Research Article

Curriculum Management Design In Realizing Effective School

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Abstract:

This research is motivated by efforts to improve effective educational services so that they are able to face developments and competition that is so tight and become an institution that is able to survive, and play a good role, even more advanced. The curriculum can be said to be the heart of education because of its central position in all school activities. The Islamic education curriculum is very interesting to study because ideally, it should contain material that provides coverage for life in this world and in the hereafter.

This study aims to analyze and find the concept of curriculum design in realizing an effective school. This study uses a qualitative approach, the type of case study with a multi-case design. Data collection techniques used in-depth interviews, participant observation, and documentation. Data analysis uses the Miles Huberman model of data reduction, data presentation, verification, and drawing conclusions. Data were analyzed from single and cross-case data. Data validity techniques through credibility, transferability, dependability, and confirmability.

The results showed that the curriculum design in schools was prepared based on the school's vision, mission, and goals, which were discussed in teacher and education staff working meetings involving committees and foundations. The results of the curriculum design are subject-centered design for intracurricular activities, and with the type of learner-centered design for extracurricular activities. Then, the contents of the curriculum consist of the National Curriculum, local content, and an adequate internal (typical) Islamic curriculum.

Keywords: Curriculum Management, Effective Schools.

A. Research Context

Educational institutions in the last decade have faced intense development and competition. This educational competition makes educational institutions more innovative, responsive, and creative to develop and establish their existence. In choosing educational institutions for children, society has now considered the quality of the process and the effectiveness of the education.

As technical implementers in the field of education, schools must have roles, responsibilities, and functions as promoters of reform, promoters of community service, and promoters of quality human resource development. Many efforts have been made to carry out this task, some of which are successful and many are less or even unsuccessful. As a result, there has been a stark gap in the number of students in schools. Some schools have to limit the number of applicants who are accepted in a relatively short time, while on the other hand, many schools are on sale, but still lack interest or the number of applicants does not meet the expected target.

From the above facts, educational institutions must carry out the process of improving education through appropriate school or madrasa management. The goal is to create schools that provide effective educational services to the community so that they are then able to become educational institutions that have a broad market share. So, schools are not only for the consumption of people who are close to the school location.

The pillars of effective schooling appear together with the demands and needs of an increasingly complex era because they are seen as capable of being one way out in the world of education in today's modern era. According to Burstein, Linn, and Capeel in Supardi, an effective school is a school whose student academic achievement is higher than other schools, while an invalid school is a school whose student academic achievement is lower than the average of most schools.[1]

To realize an effective school, it is necessary to arrange engineer resources and methods with the aim of creating optimal learning so that students can enjoy learning and achieve learning objectives. Thus, to realize an effective school, good curriculum management is needed. According to Qomar, curriculum management actually places more emphasis on effective and efficient management of the learning process to achieve maximum educational outcomes.[2]

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[1] Supardi, *Sekolah efektif: konsep dasar dan praktiknya* (Jakarta: PT Rajawali Pers, 2015), 3.

[2] Mujamil Qomar, *Manajemen Pendidikan Islam* (Jakarta: Erlangga, 2007), 161.

Several references state that the success of curriculum management cannot be separated from the implementation of school-based management (SBM).[3] SBM provides greater autonomy and management encouragement to schools for everyone to share and participate in decision making, from school residents to the community together to manage their respective schools so that the quality of education can improve in accordance with national education policies.

Curriculum management as part of school management must be pursued by carrying out various strategies and reforms, including by incorporating local content into the school/madrasah curriculum in accordance with the potential and demands of the community's needs. However, there are still many educational institutions, especially at the basic level that have not maximized development opportunities on local content.

The curriculum needs to be managed with good management. This is because the curriculum occupies a very important or central role in the continuity of the process of implementing education. The control of the educational process is of course based on the curriculum that has been previously announced. Therefore, the government is working hard to improve the quality of education. One of them is a curriculum change policy that is more adaptable to current and future new needs, challenges, and needs[4]. In this position, the curriculum is the core of education so that the lifeblood of a religious school or school depends on how curriculum management can design an effective education and learning system in a religious school or school. Curriculum development policy is one of the dimensions that cannot be separated from the development of national education.

Curriculum management is important as an object of a research study because curriculum management is a very crucial element in the school-based quality improvement management process. Seeing the changing times that are so rapid, curriculum management must be able to formulate and determine organizational strategies so that they are not only able to maintain their existence. However, organizations can also make adjustments and changes in accordance with the demands of the times so that educational institutions can continue to improve the effectiveness and productivity that they already have, as well as being able to bring schools/madrasas with distinctive characteristics of excellence.

