East Kalimantan, Indonesia

by Warman Warman

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Abstract

This study aims to describe curriculum management in improving the quality of education in Catholic schools in Samarinda City, East Kalimantan Province, Indonesia. This study uses a qualitative approach with a descriptive method. Observation, documentation, and interview techniques were used to obtain data related to curriculum management in improving the quality of Catholic education by involving foundation administrators, school principals, vice-principals, curriculum fields, and teachers. The collected data were analyzed in the form of data reduction, data presentation, drawing conclusions, and checking the validity of the data by using technical triangulation methods. The results of this study found that educational curriculum planning in improving the quality of education in Catholic schools always emphasizes the importance of aspects of the school's vision and mission, changes that occur in the education process, and is adjusted to the national education curriculum program and local content curriculum, school circumstances and needs. Curriculum organization is carried out by assigning duties and authority by the principal to the curriculum coordinator, namely the vice principal, and to senior teachers to supervise the learning process. In addition, through classroom supervision, teacher performance is assessed in the learning process. Good curriculum management it can be a roadmap to achieve effective and efficient learning, build student character, improve learning achievement, and ultimately improve the quality of education.

I. Introduction

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life. So, to create the highest quality of human resources, education is becoming an important factor to be considered. The importance of education is also reflected at MPR No. II/MPR/1993 which states that the national education aims to improve the quality of Indonesia people that is religious people, and pious to God Almighty, noble character, has high personality, discipline, work hard, responsible, independent, smart, healthy, physically and mentally healthy. (Sugiharto in Harahap, E et al, 2020)

The world of education often experiences changes and improvements to the curriculum from time to time to achieve national education goals (Madani, 2019). These changes and improvements need to be made in line with the increase in local and global competition which greatly determines the importance of educational innovation as the main source that supports organizational growth and development and the demands of education customers greatly affect national education (Indrawati & Kuncoro, 2021). The Indonesian government continues to strive to improve the quality of the education sector. United Nations member

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countries have agreed on the Sustainable Development Goals (SDGs) which contain various development goals, one of which is expected to be achieved by 2030, namely the quality of education that is sustainable in nature (Schwan, 2019; Commonwealth Secretariat, 2017). The organization's ability to innovate is significantly influenced by the ability to manage education management in planning, organizing, leading, and controlling or supervising (Waruwu et al., 2020).

In Indonesia, public schools are organized into a zoning system which is a single admission pathway based on the zone where they live. Catholic schools are usually organized geographically based on the diocesan church where they are located, just like schools in general, school leaders are usually referred to as superintendents. However, unlike public schools which operate as a school system, schools in Catholic dioceses are usually more autonomous and locally regulated (Silpanus, 2020). The role of Catholic school superintendents is also different, with more emphasis on an uncommon dimension of leadership in public school supervision (Ismail et al., 2021; Cook et al., 2021).

Recognizing the importance of the process of improving the quality of human resources, the Indonesian government together with the private sector have been and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of educational curricula such as the current one, from the education unit level curriculum to the current education unit level curriculum. 2013 curriculum and evaluation system, improvement of educational facilities, development and procurement of teaching materials, as well as training for teachers and other education personnel (Pitriyani et al., 2020; Warman et al., 2021). But in reality, these efforts have not been significant enough in improving the quality of education (Ayu Suciartini, 2017). The world of education has not fully met the expectations of society. This phenomenon is marked by the low quality of graduates, incomplete completion of educational problems, or tends to be patchy, even more, project-oriented so that as a result, education outcomes often disappoint the community (Anggal & Yuda, 2020

Management is a tool to achieve the goals of educational organizations (Warman, 2021; Hamzah et al., 2016). The application of good management which includes the functions of planning, organizing, implementing, and supervising is expected to produce educational (Lorensius, Ping, et al., 2021) in accordance with the expectations of the government and society. Curriculum management is seen from the extent to which the management functions implemented in schools have been effectively implemented in accordance with the vision and mission to achieve educational goals, namely the functions of planning, organizing, actuating, and controlling (Terry, 1968). The four functions are the main functions of management that are interconnected or related to one another.

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as materials used as guidelines for the implementation of learning activities to achieve certain educational goals (Aji, 2018). The curriculum is an important thing in educational programs and within a certain period of time it must always be addressed and improved to produce learning that is relevant to educational changes that occur in society (Sary et al., 2018). In-depth studies and analysis on various aspects that affect the prevailing curriculum in Indonesia continue to be carried out. The education curriculum in Indonesia is developed based on internal and external factors (Sari et al., 2018; Abdurrahman et al., 2019).

