
Research Article

Management of Higher Education Curriculum

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ABSTRACT

The curriculum is a system of learning programs directed towards achieving the goals of educational institutions. The purpose of this study, therefore, is to describe the management of higher education curriculum using a qualitative approach to multi-site studies at Suaka Insan Institute of Health Sciences and Faculty of Nursing and Health Sciences, University of Muhammadiyah Banjarmasin. The research subjects are the dean of the faculty, chair of the Institute of Health Science, head of the study program, and the lecturers. Data collection methods used include interviews, observation, and documentation study while data validity is conducted through data reduction, data presentation, and concluding. The results showed curriculum planning is obtained based on the vision and mission of the institution, input from lecturers, study programs, and stakeholders. The implementation of the curriculum is following the standards of the Curriculum of Higher Education (KPT) and Indonesian National Qualification Framework (KKNI) but, in the learning process, Student-Centered Learning (SCL) method had not been optimally implemented due to the limited ability of lecturers. Curriculum evaluation is not comprehensive because only the lecturer's performance and student learning outcomes are evaluated. The implementation of the Paulinian Ethics institution curriculum and the Islamic values of Al Islam and Kemuhammadiyah had inconsistencies, like undisciplined

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Introduction

One important factor in the development of Indonesian Human Resources is the education sector. According to Hermino (2014) this is due to its ability to make an individual develop the aspects of affective, cognitive, and psychomotor required to reach complete human maturity. It aids several attributes such as the inclination to science, skills development, character, attitude

changes, and the skills to interpret the educational process undertaken during studies.

Therefore, to facilitate quality education, the government focuses on the development of several fields of education, one of which is nursing. According to the Law of the Republic of Indonesia Number 38, 2014, Chapter III article 5C, the government tried to improve the quality of nursing through professional

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nursing education. According to Lestari (2014) further revealed the similarities in quality and professional nursing by stating that quality is the ability to provide services following the standards of the nursing profession and a manner acceptable to the patients.

However, based on the graduation date of the National Nurses Competency Test (UKNI) for the fifth period of 2016, there was a decrease in the result of the NERS competency test such that from a total of 14,873 student participants, 7,466 (50.19%) were declared competent while the remaining 7,407 (49.81%) were declared incompetent. From period V of 2016 to period VIII of 2017, the graduation rate has declined as observed in period VI of 2016 where 47.16% was declared competent, VII of 2017 44.62%, and VIII of 2017 41.12% (data ukners.dikti.go.id, 2017). This means the UKNI 50% graduation rate has not been met in recent times and it shows the competence of graduates is very low.

According to Khalifah (2015) in the International Nursing Student Forum & Tour Guideline Event, the low quality of nursing education in Indonesia is related to several problems including (1) management and leadership, (2) quality of insurance, (3) curriculum development, (4) teaching and learning process, (5) appraisal, (6) laboratory skills, (7) technology of nursing fields, and (8) human resources. According to Khalifah (2015) further revealed that one of the best methods to produce professional nursing graduates is to improve the quality of curriculum standardization in the teaching-learning process.

Based on the Minister of Research, Technology and Higher Education Regulations Number 44, 2015, article 1, paragraph 6, the curriculum is defined as "a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines to organize study programs". This means the curriculum is an educational design that summarizes all learning experiences provided for students in school. It contains philosophies, values, and knowledge required to be integrated with quality educational actions (Suhaimi &

Rinawati, 2018). This is majorly due to the importance of the basic elements of learning such as the students, educators, interactions between them, environment, and subject matter/learning content in achieving educational goals (Salasiah et al., 2018).

From this explanation, the curriculum was observed to have a significant effect on the quality of professional nursing because it is designed not only to reflect the vision, mission, and goals of higher education institutions but also to serve as a guide and reference in innovating, updating, and developing the previous curriculum to produce better education for the future (Andriyani et al., 2018). Therefore, the purpose of this study is to examine the implementation of curriculum management in tertiary institutions in depth including planning, implementation, and evaluation.

Material and Methods

The research was conducted from June to August 2019 at Suaka Insan Institute of Health Sciences and the Faculty of Nursing and Health Sciences, University of Muhammadiyah Banjarmasin (FKIK-UMB) through the use of a qualitative and multi-site design approach as a method of analysis. Data were obtained using interviews, observation, and study documentation. Cross-site data analysis is a process of comparing and combining the findings obtained from each site. The propositions were first formulated based on findings on site I before proceeding to site II. Second, the theoretical findings were compared and distinguished temporarily from the two research sites. Third, theoretical conclusions were formulated based on cross-site data analysis as the final findings.

