Curriculum Development Strategies in Facing Competency Demands at Sepaso Bengalon Junior High School

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ABSTRACT
This study aims to describe the curriculum development strategy at Sepaso Bengalon Junior High School and what obstacles the school will face when developing the curriculum. This research utilizes data collection techniques in terms of document analysis, interviews, observation, and documentation. The results of this data research can be concluded that in the framework of the implications of curriculum development strategies, there are several stages, namely assessing the needs in accordance with the school situation, conceptualizing curriculum planning, developing plans to implement the curriculum, implementing the curriculum in the field, carrying out curriculum assessment and monitoring, and carrying out improvements according to the evaluation results when developing the curriculum. Meanwhile, in developing the curriculum, there will definitely be some obstacles that will be experienced by the school. For example, inadequate facilities and infrastructure so that an educator cannot maximize the teaching and learning process. By updating and improving the curriculum system continuously, it will help especially for an educator in order to keep the material taught relevant to the times and the needs of the community.
Keywords: Strategy, Development, Curriculum
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INTRODUCTION

The development of technology and the pace of science can encourage humans to change their lifestyle. These changes can also occur in the world of education. Education does not only aim for a set of results of an education achieved by students after the implementation of an educational activity. (Hidayat, 2022). However, education must be able to prepare students as pioneers of change who can change all aspects of life, and educate the younger generation to have the competencies needed in the future. These competencies require a personality with good character, and have the ability to support themselves, their families, communities and nations and more broadly can develop human life.

At this time, Indonesia has a challenge to be able to produce quality human resources (Human Resources) and excel in competing in the era of globalization. In order to

be able to compete in the era of globalization, the government can make various efforts to create advanced and quality education in Indonesia so that the objectives of national education can be achieved.

Quality education can demonstrate a nation's independence. Therefore, education should be a means of national development in all fields. For example, in the field of political science, education should be able to produce an output of politicians who have integrity, empathy, self-awareness, and strategies in solving the nation's problems, especially in the world of education.

To realize this, the first step that must be taken is to pay attention to the development of national education which is always based on research and research. It is through research and research that can find out the challenges, potential and opportunities in the future.

In various educational policies in Indonesia that are arranged in order to produce students who understand science and technology. However, in Indonesia there is also the fact that every policy that is arranged is more oriented towards two main problems, namely educational development which is only oriented towards the provision of facilities and infrastructure alone by building various kinds of infrastructure things that have the aim of accommodating as many students as possible in an institution as well as the lack of maximizing the quality of the education process and the implementation of education which is characterized by a curriculum that is only oriented towards academic values alone and the allocation of time in the learning process that is still lacking in quality. (Asy'ari & Hamami, 2020).

To improve the quality of education in an education unit, there are several things that should be considered, namely policy, principal leadership, infrastructure, educators, and the learning process. Based on the results of interviews from the resource person Mrs. Nurheldayani, S.Pd as an English teacher, she said that to improve the quality of education, it is necessary to develop a learning innovation in order to maintain the quality of education.

According to Deming, there are several things about the nature of quality in education, namely: 1) Creating consistency of purpose to improve services to students in order to make the school a competitive and outstanding school. 2) Minimizing operational requirements on education costs by improving the quality of cooperation between parents and various related institutions. 3) Improving quality and productivity so as to reduce costs by making a comprehensive plan, including processes, implementation, and evaluation in all fields. 4) Each school stakeholder is given the opportunity to work to complete the transformation of the quality of education in accordance with the vision, mission, and goals that have been formulated together. (Tuala, 2016).

Meanwhile, according to Husaini Usman, quality in education has several characteristics, namely: 1) Performance, related to the functional aspects of the school. 2) Reasonable time, such as starting and ending lessons on time. 3) Reliable, for example, the quality of education in schools persists from year to year. 4) Durability, for example even though the school is in a financial crisis, the school still survives. 5) Beautiful, for example the exterior and interior in the school are neatly and beautifully organized. 6) Human

relations, related to upholding moral values and professionalism. (Miftachurrohman & Atika, 2018).

Based on the above problems, it is necessary to conduct an in-depth and special study to anticipate and explore various kinds of issues to be able to realize a quality and globally competitive national education system. One of the concerns is in the field of curriculum, especially in curriculum development, because the curriculum is the most important thing in organizing an education. (Martin & Simanjorang, 2022).

