

## Implementation of Curriculum Management in Increasing the Relevance and Effectiveness of Learning at *Madrasah Aliyah*

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### ABSTRACT

This research aims to enhance the pertinence and efficacy of Learning by implementing curriculum management. This study employs a descriptive qualitative methodology with a case study approach. The objective of this research is to comprehensively and thoroughly describe the implementation of curriculum management in enhancing the relevance and effectiveness of learning at Madrasah Aliyah Nurul Jadid Paiton Probolinggo. The data collection methods employed in this study encompassed observation, interviews, and documentation analysis. The research informants consisted of principals, curriculum departments, teachers, and fifteen students who served as responders. The data analysis procedures employed with Miles and Huberman data analysis involve the processes of data reduction, data presentation, and drawing inferences. The study findings indicated that the implementation of Curriculum Management in Madrasah Aliyah Nurul Jadid educational institutions comprises various components, namely content and skills, evidence-based interventions, instructional settings, Classroom Management and Construction Procedures, Evaluation of progress, Effective binding learning when there are several components, management of learning applications, communicative processes, responses from students, and learning activities.

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## 1. INTRODUCTION

The education process is the empowerment of human resources, and when the empowerment process shows results, the quality of educational institutions is seen. (Rahman et al. 2022) The implementation of management is an important factor in achieving the expected quality of schools, and various ways have been done to improve the quality of the learning system in Indonesia, including improvements in the areas of Curriculum and Learning, procurement of teaching materials, increasing the competence of teachers and education staff, improving education management, and procurement

of educational facilities (Maswati 2021). Education and learning are two words that cannot be separated because education is implemented, developed, and used as the basis for human resource development efforts. In His Research (Mokalu et al. 2022) Education and Learning is understood as the process of creating an environment that allows an individual to carry out learning activities that by learning will be able to change from not knowing to knowing, from bad to good, from unskilled to skilled.

Learning is a process of communication between students and teachers communication with students. (Pristiwanti et al. 2022) Educational activity is a process that cannot occur without interaction between one another. Learning is a personal process, but it is also a social process that occurs when individuals interact with others and build understanding and knowledge together. (Nurfadilah and Nani 2019) Decentralization of education offers a new paradigm for school principals to be more independent in developing all school potentials and resources to become reliable and even excellent schools. (Fatkhuri 2019) These demands are expected to have implications for curriculum preparation and school management. Changes in education management become a necessity, so schools are required to make management changes so that school graduates really produce effective and quality students. (Surya et al. 2021)

The Indonesian government always continues to strive to improve the effectiveness and quality of education with various approaches, including institutional, formal legal, and educational resource empowerment approaches. (Mulyana 2018) One of the institutional approaches is through the birth of the Directorate General of Quality Improvement of Educators and Educators (Ditjen PMPTK) Ministry of Education and Culture. Formal legal approach through a series of regulations and legislation related to education, such as the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, (Haryanto 2003) Government Regulation of the Republic of Indonesia Number 19 of 2005 on National Education Standards, and Law of the Republic of Indonesia Number 14 of 2005 on Educators and Lecturers. (Ridho et al. 2021) The approach to empowering educational resources is realized by carrying out various activities to increase the competence and qualifications of educators and education staff systematically and continuously.

Education in the current era of globalization characterized by the development of information and communication technology demands the improvement of the education system, for example improvements to modern and professional education management with educational nuances. (Syamsuar and Reflianto 2018) In this case, Educational institutions are required to be able to realize their functions optimally by having excellence in terms of leadership, education personnel, and learning, training and development of education personnel, curriculum preparation, goals and expectations, school climate change, self-evaluation, relationships with the community, and parental involvement. With the birth of the regional autonomy policy in the field of education, which is explicitly stated in Government Regulation of the Republic of Indonesia Number 25 of 2000, it has opened up great opportunities for regions and educational institutions in managing and organizing the implementation of education in a decentralized manner. (Setyaningsih 2017) In this case, according to (Pasandaran 2016), that in order to adjust to these policy changes, the vision of education should be addressed immediately. The implementation of education that has been colored by a state driven approach; namely those oriented towards the centralization of education; must be oriented to the aspirations of the community (putting customers first); namely through a decentralized system of education. Education must recognize who its customers are, and from this introduction education understands what their aspirations and needs are, then determined the education system, the types of curriculum, and the requirements of the teachers.