An institution or organization established must have certain aims and objectives, including schools/madrasas as educational institutions; Therefore, every school organization can certainly have a vision and mission to determine its direction. The vision and mission contained in an organization is an ideal description of the goals to be achieved by the organization in the future. Institutions or organizations, including schools, must be able to face competition by showing their characteristics and strengths as the school's advantage. But in reality, it is still rare for schools to have the characteristics of excellence in accordance with the interests of the user community.

On the other hand, curriculum development in Indonesia cannot be implemented optimally and is also caused by the government's bureaucratic system. Changes in the minister of education often result in changes to the education curriculum. Almost every education minister in this country decides that there must be a new education curriculum. This resulted in less than the maximum implementation of the educational curriculum. The old curriculum that has not seen the results must be willing to be shifted to the new curriculum. This has resulted in changes in the education curriculum that have not been implemented optimally, but it has disrupted the world of education nationally.

The Education Unit Level Curriculum is prepared and developed in accordance with Law Number 20 of 2003 of the Republic of Indonesia. Article 36 Paragraph 1 Chapter 6 states, "Curriculum development refers to national education standards that are formulated to achieve national education goals. Paragraph (2) stipulates: "Curriculum arrangements for all levels and types of education are prepared in accordance with the principles of the education unit, regional potential, and the diversity of students. It is an operational course prepared and implemented by various educational institutions[5].

The Education Unit Level Curriculum is prepared and developed based on the Law of the Republic of Indonesia Number 20 of 2003. In chapter VI article 36 paragraph (1) it is states, "Curriculum development refers to national education standards to realize national education goals." In the next paragraph (2) it is stated that "The curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, regional potential, and students."[6]

To turn a school into an effective school, of course, requires a process through management that is not easy. The management process that is applied, of course, also requires a variety of correct and appropriate strategies.

B. Literature Review

1. Curriculum Management

Boone & Kurtz argue, "Management is the use of people and other resources to achieve goals."[7] Trewartha & Newport define

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[3] Rusman, *Manajemen Kurikulum* (Jakarta: Rajawali Pers, 2011), 2.

[4] L. Hamida, *Penerapan Kurikulum Berbasis Kompetensi Mata Pelajaran Bahasa Inggris Di SLTP di Surabaya: Implementasi Dan Kendala Yang Dihadapi. Jurnal. Penelitian Dinas Sosial.* Vol. 7, No. 3, 2008, 146-153.

[5] Peraturan Pemerintah Republik Indonesia Nomor 13 tahun 2015 tentang Perubahan Kedua Atas Peraturan Pemerintah No.19 Tahun 2005 tentang Standar Nasional Pendidikan, pasal 1 ayat (20).

[6] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, bab VI pasal 36 ayat (1) dan (2).

[7] Louis E. Boone and David L. Kurtz, *Principles of Management,* (New York: Random House. 1984 second edition), 4.

management as "plans, organizes, initiates and controls the process of organizational operations in order to achieve the coordination of human and material resources necessary for effective and efficient realization of goals"[8].

For Stoner, as reported by T. Hani Handoko, management is a process of planning, organizing, directing, and supervising the efforts of members of an organization and the use of all organizational energy resources to achieve the goals that have been inaugurated. According to Sondang P. Siagian,[9] "Management is as "a person's expertise and skills to get the results of achievement as a goal through the activities of others". So, it can be said that management is the main tool for administrative actors.

In good management, duties, obligations, and authority are entrusted to someone who really has talent or competence in their field, as in the hadith of the Prophet Muhammad. narrated by Bukhari that if you leave matters to those who are not experts, then destruction awaits.

The curriculum of etymological meaning is rooted in Greek, namely *curir* which means "runner" and *curere* means "place of competition". Initially, the word course was used in sports, especially track and field in ancient Rome. In addition, from French, the word "curriculum" is rooted in "courier" which means "to run" (to run). The track also means the distance a runner has traveled from the start point to the finish point to receive a bronze/award[10.]

In Indonesia, the term curriculum is mentioned in the Law. No. 20 of 2003 concerning the National Education System stipulates that the curriculum is a collection of plans and controlling objectives, content and learning tools, as well as materials that guide the implementation of the educational process to produce educational goals. In Arabic, the term is represented by the word *manhaj*, which means the stages that humans must pass in all areas of life. Manhaj in Islamic education refers to a set of media and plans used by educational institutions as reference material to produce educational goals

Each individual, community group, or education expert can have different interpretations of the definition of a course. Broadly speaking, the notion of the curriculum is divided into three understandings, namely: traditional, modern, and contemporary. Traditionally, courses are subjects carried out in madrasas or educational institutions. Curriculum in modern terms means all the practical experiences of students under the influence of the school. The current meaning in the curriculum has implications for the strategies used to adapt to cultural heritage when achieving school goals.[11] After doing research by many experts, the conclusion obtained is that the curriculum can be seen from two different perspectives, namely based on old views and new views.[12]

