



STRATEGIC PLANNING IN IMPROVING THE QUALITY OF EDUCATION IN STATE HIGH SCHOOL 1 WAY KANAN THE KNOWLEDGE OF THE KNOWLEDGE

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Abstract: This study aims to determine the curriculum management and implementation of curriculum management in improving the quality of learning in MAN 1 Way Kanan. This study is a qualitative study using interview, observation and document methods. The results of this study indicate that: 1) Curriculum management in improving the quality of learning is the application of the 2013 curriculum components, implementing stages in curriculum preparation, creating superior strategies and programs and creating cooperation between all parties that build, the existence of students who achieve achievements so that curriculum management in Islamic high schools can improve the quality of learning, 2) The implementation of curriculum management in improving the quality of learning runs smoothly and educators use various models, methods and learning media, the implementation of curriculum management is in accordance with improving the quality of learning, 3) Supporting factors for curriculum management include sincere and honest intentions from educators, professional educators and have broad insights, loyalty of educators and actively developing methods along with the development of technology and good communication between components of madrasah management. Inhibiting factors for curriculum management include the environment of students who are less supportive in science, especially families, lack of knowledge for parents.

Keywords: Curriculum Management , Learning Quality.

INTRODUCTION

Education is an effort or activity that is carried out deliberately, regularly and planned with the intention of changing or developing desired behavior. Schools as formal institutions are a means to achieve these educational goals. Through school, students learn various things (Kurniasih & Laksono, 2020) . In formal education, learning shows positive changes so that in the final stage new skills, abilities and knowledge will be obtained. The results of the learning process are reflected in their learning achievements. However, in an effort to achieve satisfactory learning achievements, a learning process is needed. The learning process that occurs in individuals is indeed something important, because through learning individuals get to know their environment and adapt to the environment around them (Kamijan, 2021) . According to Karwati, E and Priansa, D "learning is a process of change in human personality as a result of experience or interaction between individuals and the environment" By learning,

students can realize their desired ideals (Sodikin et al., 2022) .

Learning will produce changes in a person. To find out how far the changes have occurred, an assessment is needed. Likewise, what happens to a student who takes an education is always assessed from their learning outcomes. Assessment of a student's learning outcomes to find out to what extent they have achieved learning targets is called learning achievement (Kurniawan, 2017) . "Learning achievement is a learning outcome that comes from information that has been obtained at the previous stage of the learning process". Learning achievement is something that cannot be separated from learning activities because learning activities are a process while achievement is a process of learning outcomes (Rahwati, 2019) .

The learning achievement is determined by various supporting factors, including classroom management skills and teacher competence. Thus, teachers as learning agents must have classroom management skills and master competencies. "Classroom management is a teacher's skill to create a conducive learning climate and control it if there is a disruption in learning" (Rahwati, 2019) . With these classroom management skills, it is hoped that teachers can create a conducive learning situation so that students are motivated to study harder which has a positive impact on improving their learning achievement. Meanwhile, teacher competence is the ability and authority of a teacher in carrying out his obligations responsibly related to his teaching profession.

Competence is defined as a number of abilities, expertise skills with all its authority, which then these competencies must be demonstrated by their holders in order to achieve the expected goals". Because the teaching position is a professional job, teacher competence is very much needed in the teaching and learning process. The low ability of teachers in packaging and implementing the teaching and learning process is the cause of the low quality of the learning process in schools (Hasan & Anita, 2022) . One of the factors for successful learning is very dependent on the ability of a teacher or teacher in implementing or packaging the learning process so that it produces something that is in accordance with what is desired in educational goals (Munandar, 2019) . Teachers are important actors who have a great influence on the learning process and outcomes, and even greatly determine the success or failure of students in learning. The teacher's job is not only to convey information to students, but must be trained as a facilitator whose job is to provide learning facilities (*facilitate learning*) to all students, so that they can learn in a pleasant, happy, enthusiastic, not anxious, and open atmosphere (Jamaludin et al., 2022) .