The existence of a decentralized education system is considered the best way to organize Indonesian education in the future. (Dharmajaya and Raharyo 2019) As a result of the implementation of this policy, the implementation of the concepts of school-based management and community-based education is an obligation in the implementation of education in the era of regional autonomy. (Ridwan and Sumirat 2021) School Based Management (SBM) as the basic conception of education management today is a school management concept that provides broad authority and trust for schools based on

professionalism to organize school organizations. Its function is to find, grow and utilize existing educational resources, as well as improve school performance in order to realize the improvement of the quality of education in schools (Bida 2021). Most private schools have actually implemented this conception, although some of them still need to improve themselves in an effort to achieve the desired school productivity.

The pattern of improving the effectiveness and quality of education emerges within the theoretical framework of the school-based management approach. School-based management (SBM) will bring progress in two interdependent areas of education, namely, first, the advancement of educational programs and services to students and communities. Second, the quality of the working environment in each organizational structure in educational institutions, the School-Based Management Model places schools as institutions that have the authority to implement policies, missions, goals, objectives, and strategies that have an impact on school performance (F. Fauzi 2019) School performance will be largely determined by policies set by the school that concern curriculum development. However, in formulating policies, schools still refer to central policies and pay attention to the aspirations that develop in the community. (Meilani, Lubis, and Darwin 2022)

The curriculum is a series of designs and rules about the objectives, content, and learning materials along with the methods used as a guide for organizing learning activities to realize the achievement of educational goals. (Huda 2017) Based on the concept of school-based management (SBM), the curriculum is one of the authorities delegated to schools. Therefore, the curriculum is prepared by the school to facilitate the alignment of educational programs with the needs and capabilities of the school. Curriculum management at the school level needs to be coordinated by the leadership of the institution by empowering the participation of parents and the community. Community participation is needed with the aim of understanding, assisting, and controlling Curriculum implementation, so that educational institutions or schools are not only required to be cooperative, but also can be independent in identifying curriculum needs, designing the curriculum, setting curriculum priorities, implementing learning, evaluating the curriculum, controlling and being accountable for resources and curriculum results, both to the community and the government. (Solehudin, Priatna, and Zaqiyah 2022)

Research on Curriculum Management has been explored by some researchers. (Mahrus, 2021) argues that Curriculum Management One opinion explains that curriculum management in particular is as the main management substance in schools. This main principle of Curriculum management seeks to encourage the learning process to take place well through assessing the achievement of targets by students and motivating educators to design and improve learning strategies on an ongoing basis. The stages of curriculum management in schools are carried out through four stages: planning, organizing, implementing, controlling, Here the estuary of curriculum management processes and activities is to achieve learning effectiveness. Therefore, the function of cuticle management through a number of processes and activities in the organization is to create learning effectiveness, which boils down to achieving the ultimate goal of the organization.

While research on the effectiveness of learning is also widely researched by researchers including; (Maulana, 2021) revealed the importance of curriculum management in order to create an effective and efficient learning process, Based on some of this previous research, it can be seen that the Curriculum and Learning management program in improving the relevance and effectiveness of learning has a very large role for the sustainability of educational institutions. Therefore, researchers are interested in understanding and analyzing the implementation of curriculum management in improving the relevance and effectiveness of learning carried out by Madrasah Aliyah Nurul Jadid Paiton Probolinggo in order to improve learning effectiveness.

## 2. METHODS

This research uses qualitative research which is presented through descriptive using a case study approach model, through this research it is hoped that it will be thoroughly and comprehensively described regarding the Implementation of Curriculum Management in increasing the relevance and

effectiveness of Learning at Madrasah Aliyah Nurul Jadid Paiton Probolinggo. The data collection methods used in this research are observation, interview, and documentation study. Where observation is carried out to find how the steps taken are related to the implementation of curriculum management. Interviews were conducted to obtain in-depth data. Documentation is used to obtain good data with the focus of the research. This research in analyzing its data uses qualitative data analysis methods. While for data analysis techniques using qualitative descriptive analysis techniques and using achievement criteria as described in the following table:

**Table 1.** Research Informant Sources

No	Element	Sum	Initials
1	Principal	1	AZ
2	Curriculum Section	2	LM,LD
3	Teacher	5	HD,FR,RK,LK,SH
4	Student	5	AD,DK,LN,LR,LQ

From the table above, it can be explained that there are thirteen research informants consisting of the Principal, Curriculum section, student teachers, and other data that can support and support research, all data obtained are grouped and made taxonomically and reduced according to needs, at the initial stage of data collection, then data reduction is sorted out in written form, then proceed to describe the conclusions of the data studied.