The old view curriculum or another language which is also known as the traditional view gives the expression that the curriculum is interpreted as a collection of many subjects that students must study in order to get a diploma. The meaning of this understanding is explained,[13] (a) the course covers many subjects. The theme is a collection of cultural heritage and past experiences that have positive values to inform the younger generation. This curriculum represents many aspects of life and all domains of learning outcomes in accordance with the established SK-KD. (b) Student participants must study and master all subjects. (c) The subject was only studied separately at school. (d) The ultimate goal of the curriculum is to obtain a diploma. Next, the curriculum in new thinking has an interpretation as expressed by B. Othenel Smith, W. O Stanley, and J. Harlan Shores, "A series of potential experiences set up in the school are designed to train children and young people in a collective way of thinking and behavior." This interpretation shows that the curriculum is not only a subject but also some potential experiences that can be given to students.

Therefore, curriculum management is concerned with how the curriculum is designed (designed), implemented, and controlled (evaluated and refined) then who, when, and to what extent. Curriculum management is also related to who the policy is given, the authority, and responsibility in designing, implementing and managing the curriculum. This is illustrated in the following scheme.

Table 1: Curriculum Management Stages

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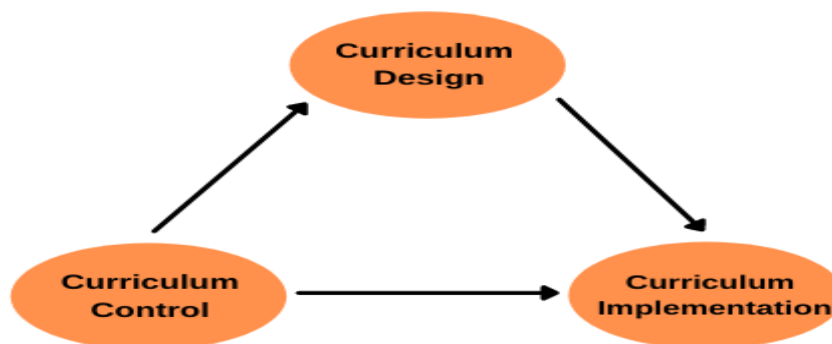
[8] Robert L Trewatha and M. Gene Newport, *Management,* (Texas: Business Publications, Inc. 1982 Third Edition), 18.

[9] Sondang P. Siagian, *Filsafat Administrasi,* (Jakarta: Gunung Agung, 1997), 5.

[10]Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum* (Bandung: PT. Remaja Rosdakarya, 2011), 2.

[11] Sulistyorini, *Manajemen Pendidikan Islam* (Surabaya : TERAS, 2009), 39.

[12] Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum,* (Bandung: PT. Remaja Rosdakarya, 2007), 3.

[13] Zainal Arifin, *Konsep dan Model ...... 3.*

Curriculum management is the main substance in educational institutions. The basic principle in curriculum management is that the educational process allows the maximum run and educational goals can be truly mastered by students and require educators to innovate and continue to improve educational activities. Curriculum management as an integral part of KTSP as well as school-based management. The scope of curriculum management is regarding curriculum planning, implementation, and assessment.

At the school level, curriculum activities are more focused on the realization and relevance of the national curriculum (KI-KD) with regional needs and school conditions, so that the curriculum has independent integrity with students, with the zone where the school is located. Curriculum management must be able to overcome various obstacles that occur in schools that become obstacles to the less than the optimal achievement of learning objectives. This is very important in order to form an effective school.

2. Curriculum Design

Curriculum design is often termed curriculum development or also called curriculum development in other terms. curriculum planning, which leads to the activity of creating a curriculum. This activity is more conceptual than material. The purpose of this development activity is the arrangement, implementation, evaluation, and improvement.

According to Ornstein[14] *Curriculum design refers to the way we conceptualize the curriculum and arrange its main components (themes or content, teaching methods, and materials, learner experience or activities) to provide direction and guidance when we develop the curriculum.* Curriculum design discusses how schools conceptualize and develop a curriculum with the main components (subject matter or content, learning methods, and materials, as well as student experiences or activities) that are used as guidelines in developing the curriculum.

Design can be defined as a process that is designed with regard to thinking, planning, and selecting content, competencies, personalities, methods, and procedures that control objectives. When you have completed these stages, the task of the curriculum designer is complete. The definition of curriculum design in the opinion of several experts is described as follows.