Starting from efforts to improve the quality of learning in schools, it is necessary to emphasize that the main educational demand is the formation of students' personalities as ideal human beings who have been educated and meet the expected educational demands (Warisno & Hidayah, 2021) . For this reason, a good educational process design is needed which of course plays an important role in the formation of good and bad human/student personalities according to theoretical and practical measures. The weak learning process created by a teacher/educator is the cause of the low quality of education in Indonesia. A teacher is required to be able to develop a curriculum according to the

characteristics of the material and the conditions of the students. The curriculum is continuously refined to improve the quality of education and is oriented towards the progress of the national education system, it seems that it has not been realized optimally (Dewi, 2018). There are still many teachers in conveying the learning process in general using traditional methods that should have been abandoned. Traditional learning strategies more often use lecture methods with students passively receiving information or rules from the teacher through memorization, listening, or taking notes and in the end the learning process and atmosphere seem rigid and become less effective which is dominated by the teacher. The learning process in elementary and secondary schools still uses a lot of verbal communication, while the use of teaching aids or audio-visual tools, films, models, and so on is very minimal.

This at least has implications for the ease of implementing learning in the classroom and indicates the pleasure and curiosity of students in their learning. Thus, internally, students' motivation will arise to enjoy learning and always train themselves to behave and be able to solve problems in the problems they face. One of the factors of the low quality of education in our country is due to less competent educators. So that efforts to educate the nation's life are difficult to realize and ultimately stupidity will have an impact on poverty. For that, teachers as a component of education must demonstrate their quality as educators who are experts in their fields. Based on initial observations of PAI subject teachers in Telukjambe Barat District, Karawang Regency, conditions and facts were found that: (1) teachers pay less/no attention to class arrangement, materials, student conditions and learning facilities; (2) student learning achievement is less than satisfactory. These conditions and facts occur as a result of: (1) teachers do not have classroom management skills; and (2) teachers do not have sufficient mastery of pedagogical competence (3) students are not motivated to learn because the learning situation in the classroom is boring and not very interesting for Islamic Religious Education learning.

Madrasah Aliyah (MA) as a secondary Islamic educational institution has a great responsibility in producing a generation that is not only superior in science, but also has good morals. However, the quality of education in Madrasah Aliyah often still faces various challenges, such as low quality of learning, lack of facilities and infrastructure, and limited competent teaching staff. This condition has an impact on low learning outcomes and less than optimal achievement of educational goals in madrasahs. To overcome these problems, mature and focused strategic planning is needed. Strategic planning at MAN 1 Way Kanan is an important step in determining the direction of policies, programs, and activities that support improving the quality of education. A good strategy includes identifying the strengths, weaknesses, opportunities, and challenges of the madrasah, as well as preparing a plan that is in accordance with the needs and conditions of the madrasah. Through systematic planning, it is hoped that the implementation of the education quality improvement program can run more effectively and efficiently. Therefore, research on strategic planning in efforts to

improve the quality of education at MAN 1 Way Kanan is very relevant to be carried out. The results of this study are expected to provide a comprehensive picture of the strategic planning that has been implemented, the obstacles faced, and the solutions that can be done to improve the quality of education. With good strategic planning, MAN 1 Way Kanan is expected to be able to produce competent graduates, have noble character, and are ready to face challenges in the future.

RESEARCH METHODOLOGY

This research uses qualitative research methods. *case study* . This is intended so that the problems that are used as the focus will be studied more deeply. The research location was conducted at MAN 1 Way Kanan . The data collection techniques used were Interview, Observation, Documentation (Sugiyono, 2013) . Data Analysis Procedures The data that has been reduced will make it easier for researchers to collect further data. Second, data presentation (*data display*). third *Conclusion Drawing/Verification*. To test the validity of qualitative data, Triangulation and Member Check are carried out (*Moleong* , 2002) .

RESULTS AND DISCUSSION

Every organization or educational institution will definitely have management, where this management is the process of regulating other people in carrying out/implementing a goal to be achieved, starting from Planning (Latifah et al., 2021) . Good planning will be achieved by considering the conditions in the future in which planning and activities will be carried out decided to be implemented, as well as the current period when the plan was made. Planning is an important aspect of management. The need for planning lies in the fact that humans can change the future according to their will. Humans should not surrender to the circumstances and the future that is certain but create that future. The current situation and accompanied by efforts that will be implemented. Thus the basic foundation of planning is the ability of humans to consciously choose the alternative future that they want and then direct their efforts to realize the future they choose, in this case what kind of management will be implemented, so that on that basis a plan will be realized well. (Warisno, 2019) . Organization, Islamic teachings always encourage its adherents to do everything in a neatly organized manner, because it could be that a truth that is not neatly organized can easily be destroyed by a neatly organized falsehood.

