

EVALUATION OF CURRICULUM MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION IN STATE SENIOR HIGH SCHOOLS IN DELI SERDANG REGENCY, NORTH SUMATERA PROVINCE

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Abstract

This study aims to evaluate curriculum management in improving the quality of education in Senior High Schools in Deli Serdang Regency. The focus of the study includes the planning, implementation, and supervision of the curriculum applied in five schools selected by Purposive Sampling. The research approach uses a qualitative method with data collection techniques through in-depth interviews, observations, and documentation studies. Data are analyzed using an interactive model involving data reduction, data presentation, and drawing conclusions. The results of the study indicate that curriculum planning in Senior High Schools in Deli Serdang Regency has referred to national education standards, but there are still challenges in adjusting the curriculum to local needs. The implementation of the curriculum is going quite well, but faces obstacles in the availability of resources, such as competent teaching staff and supporting facilities. Curriculum supervision is carried out periodically, but still needs strengthening to ensure consistency between planning and implementation. Therefore, curriculum management has an important role in improving the quality of education, but further efforts are needed to improve synergy between stakeholders, empower teachers, and optimize supporting facilities. This study recommends a strategy for improving curriculum management based on collaboration to support higher quality education that is relevant to the needs of the community in Deli Serdang Regency.

Keywords: *Curriculum Management Evaluation, Education Quality, Senior High School, Deli Serdang Regency*

1. INTRODUCTION

Curriculum management is a crucial element in the education system that plays a direct role in determining the direction, content, and quality of education in schools (Caldwell & Spinks, 2005). At the state high school level, curriculum management not only includes planning, implementation, and evaluation, but also adaptation to local needs and national policies. Thus, the effectiveness of curriculum management greatly determines the quality of education provided to students (Stecker et al., 2005). The curriculum not only functions as a guideline for the teaching and learning process, but also as a tool to create an adaptive, relevant, and high-quality education system (Pak et al., 2020). At the state high school level, curriculum management includes three main aspects, namely planning, implementation, and evaluation. In addition, the curriculum must be able to adapt to local needs, developments in science and technology, and national policies (Rogan & Grayson, 2003). Curriculum planning is the initial stage that becomes the foundation for curriculum management (DeBoer, 2011).

In state high schools, this planning is usually based on national education standards (SNP), the applicable curriculum (such as the 2013 Curriculum or the Merdeka Curriculum), and the school's vision and mission. This includes, first, Adjusting the National Curriculum to the Local Context, which means that schools must adjust the curriculum content to student needs and local potential, for example through the development of relevant local content. Second, Teacher Empowerment in Program Preparation related to Teachers being involved in preparing the lesson implementation plan (RPP) to suit the needs of students. Third, Resource Allocation means that Planning must also consider the availability of resources such as teaching staff, facilities, and learning media. Fourth, Curriculum Implementation by involving teaching and learning activities, class management, and the use of learning media. Systematic and data-based evaluation to identify weaknesses and opportunities for improvement.

The importance of curriculum management evaluation is very necessary in State Senior High Schools, because Evaluation helps measure the extent to which the planned curriculum has been successfully implemented in schools (Syarifah & Buerahen, 2023). This includes measuring the suitability between the plan (RPP, syllabus) and

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classroom learning practices. In addition, through evaluation, schools can identify weaknesses in curriculum implementation, such as lack of teacher competence, limited facilities, or other technical constraints. Thus, corrective steps can be designed appropriately. Evaluation ensures that the curriculum remains relevant to student needs, technological developments, and job market demands. This is important so that State Senior High School graduates have competencies that are in accordance with the needs of society and the world of work. The evaluation process can provide valuable data and information for strategic decision making, such as improving teacher competency, updating learning methods, or developing teaching materials. This has a direct impact on improving the quality of education in schools (Citroen, 2011).

The quality of education in Indonesia can be reviewed from various perspectives, one of which is curriculum management. Curriculum management in Indonesia plays an important role in determining the direction, goals, and implementation of the education process. Indonesia is known for its frequent curriculum changes, such as from the 2006 Curriculum (KTSP), the 2013 Curriculum, to *Merdeka Belajar*. These changes aim to adapt education to the needs of the times. However, frequent changes in the curriculum can cause confusion among teachers, students, and parents, gaps in implementation between schools in urban and rural areas, and the need for retraining that is time-consuming and costly.

