

Research Article

Management of Model School Curriculum in Public Elementary Schools

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ABSTRACT

Curriculum management is an aspect that affects the success of learning in national education. The research objectives are to describe: (1) the management of the school curriculum model including planning, organizing, implementing, monitoring, and evaluating, and (2) the determinants of the success and failure of curriculum management in model schools. This study followed a qualitative approach through interviews, observation, and documentation. Then the data were analyzed by cross-site analysis. The findings of SDN Bakarangan 1 and SDN Pematang Karang Hulu are that 2013 curriculum planning includes activities to internalize culture in every learning activity. Through organizing the team building. The implementation uses thematic learning activities. Supervision is carried out by the supervisor of the Education Office and the principal. Evaluation, namely, evaluating the process as an analysis of constraints in the curriculum and evaluating learning outcomes. Constraint factors at SDN Bakarangan 1 are teacher understanding, carrying capacity, and determination of minimum completeness criteria (KKM). The success of curriculum management on site 1 is achievement management, active teachers in participating in development activities, and an internal school quality assurance team as guardians in the culture-based 2013 curriculum activities. Obstacles at Pematang Karang Hulu Elementary School are the lack of understanding of teachers; the principal appointed himself as the team leader; and active participation of the community and parents. Success factors through providing teacher development training, increasing carrying capacity, the active role of school members, and teacher readiness. Suggestions to the principal, as input and development to the principal for impact schools; for teachers, as guidance material in implementing and developing model school curriculum management in curriculum structure and learning programs.

Keywords: Curriculum, model schools, SPMI

Introduction

The presence of only and model schools in Indonesia has long been dreamed of by various groups because excellent schools and model schools have become a fundamental need in getting a decent life in the future. It is because various teaching types in schools have different effects on outcomes that are considered useful (Raghupathy, 1996). Of course, students have two main priorities: improving their abilities and maintaining attitudes within logical

boundaries (Boekaerts, 2007). In addition to the influence of teachers in teaching, which affects the way students learn and lives (Acker, 1999), as individuals, they also carry within them a general tendency towards the success they achieve (Elliot & Pekrun, 2007). Including later in building careers, for example, successful entrepreneurs (Robinson & Sexton, 1994).

The low quality of education has become a significant concern and one of the biggest challenges faced by education and government

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(Chapman & Miric, 2009). Although there are many indicators in determining education outcomes, the quality of education remains the main contributor (Heyneman, 2004). Management in an educational institution is a concrete step to improve the quality of an educational institution. One of them is school-based management, which is considered more effective in managing and improving education (Grauwe, 2005). Triwiyanto (2015) states that the quality of education services in a school can be seen through several aspects: curriculum and learning services, student participants, educators, education personnel, finance, facilities and infrastructure, and community participation. Meanwhile, Chimombo sees that education quality requires relevance to local community needs, adaptability to local conditions, and flexibility in dealing with cultural problems (Chimombo, 2005).

The government has a significant role in improving the quality of education. It is not surprising that the government continuously designs and redesigns education policies (Capano, 2018) because the quality of education is the government's responsibility and should be regulated through national resources (Akareem & Hossain, 2016). It is also because, in the present era, the realm of education has also changed (Arar, Kondacki, & Taysum, 2019) so that policy implementation must be practiced and affect the education system at certain levels (Viennet & Pont, 2017). For example, countries such as Finland, Ontario, and Singapore have very well developed systems of recruiting, preparing, and developing teachers and principals who influence their effective and successful performance (Linda & Robert, 2011). In Indonesia, efforts to improve the quality of national education are according to the Regulation of the Minister of National Education Number 63 of 2009 concerning the education quality assurance system.

The education quality assurance system is the education unit's responsibility, which must be supported by the government per their respective authorities and the community's role. Parents' opinions are also an essential part of ensuring the quality of education (Briukhanov,

Kiselev, Timchenko, & Vdovin, 2010). Education also influences social change (Burns, 2002). Conversely, the achievement of student learning success is also influenced by feelings of "belonging" to the social, environmental, and school communities (Cheung, Cheung, & Hue, 2017); (Baskin, Quintana, & Slaten, 2014). Therefore, it can be seen that the environment affects the academic or educational success of children (Ardelt & Eccles, 2001). Education contributes to the formation of national identities (Idris, Hassan, Ya'acob, Gill, & Awal, 2012), so it is vital to prioritize the quality of education within the local government (Yuliani & Hartanto, 2017).