In education, all curricula mobilize literacy models or theories about how students should read, write, speak, think, and listen in certain subjects (Rossiter, 2023). In 2013, the education curriculum in Indonesia was designed with the characteristics of, (1) developing a

balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities; (2) the school is part of the community that provides a planned learning experience where students apply what is learned in school to the community and utilize the community as a learning resource; (3) develop attitudes, knowledge, and skills and apply them in various situations in schools and communities; (4) giving sufficient time to develop various attitudes, knowledge, and skills; (5) competence is stated in the form of class core competencies which are further detailed in the basic competencies of the subject; (6) class core competencies become the organizing element of basic competencies, where all basic competencies and learning processes are developed to achieve the competencies stated in the core competencies; (7) basic competencies are developed based on the principle of accumulative, mutually reinforcing and enriching between subjects and levels of primary to secondary school education (Nora, 2018).

Based on this, curriculum reform in Indonesia can be described as a slow and careful process of change. In the context of national curriculum design in Indonesia, one might question the value of reforming the current system (Indrawati & Kuncoro, 2021), particularly in Catholic schools. The answer is that the tension between facticity and validity is constantly increasing and it is inevitable that often rapid changes in both national and global contexts. This study intends to fill in previous gaps aimed at investigating curriculum management in improving the quality of education in Catholic schools, with a focus on the question of how curriculum management (planning, organizing, implementing, and supervising) improves the quality of Catholic school education in Samarinda City, East Kalimantan?

II. Research Methods

In this study we used a qualitative approach with a descriptive method (Gay & Airasian, 1992). Cohen et al., (2017) explain that descriptive analysis as a research method is used to make valid conclusions from the data. Observation, documentation and interview techniques were used to obtain data related to curriculum management (planning, organizing, implementing, and monitoring) in improving the quality of education at five Catholic schools in Samarinda City, East Kalimantan Province by involving Catholic education foundation administrators, school principals, deputy heads schools, curriculum coordinators, and teachers. The data collected were analyzed in the form of data reduction, data presentation, and drawing conclusions kesimpulan (Miles & Huberman, 1994), as well as checking the validity of the data using the technical triangulation method (Sugiyono, 2017).

III. Results and Discussion

3.1. Education Curriculum Planning

Planning is the setting of goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals (Madani, 2019). So in curriculum planning it is necessary to pay attention to the school's vision and mission, the objectives to be achieved, and how it is carried out by determining the right strategy, wisdom in making decisions and acting, planning projects to be carried out, compiling programs, establishing procedures, determining methods, there is a system, budgets and standards in order to actually achieve the expected results, namely improving the quality of education (Waruwu et al., 2020).

"The school's vision and mission are prepared jointly by the foundation, school committee, education leaders and schools. The vision and mission can change every year

according to the situation, if there is something that needs to be fixed, it can be fixed, it can also be for the long term, it doesn't have to be changed every year The vision and mission are implemented and socialized to all school members and the general public." (PW1)

"The school's vision and mission are prepared together; it must involve the internal and internal parties of the school. As a foundation representing the diocese to continue to strive to improve the quality of existing Catholic schools, it is very important that we are involved in the process of preparing the vision and mission so that quality is guaranteed and continues to lead to the work of the diocese's mission." (PW5)

Planning is setting goals and determining strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards needed to achieve goals. So, in curriculum planning, it is necessary to pay attention to the school's vision and mission, the objectives to be achieved, and how it is carried out by determining the right strategy, the wisdom to make decisions and act planned projects, and thus develop programs, establish procedures, determining methods, there are systems, budgets, and standards to really achieve the expected results that educational quality improvement. Observation results we found that school- Catholic schools in Samarinda City, East Kalimantan Province have a vision as a goal to be achieved in the future. This vision is based on the principle of missionary work of the Catholic church, which is independent and oriented towards the involvement of pastoral work in this regard in the field of education. Like educational institutions in general, Catholic schools also describe the vision in the form of a mission and the goals of their school as an integrated whole. in all elements of work to ensure school quality. The mechanism for formulating the vision and mission of Catholic schools is carried out jointly and involves various parties, such as diocesan foundations, school committees, education experts, and schools. This is explained in the results of interviews with principals and foundations providing Catholic education in Samarinda City.

