

Research Article

2013 Curriculum Management for Equivalence Education Package C Program: Multi-Site Study at the Balangan Learning Activity Center (SKB) and Jambu Air Balangan Community Learning Activity Center (PKBM)

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ABSTRACT

Curriculum management not optimally conducted adversely affects tutors and education staff understanding because they feel the tasks carried out are still formal and routine in nature. Therefore, it is imperative to implement optimal educational innovation and curriculum management processes. There are four management areas used to structure the principles of curriculum, namely planning, organization, implementation, and evaluation. This research describes how the 2013 curriculum is managed at the Balangan Learning Activity Center (SKB) and the Jambu Air Balangan Community Learning Activity Center (PKBM). This is a case and descriptive research with data collected through observation, interviews, and documentation. Data were analyzed through collection, reduction, presentation, and conclusions. The results showed that the 2013 curriculum consists of the following, 1) Planning, namely holding a performance meeting at the beginning of the academic year covering activities for compiling the structure and content of the curriculum, such as time allocation, division of decision letters, preparation of educational calendars, learning tools and academic activities or programs. 2) Organization, namely distributing lesson schedules and activities or programs. 3) Implementation, which includes using a strategy to check the administrative readiness of tutors, the existence of deliberation or consultation regarding the implementation of learning in the teaching field. 4) evaluation by analyzing a) tutors administrative completeness, attendance, and activities, and b) learning residents, which include participating in assessments in the form of daily assignments and module exams.

Keywords: 2013 curriculum management, equivalence education package C

Introduction

Educational units need to adopt standard management to realize effective and efficient outputs in accordance with the desired goals. Quality teaching, as the core of education, depends on learning objectives, materials, implementation processes, and curriculum assessments. The curriculum is described as preparing and implementing educational activities to achieve certain learning objectives.

The goal of National Education based on Law no. 20 of 2003 article 3 concerning the National Education System Law is to ensure the students' skills and character are devoted to God Almighty, with healthy, knowledgeable, noble, reliable, independent, productive, and democratic responsible.

According to Hery (2018), management is a managerial decision or action related to performance. It also involves the planning,

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organizing, and implementing certain activities associated with solving all problems to achieve previously identified targets (Fitri, 2013). Meanwhile, curriculum management, according to Franks, Kast, and Perriton, is related to the school's ability to portray its traditional image instead of adopting vocational and practical programs designed to help managers. This implies ensuring the advantages of an academic unit are ideal, especially in terms of improved skills, experiences, or training sessions and activities designed to support the leader's performance in an institution (Manab, 2013).

Curriculum management is a collaborative, comprehensive, systematic, and regular managerial process that aims to achieve set goals (Rusman, 2012). The scope includes planning, organization, implementation, and evaluation (Nurhaanavi, 2020). At the educational unit, the implementation and adaptation of the national curriculum are prioritized in accordance with the students' needs and local conditions of the concerned institution and the environment where it is located. (Rusman, 2012)

Learning components such as the content (modules), objectives, processes, procedures, teachers, students, social environment, economy, culture, and religion highly affect curriculum management. Therefore, it is an educational element that supports and determines the successful implementation or failure of an academic program in an institution. The Balangan Learning Activity Center (SKB) and the Jambu Air Balangan Community Learning Activity Center (PKBM) implemented the 2013 Curriculum in July 2019. Furthermore, these research locations led to the reduction of time and costs in retrieving effective and efficient data.

Mahbub (2013) reported that 1) Civic education teachers carry out some tasks including program design, homework, syllabus, lesson plans, and Minimum completeness criteria. 2) The objectives of this subject include molding the students' behavior by guiding them to be law-abiding, and to develop the spirit of nationalism. Subsequently, the teaching method is more prominent with a series of lectures, discussions, questions, and

answers. The learning media are laptops and LCDs. The formative and summative assessment includes daily pre-test and post-tests, 3) Evaluation of the civic education curriculum has not been carried out optimally.