**Figure 1.** Data Collection Process

Where in the view of Miles and Hubberman qualitative analysis consists of reducing data, presenting data, and drawing conclusions. Data analysis is performed together during data collection.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Curriculum Management

The term curriculum management comes from two syllables, namely management and curriculum. Management itself is interpreted by experts variously. (Hartati and Supriyoko 2020) Defining management as the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a particular goal. (Syaibani and Zamroni 2021) Management is defined as a process of planning, organizing, leading, and controlling the work of an institution as well as utilizing all existing human resources to realize the achievement of clearly formulated institutional goals. That way it can be concluded that management contains the existence of organizations as formal containers, the existence of managers who carry out management activities, the existence of members of business or educational organizations and other service organizations, as well as functions and procedures that must be carried out as knowledge derived from empirical experience so far in manage various organizations so as to achieve ease in complex life.

Management is a combination of science and art in cooperating in an organization through a systematic, coordinated process. Just like management, the curriculum is also interpreted by education experts variously even though they have the same goals (Darmansyah et al. 2022). For example, they expressed an opinion on the curriculum that the curriculum is a series of designs and provisions regarding educational objectives, substance, and subject matter as well as the method used as a guide for organizing learning activities to achieve overall educational goals. Almost the same definition was also put forward by Oemar Hamalik and a number of Indonesian education experts. The curriculum is all school efforts to design and influence students so that they can carry out learning activities together

and individually, both in the classroom and outside school. A curriculum is a body of material knowledge and/or the subject of knowledge itself. Educator, in this sense, is the process by which such knowledge is transmitted or conveyed to students in the most effective method that can be created or designed (Afgani, 2019).

In his research (Bisri 2020), curriculum management also implies that curriculum management is a system of curriculum management that is cooperative, comprehensive, systemic, and systematic in order to realize the achievement of curriculum goals. In actuality, curriculum management must be built in the context of school-based management (SBM). The above definition clearly illustrates that curriculum management is an integral part of the implementation of the Education Unit Level Curriculum (KTSP) in the context of School Based Management (SBM). The scope of curriculum management includes planning, organizing, implementing, and assessing the curriculum. (Sherly et al. 2020) At the education unit level, curriculum activities prioritize the realization and linkage between the national curriculum competency standards or basic competencies with regional conditions and related school conditions, thus the compiled curriculum is a curriculum that integrates with students and with the environment where the school is located. (Simanjuntak et al. 2022) The curriculum at the Education Unit Level is packaged in such a way that the curriculum becomes appropriate and efficient, can accommodate the aspirations of the needs of the region, the existence of the school and the surrounding community feels fulfilled with the existence of the school as the right place of education also does not conflict with the national stadium.

In the implementation of curriculum management, the Principal of Madrasah Aliyah Nurul Jadid Misbahul Munir Ratib mentioned at least five principles that must be an important concern, namely:

*First, Productivity, the results that will be obtained from curriculum activities, is one of the aspects that should be considered in curriculum management. Considering how learners can achieve learning outcomes that are relevant to the established curriculum outcomes should be a goal in curriculum management.*

*Second, Democratization, the implementation of curriculum management should be based on a democratic basis that puts the implementers, developers and subjects in their proper position in carrying out their obligations with a full sense of responsibility to realize the achievement of curriculum goals.*

*Third, Cooperate, in order to achieve the desired goals in curriculum management activities, good collaboration is needed from all interested parties.*

*Fourth, effectiveness and efficiency are a series of curriculum management activities that must pay attention to effectiveness and efficiency to achieve curriculum goals so that curriculum management activities produce useful results at a relatively short cost, energy, and time.*

*Fifth, Aligning the vision, mission and objectives that have been determined in the curriculum, in the curriculum management process it is necessary to strengthen and direct the vision, mission and objectives of the curriculum.*

In addition to these principles, government policies need to be considered, such as the national curriculum, program implementation guidelines, policies for implementing School-Based Management, policies for implementing the Curriculum at the Education Unit Level, government decisions and regulations related to educational institutions or levels / types of schools concerned. (Kusmiran 2022) In the educational process, curriculum management needs to be carried out to provide more effective, efficient and optimal curriculum results in empowering various sources and curriculum components. So it is not surprising that this curriculum has many functions, including the following: First, Increase the efficiency of curriculum resource utilization;