1) For Oemar Hamalik, curriculum design is a guide that contains the basis, directions, goals, and procedures that must be followed in starting and carrying out activities.[15]

2) For Nana S. Sukmadinata, curriculum design is all forms of related arrangements or components in the curriculum. Curriculum design can be seen in two dimensions, namely horizontal and vertical sizes. Horizontal measures relate to the arrangement of the scope of curriculum content. On the other hand, the vertical size is related to the arrangement of the material sequences based on the order of difficulty levels.[16]

From some of the opinions above, it can be concluded that curriculum design is the organization of goals, content, and learning processes to be accompanied by students at various stages of learning development.

3. Curriculum Design Principles

With regard to curriculum design, Glasgow describes seven basic principles as follows.

1) Challenge and Enjoyment

Learners are required to create the challenges experienced and the learning motivation that a student has. The next curriculum must provide aspirations and motivation to all students at all levels. Learners with abilities that already have are required to go through challenges to hone their abilities. Learners must be active in education and must have opportunities to improve and demonstrate their creativity.

2) Breadth

Learners must have opportunities with an appropriate weight range and have a wide range of mandatory curricula in the organization so that students can continue to learn and grow through changing contexts when in the classroom or in other aspects of life.

3) Progression

Educators are obliged to face prolonged progress at the stage of education they live with an educational framework. Learners are also required to improve their abilities at the required level and their talents and must always open up opportunities to anyone so that children's growth does not stop at an early age.

4) Depth

There must be opportunities for learners to improve their skills and abilities optimally with various types of thinking and learning methods. In every process they go through, they must develop and apply intellectual power, take every aspect of education and

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[14] Allan C. Ornstein & Francis P. Hunkins, *CurriculumFoundations, Principles, and Issues* (England: Pearson Education Limited. 2017), 31.

[15] Oemar Hamalik, *Dasar-dasar pengembangan kurikulum* (Bandung : PT. Remaja Rosdakarya, 2008), 193.

[16] Nana Syaodih Sukmadinata, *Pengembangan Kurikulum- Teori dan Praktek* (Bandung : PT. Remaja Rosda, 2007), 113.

explore while still trying to achieve a larger description.

5) Personalisation and Choice

The compulsory curriculum can solve the individual needs of learners and support the talents of students. The curriculum must also provide sufficient opportunities so that teachers can continue to practice to ensure options and be responsible for these options when educators have entered the school level. When the learner gets a level of achievement that matches the level of learning at large, there must be a beating if that option leads to success and success.

6) Coherence

In total, educational activities must be carried out as a whole and comprehensively to form an experience that is related to one another.

7) Relevance

Learners must master the goals of education, then look at the value of the subjects they study and their relevance in life.

With the fulfillment of the above principles, it is hoped that curriculum design can create a curriculum that is easy to implement and achieve its targets so that the curriculum can function efficiently, and in conclusion schools will be efficient. Curriculum design activities at the learning unit level want to create curriculum documents that are used as guidelines in implementing or implementing the curriculum.

In general, the content of the school curriculum in Indonesia, especially in SD/MI can be described as follows.

Table 2: School Curriculum Content
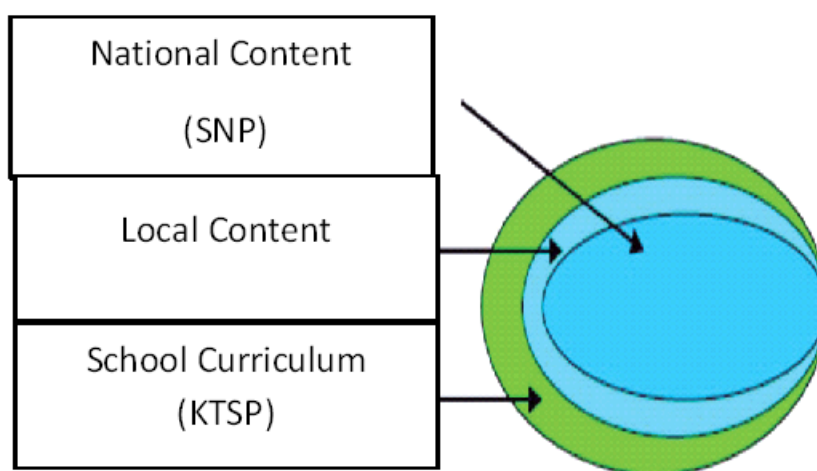
Note:
- The national content is in accordance with Permendikbud Number 24 of 2016 concerning KI-KD Curriculum 2013 in education.
- Local content, namely schools can increase a load of local content learning by 2 hours of meetings per week. This is in line with the Minister of Education and Culture Regulation Number 79 of 2014 concerning the Local Content Subject on 2013 Curriculum.
- The School Curriculum (KTSP) includes national content, local content, and special content (institutional content) according to needs and input from the committee as school partners who represent students' parents.