According to Kurniasih (2018), the Heads of the Madrasah and the foundation initiated the curriculum development plan, and it was focused on the institutional level. This includes formulating madrasah goals or Graduate Competency Standards (SKL) for each subject, determining structured programs' contents, and developing a comprehensive strategy. Its implementation was carried out by a curriculum development team formed by the Heads of the Madrasah and the foundation after the management meeting. This group processes the standard operating procedures validated and approved by the madrasah principal.

The Balangan Learning Activity Center (SKB) is unique because it is a non-formal educational unit that offers the longest and similar academic qualifications. Besides, it also has adequate facilities and infrastructure as well as qualified tutors with bachelor's degrees. Meanwhile, the Jambu Air Balangan Community Learning Activity Center (PKBM) is also a similar institute with facilities and infrastructure and renders complete services. Besides offering PKBM Equivalence Education, it also has a community reading park.

Methodology

This research adopted a descriptive non-experimental approach (Arikunto, 2013). This aids in discerning facts or events related to the characteristics of a particular population or area. (Sukmadinata, 2010). According to Sugiyono (2010), qualitative research constitutes analyzing equipment or instruments.

The research was conducted at the Balangan District, and Jambu Air Community Learning Activity Centers situated at streets A. Yani No. 30B South Paringin and Lambung Mangkurat, Bungin Village, all in South Paringin Subdistrict, Balangan District, South Kalimantan.

The research subjects constituted of 6 respondents, were the Heads and 2 tutors of

these institutes. Additional information was obtained from archives and related documents.

This research focuses on implementing the 2013 Curriculum Management plan at the Balangan Learning Activity Center and Jambu Air Balangan Community Learning Activity Center, which encompasses identifying targets, program objectives, finding tutors, and learning residents. Furthermore, organizing includes assigning burdens as well as obligations. Implementation entails running the package C program, using learning media, resources, and infrastructure. The final stage involves the evaluation of inputs and processes, including package C programs.

Primary and secondary data sources were utilized. The primary data sources were obtained from studies carried out on related fields, including the research subjects and respondents. The relevant information was achieved through direct interviews with the subjects. Data collection techniques include observation, interviews, and documentation methods.

However, data analysis needs to focus on individual and continuous cross-cases because this study adopted a multi-site survey design (Yin, 2021; Sugiyono, 2010). Consequently, the data validity was performed by adopting technical, source, and theoretical triangulation processes to have a clearer understanding of the acquired information. (Sugiyono, 2010).

Result and Discussion

Comparison of Site I and Site II

Site I SKB Balangan

2013 Curriculum Planning

In planning the school curriculum, promissory notes and lesson plans are prepared before the beginning of the semester. Furthermore, the educational unit also pays attention to the holiday period.

Some factors that need to be considered in preparing promissory notes and lesson plans are (1) activities capable of influencing the first-semester program, for example, the Equivalence Education Package C, official holidays, Module Exams, and other ceremonies. (2) Ratio of the time used and achievement of targets and (3) Academic calendar.

2013 Curriculum Organizing

The results regarding the curriculum organization at the Balangan SKB are divided into 5. Firstly, ensuring there is a division of labor among the managers. Secondly, conducting decision-making or assignment compilation. Thirdly, compiling a teaching schedule for the required activities. Fourthly, compiling a grade or remedial schedule, and preparing exam plans and modules. The last is holding Equivalence Education Tutor Consultation (MTPK).

2013 Curriculum Implementation

The implemented 2013 Curriculum at Balangan SKB was checked by a tutor every 3 months, by reviewing the required administrative completeness sheets such as annual and semester programs, syllabus, and lesson plans. Meanwhile, the assessment result is given to the head of the educational unit. These activities aid in discerning those that are inactive and active.

The tutor that teaches once a week submits the lesson plans to the head of the SKB to be signed. These are duplicated, enabling each teacher to adjust to their respective levels.

Implementing the 2013 Curriculum on equivalence education package c at Jambu Air Community Learning Activity Center is divided into 4, namely: 1) the learning tools such as the annual and semester programs, and lesson plans need to be prepared by the tutor; 2) fix schedules; and 3) discuss necessary matters such as a) consultation regarding the delivery of materials to the learning community, b) difficulties encountered during its implementation c) including other necessary issues related to its improvement.