The model school in perspective ontologically

A model school is a school that is best developed and managed by directing all its components to achieve better and more competent graduates than other school graduates. In its implementation, a model school that is inherent in itself must improve both input and output. According to Stehle & Peters-Burton (2019), states that an exemplary school (the model school of STEM) becomes superior and becomes the critical model school environment that supports the development of 20th-century skills. For this reason, in order to get optimal output, teachers and school principals must work together and always develop themselves in order to meet the latest educational policy challenges (Wolf, Borko, Elliot, & McIver, 2000). Besides, the school curriculum must also make students take part and be responsible for the learning process and their results (Carpenter & Pease, 2013).

The quality of the educational process's output is determined, among other things, by the curriculum and the effectiveness of its implementation. This curriculum must be understood intensively by all school personnel, especially school principals (Lubis, 2015). Meanwhile, the curriculum has different interpretations, depending on the education system and state institutions that make policies. Kelly (1999) considers curricula as a syllabus that defines which knowledge the teacher deems appropriate to teach students. Meanwhile, the

curriculum can also be seen as a planned outcome (Morris & Adamson, 2010) and provides a way for students to get further increased social needs (Marsh, 2009) so that it is not only about knowledge from lessons.

The curriculum applied in the model school contains a series of learning experiences that schools provide to students to achieve educational goals. According to Mulyasa (2015), the curriculum is one of the components in the dynamic education system, in the sense that changes and development can be made in order to keep up with developments and challenges. According to Kusumadewi (2019), the curriculum is developed according to the need to improve schools' quality and quality. Therefore, those who develop the curriculum certainly understand the importance of educational development plans and teaching methods to prepare students for higher education and meet the future (Alismail & McGuire, 2015).

The government makes efforts to develop an Education Quality Assurance System. The implementation of the Education Quality Assurance System (SPMI) is carried out independently by schools that are provided with guidance by the Education Quality Assurance Agency (LPMP) in the efforts of schools to meet the National Education Standards (SNP). A model school's designation designates a pilot school for other schools that will independently implement education quality assurance.

The education quality assurance system at SD Negeri Bakarangan 1 and SD Negeri Pematang Karangan Hulu implemented the 2013 curriculum with the implementation of curriculum management by the Tapin District Education Office using thematic learning, scientific approaches, and authentic assessments. Thematic learning by combining several subjects into one theme. The scientific approach involves questioning, trying, reasoning, while authentic assessment is an assessment that measures all competencies in attitudes, skills, and knowledge-based on processes and results.

The research took place at SDN Bakarangan 1 and SDN Pematang Karangan Hulu because this location shows that the institution has implemented curriculum management as a model

school and provides examples of schools' impact. This research describes in-depth and analyzes (1) curriculum management at SDN Bakarangan 1 and SDN Pematang Karangan Hulu. It includes planning, organizing, implementing, monitoring, and evaluating; (2) Supporting and inhibiting factors in realizing curriculum management at SDN Bakarangan 1 and SDN Pematang Karangan Hulu.

Material and Methods

This research conducts a qualitative descriptive approach with a case study research type with multiple sites. The qualitative approach is useful in understanding participants better than quantitative analysis, which only analyzes data (Sutton & Austin, 2015). Qualitative descriptive helps in explaining and explaining data as it is in analyzing (Nassaji, 2015). Meanwhile, the research was conducted at SD Negeri Bakarangan 1 and SD Negeri Pematang Karangan Hulu, Tapin Regency. The participants were the principal, vice-principal, educational staff, and educators. The research object is curriculum management, including planning, organizing, implementing, monitoring, and evaluating. Data analysis techniques are in each site and cross-site data analysis. Single site data analysis begins with sorting all the data that has been collected from the various techniques implemented, namely in-depth interviews, observations, and document studies that have been recorded by researchers in field notes. Data analysis on the site uses the interactive model analysis by Miles and Huberman, namely data reduction, data presentation, and conclusion/verification (Miles, Huberman, & Saldana, 2014). Cross-site data analysis is a process of comparing data and also combining findings obtained from each of the sites that have been studied.