Curriculum management often faces challenges in terms of implementation in the field, especially in remote areas (Hasudungan et al., 2022). The availability of infrastructure, technology, and quality human resources are still obstacles. Some schools in marginalized areas still have difficulty understanding and implementing the new curriculum optimally. The effectiveness of curriculum management is highly dependent on the readiness of educators. In Indonesia, not all teachers have access to adequate training to understand curriculum changes (Gunawan, 2017). This can lead to differences in the quality of teaching between schools and inconsistent interpretation of the curriculum. The latest curriculum in Indonesia, as promoted in the *Merdeka Belajar* program, attempts to focus on developing holistic competencies, such as critical thinking skills, creativity, and character education (Hunaepi & Suharta, 2024). However, its implementation has not been fully equitable due to the high administrative burden on teachers and the lack of effective competency-based evaluation.

Curriculum management in Indonesia still faces challenges in terms of evaluation and monitoring (Hasudungan et al., 2024). The monitoring mechanism for curriculum implementation is often not carried out consistently, making it difficult to know the extent of its success in various regions. Curriculum management in Indonesia is in a fairly complex position (Raihani, 2018). Although there have been reform efforts to improve the quality of education, challenges such as implementation gaps, teacher training, and infrastructure limitations still need to be overcome. To improve this condition, a more inclusive and sustainable approach is needed, including the involvement of all education stakeholders, increasing resources, and adjusting the curriculum to be more stable and relevant to the needs of the community.

Curriculum management evaluation shows the accountability of schools to various parties, including the education office, parents, and the community. This is important to build public trust in the education system in public high schools. Education policies often change, such as the transition from the 2013 Curriculum to the Independent Curriculum (Limiansi et al., 2023). Evaluation allows schools to effectively adjust their curriculum management to new policies (Mustakim et al., 2024). Evaluation can reveal opportunities for innovation, such as technology integration, developing project-based learning, or implementing a differentiation approach. This will make learning more interesting and relevant to students. By conducting regular and comprehensive evaluations, State Senior High Schools can ensure that the managed curriculum not only runs according to plan, but is also able to achieve the desired educational goals effectively and efficiently. In 2024, the Deli Serdang Regency Education report card experienced an increase in quality with moderate category results. This means that the classroom atmosphere is starting to be conducive, psychological support and the formation of understanding from teachers are increasing. Therefore, this study aims to evaluate curriculum management in improving the quality of education at State Senior High Schools in Deli Serdang Regency, North Sumatera Province.

2. IMPLEMENTATION METHOD

This study aims to evaluate curriculum management in improving the quality of education in State Senior High Schools in Deli Serdang Regency. The curriculum is a major component in the education process, because it determines the direction, content, and learning methods that have a direct impact on achieving educational goals (Samwel Mwasalwiba, 2010; Richards, 2013). Therefore, evaluation of curriculum management is important to ensure the sustainability and improvement of the quality of education in schools. This study uses a qualitative approach that aims to gain an in-depth understanding of the phenomenon being studied (Austin & Sutton, 2014).

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The selection of five State Senior High Schools in Deli Serdang Regency was carried out using the Purposive Sampling method, which ensures that the selected schools have relevant characteristics to answer the research objectives. Data collection techniques include: 1) In-depth Interviews. Involving principals, teachers, school supervisors, and other related parties to explore information related to curriculum management; 2) Observation. Conducted in the school environment to directly observe the implementation of the curriculum, teacher-student interactions, and the use of learning facilities; 3) Documentation Study. Reviewing supporting documents such as lesson implementation plans (RPP), school work programs, evaluation reports, and relevant education policies. The data used were taken from the National Education Report page in the Deli Serdang district, North Sumatra Province with a focus on the Senior High School (SMA) level. The data collected were analyzed using the Miles and Huberman interactive model, which includes three main stages, first, data reduction (Huberman & Miles, 1983). Filtering and simplifying data from interviews, observations, and documents to focus on relevant information. Second, data presentation. Arranging data in the form of narratives, tables, or diagrams to facilitate drawing conclusions. Third, drawing conclusions and verification, namely concluding research findings based on the data that has been analyzed, and verifying it to ensure validity and legitimacy.

