

Curriculum Management in Education Era 4.0 at International Islamic Elementary School Al-Abidin Surakarta (SDII Al-Abidin)

Affif Firdaus Subarkah^{1*}, St. Y. Slamet², Mintasih Indriayu³

¹²³ Universitas Sebelas Maret Surakarta

[1*Affiffirdausuns@gmail.com](mailto:Affiffirdausuns@gmail.com), [2Slametsy@yahoo.co.id](mailto:Slametsy@yahoo.co.id), [3Mintasihindriayu@yahoo.com](mailto:Mintasihindriayu@yahoo.com)

Abstract: Curriculum management is one aspect that influences the success of learning in national education. Education is currently entering the era of education 4.0 characterized by the use of digital technology in the learning process or known as cyber systems and the use of international languages. The education era 4.0 needs to be followed by curriculum management in educational institutions starting at the elementary school level. The curriculum management scope includes planning, implementing and evaluating the curriculum. The purpose of this study was to describe management in planning, implementing and evaluating curriculum in the era of education 4.0 at SDII Al-Abidin Surakarta. This research is qualitative research with a case study in SDII Al-Abidin Surakarta. The research subject is the head of curriculum SDII Al-Abidin. The technique of collecting data is in-depth interviews. The results showed that SDII Al-Abidin implemented three curricula which include: official curriculum (curriculum 2013), JSIT curriculum and Cambridge curriculum. The 2013 curriculum aims to produce graduates who are following the graduation standards of the government, JSIT curriculum to equip morals, religion, and the Cambridge curriculum equips students with English which is an international language to be ready in the 4.0 industrial revolution. The three curricula are synergetic and inseparable from one another.

Keywords: *curriculum management, education 4.0, international primary school*

INTRODUCTION

Education is an ongoing process with the main goal of bringing desired change with a relatively permanent basis in student behavior, in the form of acquiring knowledge, skills and attitude development (Kurangi, 2017: 1385). This is in line with the function of national education, namely to develop and shape dignified national character and civilization to educate the life of the nation. Education functions to develop all the potential of students "to become human who has faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (RI Law number 20 of 2003 concerning the System National Education). Based on the functions and objectives of national education, curriculum development must be rooted in national culture, the life of the nation today, and the life of the nation in the future.

Industrial Revolution 4.0 (IR4.0) has broadly impacted various aspects of human life. It is undeniable that this revolution significantly influences human activities, influencing every aspect of their lives. Besides, universities and academics must consider their knowledge and ability to renew and advance themselves to present and future generations (gen-Z) (Ellahi, Khan & Shah, 2019: 700). This is in line with Suherdi's opinion that today's learning needs to involve ICT encourage self-regulated learning, and strong and positive characters. In other words, a synergistic and multi-sided educational model is needed (2019: 68). New education has entered the era of education 4.0 which is characterized by the use of digital technology and international language in the learning process. To face the era of education 4.0, a curriculum that is rooted in the nation, present and future life is needed. According to Kurangi (2017: 1393), the curriculum

is a plan of experiences and educational activities given to students by an institution. It states general and specific goals, shows selection and organization of content, mentions/suggests specific learning and teaching patterns and learning evaluation programs. This is in line with Law Number 20 of 2003 concerning the National Education System which states that the curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used to guide the implementation of learning activities to achieve certain educational goals.

SDII Al-Abidin is a school with curriculum development that is rooted in culture, present life, and future life. SDII Al-Abidin has a school program that prepares students in the education era 4.0. SDII Al-Abidin equips students with English, which refers to Cambridge International Examination (CIE) because the language is an international language. Al-Abidin SDII also equips students with the use of technology in their learning so that students will not stutter technology.

Efforts to achieve educational goals that are following the era of education 4.0 require optimal curriculum management. Curriculum management is the process of utilizing curriculum resources which includes planning, organizing, implementing and monitoring to achieve learning and education goals (Syafaruddin & Amiruddin, 2017: 40). Meanwhile, Surya (2011: 58) says curriculum management is the application of types of activities and management functions (planning, implementation, and assessment) in the curriculum. There are three main processes in curriculum management, curriculum planning, curriculum implementation, and assessment of curriculum implementation or curriculum evaluation.

According to Ibid there are several functions of curriculum management, including 1) increasing the efficiency of the use of curriculum resources; 2) improve fairness and agreement to students to achieve maximum results; 3) improve the relevance and effectiveness of learning in accordance with the needs of students and the environment around students; 4) improve the effectiveness of teacher performance and the activities of students; 5) improve the effectiveness and efficiency of the teaching and learning process; 6) increasing community participation to help develop (Syafaruddin & Amiruddin, 2017: 43).

Based on the explanation above, the purpose of this study was to describe management in planning, implementing and evaluating curriculum in the era of education 4.0 at SDII Al-Abidin Surakarta.