*The development of human resources and various curriculum components can be optimized through careful and effective management.*

*Second, Increasing equity and opportunities for students to achieve maximum achievement; Maximum ability can be achieved by students not only through intracurricular activities, but also through extracurricular activities that are managed independently in achieving curriculum targets.*

*Third, Increase the relevance and effectiveness of learning to the needs of students and their surroundings; A well-organized curriculum will produce opportunities and outcomes that are in line with the needs of students and the environment.*

*Fourth, Improving the effectiveness of teacher performance and student activity in achieving learning targets; Through good, effective and integrated curriculum management, it can increase motivation for teacher performance and student activity in learning.*

*Fifth, improving efficiency and effectiveness in teaching and learning activities so that the learning process is always monitored so that the suitability between the planned design and the implementation of learning can be seen.*

Therefore, discrepancies between design and implementation can be avoided. In addition, teachers and students are always encouraged to carry out effective and efficient learning activities, because of the encouragement of positive supportive conditions generated in curriculum management activities. Sixth, involving community participation to participate in developing the curriculum, professionally developed curriculum will include all circles in educational institutions, especially in meeting the needs of teaching materials or learning resources that need to be aligned with the characteristics and needs of the vision and mission of educational institutions. (Yunus, Luneto, and Anwar 2021)

### **3.2 Learning Effectiveness**

Learning is the process of acquiring knowledge, skills, values, or attitudes through experience, study, or teaching. (Gemnafle and Batlolona 2021) Learning can occur in formal settings such as in schools or colleges, as well as in non-formal environments such as through courses or job training. There is also learning that occurs informally through daily experiences or interaction with the surrounding environment. (Mawikere 2022) Learning can be done in various ways, including self-directed learning, project-based learning, collaborative learning, and technology-based learning (Mawikere 2022). It is important to note that learning involves not only understanding concepts and information but also the application and use of such knowledge in real situations.

Learning is also an ongoing process and can occur throughout a person's life. In the era of information and technology like now, learning is becoming increasingly important to develop skills and knowledge that are relevant to the needs of society and the world of work. (Puspitarini 2022) In his interview, the principal mentioned that to achieve effective learning, there are several factors that need to be considered, including:

*First, Motivation: High motivation can accelerate the learning process and improve the results achieved.*

*Second, Context: Learning that occurs in relevant contexts and can be applied in everyday life will be more effective and useful.*

*Third, Experience: The experience a person has can affect the way he learns. So, it is necessary to recognize and utilize these experiences in the learning process,*

*Fourth, Learning styles: Each individual has a different learning style, such as visual, auditory, kinesthetic, or a combination of the three. Adapting learning methods to individual learning styles can increase learning effectiveness.*

*Fifth, Environment: A conducive and comfortable environment can help improve concentration and focus in the learning process.*

*Sixth, Social interaction: Social interaction with teachers or peers can help overcome obstacles in learning and increase motivation.*

*Seventh, Feedback: Feedback provided by teachers or peers can help improve Mistakes and improved understanding.*

In learning, the role of teachers or teachers is very important to provide guidance and support to students. However, learners must also be proactive in taking an active role in learning and learning independently. (Hamid et al. 2020) In addition, in learning, evaluation or assessment is also very important to evaluate the progress and achievement of learners. The evaluation must be relevant to the learning objectives, and must be fair and objective. Evaluations can be tests, assignments, projects, or formative assessments such as direct feedback from teachers or peers. Learning can also be done online or remotely using technology. (Murzal & Ridwan, 2021) Online learning allows access to a variety of learning resources and flexibility in managing study time, but also requires high discipline and motivation to follow learning independently. In today's digital era, the need for lifelong learning is increasingly important to keep up with technological developments and develop skills relevant to the needs of the world of work. Thus, it is important for individuals to continue to learn and develop themselves in various fields through the various forms of learning available. (Sadikin and Hamidah 2020) In addition to meeting the needs of the world of work, learning is also important to increase understanding and awareness of various global and social issues. Learning can help individuals to understand differences and promote tolerance and intercultural cooperation.

