

MANAGEMENT OF CURRICULUM AT SMA TARUNA BAKTIBANDUNG

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ABSTRACT

This study aims to provide an overview of curriculum management carried out at SMA Taruna Bakti Bandung. The research was conducted using a descriptive-qualitative method by collecting data obtained through observation, interviews, and documentation. The interview activity was carried out by determining key informants, namely the school principal and vice principal of the curriculum section. The research results obtained are; 1) SMA Taruna Bakti Bandung implements the latest revision of the 2013 curriculum in order to maximize the delivery of quality education; 2) Curriculum planning at SMA Taruna Bakti Bandung is carried out by involving all elements of education from the head of the foundation to the teachers and planning is carried out once a year through program improvements and enhancements; 3) Organization of the curriculum at SMA Taruna Bakti Bandung is carried out with an orientation towards fulfilling the interests and potential of students; 4) Implementation of the curriculum at SMA Taruna Bakti Bandung is carried out through in-class learning and outside-class learning (extracurricular) with the provision of education supported by special programs (bilingual programs and the "Tebesma" program), cooperation programs, and adequate infrastructure; and 5) The evaluation of the curriculum at SMA Taruna Bakti Bandung is based on two things, namely, assessment in class, which includes cognitive, affective, and psychomotor assessments, and supervision of the implementation of the curriculum as a whole, which is carried out cooperatively by the school principal and educational supervisor.

Keywords: curriculum management, high school.

INTRODUCTION

The curriculum is a plan for implementing education that has a strategic and important position in all aspects of educational activities. Therefore, with regard to the importance of the role of the curriculum in education and the development of meeting the needs of students, it will be closely related to curriculum management in it. The curriculum is not only formulation in achieving the goals and directions of education, but also accommodates experiences that students can understand during the learning process (Syam, 2017). In addition, curriculum management can bridge the gap between process, learning, assessment, and readiness for students (Boahin, 2018).

Curriculum management is one of the aspects that directly targets the implementation of education. Curriculum management is a process of planning, organizing, and controlling. Curriculum management plays a very important role in achieving the vision and mission of educational institutions, including high school (SMA) educational institutions. Because the main goal of implementing management in schools is to improve the quality of the quality of learning carried out in schools (Dandi, 2016). Curriculum management is oriented towards fulfilling good

quality learning which also includes a series of effective and efficient ways to implement and complete a job or in this case a program that is adaptive so that it fits the needs and circumstances that occur (Zisuh, 2021). In addition, with four management functions, namely as planning, organizing, implementing, and monitoring according to Olivia, curriculum management can also reduce various challenges that can hinder the process of implementing education in achieving goals. This is done by providing various predictions and anticipatory steps so that the implementation of education that is being implemented can adapt to the changes in the environment that are being faced, including regarding external challenges (Asri, 2017).

Improving the quality of education, of course, must be carried out by all educational units, including SMA Taruna Bakti Bandung. SMA Taruna Bakti Bandung is one of the leading private schools in the city of Bandung which has won an award as a school with a high national exam administration integrity index in 2015 in the city of Bandung and has had a good increase in enrollment at state universities from the academic year 2012 to 2016 academic year with a percentage increase of 3.6%. These two achievements are the result of efforts to provide education that has been carried out by SMA Taruna Bakti Bandung. In addition, amidst the high dynamics of curriculum policy changes issued by the Ministry of Education and Culture (Kemendikbud) for schools in Indonesia due to the Covid-19 pandemic, SMA Taruna Bakti Bandung is still trying to maximize the curriculum they are currently implementing, namely the Revised 2013 curriculum. Based on the results of interviews with the principal at SMA Taruna Bakti Bandung, they had no significant difficulties in organizing education at school, both before, during and after the Covid-19 pandemic.

Based on this explanation, the researcher is interested in being able to find out more about curriculum management carried out by SMA Taruna Bakti Bandung. Therefore, this research will focus on curriculum management at SMA Taruna Bakti Bandung, so that it can know the planning, organizing, implementing, and evaluating the curriculum at SMA Taruna Bakti Bandung. Thus, this research can be a reference and information regarding curriculum management activities in education units in Indonesia.

METHOD

Types of Research

The type of research used in this research is qualitative research. The research was conducted with descriptive analysis, through a case study design. Descriptive qualitative research is research that aims to provide a descriptive description of a matter. This study aims to describe curriculum management at SMA Taruna Bakti Bandung. The case study method is intended in order to be able to present an overview of certain events or events carried out in actual conditions but still use theory and references as reference material for developing analysis (Alwasilah, 2003).