Ali Bin Talib said: "Unorganized truth *can* be defeated by organized falsehood". The organizing process that emphasizes the importance of creating unity in all actions so that goals are achieved, has actually been exemplified in the Qur'an . In an organization, of course, there are leaders and subordinates. Meanwhile, organizing in relation to Islamic education, Ramayulis stated that "Organizing in Islamic education is the process of determining structure,

activities, interactions, coordination, structural design, authority, tasks in a transparent and clear manner. In Islamic educational institutions, both individual, group, or institutional. An organization in Islamic education management will be able to run smoothly and in accordance with its objectives if it is consistent with the principles that design the journey. organization, namely freedom, justice, and deliberation. If all these principles can be applied consistently in the process of managing Islamic educational institutions, it will be very helpful for Islamic education managers" (Murtafiah, 2022) .

The implementation of management in education that is most important is human resource management because Human Resource Management is what regulates human resources or people who will carry out all management in an educational institution. The implementation of the management function can be *found in the great* person, the Prophet Muhammad SAW. When he ordered a job, he made himself a model and example for his people. The Prophet SAW is *the* living Qur'an . This means that the Messenger of Allah saw all the teachings of the Qur'an reflected in real form. He is the first implementer of all God's commands and abandons all His prohibitions. Therefore, it is easier for friends to practice Islamic teachings, namely by imitating the behavior of the Prophet Muhammad. Supervision, often also called control. Control is one of the management functions which takes the form of organizing In accordance with the statement above, there needs to be development for assessment, if necessary make corrections so that what subordinates do can be directed to the right path with the intent and purpose that has been re-outlined.

1. Curriculum Management in Improving the Quality of Learning

Curriculum management is the entire process of joint efforts to facilitate the achievement of learning objectives with an emphasis on efforts to improve the quality of teaching and learning. Curriculum management at Miftahul Ulum Islamic high school is created and developed by the head of the madrasah, deputy head of the madrasah, educators and education personnel so that the process of preparation and implementation can run smoothly. The head of the madrasah in improving the quality of learning through curriculum management carries out stages in preparing the curriculum and the curriculum components contained therein, as well as creating and determining the goals, strategies and targets to be achieved by the madrasah. Curriculum management in improving the quality of learning is as follows:

a. Curriculum Management 2013

The curriculum management of MAN 1 Way Kanan is implemented well and with good results, the quality of learning can be improved and student achievement can increase. In this case, the researcher conducted interviews with the parties involved in it. The following are the results of the researcher's

interview with Mrs. Sunarsih, S.Sos.I as the head of MAN 1 Way Kanan on namely as follows:

"MA Miftahul Ulum uses the 2013 curriculum, where the 2013 curriculum is a curriculum that replaces the previous curriculum. We use the 2013 curriculum management in accordance with the regulations of Law 20 of 2010 concerning National Education, which is expected to build students into people who are faithful, pious, and have noble character, personality, knowledge, social sensitivity and democracy. The 2013 curriculum management can be well received by us, both educators and students. Yes, that's right, our curriculum is made every year by a team that has been formed."

The researcher presents the results of interviews with the head of the madrasa regarding the curriculum components used and implemented in the success that the madrasa wants to achieve, namely as follows:

1. Goal components

The components of the 2013 curriculum objectives are intended to prepare Indonesian society to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective and are able to contribute to community life, nation, state and world civilization. The components of the objectives in curriculum management at the Miftahul Ulum Aliyah Madrasah are to prepare good, creative, innovative and creative learning, as well as to prepare students who are faithful and have the ability to contribute to community life and the nation with the abilities they have. This is in accordance with the statement of Mrs. Sunarsih, S.Sos.I as the head of the madrasah with the following results:

"In the curriculum component, there is a component of objectives where we can prepare our students to become people who believe and are devoted to Allah SWT, have good morals, they can have knowledge both in general and religious knowledge, educate them to be independent and responsible."

2. Content components

The components of the curriculum program content are everything that is given to students in teaching and learning activities in order to achieve goals. The components of the curriculum content of Miftahul Ulum Aliyah Madrasah follow the 2013 curriculum preparation guidelines. Therefore, according to the statement of the interview results with Mrs. Sunarsih, S.Sos.I as the head of the madrasah, namely as follows:

"Yes, it is true that the content components here are in the form of social science program subjects, the subjects delivered are in accordance with the syllabus contained in the curriculum so that the content of the subjects delivered by educators refers to the syllabus contained in our curriculum document 2."

The statement above is in line with the statement of Mr. Sarman Parsi, S. Pd.I as the deputy head of the madrasah for curriculum with the following results:

"The curriculum components in the form of content in our madrasah consist of social science program subjects and subjects delivered by educators referring to the syllabus contained in the two curriculum documents here."