The data validity test used was reliability, dependability, and confirmability. Credibility with 1) method triangulation technique by comparing interview data with field notes and documentation, and 2) triangulation of sources by comparing information data by teachers to school principals and vice-principals. Dependability, namely proving by repeatedly checking that the research process was carried out correctly. Confirmability, namely, testing the study

results by (1) checking the findings repeatedly; and (2) each finding is matched again with supporting data by tracing the data, whether the data is coherent or not.

Results and Discussion

The curriculum applied in both schools is one of the substances of model school management in Tapin District. Curriculum management consists of planning, organizing, implementing, monitoring, and evaluating.

The purpose of the 2013 curriculum (2014), which is applied in schools, is to prepare Indonesian people to live as individuals and citizens who are faithful, productive, creative, innovative, and practical and able to contribute to social life. In achieving the big goals of the 2013 curriculum, schools' role as the spearhead of curriculum implementation is crucial in implementing curriculum management in schools is the key to everything.

According to Bush and Bell (2002), curriculum management is a cyclical process that includes four primary steps or tasks, namely: planning, implementation, monitoring and evaluation, and review/audit. The curriculum management discussed in this research is planning, organizing, implementing, monitoring, and evaluating.

Planning

The planning of the curriculum used in SDN Bakarangan 1 are using the 2013 curriculum with internalized culture with a reference in making thematic learning tools through Subject Analysis (AMP). Teachers are given training on Learning Implementation Plans (RPP) based on SPAB (Disaster Safe Education Schools) per Core Competencies (KI), Basic Competencies (KD), and Indicators. It is in line with Almukarramah's research (2019) that primary schools with students vulnerable to disasters must have their capacities enhanced through disaster learning integrated into the 2013 curriculum. Thematic concepts in disasters are interactions between danger (threat), vulnerability, and capacity to face disaster.

The school's curriculum planning at SDN Pematang Karang Hulu is determined by the

school with the teacher's preparation of learning tools, determining the materials and learning objectives, and making a Learning Implementation Plan (RPP). Firdausi's research (2019) in planning entrepreneurship-based learning management at TK Mata Najwa using the 2013 curriculum arranged in learning tools, namely annual programs, semester programs, Weekly Activity Plans (RKM), Integrated Daily Learning Implementation Plans (RPPH) with the value of entrepreneurship.

The findings on both sites are that curriculum planning is carried out to improve education quality through the Internal Quality Assurance System, specifically to analyze the 2013 curriculum development. Aspects developed for students are aspects of attitudes, knowledge, and skills—curriculum planning with compilers of learning tools adapted to the school environment's conditions. The two sites' findings in integrating the curriculum align with Fogarty's (1991) opinion that learning skills consist of thinking skills, social skills, and organizing skills. The integrated curriculum model shows a similar cross-disciplinary approach with a shared model. The integrated model unites the four main disciplines by setting curriculum priorities and assigning common skills, concepts, and behaviors to those four disciplines.

Planning activities at both sites cannot be separated from the principal as a manager in managing decisions in curriculum activities. It is in line with the results of research by Shahadan and Oliver (2016) that a school leader is an instructional leader who guides and oversees the school curriculum and finances. The principal acts as the head of the curriculum and must effectively carry out school preparation. The principal is responsible for developing school programs, including planning and implementing the curriculum, school mission, vision, and strategic plan.

Curriculum planning at both sites is planned by the school through the Tapin District Education Office's decision and developed by the school through the school principal's decision and involves all education stakeholders and at meetings at the beginning of the school year. It is in line with the research results by

Saufi and Hambali (2019) regarding curriculum planning in excellent schools. The things that must be considered are the holistic approach without hierarchy and tendency in making decisions, a sociocultural approach by involving teacher resources; and developing a planning framework from local to national.