3. RESULTS AND DISCUSSION

Deli Serdang Regency, North Sumatra Province has a high population density, so the need for educational institutions, including senior high schools, is quite large. The number of public and private senior high schools is spread across various sub-districts, but the distribution of educational facilities is often uneven. Schools in urban areas tend to have more complete facilities than schools in rural or remote areas. The quality of education in senior high schools in Deli Serdang Regency varies. Schools in more developed areas tend to have more qualified teachers, laboratory facilities, and internet access. Meanwhile, schools in more isolated areas often face challenges such as limited number of teachers, less than optimal curriculum quality, and minimal access to technology. The net enrollment rate (APM) for senior high schools in Deli Serdang is relatively good compared to other areas in North Sumatra. However, several challenges still exist, such as the dropout rate caused by economic factors, early marriage, or the need to help with family work.

The Deli Serdang Regency Government continues to strive to improve the quality of education through various programs, such as providing scholarships for underprivileged students, training for educators, and building school infrastructure. In addition, collaboration with the private sector and the community is also being attempted to reduce the educational gap.

Table 1. Status of Senior High Schools (SMA) in Deli Serdang Regency

School Status	Total	Percentage
Public (state) High School	21	15.44%
Private High School	115	84.56%
Total	136	100%

Source: Own Processing

Table 2. Accreditation of State High Schools in Deli Serdang Regency

Accreditation	Number of Schools	Percentage
A	17	80.95%
B	3	14.29%
C	1	4.76%
Not Yet Accredited	0	0.00%
Total	21	100%

Source: Own Processing

Table 3. Distribution of State Senior High Schools by District in Deli Serdang Regency

District	Number of State High Schools
Percut Sei Tuan	2
Tanjung Morawa	2
Lubuk Pakam	2
Namo Rambe	1
Beringin	1

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Kutalimbaru	1
Hampan Perak	1
Bangun Purba	1
Batang Kuis	1
Gunung Meriah	1
Deli Tua	1
Pancur Batu	1
Labuhan Deli	1
Galang	1
Pantai Labu	1
Sibolangit	1
Sunggal	1
STM Hilir	1
Total	21

Source: Own Processing

Several high schools in Deli Serdang Regency have achieved achievements at the provincial and national levels, demonstrating competitive educational quality. However, challenges such as the gap in facilities between public and private schools, as well as the need to improve the quality of teaching staff, still need attention to improve the quality of education in this area. This data provides a general overview of the condition of education at the high school level in Deli Serdang Regency. For more information, it is recommended to visit the official website of the Deli Serdang Regency Education Office or the local Central Statistics Agency.

Curriculum Management Evaluation

Curriculum management is one of the essential components in the implementation of quality education, which directly affects the quality of the learning process and student learning outcomes; therefore, evaluation of the implementation of curriculum management is a strategic step to ensure that educational goals can be achieved effectively. Curriculum management evaluation involves three main dimensions, namely planning, implementation, and supervision; all three are interrelated and determine the success of curriculum implementation in creating a learning environment that supports student needs and is relevant to the challenges of the times. Curriculum management is a key element in the education process, because it directly affects the quality of learning and educational outcomes produced (Ibad, 2024). Evaluation of curriculum management aims to assess the effectiveness of curriculum planning, implementation, and supervision in meeting national education standards and its relevance to local needs (Ogunode et al., 2024). In this discussion, three main aspects will be examined, namely curriculum planning, implementation, and supervision.

First, curriculum planning is the initial stage that determines the direction and objectives of education. Ideally, curriculum planning should refer to the National Education Standards (SNP) while also paying attention to local potential and the needs of students. In practice, curriculum planning often faces challenges in the form of a lack of accurate data on local needs, limited human resources, and minimal involvement of stakeholders in the curriculum development process. Therefore, it is important to increase collaboration between the government, schools, and the community in designing a curriculum that is contextual and relevant to regional needs.