3. Method components

The components of the 2013 curriculum method or strategy provide educators with the option to develop creative and innovative learning methods in delivering subjects that enable students to carry out their learning process actively, creatively and enjoyably, with high effectiveness. The selection or creation of methods or strategies in implementing the curriculum that has been created must be in accordance with the material to be provided and the objectives to be achieved. Based on the results of interviews conducted by researchers with Mrs. Sunarsih, S.Sos.I as the Head of MAN 1 Way Kanan as follows:

"The components contained in the 2013 curriculum at Miftahul Ulum Aliyah Madrasah are in the form of strategy components, the head of the madrasah gives educators the freedom to apply various methods in important learning activities according to the material and the 2013 curriculum that we have created."

The statement from Mrs. Sunarsih, S.Sos.I as the head of the madrasah explaining the components of the method or strategy at MA Miftahul Ulum was emphasized by Mr. Sarman Parsi, S.Pd.I as the deputy head of the madrasah, as follows:

"Yes, it is true that the principal of the madrasah gives freedom to educators to implement learning activities with various methods, as long as the material taught is in accordance with the needs and in accordance with the 2013 curriculum here."

2. The stages of curriculum development must be well planned.

According to the statement from the interview results with Mrs. Sunarsih, S.Sos.I as the head of the madrasah, namely as follows:

"The stages in the preparation of the curriculum at MAN 1 Way Kanan, the first is forming a curriculum development team, then the mapping of the madrasah carried out by the team, the preparation of document 1 by holding a meeting consisting of the head of the madrasah, teachers, committees and supervisors monitoring remotely. The contents of document 1 have been mentioned in the curriculum."

Based on the results of interviews and data observations at the Miftahul Ulum Islamic Senior High School, it shows that the Islamic Senior High School implements stages with preparation in accordance with the theory used by the researcher where there is the formation of a curriculum development team, then the mapping of the Islamic Senior High School carried out by the team, and preparation of documents.

a. Objectives of Curriculum Management

Management objectives relate to the direction or results that are expected. Increasing the efficiency of curriculum resource utilization. Increasing fairness and opportunities for students to achieve maximum learning achievement.

Increasing the relevance and effectiveness of learning according to the needs of students and the environment around students.

b. Management Strategy and Targets Curriculum

Strategy is a tactic or plan that functions to consider based on advantages and disadvantages in order to achieve a goal. The implementation of the strategy is intended as an effort by educators to create an environmental system that allows the teaching process to occur, so that the formulated learning objectives can be achieved and successful. The teaching and learning strategy means looking at potential (students, educators) and resources (facilities, costs, infrastructure) so that a program can be utilized optimally in a subject at the Miftahul Ulum Islamic High School. The researcher conducted an interview with the head of the madrasah regarding the curriculum strategy in improving the quality of learning as follows, the interview was conducted on Tuesday, May 24, 2022 with the following results:

"as the head of the madrasah, he is obliged together with the madrasah community and through the approval of the madrasah committee to determine educational targets in the form of programs, both short-term, medium-term and long-term programs and the superior programs that have been determined. The madrasah provides life skills education . In the short-term program, thank God, the Miftahul Ulum Aliyah madrasah has succeeded in achieving achievements through students in the madrasah science competition and the Bandar Lampung city-level Qur'an recitation competition".

Based on the data description above, it can be seen that curriculum management in improving the quality of learning at MA Miftahul Ulum includes the implementation of the 2013 curriculum components, implementing stages in curriculum preparation, creating strategies and superior programs, and creating cooperation between all parties that build, and the existence of students who achieve achievements so that curriculum management at the Madrasah Aliyah can improve the quality of learning.

3. Implementation of Curriculum Management in Improving the Quality of Learning at MA Miftahul Ulum

The implementation of curriculum management is carried out in stages according to the needs and conditions of the development of the level of education in order to improve the quality of learning. Improving the quality of student learning both from religious subjects, general subjects, local content and extracurricular. This was expressed by the Head of the Madrasah, Mrs. Sunarsih, S.Sos.I, namely as follows:

"The head of the madrasah supervises the learning activities in the classroom by educators and it turns out that they carry out learning well for religious subjects, general subjects and local content and in accordance with the applicable curriculum. Although in practice educators do not use daily lesson plans, educators have prepared lesson plans as teaching materials that will be delivered and applied in learning activities. The lesson plans that have been prepared by educators are made in one bundle and collected to the madrasah as a form of educator assignment . The educator's equipment that is collected is also complete, they complete it well

including making a syllabus, lesson plans, academic calendar, prota, promes, details of effective weeks, attendance books, journal books, value lists, determination of ki. kd, determination of kkm values and others ".