The stakeholders' involvement in the planning process is in line with Mahampang et al. (2019) research. The planning activities at PAUD Terpadu Tunas Bangsa and PAUD Terpadu Aisyiyah Bustanul Athfal Golf Landasan Ulin was carried out by involving the Foundation, school principals, teachers, and educational staff is done by formulating regulatory policies and establishing regulations. The curriculum is planning on both sites, with the teacher arranging learning tools. This finding is in line with Suwandayani's (2018) research that thematic learning planning through the stages of preparation with curriculum analysis, compiling annual and semester programs, syllabus, and lesson plans. This finding is in line with the teacher planning research results in preparing learning tools related to the educational calendar and assessment instruments and assessment plan documents. It is in line with the research of Wangid et al. (2014) that elementary school teachers' readiness in Yogyakarta in the 2013 curriculum with integrative thematic learning in emotional-attitudinal aspects, cognitive readiness, behavioral readiness. Another study by Ninoersy et al. (2019) stated that in planning the 2013 Arabic curriculum with the stages of meeting educational standards in identifying teaching materials and materials and teachers who are competent in pedagogic, professional, social, and personal.

Organizing

The findings at SDN Bakarangan 1 regarding organizing activities were that the school principal formed a team with their respective duties: the compilation team, the learning implementation coordination team, and the education quality assurance team. In organizing, the team will carry out active, creative, and fun learning. This finding is in line with the results of research by Sukaryanti and Supriyoko (2020) that the principal determines a program plan to be implemented as an outstanding

academic service program with an analysis by the curriculum development team and a quality service standard made by the school's internal quality assurance team. The principal formulates an organizational structure along with a job description of each of his duties and authorities.

The findings of SDN Pematang Karang Hulu in organizing activities were that the principal formed a School Education Quality Assurance Team. There were developers and evaluators and the formation of a drafting team. This curriculum compilation team included a structure compliance team and a learning program Implementation Team. This finding is in line with Widyanti's (2017) research that the principal of SMAN 1 Sidoarjo formed a school development team as an internal school quality assurance team by empowering senior and outstanding teachers. The school development team is the key to the successful implementation of total quality management (TQM).

The organization on the two sites is in line with the findings of Sholihin et al. (2018) in managing accreditation at SDN Ketawanggede, starting with forming an accreditation team. The principal appoints a teacher to be the head of the accreditation team that carries out quality assurance through the SPMI (Internal Quality Assurance System) team.).

Another research by Suherli (2018) in schools' curriculum has to form a curriculum development team with the principal programming training proposals, mentoring for teachers, socializing students and parents, preparing curriculum tools, setting budgets, and evaluating. The principal is authorized to carry out his role in forming a curriculum development team and a team that implements the curriculum in learning. It is per the opinion of Widiatna (2019) that school leaders will manage their schools by forming groups of each member, building them into teams or work units. Thus they can work effectively to achieve educational goals, which can then increase the competence of graduates.

Implementation

The findings on the implementation of the SDN Bakarangan curriculum in implementing the school level curriculum are carried out in

subjects that internalize local content with science and social studies lessons in grades I and II. Extracurricular activities are scouts, mauid habsyie, and kuntau. This study's results are in line with Wisnarni (2017) that extracurricular activities at SD No 119/III Koto Majidin Hilir are sports, arts, scouts, performing arts and culture, self-defense, and self-development.

The findings of SDN Pematang Karangan Hulu are self-development activities, namely: 1) extracurricular activities consisting of Scouts, School Health Units (UKS), leadership, and Pencak Silat. In line with the quantitative research results of Aida et al. (2018), there is an influence of school culture and Scout extracurricular on prosocial learners' behavior in elementary school. They have obtained the result that there is significant influence either partially or simultaneously between the variables studied. In line with Nurliyah et al. (2017), extracurricular activities at SDIT Al-Utsmaniyah in implementing character education programs are scouts, futsal, Pencak silat, marawis, calligraphy, little doctor, science club.

The findings at both sites regarding the implementation of the curriculum are in activities 1) extracurricular activities; 2) habituation, which consists of routine, programmed, and spontaneous habituation; 3) modeling activities; 4) nationalism and patriotism activities; and 5) potential development and self-expression activities.

The findings of self-development activities are ceremonial activities, praying to start and finish activities, Friday Taqwa, and physical health exercises. This finding is in line with Wiyani (2012) opinion that regular coaching is one of the character education activities integrated with daily activities at school, such as flag ceremonies, gymnastics, prayer, public order, and cleanliness (clean Friday).

Exemplary activities are like cultivating cleanliness and health, obeying, giving examples of neat and clean clothes, on time, instilling a culture of reading. This finding is per the opinion of Wiyani (2012) that exemplary is an activity in the form of daily behavior not programmed by the teacher to provide an excellent example to become a role model for students.