Time and Research Subjects

This research was conducted at SMA Taruna Bakti Bandung which was conducted in November 2022 with the subjects in this study being two key informants consisting of the Principal and Deputy Principal of the Curriculum Section of SMA Taruna Bakti Bandung.

Data Collection Technique

Data collection techniques in this study were carried out through three main activities, namely through observation, interviews, and documentation. The type of interview used was a semi-structured interview. According to Moleong (2000), semi-structured interviews are a type of interview activity that adheres to and refers to a detailed list of questions that have been planned and compiled by researchers, but researchers can also develop questions while in the field

according to the needs and development of research information.

Research Stages

The research was carried out in stages consisting of pre-fieldwork, field work, data analysis, and drawing conclusions. The stages are: 1) The pre-field stage or preparatory stage, namely the stage that includes activities for making interview guidelines and activities for contacting the school. 2) Stages of field work or implementation stages, in which this stage is the most important stage because three data collection activities were carried out, namely observation, interviews, and documentation. Observation activities have the goal of being able to find out about geographical location and environmental conditions, vision and mission, and school strategies as well as the condition of human resources and supporting factors in SMA Taruna Bakti Bandung. Interviews were conducted with two key informants, namely the Principal and Deputy Principal of the Curriculum Section of SMA Taruna Bakti Bandung. The interview activity was intended to dig deeper into curriculum management carried out at SMA Taruna Bakti Bandung in the implementation of its education. Documentation activities are carried out to collect documentation regarding real conditions in the field and as supporting evidence from the data analysis to be used. 3) The final stage, which at this stage includes two main activities, namely the stage of analyzing the information that has been obtained by referring to the theory and previous research which then produces general conclusions.

RESULTS

The research results obtained regarding curriculum management at SMA Taruna Bakti Bandung include several things, including: 1) Information about the profile of SMA Taruna Bakti Bandung. 2) Curriculum Planning at SMA Taruna Bakti Bandung. 3) Organizing the curriculum at SMA Taruna Bakti Bandung. 4) Implementation of Curriculum at SMA Taruna Bakti Bandung. 4) Curriculum Evaluation at SMA Taruna Bakti Bandung. The following are the results of the research obtained.

1. Profil SMA Taruna Bakti Bandung.

SMA Taruna Bakti Bandung is a formal educational institution under the auspices of the West Java Provincial Education Office and the Taruna Bakti Foundation. Taruna Bakti High School as shown in the school organizational chart in Figure 1. Taruna Bakti Bandung High School is a school that carries the theme of education regarding assimilation. This high school was founded in 1960. Which was then inaugurated on August 1, 1960. When it was inaugurated as an upper middle school, this high school was known as "SMA Taruna Purwa". The first school principal to lead was Mr. Karyat Antadinata, who was then continued by Mr. Oezar. SMA Taruna Bakti Bandung is located on Jalan RE. Martadinata No. 52, Bandung City, West Java Province.

Based on observations made by researchers, it can be seen that SMA Taruna Bakti is strategically located and easy to reach because it is in an urban environment. Even so, Taruna Bakti High School is located in an urban area and on the side of the road, but the school environment is very comfortable for teaching and learning activities (KBM). This is because the classroom layout is clean and conducive which is on the third floor of the cadets building and access to the teacher's room and school equipment is easy to find. Since its establishment, SMA Taruna Bakti has remained consistent with its vision and mission regarding assimilation, namely educating and fostering students in particular and society in general, regarding harmony in social life in diversity, both in terms of religion, socio-economic and ethnicity. The six character pillars developed in learning at Taruna Bakti High School are; religious, honest, intelligent, disciplined, hard working, and caring for others. These characteristics and values can be seen through the

school's vision and mission. The vision of SMA Taruna Bakti is "Towards an assimilation school that has noble character, is polite, excels in achievement, is skilled, and is independent".

2. Curriculum Management at SMA Taruna Bakti Bandung.

SMA Taruna Bakti Bandung is still using the latest revision of the 2013 curriculum, which includes planning, organizing, implementing, and evaluating which can be seen in table 1.