Results and Discussion

Planning of curriculum

The findings of planning at Suaka Insan Institute started with the formation of a work team tasked with the responsibility of coordinating plans related to curriculum and learning. The planning study using SWOT analysis to get the Strengths, Weaknesses, Opportunities & Threats. This is in line with the results

of the study conducted by Sujoko (2017) about the planning started by team curriculum summarizing the Evaluation & Review results to achieve expected performance, and conducting a needs analysis using SWOT (Strengths, Weaknesses, Opportunities & Threats) to identify existing strengths, weaknesses, opportunities and challenges.

The curriculum team with the Vice-Chair III for student affairs conducted a tracer study or alumni tracking study to obtain input in the form of expectations, suggestions, and others. The workshop has been held to comprehend the Curriculum of Higher Education (KPT)-Indonesian National Qualification Framework (KKNI) and learning skills. The aim was to assist the lecturers in compiling a Handbook on the Suaka Insan Institute of Health Science's curriculum. This is in line with the findings of the results by Setiawan (2017) showed that the KKNI-oriented curriculum developed in this study is very feasible to be applied in the Faculty of Social Sciences of the State University of Medan. This is because the developed KKNI-oriented curriculum meets national standards and learning objectives. Thus, the results of this study can be used as a guide in the making of lecturing tools in the form of a Semester Lecture Plan. Another research by Lubis (2020) this planning stage, everything is under the direction of the leadership of the Fakultas Agama Islam namely; Dean, Vice Dean, Head of Study Program and UKM so that they can be managed with care, and plan activities, schedule activities for all monitored and can run well.

The affirmation of the foundation or basis to prepare the Suaka Insan Institute of Health Science's curriculum was based on the vision, mission, and goals of the institution and to meet the Paulinian Ethics values as reflected or manifested in all activities. Moreover, in the establishment of the curriculum for the new school year, the Chair of Institute of Health Sciences emphasized on the Higher Education Curriculum - Indonesian National Qualification Framework (KPT-KKNI), where the standard profile of graduates of Nursing Bachelor and Learning Outcomes of

Graduates (CPL) had been set. This was following the determination of curriculum based on Presidential Decree Number 08, 2012, and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 on National Standards of Higher Education. The Nursing program consists of a Bachelor and a Nurse Professional program curriculum in 2015 with reference to the Ministry of National Education Number 232 / U / 2000. The allocation of time for activities was determined by compiling an Educational Calendar to ensure there is an arrangement of learning time for students for one school year. Moreover, the learning programs and tools were prepared to meet the learning outcomes of graduates charged in a course/module.

The curriculum planning conducted by FKIK-UMB started with a general meeting chaired by the Dean and attended by each study program and vice deans I, II, and III. This was followed by an evaluation/review of the curriculum performance in the previous year using SWOT analysis to determine the level of strengths, weaknesses, opportunities, and needs in FKIK-UMB. The results of the needs analysis were used to present the vision and mission, the profile of graduates, and learning outcomes expected to produce unique advantages. This is in line with the findings of the results by Herawati et al. (2020) showed that: (1) the PGSD study program was in the position of quadrant II with a strength value of 0.533 and a threat 0.314. (2) The strategy that needs to be done in the PGSD FKIP Universitas Nadhatul Ulama Cirebon is to diversify the strategy. Another research by Nuryati & Apriliana (2018) showed designing process planning of curriculum in Rekam Medis dan Informasi Kesehatan (RMIK) DIII (Diploma III) was carried out by APTIRMIKI facilitated by BPPSDMKes by following the higher education curriculum format issued by the Ministry of Research, Technology and Higher Education. The results of the design of the higher education curriculum for the D3RMIK Study Program made by APTIRMIK total of 86 credits. The RMIK D3 Study Program is given the

authority to determine the local content that characterizes according to the vision and mission.

FKIK-UMB determined to use (1) KKNI-based KPT curriculum, and (2) curriculum of AIK (Al-Islam and Kemuhmadiyah) to ensure the graduates produced are not only intellectually intelligent but also become pious, possess good character, progressive, and excel in the field of science and technology. This is in line with the findings of the results by Chanifah (2015) showed that character education in universities can use holistic and integrated design.

Moreover, the academic calendar of the university was formulated to regulate learning activities during one study year including the beginning of the school year, effective and ineffective weeks, and holidays. It was also used to determine whether the subject matter/material is relevant to the current situation. Moreover, each lecturer is required to use several variations of learning methods such as the SCL (Student-Centered Learning) and PBL (Problem Based Learning) model. This is in line with the findings of the result Rokhimawan (2015) showed the work program of academic development is reinforced by scientific bases in the primary; standard teaching materials in the primary; textbooks for MI; curriculum S1, S2, and S3; national and international seminars; scientific work competitions; research training; writing in the mass media; Data based on Madrasah Ibtidaiyah.