Based on this description, the researcher took the object of research at Sepaso Bengalon Junior High School, because the school is still open in providing opportunities for researchers to be able to research both in terms of principals, staff, educators or teachers and students. The preparation of curriculum development carried out at Sepaso Bengalon Junior High School, namely analyzing curriculum needs, designing curriculum, implementing curriculum, monitoring and controlling curriculum, and evaluating and improving curriculum.

Based on the above background that has been thoroughly described, the objectives in this study are: 1) To find out the curriculum development strategy in facing competency demands. 2) To find out the obstacles in curriculum development.

METHOD

This research method uses a qualitative method with a descriptive approach. By utilizing data collection techniques in terms of document analysis, interviews, observation, documentation, and by drawing structured conclusions as support in the completeness of analysis and research so that the need for skills for researchers in terms of recording and collecting research data. (Kaharuddin, 2021). So, this research really tries to analyze data using a qualitative approach so that researchers can get closer to the research subject. Therefore, it will be easier for this research to obtain research data, interact with various research subjects, and make it easier for researchers to describe research data. (Rahmat, 2009).

Researchers tried to examine the curriculum development strategy in facing the demands of competence as well as what kind of obstacles will be faced by schools, especially at SMP Sepaso Bengalon in developing the learning curriculum. The main data sources of this research are three people, namely the principal of SMP Sepaso Bengalon and two educators or teachers of SMP Sepaso Bengalon. In addition, one supporting resource person, namely one of the staff of SMP Sepaso Bengalon.

The data collected by researchers consists of the opinions or perceptions of each resource person related to strategies and obstacles in curriculum development by conducting documentation at the research location. The observation used by researchers is non-participant observation, because researchers are not directly involved with the object to be studied so that the nature of the researcher is as an independent observer (Hasanah, 2017). (Hasanah, 2017). The researcher himself is neither a foundation administrator nor an educator at Sepaso Bengalon Junior High School so that he is as objective as possible in preparing field notes. Thus, the interview used by the researcher is an unstructured

interview, because the researcher can ask anything that the researcher considers can be asked so that the researcher gets more detailed and in-depth information from the interviewee.

RESULTS AND DISCUSSION
1. **Curriculum Development Strategies in Facing Competency Demands**

The curriculum is a strategic instrument to develop the quality of human resources, both in the short and long term. According to Laurel Tanner and Daniel Tanner, the curriculum is a planned and directed learning experience that is structured and organized through a process of systematic reconstruction of knowledge and experience and is under the supervision of an educational institution so that students have motivation and interest in learning. (Khuluqo & Istaryatiningtias, 2022)..

The school curriculum has a very close bond to build and strive for the achievement of school and educational goals. So the purpose of the curriculum itself must pay attention to the times and adjust the needs of a dynamic society in welcoming new changes that are like challenges and are not rigid in the face of scientific and technological developments.

Sepaso Bengalon Junior High School always has several strategies in developing the curriculum in order to produce a quality curriculum. The initial stage in the curriculum development strategy is the process of adopting curriculum materials which of course can come from anywhere until the material obtained can vary, but it depends on who gets and where the material is obtained. Therefore, developing a curriculum effectively certainly requires the readiness of an educator, both personal mental readiness and learning administration. Because, in developing a curriculum, it is possible for differences between planning and local or contextual reality. (Sudirman, 2019).

According to Hartanto (Hartanto, 2017)the curriculum development strategy has several stages, namely: First, identify needs. Second, search for and obtain curriculum materials. Third, analyze and assess curriculum materials. Fourth, making decisions on the adoption of curriculum materials.

Based on field facts based on Hartanto's theory, researchers can conclude that the curriculum development strategy has several stages that are in accordance with the strategies carried out by the Sepaso Junior High School in developing the curriculum. The first thing the school does is identify needs, which in this case processes the selection of curriculum materials to re-identify the needs of the school in order to achieve compatibility regarding teaching materials that can reflect the vision and mission of an educational institution. When there is suitability, the school can make a decision to adopt a curriculum material to be implemented at school, especially at Sepaso Bengalon Junior High School.