METHOD

This is qualitative research. Gunawan (2014: 80-85) and Moleong (2012: 6) states that qualitative research emphasizes thinking analysis based on observed phenomena using scientific methods with descriptions through words. The purpose of this study was to describe management in planning, implementing and evaluating curriculum in the era of education 4.0 at the SDII Al-Abidin Surakarta. The object of this research is the SDII Al-Abidin, Surakarta, Central Java, Indonesia which is considered to be the favorite international Islamic elementary school in Surakarta.

The school was chosen as the object of research using a purposive sampling technique. According to Sugiyono (2013: 124), purposive sampling is the determination of samples using certain considerations from the research objectives. Therefore, researchers chose SDII Al-Abidin Surakarta by reason; (1) this school is an international elementary school that applies the international curriculum, (2) this school is a champion school that applies modern Islamic learning methods specifically designed for students who are prepared not only to be spectators

in modern future life, (3) schools without homework are the embodiment of child-friendly schools so that students' social relations outside of school can be fulfilled.

In collecting data, the main instrument in this research is the researcher. This study uses several data collection techniques to support research results, namely; (1) study of documents, (2) structured interviews by preparing question instruments and unstructured interviews that are more flexible and open to naturally gathering information. Interviews were conducted at the SDII Al-Abidin Surakarta curriculum team.

The data obtained is then validated, which is a requirement to validate the accuracy of the results of the research, through procedures; (1) credibility, (2) transferability, (3) conformity with confirming with other people who are experts in their fields to check the validity of data by checking and comparing data with something else. Furthermore, technical data analysis uses the flow analysis model by doing; (1) data reduction, (2) data presentation, (3) conclusion drawing.

RESULTS AND DISCUSSION

SDII Al-Abidin Surakarta is a favorite school with various advantages offered. This school also has special characteristics that distinguish it from other schools. There are two distinctive features of the SDII Al-Abidin namely "Schools without homework" and "Schools of champions". The first is a school without homework. Schools without homework are designed as an embodiment of child-friendly schools. This was obtained from the results of interviews with the head of the SDII Al-Abidin curriculum section. Based on the results of the interview, it was found that the school prioritized child-friendly schools. This is done because the Full-day school system requires students to study from 7:15 a.m. to 5:30 p.m. The following is the quotation from the interview:

"SDII Al-Abidin has a special characteristic, they are some jargon and enthusiasm for our school, for example, a school without homework. This school which the priority of a decent school for children, they should be standby from 7.15 until 15.30 because full-day school and we hope no more homework for our students. This is a school without homework and the concept of this school is like that."

The second is the championship school. The concept is giving appreciation to student achievement both in terms of cognition and abilities and interests of interest. Giving appreciation do not only in terms of cognition or knowledge, but also attitudes, or interests and talents of students. The following is the quotation from the interview:

"Then the second is the championship school, our advantage is that we give appreciation to every child who has the abilities, interests, and talents of each and we give appreciation, for example having entrepreneurial intelligence we give the best of entrepreneurs, then have intelligence in cognitions ranging from mathematic, science, religion and so on, some even have championed such as worship, now this is the child who we later appreciate to get championship achievements, namely children with the winner of the prayer session, for example, Dhuha prayer, tilawah, etc, all of us arrive at business too we can give the best of effort, we give it too, we just want to appreciate that we go to the championship school, and this is inseparable from the just importance of being labeled, but we give appreciation to be able to be posted through certificates to children, so as a reminder from parents and the child itself that I am a child who has the best, for example, Dhuha prayer, he will strengthen himself and continue that I am the champion of the Dhuha prayer continuously."

Based on the results of interviews with the curriculum section of SDII Al-Abidin Surakarta, data were obtained that the elementary school applied three curricula. The three curricula include the official curriculum (curriculum 2013), the Integrated Islamic School Network (JSIT) curriculum and the Cambridge curriculum. The following is the quotation from the interview:

"So we have three curricula in our curricula. First, the government curriculum, the second is the JSIT curriculum (a feature of Islamic schools), which we cannot be separated from Islamic schools. The last is the Cambridge curriculum, maybe our school looks like simple physically, but from the core or content side, we are an international school. Why am I saying that? Because we are not an illegal school, we are a legal school which officially organizes international school participant in Cambridge"

Curriculum management is an important matter for the implementation of effective and efficient learning. Based on the functions and objectives of national education, curriculum development must be rooted in national culture, the life of the nation today, and the life of the nation in the future. SDII Al-Abidin develops curricula that are used for the achievement of national education functions and objectives. From the results of interviews with the head of the curriculum section, data was obtained that curriculum development is by using 3 curricula. With the implementation of three curricula in SDII Al-Abidin Surakarta, it is necessary to hold curriculum management that functions to manage the curriculum's journey. Curriculum management includes planning, implementing and evaluating curriculum. The following is presented data on curriculum management in SDII Al-Abidin Surakarta.

Table 1. Curriculum Management at SDII Al-Abidin Surakarta.