Learning can also help individuals to develop critical, creative, and innovative abilities. This ability is essential in facing various challenges in today's increasingly complex and rapidly changing digital era. In addition, learning can also help individuals to improve well-being and quality of life. By understanding and developing skills in areas such as health, finance, and interpersonal skills, individuals can manage their lives more effectively and happily. Therefore, learning is very important and needs to be made a priority in individual lives. Learning can take place in a variety of places and in many forms, including through everyday experiences, training, courses, or formal programs at a school or college.

### **3.3 Curriculum Management Implementation**

The implementation of various changes in educational policies, including the curriculum, requires a long learning process so that the government provides opportunities for educators and education providers to implement the Independent Curriculum based on the readiness of each educational institution. (A. Fauzi 2022) Just as students learn based on their level of learning readiness, educators and education units also need to learn to implement the Independent Curriculum based on the readiness of each educational institution, and gradually become more proficient in implementing it. These curriculum implementation steps are not a regulation or standard set by the government.

This step is designed to make it easier for educators and educational institution units to set targets for implementing the Independent Curriculum. The readiness of educators and educational institution units certainly varies, therefore, this implementation stage is designed so that every educator can confidently try to implement the Independent Curriculum. (Shofia Hattarina et al. 2022) Confidence in oneself is the belief that teachers must continue to learn and improve their skills in order to continue to strive to realize the best in realizing curriculum in educational institutions, and no less important, in educating, the ability to continue to learn and continue to improve knowledge is an important asset for an educator, this stage is built with steps and learning processes to continue to innovate learning practices and assessments that need to be carried out by educators when using the Independent Curriculum. (Inayati 2022) In principle, educators can implement the Merdeka Learning Curriculum in various ways. However, philosophically, every process is carried out so that educators still refer to the principles of learning and assessment (Ineu et al. 2022). For example, learning according to students' stage of achievement is a highly recommended practice. However, this does not have to be done directly in differentiated learning.

Educators who still do not have the courage to implement it can start from a very basic stage, for example carrying out assessments at the beginning of learning, and then will better understand the different learning needs of students in each class. This step can be utilized by educators, educational institutions, government or other institutions that have a role in supporting the implementation of an independent curriculum. The existence of these several stages shows that educators and educational institution units can start implementation at a lower level than others, but the implementation still follows the rules of curriculum design based on the philosophy of Merdeka Belajar and leads to strengthening the competencies and characters that have been determined. (Thahery and Mahaputra Riau 2023) In curriculum management, there are several important components in implementing the curriculum.

### **3.4 Content and skills**

Content-based learning is learning that focuses on understanding the material or cognitive aspects of students. (Arjuna, Irsan, and Sukisno 2020) The product resulting from this learning is to make students able to become reliable memorizers related to the material that has been received. Teachers who use learning with a content approach mean that they are providing experience for students to explore a material of knowledge, concepts, and skills based on the curriculum used. If this content approach can work well. This means that all students will be able to master the material and concepts learned. In the content-based learning process, there are several objectives: Make students understanding of a subject matter, Improve students' skills in choosing the right method to master the material, Increase student insight into the complexity of the subject matter, and train students to learn independently.

### **3.5 Evidence-Based Interventions**

According to (Suryani et al. 2017), Effective teachers are able to use quality evidence to establish the points each pupil has achieved in their learning. This enables teachers to identify starting points for further teaching and learning as well as to ensure that each pupil is given learning opportunities at an appropriate level of challenge. (Widiyanti, Chairunisa, and Zamhari 2021) He also writes that "the process of establishing and understanding where students are in their learning often requires detailed diagnostic evidence, including descriptions of common mistakes and obstacles faced by each student, as an integral part of improving their learning progress." Teachers who want to strive to teach effectively also need to have a list of evidence-based teaching strategies. It is used to engage individual students, set ambitious but realistic learning goals, and appropriate teaching targets to meet individual learning needs. (Wijayanti and Waluya, St Budi, Kartono 2018) "Effective teachers use evidence to monitor the progress individuals make in their learning over an extended period of time."