"The school's vision and mission are prepared jointly by the foundation, school committee, education leaders, and schools. The vision and mission can change every year according to the situation, if there is something that needs to be fixed, it can be fixed, it can also be for the long term, it doesn't have to be changed every year. The vision and mission are implemented and socialized to all school members and the general public." (PW1)

"Our curriculum design follows the instructions from the education office. In schools the curriculum design is carried out before the beginning of the learning year or after the distribution of student report cards. The draft in the form of a guideline already exists. Here we use two KTSP and K-13 curricula. The seventh grade has implemented the 2013 curriculum, while the eighth and ninth grades are still using the unit-level curriculum issued in 2006. First, evaluate the implementation of the curriculum process in the previous learning year. There is a basic framework and curriculum structure. Everything is in the curriculum document guidelines." (PW1)

The purpose of the design of the Catholic school education curriculum is to improve the quality of education, and empower existing resources, as well as to provide guidance to teachers in compiling and developing teaching tools, developing learning activities both internally and externally to the school as well as a guideline for the parties involved. Based on the results of interviews, it was found that the components of subjects in Catholic schools include the fields of Catholic religious studies, civic education, Indonesian, English, mathematics, social sciences, natural sciences, arts and culture, physical education, sports, and health as well as information and technology communication. The local content component consists of computer studies, bead crafts, and crafts. As for the student self-

development component, counseling and extracurricular guidance are carried out. The unit of implementation time and allocation of learning time for each field of study at each level of education (elementary school, junior high school, and high school) has been determined by the school. Based on this, was found that there was a difference in the amount of time allocated by the school with the time allocation stipulated in the Regulations of the Minister of National Education Number 22 of 2006 (32 hours) and Number 68 of 2013 (38 hours). One example of these findings can be seen in table 1.

Table 1. Example of junior high school curriculum structure

Component	2013 Curriculum Time Allocation	2006 Curriculum Time Allocation	
	Class VII	Class VIII	Class IX
A. Subjects			
1) Religious Education	3	3	3
2) Civic education	3	3	3
3) Indonesian	6	4	4
4) English	4	4	4
5) Math	5	5	5
6) Natural Sciences	5	4	4
7) Social Sciences	4	4	4
8) Cultural Arts	3	2	2
9) Physical education, sports and health	3	3	3
10) Information and communication technology		2	2
B. Local content			
1) Bead craft	2	1	1
2) Craft	2	2	2
C. Self-Development	2*)	2*)	2*)
1) Counselling Guidance	1	1	1
2) Extracurricular	2*)	2*)	2*)
Total	39	37	37

Note : 2*) Equivalent to 2 hours of learning.
Source : School curriculum documents for 2020/2021

The structure of the curriculum program designed is the arrangement of subject areas that must be used as guidelines for implementing the curriculum in a type and level of school, namely the types of educational programs, fields of study for each type of program, time units for implementation, time allocation for each field of study for each unit. implementation time and number of hours per week minggu (Indrawati & Kuncoro, 2021). Based on the structure of this program, Catholic schools can arrange lesson schedules according to the conditions of the original school that do not deviate from existing regulations. By looking at the program structure of an educational institution, it is possible to know the approximate institutional goals of the institution and the expected capabilities possessed by its graduates.

In the division of teacher duties, the principal may not "order or appoint" but is discussed at the teacher's desk meeting before the start of the school year. The things that must be considered are the area of expertise possessed by the teacher, the homeroom teacher system, the formation for the composition of the allotment of officers according to the number and type of tasks to be carried out, the teacher's task load according to the provisions of 24 hours per week, the possibility of dual teaching assignments. other subjects if there is

still a shortage of teachers, years of service and experience in the subject area occupied by each teacher (Komalasari et al., 2020). The division of teaching tasks and the system of division of tasks are regulated by the curriculum area, including clear time and objectives in the division of teacher tasks based on guidelines set by the school.

"Yes, there are guidelines regarding the division of teacher duties. The division of tasks based on or adjusted to the competence of the teacher. The division of tasks is carried out before learning begins, through a teacher meeting for the division of tasks and is determined through a decree issued by the principal. The purpose of the division of tasks is so that teachers teach according to their respective competencies so that they are able to produce student achievement and quality of graduation. The quality of education is good seen from the quality of good graduation or the output produced is good." (PW2)

Student class arrangements are made at the same time as the registration time. This makes it easier for new students on the events of the first day of school. However, Catholic schools in Samarinda City do not yet have specific guidelines that regulate this, so that student class arrangements are based on study group quotas and considerations so that students complement each other in the learning process.