4. Effective School Concept

a. Definition of Effective School

Effective schools share comprehensive knowledge about the role, duties, position, and function of schools as agents of updating, serving, improving the quality of human energy resources, and as an inseparable part of the community as a whole. The emphasis lies in the efforts of each school community to support the realization of the implementation of quality learning and education through the empowerment of various important components in the school and in the community area near the school.

Edward introduced the theory of effective school with its emphasis on being a strong leader in managing schools. He defines efficient schools as follows.

"A school that can measure student performance and can prove that quality and fairness coexist. In other words, an effective school is a school that measures student performance and reflects its "university" The mission of "learning" is to show high-level overall achievement, and there is no gap in the distribution of achievement in the main subset of students population"

The essence of Edward's explanation is that an effective school is a school that can be measured by the achievements of its students, efficient schools use quality culture improvement techniques, learning opportunities development techniques, quality

control maintenance techniques, techniques for using power, knowledge, and data effectively.[17]

Cheng gives the definition of an effective school as follows.

"The benefit of running a school refers to the ability of the school to maximize the function of the school or the extent to which it realizes the function of the school when the school has a fixed investment. [18]" (Effective schools are schools that can increase their use optimally, both for cheap, social, humanitarian, political, cultural, and learning purposes).

All of the above definitions emphasize quality or quality, both the quality of graduates (output), the quality of the process, or the quality of the school as a whole. In other words, an effective school is a high-quality school that meets established standards[19]

The concept of an effective school arose from the results of meta-research that was tried in various countries in the world. So far, no convention has been found on the meaning of efficient schools among learning experts and practitioners of learning institutions. The concept of effective schools can be recognized from the input factors. Schools determine the success of inputs, processes, outputs, and outcomes. The success is represented by the quality of the system components. Quality of graduates (output), quality of processes, or quality of schools as a whole.[20]

Table : 3:Correlation Between Inputs, Processes, and Outputs in Education

No	Input State	Process State	Output State
1.	Good	Good	Definitely Good
2.	Good	Average	Descending to be rather good
3.	Good	Bad	Average
4.	Average	Good	Increasing
5.	Average	Average	Constantly
6.	Average	Bad	Getting Ugly
7.	Low	Good	Average
8.	Low	Average	Tend to increase slightly
9.	Low	Bad	Must be low

If the table above is analyzed with the reality of current education, a school is said to be of good quality if the input, process, and results can meet the requirements as required by education service users. If the performance possessed can exceed the requirements demanded by stakeholders (users), an educational institution can be said to be superior.

Table: 4: Efforts to Process Learners to Be Better

No	Input State	Process State	Output State
1.	Good	Very Good	Excellent
2.	Average	Excellent	Very Good
3.	Low	Excellent	Good

From the table above, it is known that superior learning is obtained from efforts to make good input through an excellent process. Moderate inputs when processed preferentially will be excellent outputs. Low input conditions if processed very especially will be a good output.

Furthermore, Wardiman Djojonegoro, former Minister of Education and Culture, introduced good schools in 1994 as superior schools that emerged from a collection of visions that were far ahead and had superior knowledge. This is in accordance with what was reported by Bafadal, for Wardiman not only the transformation of knowledge by making superior schools in each province will greatly result in an increase in human resources. Furthermore, Wardiman added that the arrival of superior schools is not for discrimination, but to prepare quality human resources and have superior knowledge[21]

Bosker and Guldemon, in Moerdiyanto,[22] said that an effective school system consists of the following five components.

a.   Context, such as residents' demands, areas near schools, education policies.

b.   Inputs, such as students' early abilities, energy sources, and teacher quality.

c.   Process, a kind of school quality culture and curriculum.

d.   Output, for example, student achievement and overall achievement.

e.   Outcomes, such as the opportunity to continue to a higher level or job opportunities

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[17] Penyusun, *Sistem Penyelenggaraan Sekolah Unggul* (Jakarta: Depdikbud RI, 1993), 5.

[18] Yin Cheong Cheng, *School Effectiveness And School-Based Management: A Mechanism For Development* (New York, USA : Francis Group, 1996), 13.

[19] Fakhrul Rijal, Kurikulum Sekolah Unggul: Suatu Evaluasi Implementatif (Aceh : *Jurnal ar-raniry*, 2017), 07.

[20] Mujamil Qomar, *Manajemen Pendidikan ....,* 209.

[21] Bafadal, *Manajemen Peningkatan ....*, 28.

[22] Moerdiyanto. *Manajemen Sekolah Indonesia yang Efektif Melalui Penerapan Total Quality Management*, 2007. Hal 6.

From some of the opinions listed above, the conclusion is that effective schools are schools or madrasas that emphasize quality, both the quality of graduates (output), the quality of the process, and the quality of the school as a whole with certain characteristics so that the school can achieve its goals. In simple terms, a school is said to be effective if the school can achieve what has been planned. So, in this case, schools must be able to maximize or improve all components of school stakeholders starting from the role of principals, teachers, students, communities, and other elements that can support school development.