In the aspect of curriculum planning, the main attention must be given to efforts to develop a curriculum that is not only in accordance with national education standards, but also able to accommodate local needs and regional potential that are unique characteristics of each region. Effective planning requires a participatory approach, in which various stakeholders, including teachers, principals, education supervisors, and the community, are actively involved in the development process. With this cross-sector participation, the resulting curriculum is expected to be able to bridge national needs and local needs, so that the relevance and flexibility of the curriculum can be maintained. However, challenges are often found in this aspect, such as the lack of active involvement of stakeholders or limited information resources that support the optimal planning process (Tompkins et al., 2008).

Second, curriculum implementation involves the implementation of programs that have been designed, including teaching and learning activities, the use of learning methods, and the use of media and learning facilities. One of the main challenges in curriculum implementation is the availability of resources, such as competent teaching staff and supporting facilities. Teachers are often faced with a high administrative burden, reducing their focus on learning innovation. In addition, the disparity in quality between schools in urban and rural areas is an obstacle to

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the implementation of an even curriculum. Thus, curriculum implementation requires support in the form of professional training for teachers, provision of adequate learning facilities, and technical assistance to ensure that implementation goes according to plan.

Moving on to the dimension of curriculum implementation, the challenges that arise are often related to internal school factors, including the availability of competent teaching staff, teachers' understanding of the content and objectives of the curriculum, and the availability of adequate educational facilities and infrastructure. In this context, curriculum implementation is often less than optimal due to disparities in the quality of teaching staff; some teachers may be less skilled in implementing innovative learning methods or less understanding of how to integrate character aspects into teaching. In addition, the lack of supporting facilities, such as laboratories, libraries, and information technology, further exacerbates the gap in curriculum implementation, especially in areas with limited access to educational resources (Frehywot et al., 2013).

Therefore, curriculum implementation requires reinforcement in the form of ongoing training for teachers, improvements to school infrastructure, and the application of technology as a learning aid. The last dimension, namely curriculum supervision, plays an important role in ensuring that curriculum implementation in the field is in accordance with the plan that has been prepared; this process involves periodic monitoring and evaluation activities carried out by school supervisors and the school management itself. Curriculum supervision is a process to ensure that planning and implementation are in line (Warman & Utari, 2023). Effective supervision can identify problems early and provide appropriate solutions. In the context of curriculum management evaluation, supervision is often administrative in nature and pays little attention to substantial aspects, such as the quality of learning and student learning outcomes. Therefore, a more integrative approach is needed in curriculum supervision, which includes analysis of student learning outcomes, teacher feedback, and parental involvement. In addition, supervision must be carried out periodically by involving external parties to provide a more objective perspective.

However, in practice, supervision often faces various obstacles, such as lack of coordination between stakeholders, limited number of competent supervisors, and the absence of a systematic mechanism to follow up on evaluation results. As a result, there is a gap between what is planned and what is implemented; this has a direct impact on the quality of the teaching and learning process in schools. To overcome this challenge, it is necessary to strengthen the capacity of supervisors through professional training, as well as the development of a technology-based evaluation system that can facilitate the process of collecting, analyzing, and reporting data related to curriculum implementation.

Thus, it can be concluded that curriculum management evaluation must be carried out holistically, covering planning, implementation, and supervision, with an integrated approach and oriented towards improving quality. Synergy between schools, teachers, government, and the community is the key to creating effective curriculum management; This cross-sector collaboration is needed to ensure that the curriculum implemented is not only locally relevant, but also able to produce graduates who are competitive at the global level. Data-based improvement strategies, innovation, and collaboration must continue to be developed to support the sustainability of quality education that is relevant to the needs of modern society.