"There are no guidelines regarding the arrangement of students into classes. We put students here not judged based on their smart or high scores collected in separate classes but mixed classes so that they support and complement each other. Study groups per class range from 25-30 people. The goal is that students complement each other, learning is more effective and the quality aspect of learning is more focused." (PW2)

"There are no guidelines. We're just a mix here, the smart and the week, so we don't treat the smart ones alone with those with low abilities or grades. So that they complement and help each other with the spirit of learning." (PW1)

Classroom management is part of class management carried out by teachers and homeroom teachers (Yunita et al., 2020). Classroom management is a skill that teachers must have in deciding, understanding, diagnosing and the ability to act towards improving the classroom atmosphere (Spektor-Levy & Yifrach, 2019). The forms of classroom management activities (Kusumaningrum et al., 2019) include, (1) class management administration activities (class planning, class organization, class coordination, class communication, class control), (2) class management operative activities (class administration).

"There are no specific guidelines for classroom management. Class management is entrusted to each homeroom teacher and study field teacher in class management during the learning process in the classroom. The purpose of classroom management is so that the learning process can run effectively, efficiently and satisfy students. (PW2)

"We entrust to the teacher and homeroom teacher for class management. The homeroom teacher automatically establishes class management. The goal is to make the learning process more effective and efficient." (PW1)

"Yes, there are evaluation guidelines. For the evaluation of questions, there is a teaching team. Evaluation is usually at the meeting before the distribution of student report cards; there is a joint evaluation for all teachers. The purpose of the evaluation is to determine student learning outcomes and reflection for teachers to pay more attention, especially to more mature and professional preparation of teachers in teaching. For the 2013 curriculum, there are guidelines for assessing student learning outcomes." (PW1)

Based on observation data, interviews and document studies that planning the education curriculum in Catholic schools has several important indicators that can support the teaching and learning process in schools also have an impact on teachers and students which aim to achieve the learning process and improve the quality of education, namely (1) availability of educational curriculum programs; (2) the existence of guidelines for the structure and content

of the education curriculum; (3) determination of the education calendar; (4) the availability of teaching plan guidelines; (5) the availability of guidelines for the division of teaching tasks; (6) the availability of guidelines for setting and placing students in the classroom; (7) the availability of classroom management guidelines; (8) availability of school extracurricular activities guidelines; and (9) the availability of learning evaluation guidelines.

3.2. Organizing the Educational Curriculum

The process of organizing the educational curriculum in Catholic schools is carried out by dividing the duties and authorities, as well as detailed responsibilities based on the respective sections and fields so that they are integrated in a synergistic, cooperative, harmonious and harmonious working relationship in achieving mutually agreed goals. There are several things that are done in organizing, namely receiving the facilities, equipment, and staff needed to carry out the plan; grouping and division of labor into an orderly organizational structure; establishment of authority structures and coordination mechanisms; determination of work methods and procedures; selection, training, and providing information to staff (Tatang, 2015:143). Based on this, in Catholic schools there is no specific organizing authority, so the task is carried out by the coordinator of the school curriculum. Regarding the mechanism or procedure for organizing the curriculum for the plans that have been made, the question asked in this case is who is involved in organizing the educational curriculum and what is the process?

"Yes, I as a school principal can't work alone. We coordinate with each other and always involve others: vice principals, curriculum coordinators, senior teachers." (PW1)

"The procedure for organizing the curriculum is done by giving the division of teaching tasks according to the expertise of each teacher. In addition, coordinating in the preparation of learning devices. Those involved are all teachers. The provision of information related to curriculum planning and implementation usually has a meeting at the beginning of the year to convey matters relating to the preparation of curriculum implementation, now through WhatsApp groups teachers and employees all information can be conveyed via WhatsApp." (PW2).

"There is no structure of authority for organizing a curriculum that is specifically formed, only a school organizational structure which includes the deputy head of the curriculum who acts as a curriculum coordinator" (PW3).

The findings of our study on the organization of the educational curriculum in Catholic schools indicate that the organization of the curriculum has several important indicators that can be achieved in the implementation of the learning process in schools and can ensure the improvement of the quality of education, including (1) the existence of an organizational structure that is formed; (2) there is a clear division of tasks; (3) there is a clear coordination mechanism and procedure; (4) the involvement of all parties; and (5) providing clear information and communication.

3.3. Implementation of the Education Curriculum

Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 explains that the implementation of the curriculum in each unit is based on the potential, development and condition of students to master competencies that are useful for themselves. In this case, students must get quality educational services, and have the opportunity to express themselves freely, dynamically and pleasantly. The implementation of the curriculum allows students to receive services that are remedial, enrichment, and

accelerated in accordance with the potential, developmental stage, and condition of students while still paying attention to the combination of students' personal development with dimensions of faith, individual, social, and moral. The curriculum is implemented by utilizing natural, social and cultural conditions as well as regional wealth for the success of education with the content of all study materials optimally. Based on this, the implementation of the educational curriculum in Catholic schools emphasizes activities that are directly related to all school members.