The programmed and spontaneous habituation. According to Wibowo (2012), spontaneous activities are carried out spontaneously at that time. This activity is carried out when the teacher finds out that a student's bad behavior must be corrected at that time.

Nationalism and patriotism activities could be through Indonesian Independence Day, Heroes' Day Commemoration, and National Education Day Commemoration. The research results by Kurniawan et al. (2020) identify teachers' role in shaping the character of nationalism in elementary school students, namely teachers, by guiding in activities outside of learning such as participating in flag ceremony commemoration of holidays in extracurricular activities.

The educational learning and game programs and technology-based empowerment programs are the form of the potential development activities and self-expression. This study's results are in line with Permatasari and Rizky's research (03 November 2018) that the use of educational games in disaster mitigation education that is developed can require students' skills in acting and taking attitudes. Furthermore, integrating technology in education also will bring many benefits especially for the students' academic achievement (Dalle & Mutalib, 2018). In addition, the use of technology also can make the teaching and learning process becomes more interesting (Baharuddin & Dalle, 2019).

The implementation of the 2013 curriculum on both sites went well. The implementation of the curriculum into learning is a development carried out in both schools. The results of research by Zubaidi (2015) was the concept of curriculum is more comfortable to accept. Everything is designed by schools such as several subjects that students must study, activities that must be followed, and learning experiences are expected to be achieved by all of these. The school planned and controlled. Align with the research results by Ninoersy et al. (2019) that in implementing Arabic language learning based on the 2013 curriculum, the stages of meeting process standards are realized in learning innovation and management standards.

Learning activities that begin with reading activities implement the curriculum at both sites regarding literacy culture before learning is carried out. In line with Suwarni's research (2019) that literacy-based learning in the habituation stage at SD Negeri Sendangadi 1 Mlati is in the form of reading 15 minutes before learning, building a literacy school environment by providing a school library, reading corner, gazebo, and reading area.

The teacher's implementation is carried out, so the key to implementing the curriculum is the teacher's involvement and participation. It is per Chan's opinion (2010); according to the curriculum implementation model, the mutual adaptation approach usually works better than the compliance approach in literacy change, where adjustments or negotiations are allowed by curriculum makers and those who use the curriculum in schools and the classroom. The involvement and participation of teachers must be seen as active in the mutual adaptation process. In this case, teachers' professional development is the primary key to the successful implementation of the curriculum.

Supervision

The findings in SDN Bakarangan 1 regarding curriculum supervision activities by supervisors and supervisors of learning are carried out by the principal, supervision of learning equipment, and quality through the curriculum implementation team. Supervision of administrative learning activities by an external quality assurance team while in extracurricular activities through parents. The supervision carried out by parents is in line with the research of Nurliyah et al. (2017) that collaboration between schools and parents in implementing educational programs and facilitating student needs and providing motivation through communication regarding student development.

The findings regarding the supervision activities at SDN Pematang Karangan Hulu are that supervision activities are carried out by school supervisors in monitoring curriculum management activities in schools, supervising school principals through classroom supervision, discussions, training, and question and answer. The Education External Quality Assur-

ance team monitors the education quality, assurance team. In line with Saajidah's research (2018), the supervision applied by MI Miftahul Huda is direct, namely the school's principal and the Foundation's education division. Supervision of MI At-Taqwa, scheduled for every three months, and MI Pesantren Islamic Unity with routine supervision is carried out once a month.

School supervisors from the Rantau District Education Office conduct supervision activities in curriculum management at both schools so that supervisors can find out the strengths and weaknesses of schools in implementing the curriculum in schools. This study's results are in line with research by Ernawati (2012) that supervision from the Education Office is carried out once a year. Another research by Rahmah (2018) is that school supervisors are a key figure in improving teachers' abilities, especially in the learning process. School supervisors must be able to compile a school supervision program, assess learning outcomes and teaching abilities, foster teachers, manage data on educational resources, teach-learning activities, provide guidance, and evaluate the results of supervision.

The principal in his function carries out supervision at both sites. In line with the research results by Ningrum and Sobri (2015), the principal and teachers of SDN Tangkil 01 Wlingi have a role in supervising teachers and assisting teachers in solving problems faced and providing authority or decisions for teachers in implementing learning. Research by Yunus et al. (2010) states that principals' supervision's effectiveness correlates with curriculum implementation, teaching material preparation, and teacher professionalism improvement.