A good curriculum must be able to answer local needs, such as the economic, cultural, and social potential of the community (Starratt, 2002). Evaluations show that the national curriculum is often less flexible in accommodating these needs. For this reason, curriculum adaptation is needed that allows the integration of local elements, such as lessons based on local wisdom, skill development that is in accordance with the needs of the world of work in the region, and strengthening student character that is relevant to the local culture. Evaluation of curriculum management provides important insights into the strengths and weaknesses in the education process. With improvements in the aspects of planning, implementation, and supervision, the curriculum can function more effectively in improving the quality of education. In addition, the relevance of the curriculum to local needs must be a priority to ensure that education is able to produce graduates who are competitive and contribute to regional development. Through a collaborative and innovative approach, curriculum management can be the key to creating quality and relevant education.

Curriculum: A Factor in the Quality of Education in State Senior High Schools

The quality of education in State Senior High Schools (SMA) is an important indicator in determining the success of the national education system. Education at this level aims to prepare students to have academic competence, life skills, and character that are in accordance with the needs of the globalization era. However, the quality of education is often influenced by various internal and external factors that affect the teaching and learning

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process. Therefore, an analysis of the factors that contribute to the quality of education in State Senior High Schools is a strategic step to improve the quality of education as a whole.

The curriculum is the main foundation in determining the direction and goals of education in State Senior High Schools. A good curriculum must refer to the National Education Standards (SNP) and be adjusted to the needs of students and the challenges of the times. The implementation of a competency-based curriculum, such as the *Merdeka Curriculum*, has provided space for schools to be more flexible in developing learning programs (Zidan & Qamariah, 2023). However, challenges often arise in efforts to align the curriculum with local needs and student abilities. Therefore, the preparation and implementation of the curriculum requires careful planning, teacher training support, and strict supervision.

The quality of education in public high schools is determined by various factors, including curriculum, teacher competence, facilities, school management, and participation of parents and the community (Waithanji Ngware et al., 2006). To improve the quality of education, synergistic efforts are needed from various stakeholders, such as the government, schools, teachers, and the community. With the right strategies, such as equalizing facilities, improving teacher competence, and utilizing technology, public high schools can become educational institutions that are able to produce a young generation that is qualified, competitive, and relevant to future needs.

Table4. Results of Deli Serdang Regency Education Report 2024

Educational level	2024 Achievement Results	Comparison with 2023
Public Elementary School	Medium	Down
Ministry of Religion Elementary School	Medium	Down
Elementary School Equivalency	Not enough	Down
Public Junior High School	Medium	Up
Ministry of Religion Middle School	Medium	Down
Junior High School Equivalency	Medium	Up
Public High School	Medium	Up
Ministry of Religion High School	Medium	Up
High School Equivalency	Medium	Up
Public Vocational High School	Medium	Up
Special Elementary School	Medium	Down
Special Junior High School	Medium	Down
Special High School	Medium	No Comparison

Source: (Kementerian Pendidikan Kebudayaan Riset Teknologi Republik Indonesia, 2024)

Description:

Good Category: The classroom atmosphere is conducive, psychological support and the formation of understanding from teachers are optimal.

Medium Category: The classroom atmosphere is starting to be conducive, psychological support and the formation of understanding from teachers are increasing.

Poor Category: The classroom atmosphere is less conducive, there is not much psychological support and there is a lack of formation of understanding from teachers.

According to the Education Report in Indonesia Learning Quality Interactive learning can provide a better learning experience to encourage students to develop the necessary character and competencies.

Table5. Results of Deli Serdang Regency Education Report 2024

Indicator	Public High School
Student Literacy Skills	Orange

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Student Numeracy Skills	Orange
Student Characters	Orange
Learning Quality	Orange
School Safety Climate	Green
School Diversity Climate	Green
School Inclusiveness Climate	Green

Source: (Kementerian Pendidikan Kebudayaan Riset Teknologi Republik Indonesia, 2024)

Color Description:

Green: Good

Orange: Moderate

Red: Poor

Gray: Not relevant

The indicators of students' literacy and numeracy skills are in the Orange (Moderate) category. This shows that the ability to read and understand texts, as well as the ability to calculate and think logically at the high school level in Deli Serdang Regency still needs improvement. This challenge may be caused by the lack of quality learning or minimal access to quality educational resources. Meanwhile, the student character indicator is also in the Orange (Moderate) category. This indicates that character development such as honesty, discipline, responsibility, and empathy among students is still not optimal. This may be related to the teaching approach that is not fully integrated in forming character values. Regarding the quality of learning, it is also in the Orange (Moderate) category. This indicator reflects that teaching methods, the use of technology in learning, and teacher involvement in the education process have not reached a satisfactory level. There may be obstacles in teacher training or a lack of innovation in teaching methods. In terms of School Climate, it can be explained as follows:

1. School Safety

This indicator is in the Green (Good) category. This shows that the school environment is generally safe for students, both physically and psychologically.