2013 Curriculum Evaluation

The 2013 Curriculum implemented at Balangan SKB has undergone several evaluations by the educational unit. Currently, this process includes: 1) the allocation of time, which is in the form of a 2-day module exam. This is carried out 3 times in a semester, either as offline or online written tests, comprising of multiple-choice questions or descriptions; 2) Deliberations or discussions related to unresolved problems regarding the learning tools "(annual and semester programs, syllabus, lesson plans)" as well as future

curriculum improvements realized through internal meetings held with tutors.

Site II PKBM Jambu Air Balangan

2013 Curriculum Planning

Curriculum planning activities are executed at the beginning of the year. The following agenda tends to be discussed compiling an academic calendar, determining the effective days, and conveying the necessary tools needed by the tutor to prepare for the new school year. Implement a program plan for 1 year, organize a lesson schedule, and list employees' needs.

2013 Curriculum Organizing

The findings regarding curriculum organization at PKBM Jambu Air Balangan are divided into 3, namely 1) preparation of organizational structure, 2) assignments, 3) and subject matter in the form of lesson schedules.

2013 Curriculum Implementation

The curriculum implementation at the Jambu Air PKBM has an organized schedule for each class. Initially, the head of PKBM organizes an internal meeting to ensure its proper execution. The complete learning tools needed by the tutor, such as annual and semester programs, syllabus, and lesson plans, were made available. Furthermore, the meeting was also re-scheduled to discuss relevant matters such as 1) consultation regarding the delivery of 2013 curriculum material to learning residents; 2) difficulties encountered during its implementation; and 3) other important matters necessary for improvement. The following is the Jambu Air PKBM Package C lesson schedule.

2013 Curriculum Evaluation

This is divided into 2 types, namely tutor (process evaluation) and learning community evaluation (input evaluation). However, this process determines the assessment or effectiveness of learning activities aimed at making decisions, which are later used to make certain improvements.

Cross-Site Data Analysis

2013 Curriculum Planning

The Balangan SKB cross-site data analysis results show that the educational unit implemented several curriculum plans. This

includes coordinating meetings (leaders and subordinates) and preparing learning tools (annual and semester programs, syllabus, and lesson plans). During leaders' and subordinates meetings, matters related to curriculum planning, namely a) implementing learning tools, b) preparing an academic calendar, c) negotiating the availability of tutors, are discussed.

The outcome of the internal meeting held by the Jambu Air Balangan PKBM discussed topics related to curriculum planning, namely 1) Preparing the Education Calendar, 2) Determining effective days, 3) Submission of the relevant tools required by the tutor to prepare for the new school year (annual and semester programs, syllabus, and lesson plans, 4) Make a plan of the activities intended to be carried out within 1 year, 5) Organize a lesson schedule, and 6) list of employees' needs.

Some similarities in curriculum planning were detected during joint meetings, a compilation of educational calendars, and a list of employees' needs, including the preparation of learning tools. Meanwhile, the difference between these 2 educational units is that in on-site II, certain activities are used to determine the effective days, implement plans expected to be executed during the year, and make lesson schedules.

The curriculum planning systematics that needs to be applied is (Suryosubroto, 2010) 1) referring to the academic calendar from the education and culture office, 2) organizing annual, and 3) semester programs, 4) implementing, 5) and outlining the syllabus, as well as 6) preparing a lesson plan. This process involves collecting, classifying, combining, and selecting appropriate data across multiple sources. Furthermore, these are compiled to develop a curriculum that allows students to achieve their learning goals (Fitri, 2013).

Curriculum planning is based on the gap between opinions and the vital strategies embedded in the efforts applied during implementation. This arises due to individual participation, which is highly dependent on the adopted strategy. (Hamalik, 2010).