Curriculum	Planning	Implementation	Evaluation
Official/2013	<ol style="list-style-type: none"> 1. Invite the instructor 2013 curriculum 2. Hold a workshop 	<ol style="list-style-type: none"> 1. Implement all the menu in the curriculum referring to content standards, process standards and competency standards of graduates. 2. Supervision by the management team, supervisor of the foundation and cluster supervisor. 	Monitoring of official supervisors for reporting midterm results, end of semester assessments and year-end assessments.
Jaringan Islam Terpadu (JSIT)	<ol style="list-style-type: none"> 1. Regional Coordination for Islamic School quality assurance. 2. Coordination of Surakarta school principals in Surakarta, then Solo Raya. 3. Workshop implementation k13 on JSIT 	Promote morality then worship	Monitoring from JSIT center in Jakarta about JSIT quality.
Cambridge	<ol style="list-style-type: none"> 1. Bring counselors from Cambridge Indonesia 2. Framework preparation 	<ol style="list-style-type: none"> 1. Making a lesson plan. 2. Official action from the foundation called AL-Abidin Language Center (ALC). 	Qualitative assessment directly from Cambridge.

The Curriculum Management Process (CMP) relates to effective teaching and learning. The process consists of managing what students expect to learn, evaluating whether it is learned or not, and looking for ways to improve student learning (Anonym, 2015: 2). Curriculum management at SDII Al-Abidin Surakarta is managing three curricula at once, although all three

have their own goals, but all three are inseparable parts. This was conveyed by a key informant from SDII Al-Abidin in the curriculum section. The following is an interview quote:

“...curricula include 3 curriculums which part does not separate. The curriculum development, students will be had national graduation standards, then there is a skill and provide a morality from JSIT curriculum. Our vision is to prepare generation millennial and also to be international, we provide the Cambridge curriculum. Surely all of them synergized and inseparable”.

The objectives of each curriculum are synergized into a single entity so that the potential aspects that exist within students can be developed. Concerning the education era 4.0, SDII Al-Abidin provided students with a Cambridge curriculum. The curriculum aims to make students capable of using English. English is an important language because it functions as an international language. In the research of Suherdi (2019: 73) concluded that ICTC had played its role in triggering and maintaining student motivation and providing alternative pathways for students to go through efforts to learn their English to maximize their achievements.

Curriculum Planning

Curriculum planning is a dynamic process and curriculum planners must be guided by curriculum determinants to make decisions about the scope, goals and objectives of the planned course and the content of education, training methods and evaluation (Kurangi et al, 2017: 1393). Meanwhile, according to Saajidah, curriculum planning is carried out through curriculum development meetings held before the new school year begins by involving the Principal along with the teacher board and school committee (2018: 90). This is like what was done in the JSIT curriculum because to plan and prepare the curriculum needed a coordination meeting between school principals throughout the city and then all Solo Raya. While to plan the 2013 curriculum, the school invites instructors k13 and provides workshops. As for the Cambridge curriculum, schools, bring counselors from Cambridge Indonesia.

Implementation of the curriculum

The implementation phase of the curriculum is learning. Curriculum management activities at this stage are learning management activities, such as through classroom management. The teacher has the full right to apply the curriculum into the teaching plan. Learning success depends on the ability of the teacher in the learning process. So, good teaching plans still need good teachers (Surya, 2011: 59). The implementation of the course is integrated into one, which is packed in a learning process.

First, the implementation of the 2013 curriculum is to implement all the menus in the curriculum referring to content standards, process standards and competency standards of graduates. Also, in the implementation, there was supervision by the management team, the supervisor of the foundation and the cluster supervisor. Completing the 2013 curriculum, the implementation of the JSIT curriculum is to equip students with morals and religion. So that students are not only smart enough in terms of cognition but also have a good attitude/morality with strong reference to religion. Meanwhile, the implementation of the Cambridge curriculum is by making lesson plans at each class level. In the implementation there is also an official Action from the foundation called the AL-Abidin Language Center (ALC) which oversees the implementation of learning that is in the Cambridge curriculum.

Curriculum Evaluation

Control is one of the management functions that seeks to make an assessment, makes corrections to all things that have been done by subordinates so that they can be directed to the right path in accordance with the objectives (Saajidah, 2018: 86). 2013 curriculum evaluation is carried out by monitoring by official supervisors to report midterm assessment results (PTS), end of semester assessments (PAS) and year-end assessments (PAT). While the JSIT curriculum is monitored from the JSIT center in Jakarta to guarantee the quality of education available at JSIT. Cambridge curriculum evaluation itself is a qualitative assessment directly from Cambridge.

CONCLUSION

Curriculum management is the process to manage the curriculum which includes planning, implementation, and evaluation. SDII Al-Abidin implements three curricula which includes: official curriculum (curriculum 2013), JSIT curriculum and Cambridge curriculum. The 2013 curriculum aims to produce graduates who are following the graduation standards of the government, JSIT curriculum to equip morals, morals, and religion, and the Cambridge curriculum equips students with English which is an international language to be ready in the 4.0 industrial revolution. The three curricula are synergetic and inseparable from one another.

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