### **3.6 Instructional settings**

Instructional is a careful plan of planning activities, in the learning process teachers are expected to plan and deliver teaching, it is necessary because it can facilitate learning. (Budhayanti et al. 2022) Teaching is a series of learning events and situations, consisting of classrooms, students and curriculum materials that are planned to be delivered to stimulate and encourage students to learn so that learning becomes easier. Instructional strategies that must also be developed are to determine how teaching and learning activities are arranged so that the goals that have been set can be achieved. (Pratiwi et al. 2021) The determination of this instructional strategy by Briggs is highlighted from two points of view, namely according to the instructional development team and developed in an instructional aspect. From some of these understandings, it can be understood that each teacher has his own way of carrying out his duties as a teacher, therefore each teacher has different teaching capacities and abilities, besides that it must be realized that teaching as a learning task involving students must be in accordance with the disciplines and material to be delivered to students.

### **3.7 Classroom and Construction Management Procedures**

Classroom management as a step or strategy that teachers can take to be able to make students active in carrying out activities during the learning process in class and the teacher's efforts to reduce counterproductive behavior patterns during the learning process, so that it is expected that teacher and student activities in the implementation of the learning process that takes place in class can run smoothly and effectively when viewed in terms of time. (Amalia 2019) The components in classroom management can be classified into several parts, and the first is the component of classroom management related to students and the second is non-student class management such as those related to teaching aids, rooms and classroom environments (Hidayat, Jahari, and Nurul Shyfa 2020). As explained earlier, classroom management shows a complex teacher behavior with the aim of maintaining and maintaining a conducive classroom atmosphere so that learning can run optimally and be able to develop student potential during the learning process. Meanwhile, another understanding of classroom management is an effort made by teachers responsibly in the implementation of learning activities by creating optimal conditions so that the learning process can take place as previously planned and ultimately can achieve the learning objectives that have been formulated (Purnomo 2022).

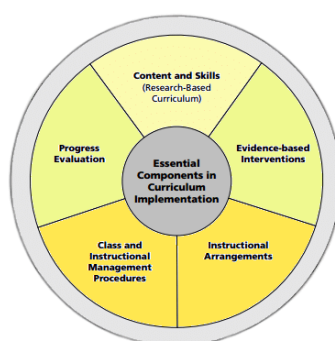
In addition, there are several stages of activities in managing student management, which include organizing, managing, and managing in organizing classes. From this explanation, it can be said that managerial activities are activities in which there is an effort to create and maintain conducive learning conditions. Thus, the maintenance of classroom conditions as optimal as possible can support the implementation of the learning process in the classroom effectively and efficiently as a form of manifestation in achieving learning objectives. (Pratama 2020) This activity certainly has the goal that the implementation of classroom management carried out by teachers can help maximize the learning process in the classroom in order to achieve pre-planned learning goals effectively and efficiently. From some of the opinions above, it can be taken an understanding that classroom management shows an effort made by teachers in creating and maintaining a conducive classroom atmosphere by organizing classes as optimally as possible to support the program in class, it can be concluded that classroom management is an effort to manage students in the classroom which is carried out to create and maintain a pleasant classroom atmosphere or conditions so that can raise, arouse and maintain or maintain student learning motivation so that they can always be actively involved when teaching and learning activities take place at school.

### **3.8 Progress Evaluation Learning**

Assessment is an activity carried out consciously and purposefully. Assessment activities are carried out consciously by educators with the aim of gaining confidence regarding the level of student learning success and at the same time providing input to educators about what they do in learning activities..(Dahri, Ramadani, and Arsyam 2021) In other words, the assessment carried out by educators is intended to see whether the learning material that has been delivered has been mastered by students or not. In addition, whether the teaching activities carried out were in accordance with what was expected or not. A teacher who feels responsible for the improvement of his teaching should evaluate his teaching so that he knows what changes should be made. (Tarigan 2021) Students should also be evaluated. Evaluation must be carried out systematically and continuously in order to describe the abilities of the students evaluated. In learning that occurs at school or especially in the classroom, the teacher is the party most responsible for the results. A major mistake that often occurs among teachers is that evaluations are only made at certain times, such as at the end of a material, the middle and/or end of a teaching program. Deviations in evaluating can also occur if the teacher manipulates the learning outcomes of his students.