Implementation of curriculum

The implementation of the curriculum is essentially an effort made by the university in improving the quality and quality of education so that it will achieve the goals desired by the university.

The findings in curriculum implementation at the Suaka Insan Institute of Health Sciences after a series of planning processes by the curriculum team coordinated with the Vice-Chair I and the lecturers were to ensure learning is conducted according to the schedule and completed learning tools.

The Semester Learning Activity (RKPS) was specifically conducted to make sure students understand the purpose of each course (sub. CPMK) as well as the competency to be achieved and the ultimate goal is to make the students become professional nurses. This result in line with research by Bashri et al. (2018) implementation of SN-Dikti curriculum in the Biology Education Study Program is very good based on the successful implementation of the lecture design developed (design, assessment, and follow-up of assessment).

For Team Subjects, the Vice-Chair I assigned a lecturer coordinating the course to manage subjects in the classroom, laboratory, and clinical/field practice to achieve smooth learning. Furthermore, the lecturers used more expository methods in the form of lectures or Small Group Discussions rather than SCL (Student-Centered Learning) in learning. The Vice-Chair I proposed that lecturers use commonly implemented methods such as Small Group Discussion or Problem Based Learning and Inquiry (PBL). This result in line with research by Spronken-Smith & Harland (2009) adopted the principles underpinning a COP for explores the experiences of a group of academics learning to teach with problem-based learning (PBL). The result shows the teachers struggled to varying degrees as they came to terms with the complex issues of how they should practice as a PBL teachers. In another research by Gallagher & Gallagher (2013) the findings presented here add to the body of research that demonstrates that a high-quality standards-based PBL curriculum is a valuable addition to the classroom. The benefits of a Problem-Based Learning classroom seem to be the opportunity to identify students who have advanced academic potential.

The Suaka Insan Institute of Health Sciences teaches Paulinian Ethics values as part of the institutional curriculum to develop the students' character in thinking, acting, and making decisions, and its implementation in everyday attitudes and behavior. The concept is being taught through formal learning, ha-

bituation, and exemplary living from lecturers and education staff. This result in line with research by Cleofas (2014) showed Paulinian Ethics in Nursing Student are Community, Charism, Charity, and Christ-centeredness. The community is a social activity wherein they communicate, interact, collaborate and work with the various stakeholders, doing a study with a sense of responsibility. Charism is expressing through aspiration, resilience as they accept changes and inputs for the improvement of their study and open to ideas. Charity there seems to be a misfit on how acceptance as a specific value of charity is manifested. Christ-centeredness that Paulinians place God in the center of their scholastic activities.

During implementation in University of Muhammadiyah Banjarmasin, the duties of the Vice-Chair I/curriculum field involves (1) compiling the learning schedule, (2) arranging extra-curricular activities for students, (3) arranging a schedule of improvement activities for students that have not yet completed or do not meet the competency standards, (4) conveying the determined learning outcomes competency following the expected level of qualifications in learning, and (5) ensuring classroom learning activities are following the syllabus, Semester Learning Plan (RPS) and Program Plans and Semester Learning Activities (RPKPS)/modules prepared. This result in line with research by Efronia & Mukhaiyar (2020) the curriculum implemented at the Electrical Engineering in Universitas Negeri Padang is based on (1) The need for standard competencies required including work skills, experience, and knowledge. (2) The need for courses based on the required competencies through renewal in the form of industrial subjects, courses in the form of mandatory visits to the industry as well updates in the use of technology.

The task of the person in charge of the study program curriculum at the University of Muhammadiyah Banjarmasin is very important because a structured, systematic, and continuous learning process is developed at this stage.

In Al Islam Kemuhammadiyah's learning, some lecturers specifically teach these subjects and those teaching undergraduate nursing are mostly graduates of the Occupational Forestry Masters. Therefore, it was appropriate to form a development team to specifically plan the curriculum and its development. This result in line with research by Baidarus et al., (2019) the Al-Islam Muhammadiyah regulation curriculum is prepared by combined the Islamic religious curriculum from the government and the curriculum from Muhammadiyah. Al-Islam Muhammadiyah regulation is an integral part of the curriculum that is relevant to the integration of character into learning activities. This learning is taught by teachers who generally come from Muhammadiyah cadres and activists at the same time Muhammadiyah organizational policy guardian. Each educational institution provides facilities by participating in pedagogical training and educational programs at the University of Muhammadiyah Riau. Another research by Soleh et al. (2019) the quality of learning through achievements and awards based on the Muhammadiyah regulation. Schools' quality improvement programs to instill religious goals in students serve as a support for molding scholars' characters and values. The Islamic program is an interesting activity for the community integrates the traditions and behavior of school residents sustainably and consistently and creates a religious culture in the academic environment.