1. School Diversity

The school diversity indicator is also in the Green (Good) category. This reflects that the diversity of ethnicities, religions, and cultures in schools in Deli Serdang is well accepted without any significant conflict.

2. School Inclusivity

The school inclusivity indicator is in the Green (Good) category, indicating that schools have provided fair opportunities for all students, including those with special needs or from vulnerable groups.

Therefore, the main focus should be on improving literacy, numeracy, student character, and learning quality. Teacher capacity building programs, curriculum updates based on local needs, and the use of educational technology can be strategic steps. Then, aspects of the school climate that are already good, such as security, diversity, and inclusivity, must be maintained and further developed. This can be an important capital in creating a conducive educational environment. And finally, collaboration between local governments, schools, parents, and the community is needed to improve overall educational outcomes. A community-based approach can accelerate improvements in the quality of education.

4. CONCLUSION

Effective curriculum management is key to improving the quality of education in public senior high schools. With careful planning, targeted implementation, and continuous evaluation, schools can achieve better educational goals. Despite various challenges, efforts to improve the quality of education can be carried out through innovation, collaboration, and strengthening the capacity of teachers and school administrators. The effectiveness of curriculum management greatly determines the success of education in producing competent and competitive graduates. This process involves various stakeholders, including principals, teachers, students, and parents, all of whom contribute to achieving educational goals. Thus, curriculum management becomes the foundation for developing holistic educational quality. This study provides a comprehensive overview of curriculum management in an effort to improve the quality of education in public senior high schools in Deli Serdang Regency. Based on the results of the study, several main conclusions can be outlined as follows:

1. Curriculum Planning

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Curriculum planning in public senior high schools in Deli Serdang Regency has been prepared in accordance with the National Education Standards (SNP). However, although the planning has referred to the established standards, the main challenge lies in efforts to adapt the curriculum to the local needs of the community. This shows that curriculum planning still requires more attention to integrate aspects of local wisdom, regional potential, and the specific needs of students in the region.

2. Curriculum Implementation

The implementation of the curriculum in the schools studied showed quite good results. These schools have made efforts to run learning programs in accordance with existing planning. However, there are significant obstacles, especially in terms of resource availability. The lack of competent teaching staff and limited supporting facilities are the main obstacles to optimal curriculum implementation. These obstacles indicate the need to increase teacher capacity through ongoing professional training and the provision of adequate infrastructure.

3. Curriculum Supervision

Curriculum supervision has been carried out periodically as part of efforts to ensure implementation in accordance with the plan. However, this supervision still needs to be strengthened to increase consistency between curriculum planning and implementation. The lack of synergy between stakeholders in the supervision process is a challenge that needs to be addressed immediately.

4. The Importance of Curriculum Management

The results of the study emphasize that curriculum management plays a very important role in improving the quality of education. Effective management requires better coordination between schools, teachers, government, and the community. In addition, empowering teachers as the main implementers of the curriculum and optimizing supporting facilities must be a priority to achieve quality education.

5. Recommendations for Improvement Strategy

This study recommends a collaborative-based curriculum management improvement strategy. This strategy involves closer cooperation between schools and other stakeholders, such as local governments, communities, and other educational institutions. This approach aims to create a curriculum that is not only in accordance with national standards but also relevant to local needs. Thus, education in Deli Serdang Regency is expected to be able to produce graduates who are more competent and ready to face future challenges. In conclusion, although curriculum management in SMA Negeri Deli Serdang Regency has been running quite well, there is still room for improvement, especially in terms of adjusting to local needs, strengthening supervision, empowering teachers, and providing supporting facilities. By implementing a collaborative-based strategy, the quality of education in this region can be significantly improved.

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