Based on some of the explanations that have been described above, the researcher concludes that the curriculum development strategy at Sepaso Bengalon Junior High School has several stages, namely: First, the school examines the needs that will be adjusted to the school situation with the existing arrangements in the curriculum. Second, the school develops the initial concept in curriculum planning. Third, the school develops a plan to implement the curriculum. Fourth, the school conducts curriculum trials in the field. Fifth,

the school implements the curriculum. Sixth, the school conducts assessment and monitoring of the curriculum that has been implemented. Seventh, the school carries out improvements and adjustments according to the results of the final evaluation on the implementation of the curriculum.

2. Barriers to Curriculum Development

A barrier is something that is negative in nature that can hinder or prevent someone from carrying out certain activities. According to Oemar, obstacles are anything that can hinder, hinder, hinder, which is encountered by a person or individual in his daily life so that it can cause obstacles for individuals who live it to achieve a goal. (Suyedi & Idrus, 2019).

At this time, developing the curriculum must have several obstacles. The first obstacle lies in an educator. The lack of an educator to participate in developing a curriculum that has been adopted for his school. This is due to several things, including the lack of time and ability in the teacher's own knowledge to understand a curriculum, as well as the discrepancy between the perceptions of principals, educators, and administrators in formulating a curriculum for their school so that in running a curriculum can not run perfectly.

Based on the results of interviews from the resource person Mrs. Nurheldayani, S.Pd as an English teacher, she said that the obstacles in developing a curriculum are certainly the first of the educators themselves. because, there are still many educators who lack the knowledge and ability to develop the curriculum itself. Whereas an educator is very required to be able to develop a curriculum so that a curriculum goal in education can be achieved with maximum results.

Meanwhile, from the results of interviews with Mrs. Sinta Sari, S.Pd as the school TU staff at Sepaso Bengalon Junior High School, she said that the obstacles in developing the curriculum that are always experienced are when there are differences of opinion or perception in developing the curriculum between the principal and educators. Therefore, when this happens, the school or the foundation will create a curriculum development team in order to have the same curriculum objectives to be developed.

According to Caswel, the concept of a curriculum is based on the community, the curriculum is interactive, and emphasizes the participation of an educator to develop the curriculum. (Lase, 2015). So an educator is not allowed to grope or have non-optimal knowledge in teaching material to students. Therefore, this obstacle must be overcome immediately so that the objectives of curriculum development can run optimally and in accordance with what was formulated during the preparation of curriculum development.

Based on field facts based on Caswel's theory, researchers can conclude that educators are more emphasized to be more active and have participation, because with this role can implement curriculum goals to students. When a curriculum does not get a positive response from an educator, or a teacher has an obstacle in understanding and applying the curriculum to himself, then a learner who is expected to follow the curriculum will be

hampered. Therefore, an educator must continue to seek information as an effort to improve the quality of themselves regarding the demands of a curriculum.

Based on some of the explanations that have been described by researchers, the result of the research is that the development of a curriculum is a positive step in order to produce a quality educational institution. However, in the process of curriculum development, school members will experience several obstacles that will be faced. For example, inadequate facilities and infrastructure so that an educator cannot maximize the teaching and learning process. Therefore, in developing a curriculum it is necessary to have a curriculum development strategy so that the preparation of curriculum development programs can minimize the occurrence of obstacles that will occur in the future.

CONCLUSION

At Sepaso Bengalon Junior High School, there have been several curriculum changes that have been formulated by the government. Of course, the various curriculum changes certainly have positive and negative sides. The curriculum at Sepaso Junior High School has always experienced developments that have been agreed upon and undertaken by the school community.

Based on the data exposure and discussion as described, the results of this study can be concluded that in formulating curriculum development strategies it is necessary to involve all parties, especially school residents. Thus, curriculum development can run well in accordance with the contents and objectives of the agreed curriculum. However, developing a curriculum is not easy, because it will definitely have some obstacles that will be faced by the school so that the need to formulate the right curriculum development strategy in order to achieve the desired educational goals nationally and in the education unit level curriculum (KTSP).

From the discussion that has been reviewed above, the researchers suggest the need for good cooperation between schools, principals, educators, students, administration, and the community in developing a curriculum. In developing the curriculum, a curriculum developer (educator) should be required to have quality, creativity, and professionalism and pay attention to the educational objectives that have been decided so that they can meet and adapt the learning needs of students and the times.

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