1.   Characteristics of Effective Schools

Creemers[23] said that a school will be said to be effective if it has the following characteristics.

1.   Strong Educational Leadership
2.   High Expectations Of Student Achievement
3.   An Emphasis On Basic Skills
4.   A Safe And Orderly Climate
5.   Frequent Evaluation Of Pupil Progress).

Jaap Scheerens[24] said that effective schools have five main characteristics, namely.

1)   Strong leadership.
2)   Emphasis on mastering basic skills.
3)   Comfortable environment.
4)   High expectations for student performance.
5)   Periodic evaluation of student design courses.

b.   Effective School Types.

Moedjiarto said that at least according to reality in society there are three types of efficient Islamic madrasas and schools, namely the following.

First, the types of madrasas and Islamic schools are based on smart children. This type of school or madrasah strictly selects prospective students with the criteria of academic achievement that are inscribed. Even though the KBM is not very good or seems "ordinary", because of the superior student input, it will affect the output to a certain extent and always be of superior quality.

Both types of madrasas and Islamic schools on the basis of facilities. The majority of Islamic schools or madrasas of this second type will offer compatible and sufficient facilities to support educational activities. Madrasas of this type will charge higher rates than the average school and madrasas in general.

Third, types of madrasas and Islamic schools are based on air learning. Madrasas and Islamic schools of this type pay more attention to a positive and conducive learning environment in the madrasa area. This type of learning institution can accept and be able to select students who are accepted (input) even though they lack high-quality graduates (output). This third type is a type that is very rarely found because it must work extra hard to create superior quality.[25]

c.   School version according to BAN S/M

Various efforts have been made by the National Accreditation Board for schools/madrasas (BAN-S/M) to correct school quality through a strategy of accrediting learning institutions every 5 years. Accreditation is carried out by establishing various criteria and accreditation features that must be obtained by institutions including accreditation instruments, technical guidelines, data collection instruments, and supporting information, as well as scoring and ranking procedures for accreditation results. The terms and features of the accreditation are used as reference materials to take into account the institution carrying out the accreditation process in conducting learning programs. The accreditation instrument covers eight components of the SNP.

Superior schools in the BAN-S/M version are schools that have succeeded in meeting the educational needs in these eight categories with a score of 91 or more. Furthermore, schools with B (Good) status are schools/madrasas that get a final score of 81 to 90. This school is a school with good quality.

C. Research Methodology

This research is descriptive qualitative research with categorization based on the research situation. This study uses a problem design in the sense that the research is focused on a selected phenomenon and wants to be understood in-depth, with a multi-problem research design. This phenomenon can be in the form of a learning leader, a program, a process, a policy implementation, or a certain concept as proposed by Creswell in Sugiyono.[26] Problem research is a research strategy in which research researchers carry out an in-depth exploration of programs, events, processes and activities of one or more people. The researcher wants to maintain the integrity of the research subject and thinks that the focus of qualitative research is easier to answer with a case study

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[23] Cyril Poster, *Restructuring: The key to effective school management* (London: Routledge, 1999), 19.

[24] Jaap Scheerens*, Effective Schooling: Research, Theory, and Practice* (London: Cassel, 1992), 66.

[25] Moedjiarto, *Sekolah Unggul* (Surabaya: Duta Graha Pustaka, 2002), 34.

[26] Sugiyono, *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi* (Bandung, Alfabeta, 2013), 230.

design.

This research was conducted at MI Muhammadiyah 1 Pare and SD NU Insan Cendekia Ngadiluwih Kediri. The presence of researchers in qualitative research is an urgent matter and cannot be abandoned. About that as Moleong said[27] In qualitative research, the arrival of the researcher himself or with the encouragement of others is the main information-gathering tool. As Huberman said,[28] the arrival of researchers with absolute character because researchers act as research instruments as well as data collectors.

The data sources in this study are human resources and non-human data sources[29]. In this study, human resources can be referred to as informants or resource persons, namely school principals, ustaz/teachers, school committees, supervisors, students, and guardians of students. Then non-human data sources or papers (in the form of written objects) include field conclusions, recorded interviews, and school documents, such as KTSP, guide books, learning tools, report archives, and so on. So the data source consists of a person, paper, and place.