The following requisites need to be adopted during curriculum planning:

- a. The educational unit comprises effective and ineffective working days for each subject, counting holidays and exam periods. This section is based on the academic calendar of the Ministry of Education and Culture.
- b. Develop an annual program. An educator develops the general program implemented at each grade level in these subjects, and this is perceived as the meaning of annual activities. These programs are used to develop more advanced ones, such as those carried out every semester, including daily and weekly activities, which the teachers expand before the start of the new school year.
- c. Organizing semester program. This is explained in the annual program, which is clarified by a number of standards and basic competencies and completion style realized when taught face-to-face activities or given assignments.
- d. Make syllabus. The syllabus needs to be detailed to include standard and basic competencies, indicators, learning experiences, and assessment methods used to achieve teaching objectives.
- e. Describe the syllabus concerning lesson plans. At this level, a description of the standard and core competencies are made, although this is difficult for the students to understand, therefore, they are perceived as the main concern of face-to-face or lab learning. However, it is easier for educators to work on assignments either individually or in groups.
- f. Lesson Plan. In this activity, the teacher personally prepares a detailed lesson plan. The main factor that needs to be considered is the record of students' progress after participating in-class activities. This is a fundamental attribute for evaluating subsequent lesson plans (Suryosubroto, 2010).

The curriculum plan outlines the various types of individual resources, training tools, relevant actions to be adopted, funds and facilities needed, monitoring and evaluation patterns, positions, and staffing elements to achieve managerial educational unit directives.

Furthermore, it triggers the implemented academic system to yield maximum results (Rusman, 2012).

According to Haenilah (2015), a curriculum plan is related to collecting, selecting, and analyzing relevant information from various sources and preparing students to face present and future life challenges. It is designed to contain a set of materials expected to be studied or taught to realize the desired results (Ansyaar 2015).

Furthermore, Majid (2007) revealed that planning means the compilation of steps needed to resolve some problem to achieve certain goals.

Fitri, Saporahayuningsih, and Agustriana (2017) disclosed that Auladuna's Integrated Islamic Early Childhood Education learning plans consist of Annual and Semester Programs, Weekly and Daily Learning Implementation Plans, and Assessments, most of which have been properly executed, irrespective of the regulations that the 2013 Curriculum has stipulated.

Silvia (2020) reported that the 2013 Curriculum planning was implemented through several activities carried out at the beginning of the year by the teachers and academic staff and performing a structural analysis to evaluate their needs, a compilation of schedules, and provide training sessions. Furthermore, meetings or briefing activities were carried out regarding the division of labor among the teachers and academic staff to develop a madrasa culture and climate, following the national policies related to the 2013 Curriculum. Learning processes involving participants' self-development and teachers' competency development activities were realized through the implementation of this curriculum. It was further evaluated through academic supervisory and curriculum monitoring exercises of the teaching and learning processes (analysis of learning outcomes) involving graduates, undergraduates, and students.

According to Olivia (2004), curriculum planning occurs at various levels, and workers'—teachers', supervisors', administrators' efforts are also needed at the same time. All teachers are involved in

curriculum planning at the classroom level because their functions are conceptualized as demonstrative figures.

Lattuca & Stark O'neill (2015) stated that all curriculum stakeholders need to adopt an 'academic plan' concept, consisting of 8 elements, namely needs, content, sequence, learners, instructional process, resources, evaluation, and adjustment.

Berkvens et al. and Khoza (2016) stated that it is presented under 3 components, namely 1) the planned or formal curriculum as outlined in the policies governed by the educational vision based on its aims and objectives (performed by curriculum developers), 2) it is defined, and practiced by the teacher and implemented in the teaching process, 3) The curriculum is assessed in accordance with the student's achievement or learning outcomes.

2013 Curriculum Organizing

The results of the curriculum organization at Balangan SKB are divided into 5, namely 1) ensuring there is a division of labor among all managers, 2) making assignment related decisions, 3) compilation of teaching schedule and required activities, 4) compiling a schedule for improving grades or remedial, and arrange exam plans and modules, 5) organizing MTPK (Equivalence Education Tutor Consultation).

The research findings regarding curriculum organization at PKBM Jambu Air Balangan are divided into 3, namely 1) preparation of an organizational structure, 2) assignments, 3) and subject matter in the form of compiling lesson schedules.

The similarities between these 2 sites are a division of labor or organizational structure, preparing lesson schedules, and compiling assignments.