Evaluation

Evaluation of the curriculum's implementation is carried out to identify curriculum implementation problems and help the school principal and solve these problems.

Evaluation is carried out at each education unit and carried out in education units in the city/regency area regularly and in rotation (Kemendikbud, 2013). The 2013 curriculum evaluation can help provide accountable information for implementing the curriculum in

model schools from the curriculum aspect to assist policymakers such as educational institutions and agencies in making decisions about the curriculum in model schools. The findings regarding the evaluation of the process and learning outcomes are in line with Nuriyah (2016) opinion that teachers in evaluation activities in the learning process and the success of achieving goals and classifying student learning outcomes. Another finding by Ninoersy et al. (2019) is evaluating 2013 curriculum-based Arabic learning with the stages of meeting the assessment standards from the initial learning process to the end.

The findings at SDN Bakarangan 1 in evaluation activities evaluate the learning process, evaluate learning outcomes, and summarize all processes in the report card and curriculum evaluation through assessment evaluation in improving the quality of education through the curriculum.

The findings of the evaluation activities at SDN Pematang Karangan Hulu are the evaluation of context, processes, inputs, and products. The principal carries out context evaluation in measuring human resources readiness in schools in the 2013 curriculum. Input evaluation evaluates the conditions of facilities and infrastructure that support the curriculum and thematic learning in schools. Process evaluation is the process of teachers carrying out learning in class or outside the classroom by assessing the teacher's readiness, the thematic learning methods implemented, learning management strategies, and extracurricular activities. Product evaluation results are from student learning in daily assessments, mid-semester, and report cards. Product evaluation contains an assessment of the knowledge, assessment of skills, assessment of attitudes, the relevance of oral and written tests guided by the Criteria Reference Assessment (PAK). The CIPP model is a program evaluation model that uses four aspects: context, input, process, and product, including the format and summative evaluation. Another study by Qondias et al. (2018) through the evaluation of CIP in elementary schools in the Bajawa Sub-district, Ngada Regency, is in the ready category, which means

that the implementation of the 2013 curriculum is supported internally and externally.

Success factors and barriers

As an educational institution, the SPMI model, which is designed to improve schools' quality of education through curriculum management, is responsible for impacting educational practices on impacted schools. The finding regarding the inhibiting factor is the teacher's careful preparation regarding the SPAB-based RPP (Disaster Safe Education System). Parents' carrying capacity in all learning activities is needed to control and feedback in school self-evaluation. Student learning outcomes cannot achieve the achievement of the specified minimum completeness criteria.

The findings regarding teachers' readiness in learning tools are in line with Triwiyanto's research (2015) that the obstacles faced are some teachers who are not ready to make lesson plans to implement monitoring and evaluation of school principal managerial cannot be implemented. Another study by Wibowo et al. (2015) states that teachers with the type of retreatism adaptation do not achieve artistic goals and do not apply institutionalized methods to prepare a scientific approach and use KTSP. Another study by Yoda et al. (15 November 2018) stated that early childhood/kindergarten teachers in Buleleng Regency are not implementing what is planned in the RPP, and teachers have not designed a specific learning model.

Other findings regarding the KKM value that students have not achieved are in line with the research results by Ananda and Fadhilaturrahmi (2018) that the material achievement and system demands in the curriculum are not conveyed so that students do not reach the KKM score.

The findings of SDN Bakarangan 1 regarding the success factors of achievement management are achieved and targeted periodically. The efficiency of supporting facilities and infrastructure in curriculum management, syllabus development through KKG. An internal school quality assurance team's existence in analyzing all the needs regarding school quality assurance standards can evaluate themselves and

develop human resource competencies in schools.

The findings regarding the existence of achievement management as a success factor in curriculum management are in line with the results of Suwarni's research (2019) that in the development stage at SD Negeri Sendangadi 1 Mlati, it is the award that was announced after the ceremony for school members for the achievement of positive behavior and enthusiasm for learning. The findings regarding infrastructure as a success factor align with Suwandayani's (2018) research that the supporting factors in planning the 2013 curriculum at SDN Kauman 1 are adequate infrastructure and curriculum training in 2013 for teachers. An internal school quality assurance team's existence is in line with Haryono's (2019) research. The principals and teachers hold the primary responsibility for the education quality assurance program and school self-evaluation (EDS) with supervisors' support, the activities to encourage school performance improvement, the development teaching profession, and improving student learning outcomes.