D. Discussion

A. Curriculum Design in Realizing Effective Schools

1. Curriculum design is prepared in deliberation

The curriculum design process begins with the formation of a curriculum development team to create a curriculum draft as material to be discussed in a working meeting (raker). In the working meeting, the draft curriculum is discussed with all participants of the working meeting consisting of all teachers and education staff, involving committee administrators and foundation administrators. Negotiation is a process of joint deliberation, the goal is to make problem-solving decisions in the form of deliberation so that an agreement is reached. A deliberation is an act exemplified by the Prophet Muhammad. in solving problems related to strategy, technique, etc. in matters other than *mahdhah* worship. After deliberation and after careful consideration, each employee will feel responsible and committed to implementing all decisions. This is in line with the word of God Almighty. in Surah Ali Imran verse 159 which ordered for deliberation and then determined and surrendered (*tawakkal*) to Allah SWT.

By involving teachers and education personnel in the decisions made during the course design process to determine the planned activities to be carried out, teachers and education personnel will become more and more aware of all the decisions that will be taken and feel responsible. This is in accordance with Hamalik's opinion[30] that teachers must assume responsibility for curriculum planning because in practice they are implementers of the curriculum they have developed together.

Joint decision making is a way to make decisions by creating an open and democratic environment, where every component of the school such as educators, staff, students, parents, and community leaders can actively participate in the decision-making stage, such as in the design of the curriculum. Belt Hadler[31] revealed that teachers have always been at the core of curriculum design. This means that the teacher is the center of curriculum design. Therefore, teachers must be involved, so that they will be fully responsible and committed to achieving school goals. In short, the higher the level of participation, the greater the sense of belonging, the greater the sense of responsibility, and the greater the dedication.

2. Curriculum design is based on the vision, mission, and goals of the institution

Curriculum design in the implementation stage in schools takes into account social conditions that occur in the community and community needs. To overcome these conditions, it is necessary to formulate the school's goals which are proclaimed as the vision to be achieved, taking into account the value system adopted by the community. Must guide projects that are part of school curriculum planning in accordance with the school's vision, mission, so that it can be a policy direction that can support the achievement of school goals that have been previously set.

The vision, mission, and goals of the institution are often found in the school environment, intended to accommodate the teachings of prophetic values by forming a character of faith, knowledge, piety, and good character. Because schools not only expect graduates to be able to continue their studies to a higher stage but also equip them to be able to carry out the prophetic values taught by the Prophet Muhammad so that they can achieve true success both in this world and in the hereafter. The most basic thing is that education that prioritizes morals for children is very much needed by the community. This is in line with the vision and mission of the two educational institutions above which put forward affective and moral aspects that are characteristic of Islam. So, both schools have a vision and mission that is directed or clear.

The curriculum design developed in the two schools consisted of several subjects according to the applicable National Education

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[27] Moleong J. Lexy, *Penelitian kualitatif* (Bandung : PT Remaja Rosdakarya, 2008), 87.

[28] Miles dan Huberman, *Analisis data Kualitatif* Ter. Tjetjep Rohendi Rosidi (Jakarta: Universitas Indonesia, 1992), 273.

[29] Miles dan Huberman, 1992. *Analisis data…* , 278

[30] Oemar Hamalik, *Manajemen Pengembangan Kurikulum* (Bandung: PT. Remaja Rosdakarya: 2010), 151.

[31] Belt Hadler, Teacher as Curriculum Leaders A Consideration of the Appropriateness of that Role Assignment to Classroom-Based Practitioners, *International Journal of Teacher Leadership* Volume 3, Number 3, Winter 2010 http://www.csupomona.edu/ijtl ISSN: 1934-9726 University of Wisconsin-Madison, Wisconsin, U.S.A

curriculum, namely using the revised 2013 Curriculum and also an additional local content curriculum and a typical curriculum (additional internal institutions) for curriculum design for intra-curricular and co-curricular activities. This means that if grouped according to the theory of Allan C. Ornstein & Francis P. Hunkins, it is a type of curriculum design that focuses on subjects or subject-centered design. Subject-centered designs (subjects) make learning activities based on special characteristics, stages of implementation, and the structure of the conception of subjects as in the syllabus and educational implementation plans that have previously been prepared by educators. The design according to Allan C. Ornstein & Francis P. Hunkins[32] grouped into five main groups: *subject design, discipline design, broad field design, correlation design, and process design.*

Furthermore, according to Glasgow's seven curriculum design principles, one of which is personalization and choice, the design of extracurricular activities can also fulfill this principle. This is because extracurricular activities can respond to the needs of each learner and support the talents of students, also by supporting and facilitating students to always be able to develop their potential, make choices and be responsible for these choices.

3. Adequate Islamic content

Schools and madrasas as formal educational institutions in Indonesia must still accommodate the applicable curriculum structure. The content in the curriculum design still uses the curriculum structure imposed by the government. Then added by the school the contents of the internal curriculum or those that characterize the institution and as the school's flagship program. Internal or distinctive content that contains the development of Islamic religious education in theory and practice can only be adequate if it is given between 25% to 40% or between 5-9 additional subjects from the provisions of national education standards.