Tabel 1. Hasil Wawancara Manajemen Kurikulum di SMA Taruna Bakti Bandung

No	Aspect	Description
1	Curriculum Planning	Curriculum planning is carried out every year, at the beginning of the new school year to be precise. Curriculum planning at SMA Taruna Bakti Bandung involves various parties, namely the chairman of the Taruna Bakti Bandung Foundation, the Principal, the Deputy Head of School (Curriculum, Infrastructure, Student Affairs, and Academic Affairs), Teachers, Counseling Guidance, and education staff. Curriculum planning at SMA Taruna Bakti Bandung is based on two things, namely improving successful work programs and improving work programs which has not been maximized, while remaining oriented to the learning needs of students.
2	Curriculum Organization	Organizing the curriculum at SMA Taruna Bakti Bandung is carried out systematically by three parties. First, namely the management which consists of the principal and vice principal of the curriculum section. Second, namely the class teacher. Third, namely the counseling guidance. The organization of the curriculum at SMA Taruna Bakti Bandung is oriented towards fulfilling the potential needs and interests of students, which are translated into educational activities.
3	Curriculum Implementation	Implementation of the curriculum at SMA Taruna Bakti Bandung is integrated into intra-curricular, extra-curricular and co-curricular learning programs. Implementation in intracurricular learning is carried out with the concept of mastery learning (complete learning).

		<p>Implementation of extracurricular activities is carried out according to students' interests, including art programs and sports programs.</p> <p>Implementation of co-curricular activities is carried out to support the fulfillment of students' cognitive competence, namely the bilingual (second language) class program and the TEBESMA study program for preparation for entering higher education.</p>
4	Curriculum Evaluation	<p>Evaluation of the curriculum at SMA Taruna Bakti Bandung is carried out by assessing student learning in class and an overall review of the increase in teacher competency and the availability of facilities and infrastructure.</p> <p>Assessment of student learning in class is carried out by assessing three aspects namely affective, cognitive, and psychomotor.</p> <p>A review of the implementation of the curriculum as a whole is carried out cooperatively from school principals and education supervisors, which is outlined through in-house training programs and supervision activities.</p>

DISCUSSION

Curriculum Management

Curriculum management is an arrangement that is used to achieve the goals of learning activities for the present and the future (Nasbi, 2017). According to Kauffman, curriculum management is the planning of an ordinance that serves as a guideline for ensuring the success of an educational goal or educational goal by considering and determining resources that can be effective and efficient in its implementation. Curriculum management is closely related to planning to evaluation. Planning is the initial stage which becomes the initial implementation and division of tasks from management as a framework for further updating and integration functions.

Maximizing curriculum management in education is an effort that can be made to achieve maximum educational results as well. In implementing curriculum management, it is necessary to pay attention to aspects of the education system, educational dimensions, educational components, elements of education, and criteria for the level of education concerned. Thus, curriculum management will become a guide in organizing education. The success of this organization will depend heavily on the availability of human and support resources. Based on the results of interviews conducted, it is known that curriculum management at SMA Taruna Bakti Bandung, which is organized as a whole from the Bandung Bakti Foundation, school principals to teachers is aimed at preparing good and cooperative education. This is because professional behavior in the administration of education will refer to a set of rules, a set of division of tasks, and the mechanisms that apply (Setiawan, 2022). Regarding

curriculum management, it can refer to the function of curriculum management itself. In general, the function of management or management activities includes four aspects, including the planning or planning function, the organizing or organizing function, the implementing or implementing function, and the evaluating or monitoring function which includes assessment (Hamalik, 2010).

Curriculum Planning at SMA Taruna Bakti Bandung

Curriculum planning is the first step in curriculum construction, as a design and guideline that will be used by teachers and students to carry out the learning process. Planning activities in general are activities for selecting a series of alternatives, both activities and programs in establishing procedures for achieving goals, as well as for evaluating the resources that might be available to achieve these goals. In addition, curriculum planning has the meaning of setting all components that are directly related to the curriculum and everything that must be done and how to do it. Curriculum design and design is very basic and has significant implications for educators' academic mastery in designing and implementing curriculum (Hrynal, 2019).