Evaluation of curriculum

Curriculum evaluation is a very important and routinely conducted process to monitor the extent to which it can be implemented and also address the problems in each study program. Evaluation and assessment of curriculum in the Institute of Health Sciences involved discovering and determining the level of success in achieving student learning outcomes, appropriate input to improve the program/planning, and describing the conditions for curriculum implementation using SPMI or Internal Quality Assurance Unit. This is mostly conducted at the end

of each semester or school year through the use of a special format questionnaire with quantitative and qualitative assessments. The results by Yulieana (2020) of the assessment were collected, processed, and summarized by the SPMI Team and the final results were reported to the Chairperson to be followed up in the coming semester. The findings regarding the evaluation of the process can help provide accountable information on 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. 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 evaluation conducted in FKIK UMB was to control the implementation of the curriculum on campus and to obtain information on students, lecturers, curriculum programs, and the ongoing learning process. The process of monitoring and evaluating (monev) curriculum and learning in FKIK-UMB involved several aspects such as (1) conformity with the vision, mission, and objectives of the study program, (2) eligibility of the graduate competencies profile, (3) compatibility between learning outcomes and learning content/study materials, (4) compatibility between learning content/study materials and courses, (5) the accuracy of the learning process strategy/method with learning outcomes, and (6) appropriateness of the assessment system to measure learning outcomes. This result in line with research by Maulidha (2020) teachers as evaluators collect and analyze data through observation and interpretation is the main form of data collection and analysis in curriculum development. Assessing student learning outcomes needs to pay attention to the following points (1) the assessment measures the entire curriculum content, (2) the assessment is carried out rationally and efficiently, (3) the assessment that has been carried out has measured complex national and local standards in various

works. Another research by Afifah et al. (2019) at TK Khoiru Ummah that the evaluation of students written in the report card is done by the homeroom teacher and parent of the student based on the components of development that become the reference and assessment categories that have been established such as not developed, developing as expected and developing very well as examples of the report card.

The steps in monitoring and evaluation (monev) curriculum development at FKIK-UMB include:

- a. The establishment of a Monev Team for Curriculum, Learning, and Academic Atmosphere was decided through the Dean Decree and the implementation involved GPM (quality control group) and UPM (quality assurance unit).
- b. Preparation of instruments of monitoring and evaluation of the curriculum, learning, and academic atmosphere. Implementer: Monitoring and Evaluation Team.
- c. Arranging the agenda of monitoring and evaluation activities of curriculum, learning and academic atmosphere, and notification of the implementation of Monev to the Dean/Postgraduate Director, copy to the study program. Implementer: Monitoring and Evaluation Team.
- d. Implementation of Monitoring and Evaluation of Curriculum, learning, and academic atmosphere in each study program. Implementer: Monitoring and Evaluation Team.
- e. Identification and analysis of data on monitoring and evaluation results. Implementer: Monitoring and Evaluation Team.
- f. Preparation of Monev results in recommendations. Implementer: Monitoring and Evaluation Team.
- g. Sending recommendations and reports to the Dean through the vice dean. Implementers: GPM team (quality control group) and UPM (quality assurance unit).

- h. Follow-up on the results of the Curriculum Monitoring evaluation, through a meeting of Faculty Leaders. Implementer: Dean/Deputy Dean I.
- i. The Dean/Postgraduate director and study program to conduct a meeting to follow up on the determination of steps and strategies for improvement. Implementer: Dean/Director of Postgraduate.

Conclusion and Recommendation

Curriculum management has been carried out well in tertiary institutions were in research using 2 sites namely the Faculty of Nursing and Health Sciences, Banjarmasin Muhammadiyah University (FKIK-UMB), and the Asylum Institute of Health Sciences. curriculum management starts from planning which includes a general meeting attended by deans, lecturers, and all educational staff related to profiles, vision, and mission, curriculum, needs analysis using SWOT, tracking Tracer for alumni, and determining the educational calendar. the second is that the implementation is realized in the learning process in the classroom by ensuring that the lecturer teaches using several learning tools prepared in advance. the third is an evaluation conducted by assessing aspects of curriculum preparation, learning behavior, and evaluating a comfortable and safe academic atmosphere and to ensure everyone has the freedom to develop themselves.

Therefore, the following suggestions are made based on the results of the study:

- a. Suaka Insan Institute of Health Sciences and FKIK-UMB need to improve the quality of human resources and build a character based on the values existing in the institutions to plan the curriculum using Board Quality Management.
- b. The leadership needs to implement KPT-KKNI management comprehensively by ensuring lecturers and education staff keep updating their abilities to improve

the quality of learning. Both universities using quality management in the curriculum.

- c. The academic community needs to familiarize the culture of discipline in applying the principles of effectiveness and efficiency in work and services.
- d. Other researchers need to focus on studies related to curriculum management.

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