Furthermore, the curriculum design in the two schools in this research location contained the contents of the national curriculum and local content curriculum according to standards, then added an internal curriculum content (typical): developed by the school/madrasah: full of deepening of religious theory and practice, such as BTAQ, *aswaja*/Kemuhammadiyahan memorizing verses of the Qur'an, memorizing daily prayers, reading prayers, etc. Even some of the typical Islamic content at SD NU Insan Cendekia uses a typical Arabic book (the yellow book) with the learning method as in Islamic boarding schools (with the *sorogan* or *bandongan* method). All of these distinctive Islamic contents are intended to accommodate the teachings of the prophetic values exemplified by the Prophet Muhammad. Then, it is equipped with self-development which is colored by character habituation on a (1) routine basis such as praying in the congregation for dhuha, zuhr, and asar; (2) programmed, such as PHBI/PHBN activities, Ramadhan cottages; and (3) spontaneity, such as a religious character with congregational prayers, habituation of 5 S, the attitude of getting used to queuing, throwing garbage in its place, etc. In addition, with (4) exemplary, such as punctual, clean, orderly, neat, etc.

Thus, in both institutions, the curriculum is well designed and comprehensive in accordance with the learning demands of students (effective school characteristics number 3). The curriculum is designed based on applicable regulatory standards ranging from the national curriculum, local content, extracurricular activities, even with the addition of Islamic content which is very much in accordance with the needs of students. Even the curriculum and syllabus every year are trying to be adapted to the current context. This was done by the two schools, although it did not have to completely change, sometimes only partially changed it to suit the new school situation and conditions.

With the contents of the curriculum and the burden of learning above, educational institutions can meet the achievement standards of prophetic education, namely humanization, liberalization, and transcendence. General goals of Islamic education, M. Athiyah Al-Abrasyi in Rosyadi[33] concluded that there are five basic goals overall, including: (1) encouraging the formation of good character, and (2) preparing for life in this world and in the hereafter. The content of the national and local content curriculum is to prepare the students' world life, and the content of the typical (internal) curriculum to prepare for the afterlife, and to strengthen the formation of noble character as exemplified by the Prophet Muhammad. With the addition of typical curriculum content (internal) between 25% - 40% in curriculum design, it is sufficient to allow basic-level Islamic educational institutions to provide a plus in the formation of morals (character) as exemplified by the Prophet Muhammad.

Students at the school are also trained to memorize verses of the Qur'an, daily prayers and prayers, and being brought closer to places of worship with congregational prayers every day, it will have an influence on their personality, so that in addition to teaching education Cognitive prophetic education also prioritizes affective and psychomotor aspects. Today, education that prioritizes moral character is an undeniable reality in society. This is in accordance with the vision and mission of the school which puts forward affective and moral aspects that are characteristic of Islam with the term *akhlakul karimah* in the vision of the two schools.

The practice of prophetic education in Islamic educational institutions is in the form of routine, programmed, spontaneous character habituation activities. This is done by exemplary activities from educators and education managers to students in the right way and continued in the way that was taught by the Prophet Muhammad. This is as described in the Qur'an surah Al-Ahzab verse 21 that in the Prophet. There are good role models.

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[32] Allan C. Ornstein & Francis P. Hunkins, *Curriculum Foundations, Principles, and Issues* (Englewood Cliffs, NJ: Prentice Hall, 1988), 188-192.

[33] Khoiron Rosyadi, *Pendidikan Profetik* …, 162-163.

V. CLOSING

A. Conclusion

The curriculum design in schools is based on the school's vision, mission, and goals that are in line with the goals of prophetic education. Then it is carried out in a GTK working meeting every year involving committees and foundations. Then, the content of the curriculum consists of the national curriculum, local content, and an adequate internal (typical) Islamic curriculum. The category of curriculum design for intracurricular activities is included in the category of academic or subject-centered design, and for extracurricular activities, it is included in the category of personal or learner-centered design.

B.   Recommendation

1. The teachers at the two schools/madrasas should make curriculum administration more realistic,
2. The principals at the two Islamic basic education institutions should continue to carry out curriculum management in accordance with the development of the current context, the development of science and technology and meet the needs of the community by upholding the values of imtaq by imitating the character of the Prophet Muhammad.
3. Educational institutions should continue to improve cooperation with the community, especially parents and community leaders, such as holding meetings for polls, sharing together, or discussing the success of curriculum implementation activities.
4. To the relevant ministries (Kemendiknas and MoRA) the results of this research should be used as reflection and consideration in designing policies related to development in schools/madrasas.
5. For the next researchers to carry out further research related to curriculum management with prophetic education approaches or other approaches.

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