Based on the results of interviews conducted with the school principal and deputy principal for the curriculum section at Taruna Bakti High School, information was obtained that the curriculum planning carried out at Taruna Bakti High School involved all elements of education in the school, namely the head of the Taruna Bakti foundation, the Foundation committee, the school principal, all school education staff, and teachers as educators. Parents' representatives in planning are integrated through the cadets' foundation committee. Curriculum planning at Taruna Bakti High School is carried out once a year starting with in-house training (IHT) after the end of the semester to the preparation of curriculum documents at the beginning of the semester. Curriculum planning at SMA Taruna Bakti is based on two things; namely improving programs that are felt to be less than optimal and improving programs that are in accordance with educational goals and the school's vision and mission. However, curriculum planning at SMA Taruna Bakti Bandung is still being carried out for the short term or planning for each school year, due to the relatively short change in management. Nevertheless, planning like this also has the advantage that schools as education providers can adapt to the dynamics of rapid change, so that learning can continue, such as implementing blended learning (Zisuh, 2021).

Organizing the curriculum at SMA Taruna Bakti Bandung

Organization in schools can be understood as the whole process of determining human resources through the selection of individuals (both teachers and other school staff) and allocating facilities and infrastructure as supporting resources to support these individual tasks in order to achieve school goals. Organizational activities include determining the tasks, responsibilities and authorities of individuals as well as establishing work mechanisms as guarantees for achieving school goals. According to Meysin, there are six kinds of organizing, namely: 1.) Separate subjects (isolated subject); 2.) Correlated subjects; 3.) Field of study (broad field); 4.) Child-centered programs; 5.) The core problem (core program), and 6) Electic Program.

Organizing at Taurun Bakti High School is carried out through the separation of majors, namely the Natural Sciences (IPA) and Social Sciences (IPS) majors with learning that is carried out in an innovative and adaptive manner, with an emphasis on increasing the competence and ability of students to be ready to continue their education to the next level. universities, both nationally and internationally. Innovation in managing learning for students is important for creating a fun learning environment to facilitate the delivery of information or material (Christopher, 2017).

This is also in accordance with the concept of a modern curriculum which is centered on organizing problems or topics where students can learn directly on their own (Arifin, 2011). The continuity of this organization is carried out by involving all educational elements listed in the school's organizational structure, but the specific specifications of organizing at SMA Taruna Bakti consist of; Managerial (principals, vice principals for curriculum, vice principals for student affairs, vice principals for facilities and infrastructure, and vice principals for academics). Then the homeroom teacher and counseling guidance. The flow of organizing at SMA Taruna Bakti is carried out in stages and systematically.

Curriculum management at Taruna Bakti High School is going well because each party understands their respective duties and responsibilities, and coordination is always carried out from each field, so that the development of curriculum organization goes with supervision. This shows that the success of curriculum management is influenced by the existence of good cooperation and coordination from the principal and vice principal as managerial members with education staff and class teachers. Empowerment of learning organizations that are structured is also intended to support the learning process that offers clearer and more directed transformational goals (Macfarlane, 1994).

Implementation of the curriculum at SMA Taruna Bakti Bandung

Curriculum implementation or curriculum implementation has the goal of transferring curriculum planning to more concrete operational actions. Thus, the implementation stage of curriculum management is the implementation of learning and a series of learning experiences for students which can be translated through activities in the classroom as well as outside the classroom, which are essentially used as the actualization of the implementation of the management plan that has been formulated by taking into account the functions of the educational organization so that it can achieve the goals set by the curriculum. According to Hamalik (2010: 185-186) reveals, "implementation of the curriculum in the education system is grouped into two levels, namely the implementation of the curriculum at the school level and implementation at the class level".

This is in accordance with research findings that curriculum implementation at SMA Taruna Bandung is carried out through tiered implementation, further actualized through in-class learning programs and extracurricular learning given to classes X, XI, and XII. Learning is carried out for 9 hours starting at 6.15 WIB until 15.15 WIB. The learning that students get is carried out by utilizing technology, because the facilities at SMA Taruna Bakti are very good. Each class of 25 classes is provided with computer facilities and other tools to support learning, such as projectors. The use of technology in teaching and learning activities apart from providing convenience and supporting students' understanding, can also prepare students to have technological skills that are useful for the needs of the industrial revolution 4.0 and in accordance with 21st century learning which has high educational standards (Effendi, 2019). Implementation of the curriculum at SMA Taruna Bakti Bandung is also supported through special programs, namely the bilingual class program and the TEBESMA learning program. The TEBESMA program is a program aimed at preparing students to achieve the fulfillment of cognitive competencies that have been prepared according to the curriculum design at SMA Taruna Bakti Bandung.