"The implementation of the curriculum has been going well according to the plan. All teachers are actively involved in the preparation to the implementation of the learning process in the classroom, although it is not completely achieved by the teacher, but it can be overcome with the cooperation and support of the teachers." (PW3).

"All of our teachers are involved in managing the curriculum according to their respective expertise. There must be a target to be achieved. Which is mainly to improve learning outcomes and quality improvement. There must be targets to be achieved, especially to improve learning outcomes and improve quality. Yes, we hope that a maximum of 1 year can be achieved in accordance with the vision, mission and goals of the school as well as the objectives of the education curriculum" (PW2)

3.4. Supervision of the Educational Curriculum

Curriculum supervision is needed to measure the level of work effectiveness of educational personnel and the level of efficiency in the use of educational resources in an effort to achieve educational goals. The purpose of school supervision is to continuously improve school organizational performance; improve efficiency for school organizations; assess the degree of achievement of the work plan with the actual results achieved; coordinate some elements of the task or program being executed; and increase linkages to school organizational goals to be achieved (Warman et al., 2021).

"Supervision is carried out through supervision by the principal and deputy principal, and the deputy head of the curriculum. Supervision is carried out once in each semester, those involved in this supervision are the principal and deputy principal, and the coordinator of the curriculum field. Target supervision of all teachers and school staff. Can directly monitor the performance of teachers and employees and obtain notes on the performance of teachers and employees which are then discussed in the evaluation meeting at the end of the year." (PW2)

"Yes, we always supervise the learning process through classroom supervision. We do that twice a year. We involve the deputy principal, senior teachers, and there are 5 vice principals in other fields. In that supervision we conduct an assessment of the teacher's performance and there is a teacher performance assessment sheet that is filled out. Every teacher we call in a year 3 times to ask questions, get information and check the teacher's readiness in learning assignments. There are 3 types of assessment before the implementation of the curriculum, regarding the readiness of teachers in preparing teaching tools, during implementation, and after the implementation of the curriculum. (PW1).

Assessment or evaluation of the implementation of the educational curriculum as a process of collecting and processing information to determine the achievement of student

learning outcomes. There are two targets in curriculum evaluation, namely evaluation of the curriculum process and evaluation of curriculum products (outcomes). Evaluation of the curriculum process is intended to determine whether the curriculum process runs optimally so as to enable the achievement of goals, while the evaluation of the product is intended to assess the extent to which the success of the curriculum can lead students towards the goals set. So the principle of evaluation must refer to the objectives, be carried out thoroughly and the evaluation must be objective. From the results of the interviews, several things were obtained regarding the guidelines, objectives, timing of the assessment, involvement and forms of assessment in the supervision of the curriculum in Catholic schools.

IV. Conclusion

This study examines curriculum management in improving the quality of Catholic school education in Samarinda City, East Kalimantan, Indonesia. The results of this study found that educational curriculum planning in improving the quality of education in Catholic schools always emphasizes the importance of aspects of the school's vision and mission, changes that occur in the education process, and is adjusted to the national education curriculum program and local content curriculum, school circumstances and needs. The planning stages carried out are planning curriculum meetings, evaluating curriculum implementation, planning and discussing curriculum programs, establishing policies and agreements on curriculum programs. Planning is carried out at the beginning of the learning year by involving foundations, school committees, school supervisors, school principals, deputy principals, teachers and school administrative staff. Curriculum organization is carried out by assigning duties and authority by the principal to the curriculum coordinator, namely the vice principal and to senior teachers to supervise the learning process. The implementation of the educational curriculum is carried out in accordance with the design and academic calendar and involves all school members. While the supervision of the curriculum is carried out by examining learning tools such as teaching materials, teaching implementation plans, and learning media. In addition, through classroom supervision and assessing teacher performance in the learning process. With good curriculum management, it can be a roadmap to achieve effective and efficient learning, build student character, improve learning achievement, and ultimately improve the quality of education. Therefore, we recommend that policy makers and school management need to devote full attention and high commitment to resource development and school management, especially in the field of curriculum to improve school quality. This can ensure efficient cooperation and coordination of all parties involved in improving the quality of education in Catholic schools. Although the results of this study can provide an overview of curriculum management in improving the quality of education in Catholic schools. However, our research has many limitations and we hope that there will be input so that the results of this study can be even better.

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