Conducting an evaluation includes two steps, namely measuring and judging. Measuring is comparing something to one size. Judging is making a decision on something with good and bad measures. Teachers before conducting evaluations must also measure and assess their students. Evaluation is a process of assessing student growth in the teaching and learning process. Student

development achievement needs to be measured, both the student's position in the individual learning process and his position in group activities. (Sawaluddin 2022) This needs to be realized by teachers because in general students enter classes with varying abilities. There are students who quickly grasp the subject matter, but some are classified as having ordinary speed and some are classified as slow. Teachers can evaluate the growth of students' abilities by knowing what they are doing at the beginning to the end of learning. Before evaluating a teacher should know the principles of evaluation. The existence of principles for a teacher has an important meaning, because understanding the principles of evaluation can be a guide or confidence for himself or other teachers to realize the evaluation in the right way. According to Slameto (2001: 16) evaluation must have at least the following seven principles: 1) integrated, 2) adhering to active student learning, 3) continuity, 4) coherence with goals, 5) comprehensive, 6) distinguishing (discrimination), and 7) pedagogical.



**Figure 2.** Components in the Implementation of the Education Curriculum

### 3.9 Learning Effectiveness

It's important to remember that effectiveness is the result of activities that were carried out precisely and quickly in line with predetermined goals. In other words, effectiveness is about the output in reaching goals. Of course, learning is a change in a person that helps them become a new pattern of behaviour in the form of skills, attitudes, habits, and intelligence in a social setting. It is said that learning effectiveness is a measure of how well education is working and is used as a guide to reach its goals. Of course, this is only possible after teaching and learning activities that give teachers and students chances to find, research, and study the material that teachers give them (Nurpuspitasari et al., 2019).

An application of learning that focuses on various models, methods, approaches, tactics, tricks, techniques, and media can be utilised to study the efficacy of a specific style of learning management. There are four key learning indicators, specifically: Firstly, the administration of learning applications. The second aspect is the communicative process, followed by the third aspect which involves the reactions from learners. Lastly, the fourth aspect pertains to the learning activities. In an interview performed by Fadillah, Mardianto, and Nasution (2018) with the curriculum department of Madrasah Aliyah Nurul Jadid, it was found that the effectiveness of learning may be achieved by meeting the following factors:

*First, the occurrence of effective learning if there is conditioning that is carried out gradually continuously in accordance with the vision and mission of the school in realizing quality education.*

*Second, there is teacher readiness in designing teaching and learning activities in the classroom learning and teacher responsibility, attitudes and skills in providing examples and instructions to participants.*

*Third, the success of parents in realizing effective learning in students cannot be separated from the parents' methods in educating which are influenced by social background, parental income, family and the availability of time together with their children.*

Learning effectiveness is a supporting factor for the success of educational goals, the principal as a leader of teacher effectiveness in carrying out their obligations; Indicators in the effectiveness of learning will certainly be effective if there is and cooperation between teachers and principals, so the principal must try to monitor teachers in implementing the curriculum that has been made before teachers teach. Other indicators in achieving the objectives of learning effectiveness are:

*First Variation, is a definition that is often used to describe changes made by teachers when delivering lesson material. This variation includes implemented learning models, teaching methods, questioning strategies, using several learning tool characters.*

*Second, the average action of doing tasks is high among students.*

*Third, collaboration with students in learning (engagement in learning), learning success is influenced by some time completed by students to do appropriate academic tasks.*

*Fourth, Out put high student success (student success rates), successful learning produces student achievement.*

From some of the opinions above, it can be concluded that learning is effective in the implementation of good management by teachers, the activeness of students when learning, active collaboration between teachers and students, and finally, because of the support of the parents of these students.

#### 4. CONCLUSION

According to the preceding results and discussion, it is crucial to professionally manage and effectively implement the curriculum within educational institutions. This is necessary in order to maximise learning outcomes and achieve optimal learning effectiveness. Therefore, educational institutions must ensure the proper implementation of Curriculum Management to actively enhance their capabilities. In the field of education, the implementation of curriculum management involves various components. These include content and skills, evidence-based interventions, instructional settings, classroom management procedures and construction, and evaluation of progress. By incorporating these components, learning can be made effective. In the learning process, effective teaching is characterised by the management of learning applications, communicative processes, responses from students, and learning. This study aims to address the lack of coherent explanations in previous research regarding the development of curriculum management to enhance learning effectiveness. The focus is on exploring various curriculum management models to improve the relevance and effectiveness of learning in Madrasah Aliyah Nurul Jadid, with the ultimate goal of ensuring that learning is both relevant and effective. This study only concentrates on enhancing educational effectiveness through curriculum development, taking into account different Learning Models. This research might serve as a valuable resource for future studies exploring learning development models in educational institutions.

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