Meanwhile, extracurricular learning activities at SMA Taruna Bakti have two programs, namely academic programs and non-academic programs. Academic programs include scouts and the Olympics. Then the non-academic or talent programs consist of choir, photography, culinary,

capoeira, basketball, baseball, hockey, table tennis, badminton, soccer, and futsal programs. All activities that are integrated with each other in the implementation of education at SMA Taruna Bakti Bandung aim to realize competency fulfillment for students. The orientation of learning in preparing students' competencies in the future is a positive thing that can produce competent and quality graduates so that they meet the demands of the times (Chan, 2012). In general, it is known that the implementation of education at SMA Taruna Bakti Bandung is carried out in a student-oriented manner and is implemented in collaboration, which is in line with Purwadhi's (201) expression, namely the concept of curriculum management, 21st century learning, and steps to adapt to the needs of the times that can be by education in Indonesia. Among these are that; first, learning must be oriented to students both their needs and potential. Second, education must be collaborative with various parties.

Third, learning must have a clear context. Fourth, schools are integrated and connected with the community and environment.

One of the examples of collaboration in implementing the curriculum at Taruna Bakti High School is by carrying out international cooperation with two countries, namely Japan and Malaysia, as an effort to improve the quality of the competence of students and teachers. The teaching exchange program for teachers is intended so that teachers have a lot of experience, because the teacher's teaching experience is related to the pedagogic competence they have (Sumual, Moreen, 2017). In addition, at Taruna Bakti Bandung High School, checking of teacher readiness and teacher performance results is also carried out every three months which is then followed up through the in-house training (IHT) program. This step is intended to be able to prepare teacher competencies so that they can always develop and support the learning process for students so that educational goals are maximized (Sulfemi, 2016). Improving human resources is also an aspect that we want to continue to improve in order to better implement the educational curriculum at SMA Taruna Bakti Bandung. This shows that good human resources will support constructive and developing educational management practices and theories (Hoidin, 2014).

Evaluation of the curriculum at SMA Taruna Bakti Bandung

Curriculum evaluation is a curriculum component that has a very contributive role in determining educational policies or making decisions for future improvements (Syaodi, h, 2010). Curriculum evaluation is a directed process that starts with data/information collection, analysis, and interpretation of information which is then used to determine how far the implementation of learning for students is progressing. However, more broadly that, curriculum evaluation does not only contain student learning and learning outcomes, but also includes the process of implementing the curriculum as a whole, such as the performance of teachers and staff, to monitoring the facilities and infrastructure used and needed to achieve the curriculum plan. In addition, evaluation in learning and learning programs for students, in particular, can be used as good bait in solving problems and follow-up improvements so that they meet the expectations of education and society (Khoirudin, 2012).

Curriculum evaluation at SMA Taruna Bakti is carried out periodically and in stages based on two things, namely assessment in class and supervision of the implementation of the curriculum as a whole. Assessment in class is carried out through summative and formative assessments with reference to three assessment criteria, namely cognitive, affective, and psychomotor aspects. Formative assessment is carried out through quizzes, daily tests, and other tests every subject matter has been discussed. This aims to see the readiness of students in learning the next

material. Readiness obtained through this assessment provides an opportunity for students to be able to understand material systematically which supports the improvement and cognitive development of students (Zimmerman, 2008). While the summative assessment is carried out at the end of each semester through a school final exam.

CONCLUSION

Based on the analysis above, it can be concluded that curriculum management plays an important role in achieving educational goals, including in determining the curriculum used, at Taruna Bakti High School although it still uses the 2013 curriculum but the implementation has been carried out properly, so this shows that the implementation of education must be carried out maximally and SMA Taruna Bakti Bandung believes that students are not a testing ground so that optimizing the implementation of the curriculum is the main thing. Furthermore, in this study several conclusions can be drawn as follows: 1) curriculum planning in schools must involve elements of education so that the goals achieved can accommodate shared needs, especially the needs of students; 2) organizing the curriculum can run well if the understanding of each party and the cooperation that is established also goes well; 3) the implementation of the curriculum must be supported by adequate facilities and infrastructure and it is necessary to always improve the quality of human resources both teachers and students through self-development programs that are in accordance with the needs of increasing these competencies, such as in-house training (IHT) and collaboration international, and 4) evaluating the curriculum is not only oriented towards the grades that students get while learning in class, but also carried out thoroughly in curriculum planning such as the continuity of each program in schools which is carried out cooperatively.

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