The difference is that in on-site I, certain activities are executed, such as scheduled module tests, enrichment, and remedial exams organized for learning residents.

In an organization, certain factors such as 1) income, adequate facilities, tools, and employees to carry out some agenda, 2) job classification, 3) preparation of authorized structures, 4) termination of work techniques and procedures, 5) determination, upgrade,

and data provision needs to be considered (Athoillah, 2010).

An organized activity is the process of developing a curriculum, using both human and inhuman resources, such as employees, according to the specified criteria and various facilities, infrastructure, tools, materials, respectively. This is also in addition to the costs available for its successful implementation to achieve a set goal, an organized activity. The implementation of non-formal education is an effort to combine these resources needed by a particular unit to carry out previous plans. In other words, the execution of certain administrative activities is important to achieve the set goals of an organization (Ciptasari, 2015).

According to Sowell (1996), the curriculum organization concept includes: a. Subject matter designs consisting of Single, Correlated, Broad fields, Interdisciplinary integrated studies, and Thematic instruction; b. Society-culture-based designs or social functions and activities; c. Learner-based design such as Organic and Development curricula; and d. Other designs, including Technology, School-to-work, and Core curricula.

Organizing the implementers' actions in terms of executing each program outlined in the learning activities. Subject teachers present the curriculum content and select appropriate materials by adopting learning strategies, media, teaching methods, and utilization of resources. The implementation of these activities during the pandemic encountered many obstacles. The implemented emergency curriculum is the government's way of overcoming this crisis, thereby ensuring the optimal execution of the academic process (Sunarto, Hamdan & Salabi, 2020).

2013 Curriculum Implementation

The Balangan SKB shows that educational units implement several curriculums as part of realizing the better connection. This is classified into 3, namely a) examining the readiness of tutors, their connection with the learning residents, and the use of some tools during the teaching process b) MTPK (Equivalence Education Tutor Consultation), involves the implementation of curriculum planning, every 3 months. c) Comparative

studies carried out in SKB ensure the tutors are experienced, skilled, and knowledgeable to boost their performances.

The research findings on the implementation of the 2013 curriculum on Equivalence Education Package C at PKBM Jambu Air are divided into 4, namely 1) preparation of complete learning tools by the tutors such as annual and semester programs, and lesson plans. 2) arrange lesson schedules and 3) discussion of necessary matters such as a) consultation regarding the delivery of 2013 curriculum materials to the learning community, b) difficulties encountered during its implementation c) other matters deemed necessary for its improvement.

The similarity between these 2 sites is based on the tutor's readiness to prepare complete learning tools. Furthermore, during implementation, difficulties encountered are resolved through consultations or deliberations.

The difference is that on-site I organizes comparative study activities to improve the tutors' abilities and skills thereby, enabling them to assist in implementing the learning curriculum in educational units.

The findings in the field are also similar to the theory, which states that several major activities are carried out before the entire procedure, namely program development, learning implementation, and process evaluation. Furthermore, program development includes annual, semester and quarterly, monthly, weekly, and daily programs (Hamalik, 2011). Afterward, it is delivered in the form of documents used by the tutors to carry out the learning and evaluation stages consisting of daily tests, assignments, and module exams.

Curriculum implementation is an effort to change ideas, concepts, and values into reality. It is also described as an update of the written one in the learning format (Hasan, 2014).

This activity aims to create and implement a concrete curriculum (plan) in the classroom. In other words, it is the process of communicating and delivering the entire learning experience to the students. Implementation of the curriculum is critical to

the success of the written plan. (Suyatmini, 2017).

Curriculum implementation is influenced by 3 aspects, one of which is its characteristics, including new ideas and clarity for users in this field. Second, certain strategies are adopted, for example, technical discussions, seminars, training courses, activity studios, offering curriculum modules, and exercises that facilitate its implementation in this area. Third, the characteristics of the implementers. This includes teachers' understanding, skills, values, attitudes, and the ability to learn and apply the curriculum (Fitri, 2014).