The problem faced by SDN Pematang Karangan Hulu is that the school principal appoints himself as the head of the education quality assurance team at the school. Supervision and active participation of parents are needed in the extracurricular activities of students. Lack of teacher knowledge in thematic learning on religious subjects so that guidance and development of learning with a scientific approach are needed in learning specific subjects.

The principal's findings, the head of the education quality assurance team, teacher knowledge in learning are in line with the research results by Sukaryanti and Priyoko (2020). Muhammadiyah Junior High School 2 Yogyakarta faced the problems of teachers' ability to manage time and teaching tools in the school management model. Teachers need awareness of the importance of training in improving teacher quality.

Conclusion and Recommendation

Referring to the focus and objectives of the study, discussion, research findings, data analysis. According to the author's results at SDN

Bakarangan 1 and SDN Pematang Karangan Hulu are as follows:

a. Planning

The planning at SDN Bakarangan is carried out at the beginning of the new school year by principals, stakeholders, and supervisors in using the 2013 curriculum, which internalizes culture, which includes content standards and process standards with curriculum preparation activities and preparation of learning tools with SPAB-based RPP.

The planning at SDN Pematang Karangan Hulu is carried out at the beginning of the semester by the principal. The supervisor is known to use the 2013 curriculum in learning intra-curricular and extracurricular activities.

b. Organizing

The activities to organize SDN Bakarangan are through the principal forming a curriculum drafting team, learning implementation team, and school internal quality assurance team. This activity is at the beginning of the semester in the first-semester meeting forum.

The organizing activities occur at SDN Pematang Karangan Hulu by forming a curriculum preparation team, including developers and evaluators, and forming a school's education quality assurance team. This activity occurs at the beginning of the semester at the new school year meeting.

c. Implementation

The implementation of learning at both sites uses thematic learning in intra-curricular activities. Meanwhile, the curriculum's routine implementation is spontaneous and programmed habituation, learning in class and outside the classroom with subjects, exemplary, patriotism, nationalism, and self-development and expression.

d. Supervision

Curriculum supervision is carried out by the Education Office's supervisor on curriculum and learning, the principal of teachers' readiness in learning, parents of extracurricular learning programs, and learning outcomes. Also, external quality assurance of the curriculum and efforts to improve education quality through the 2013 curriculum is applied in both schools.

e. Evaluation

The evaluation carried out at SDN Bakarangan 1 evaluated the process and evaluation of learning outcomes.

Evaluation at SDN Pematang Karangan Hulu uses context evaluation, input, process, and output in improving student achievement through criteria reference assessment.

f. Supporting and inhibiting factors

The obstacle factor at SDN Bakarangan 1 is the lack of understanding of the teachers towards SPAB-based RPP. Parents' carrying capacity and the determination of minimum completeness criteria (KKM) are too high for students.

The obstacles faced by SDN Pematang Karangan Hulu are the lack of understanding of teachers in non-thematic subjects towards themes. The principal appointed himself as the head of the education quality assurance team in a lack of community and parent participation in overseeing the school's curriculum management process.

In addition to overcoming obstacles, the success factor at SDN Bakarangan 1 is by holding training activities in applying SPAB-based RPP and reducing KKM scores for teachers. The existence of achievement management, active teachers in participating in activities through the KKG, and an internal school quality assurance team exist.

The success factor is overcoming the obstacles faced by SD Negeri Pematang Karangan Hulu, namely by providing internal training and development to increase teacher understanding and increase the community and parents' support capacity. There is an active role of school members in educational activities, teachers' readiness in curriculum management, and teachers' ability to manage the learning.

Based on the research's results, the researcher can make the following suggestions:

- a. For school principals, this research provides input and development to school principals for impact in curriculum management in model schools. The principal can overcome the obstacles schools face to improve education quality in impact schools and non-impact schools.

- b. For teachers, as guidance material in the implementation and development of model school curriculum management both in the structure of the curriculum and learning programs for SDN Bakarangan 1 and SDN Pematang Karangan Hulu.

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