Based on the results of interviews and data observations at the Miftahul Ulum Islamic High School, it shows that the principal of the Miftahul Ulum Islamic High School supervises educators in classroom learning, the implementation applied by educators is in accordance with the curriculum management at the school with various methods so that students do not get bored receiving the material being taught.

a. Learning Models, Methods and Media

Learning media is a tool owned by madrasah or educators that is useful to help educators in implementing the learning process. The 2013 curriculum learning model includes, *Inquiry Based Learning model*, *Discovery Learning model*, *Project Based Learning model* (PjBL), *Problem Based Learning model* (PBL), and *Problem Solving learning model*. Lecture method, Question and Answer method, demonstration method, experimental method, discussion method, field trip learning method. While learning media includes real objects such as plants, animals and others, humans include sources of information delivery, models include miniatures, globes and others, texts include textbooks, story books and others, visuals include pictures and charts, audio such as MP3 players, radio, audio casts and others and multimedia such as learning applications, videos, animations, simulations and others

b. Learning Quality Indicators

The quality indicators of learning are the suitability between the characteristics of students and learning strategies. The attractiveness of educators in creating a warm and friendly classroom atmosphere and stimulating the formation of student personality. Effectiveness in learning through the stages of planning, development, implementation, assessment and refinement. Efficiency of the equivalence between time, cost, and energy used with the results obtained. Learning productivity from memorizing and remembering to analyzing and creating.

c. Efforts to Improve the Quality of Learning

Efforts to improve the quality of learning in the implementation of curriculum management pay attention to two things; first, in the learning process involving the thinking process; second, in the learning process building a dialogic atmosphere and a continuous question and answer process that is directed to improve and enhance the thinking skills of students which in turn thinking skills can help students to obtain knowledge that they construct themselves. Efforts to improve the quality of learning at the Miftahul Ulum Aliyah Madrasah were explained by Mrs. Sunarsih, S.Sos.I as the head of the madrasah through interviews conducted by researchers with the following results:

"The head of the madrasah has several efforts to be made in order to improve the quality of learning in the classroom for educators, namely in the learning process,

teachers invite students to discuss as often as possible, ask for opinions from students about the discussion of learning materials or social problems in their environment.

4. Supporting Factors and Inhibiting Factors of Curriculum Management in Improving the Quality of Learning

The supporting factors for curriculum management in improving the quality of learning are as follows:

- a. The sincere and honest intentions of the educators who always provide motivation, advice and good direction so that students can be enthusiastic in carrying out learning.
- b. Professional educators, high human resources, broad-minded. In addition, educators also have a high sense of Islamic brotherhood. There is good communication between the components of the madrasah management so that the implementation of the curriculum in improving the quality of learning.
- c. Educators follow technological developments, actively develop them, then study them to teach students.
- d. The loyalty of educators for the progress of Miftahul Ulum Islamic High School.
- e. Actively developing creative learning methods.

Meanwhile, the inhibiting factors for curriculum management in improving the quality of learning are as follows:

- a. The environment around students is less supportive in science, especially families. So that some students are less enthusiastic in learning.
- b. Lack of public understanding of the importance of education for children.
- c. Student selection
- d. Facilities and infrastructure are very minimal in carrying out learning activities required in practice.
- e. Limited funds to provide facilities and infrastructure to assist the learning process.
- f. Madrasah funds are minimal in carrying out updates in line with technological developments.

CONCLUSION

Based on the results that have been described, it can be concluded that: 1) Curriculum management in improving the quality of learning at MA Miftahul Ulum, namely the implementation of the 2013 curriculum components, implementing stages in curriculum preparation, creating superior strategies and programs and creating cooperation between all parties that build, the existence of students who achieve achievements so that curriculum management at the Islamic high school can improve the quality of learning.; 2) Implementation of curriculum management in improving the quality of learning at MA MAN 1 Way Kanan carries out learning which includes learning implementation plans, implementing learning with various models, methods and learning media, providing stimulation and motivation to students before carrying out learning;

3) Supporting factors for curriculum management in improving the quality of learning include professional educators and having broad insights, loyalty of educators and actively developing methods along with the development of technology and good communication between components of the madrasah management. While the inhibiting factors for curriculum management in improving the quality of learning include the student environment which is less supportive in science, especially families, lack of knowledge for parents, limited funds in fulfilling facilities and infrastructure and following technological developments to assist the learning process.

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