In addition, this approach is also influenced by the following factors 1) curriculum characteristics, 2) implementation strategies, evaluation characteristics, 3) teachers' understanding, and 4) supervisory skills. In implementing a harmonious curriculum in design, the practitioners need to be motivated. Irrespective of the idealness of the design or curriculum, success is highly dependent on the teachers. Even with a simple one, supposing they are highly skilled, enthusiastic, and dedicated, the best results are realized with poor abilities and are less commitment (Rusman, 2012).

Majid and Rochman (2014) define curriculum implementation as operationalizing potential (written) concepts that tend to be actualized through learning activities.

The key to the successful implementation of the 2013 curriculum is the principal's mobilization, especially in coordinating and aligning all existing educational resources. Furthermore, the teacher's creativity is an important factor that has a huge influence, even in determining the students' success or failure in the learning activities. Therefore, it is important to instill self-discipline in them. Furthermore, there are other keys to success, namely the socialization of the 2013 curriculum implementation, adequate learning facilities and resources, a conducive academic environment, and the participation of school residents (Mulyasa, 2015).

As for the supporting factors, Astuti, Haryanto, and Prihatni (2018) reported that all tutors had received training in implementing

the 2013 Curriculum, adequate facilities and infrastructure, high student input, teacher activity in MGMP, ability to use computers, and the role of parents. Meanwhile, the inhibiting factors are understanding the entire 2013 Curriculum, learning models, assessment techniques, ways to set HOTS questions, and boosting the ability to use information technology.

The findings from Fatoni's research (2017) stated that optimal managerial activities are the main key to successfully implementing the 2013 curriculum at Madrasah Ibtidaiyah Negeri 1 Banyumas. Based on the generally studied management theory, this school carefully prepares lesson plans, divides job descriptions when organizing activities, implement certain tasks in the previous managerial process to the maximum extent possible and carries out intense evaluations each semester. Furthermore, the principal's huge responsibility, the teacher's professionalism that continues to be improved, school facilities based on modern technology, and well-scheduled student activities are also the keys to the success of the 2013 curriculum at Madrasah Ibtidaiyah Negeri 1 Banyumas.

Curriculum implementation is part of the program conducted to develop and adapt programs that have been planned and arranged in the form of a curriculum design (Syafudin, 2005).

2013 Curriculum Evaluation

The results of the Balangan SKB prove that the educational unit carried out several evaluations. The currently implemented curriculum evaluation includes: a) Evaluating the learning community, including the division of time allocated in a 2-day module exam. This is written 3 times in 1 semester, and it is in the form of offline and online written tests, multiple-choice questions or descriptions; b) Process evaluation includes deliberations carried out when there is a discussion related to unfinished problems regarding learning tools as well as improving future curriculum through internal meetings held with tutors.

The results of the curriculum evaluation at PKBM Jambu Air Balangan consist of 2 types, namely 1) tutor evaluation, namely checking program development and learning tools or

administration, attendance list, active teaching process and participation in PKBM activities, 2) evaluation of learning residents which is a way to assess the effectiveness of learning activities for decision-making purposes. Assessment is usually a final course assignment or a module exam written at the end of the semester. After implementation, programs initiated by these institutions need to be evaluated to ensure they are effective.

Similarities were reported between these 2 sites, where both institutions execute input and process evaluations. Subsequently, the difference is that in the evaluation of the site II process, there are periodic performance appraisal activities organized by tutors assessed by administrative completeness, teaching attendance lists, and their active participation in the educational unit.

This is in accordance with the opinion that evaluation focuses on efforts to capture the extent of the transformed learning outcomes, often assessed through tests. The aim is to determine the statistical or educative extent of this transformation (Rusman, 2012).

Its scope is broader and covers every part of the structure. Evaluation is also performed externally, such as a supervisor assessing the curriculum structure. Therefore, this is an act of controlling, guaranteeing, and determining the quality of a curriculum based on calculations, special standards, and accountability style to determine its improvement and effectiveness (Arifin, 2011).

Agustyana and Widodo (2014) stated that the readiness of implementing the 2013 Curriculum at State Elementary School Banaran Kertosono was successful due to good leadership, creative teachers, and an excellent academic environment. Likewise, the results of the mentoring evaluation carried out by the Ministry of Education and Culture's Research and Development Center in piloting schools reported that the teachers' understanding of books, lesson plans, learning processes, and assessments was good.

The evaluated curriculum implementation reported that excellent results in a school do not imply obstacles were not experienced in the field. Problems that arise at the beginning of implementation are very reasonable,

especially in the curriculum implementation process, which involves many components. Some of the issues encountered during the implementation of the 2013 Curriculum at Nasima Elementary School are related to the preparation of lesson plans and the reports on learning processes and outcomes (Budiani, Sudarmin & Syamwil, 2017).

According to Sudjana and Gunawan (2014), several aspects of the curriculum need to be evaluated, namely assessing educational programs, objectives, contents, and learning strategies.

Curriculum evaluation is the process of measuring its success in an educational institution concerning the implemented program. This process generally functions to improve the institutions, educators, and students' performances. The evaluation of the 2013 curriculum in madrasah involves 2 attributes. First is the learning program evaluation carried out to discern whether the implemented program has reached its target. Second, the evaluation process was carried out to determine whether or not the learning plan implemented at the beginning of the new school year was running smoothly (Suryana & Pratama, 2018).

Curriculum management is a set of managerial skills related to planning and evaluation. Besides, an ideal one follows the development of community-based science and technology. Failure to manage a curriculum effectively tends to have a fatal impact on the success of the educational world. Therefore, every person in charge of these institutions, including all educational stakeholders, needs to possess the same vision in planning, organizing, implementing and evaluating a curriculum (Nasbi, 2017).

Conclusion and Recommendation

Planning the implementation of the 2013 Package C Equivalence Education curriculum at Balangan SKB and Jambu Air Balangan PKBM involves an element of human resources. The successful execution of this education process was based on the performance meeting held at the beginning of the school year, and it involves preparing the structure and content of the curriculum, time allocation, academic calendar,

and learning tools, such as annual, semester programs, and syllabus. This is in addition to lesson plans by the Principal, Deputy Principal for Curriculum, tutors, staff, and employees.

The organization of the 2013 curriculum for Equivalence Education Package C at Balangan SKB and Jambu Air Balangan PKBM has several similarities in terms of preparing an organized structure, division of responsibilities, compiling lesson schedules, and activities to be carried out during the academic year.

Implementation of the 2013 Curriculum for Equivalence Education Package C at Balangan SKB and Jambu Air Balangan PKBM started with prior socialization to the related parties, checking the tutors' readiness, especially the annual, and semester programs, syllabus and lesson plan, and the existence of deliberation or consultation regarding the implementation of learning activities that occurs in the teaching field. Tutors as curriculum implementers prioritize the preparation of lesson plans to convey experiences and skills that involve mental and physical processes through interactions with the learning residents. The implementation of the curriculum also seeks to improve the students' skills developed through course activities and training sessions. Therefore, it is expected that they can manage their financial and social life after graduation.

The tutors and learning residents carried the evaluation of the 2013 curriculum for Equivalence Education Package C at Balangan SKB and Jambu Air Balangan PKBM. This process is related to the tutors' administrative completeness, attendance, and active activities in the educational unit. Meanwhile, learning residents engage in this procedure by taking assessors in daily assignments and module exams. All evaluation processes are also used to measure the students' success level in problem-based learning (PBM) activities and after the curriculum was implemented, and this then serves as a guide for improvements.

Suggestions are made to maintain and even improve curriculum management, schools also need to improve the quality of their human resources because adequate physical facilities do not guarantee quality education. Therefore,

this needs to be optimized, especially in curriculum management.

Tutors need to maintain and improve the quality of the learning process and creatively deliver these materials according to the prepared lesson plans. Adjusting the vision and mission, including the potential characteristics of the educational unit, leads to the successful development of the learning residents. It also leads to the maintenance and improvement of the planning, organizing, implementing, and evaluation processes, thereby ensuring the curriculum management of the educational unit is run effectively. The active participation of subject tutors in Equivalence Education Tutor Consultation (MTPK), training, workshops, and other educational seminars are efforts to improve the quality of human resources.

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