

Implementation of Curriculum Management To Improve Teacher's Performance

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Article History: Received on 2 February 2024, Revised on 30 March 2024,
Published on 20 April 2024

Abstract: The general aim of this research is to describe the implementation of curriculum management in improving teacher performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. Meanwhile, the specific objectives of this research are as follows: 1) Describe the implementation of curriculum management planning in improving teacher performance; 2) Describe the implementation of curriculum management in improving teacher performance; 3) Describe the implementation of curriculum management supervision in improving teacher performance; 4) Describe the implementation of curriculum management evaluation in improving teacher performance. This research is a qualitative descriptive study and was carried out at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency with 10 teachers as research informants. Data collection techniques were carried out through interviews, observation, and documentation studies. Data analysis techniques use data reduction, data presentation, and data verification. The results of this research show that: 1) the implementation of curriculum planning in improving teacher performance has been carried out well; 2) the implementation of curriculum management in improving teacher performance has been carried out well; 3) implementation of curriculum management supervision in improving teacher performance has been carried out well; 4) implementation of curriculum management evaluation in improving teacher performance has been carried out well.

Keywords: Curriculum, Management, Teacher's Performance

A. Introduction

A curriculum is a strategy or program that serves as a means of guiding students toward the aspirations and values of society. The current value system and societal shifts must be considered while creating a curriculum to maximize each student's potential. Curriculum creation must so take into account every facet of the student. The process of developing a curriculum is so intricate that it is not as straightforward as we had thought it would be to implement (Mulyasa, 2013). The intricacy of this

issue will motivate curriculum evaluation on an ongoing basis, ensuring that its contents and substance are always pertinent to the changing needs of society in tandem with advancements in science and technology. According to Hamalik (2013), the curriculum serves as the main guide for implementing educational activities, making it a crucial part of the system's implementation. As a result, the curriculum is not only created theoretically but is also expected to give students educational guidance, including understanding the subject matter they must study, the experiences they must have, the tactics or approaches they must employ, and assessments meant to gather data on their performance. The purpose and implementation of the drafted document in real form.

According to Murray (Sarinah, 2015), curricula are prearranged learning environments that are provided to students directly by educational establishments and can be utilized in a variety of ways. The curriculum is an educational concept that is put into practice. As time goes on, the notion of curriculum is expanding to include all scheduled learning programs from national educational institutions as well as educational concepts. This statement makes it abundantly evident how crucial the curriculum is to teachers' work as a manual for creating and developing lesson plans. Teachers can assess how well their pupils are learning the material and gaining experience by using the curriculum. Therefore, we can say that the curriculum is a tool used to achieve educational goals, as stated by Sarinah (2015) that the curriculum is a tool in achieving educational goals. So, the curriculum is an educational program that has been designed and becomes a teaching program that can direct teachers to achieve educational goals, so that as a program, the curriculum is planned and designed as teaching material and also to create learning experiences.

According to Amiruddin & Syarifudin (2017), the curriculum serves as a manual for executing instruction at all levels and kinds of education as well as a tool for accomplishing educational objectives. The rapid dynamics of the global environment, the development of science and technology, changes in values, changes in living needs, job differentiation, and competition between nations are the toughest challenges facing the national education environment today, according to Amiruddin & Syarifudin (2017), speaking about the significance of the Tilaar curriculum. These demands call for a dynamic curriculum that is harmonious and in line with scientific and technological advancements. With changing times, demands for curriculum changes in the world of education have become an inevitability in the national education system. The change from the educational unit-level curriculum to the 2013 curriculum which uses a scientific approach is a necessity amid global change, especially in the context of the existence and progress of the nation.

The curriculum is a plan for instruction that specifies the kind, amount, and order of the materials to be covered in class as well as the methods of instruction. The framework of ITI is designed to achieve educational objectives that take into account

kids' developmental phases, suitability for the environment, requirements of humans, and advancements in science and technology. The curriculum has a significant role in the educational process in institutes of higher learning. The curriculum outlines methodically how and what should be covered in the teaching and learning process conducted by teachers and students. The curriculum is strategically important in boosting the efficacy of learning produced by educational institutions, and it has a functional relationship to accomplishing national education goals.

According to Amiruddin & Syarifudin (2017), using the curriculum as a reference to implement learning activities implies that there is a guide for what happens when teachers and students interact with one another. To maximize students' potential, the curriculum serves as the central component of the educational process in schools. Learning is typically defined as guided interactions between professors and pupils. In this sense, learning will be enhanced if the curriculum serves as a roadmap or source of direction.

The secondary education study places a strong emphasis on the value of educational development and the role that educational institutions play in carrying out education. A suitable, pertinent, and efficient education should be provided in all institutions since it is an essential part of the country's educational system. Professionals, especially instructors, must be involved in the implementation of education; it is their duty to improve their knowledge and abilities. Numerous internal and external factors affect how well teachers can instruct. The study concludes that the standard of education management affects how well teachers perform in instructional procedures.

Every educational endeavor's success is determined by its teachers. As a result, educators, mentors, and teachers are all demanded of teachers. Instructors need to be capable of carrying out instructional activities because when they do well, they will inspire students, which will naturally affect their learning objectives. This assertion is consistent with that made by Hamalik (2016), who said that the caliber of education is determined by the caliber of instructors and, on the other hand, the caliber of education will decide the caliber of the next generation as future members of society and citizens. In line with the statement above, the National Education System Law states that humans have knowledge and skills that are closely related to the position of teachers as professional educators. The teaching profession is a position or job and special skills as a teacher, namely teacher competence. Competence can be seen from their performance in carrying out their duties as educators. Teacher performance is the result or level of success achieved by a teacher in his field of work according to certain criteria and evaluated by the leadership of educational institutions, especially school principals

According to Mulyasa (2017), educators who exhibit high-performance levels will make an effort to enhance their proficiency in planning, carrying out, and evaluating instruction to get the best possible work outcomes. At least ten internal and external factors, combined, can enhance teacher performance. The ten characteristics include support for work, accountability for assignments, engagement with and appreciation for assignments, growth opportunities, principal attention, relationships with other teachers, subject teacher deliberation and teacher working group, guided discussion groups, and library resources. Curriculum management has not been implemented successfully in SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, according to the findings of observations done by researchers there. This may be observed from the perspective of implementing curriculum management. It is not the case that educators have fulfilled all of their roles and obligations in the classroom. When school is in session while the instructor responsible for teaching a particular topic is absent, pupils are left with little choice but to take notes and complete the tasks provided by the picket teacher.

The teacher assigned by the principal to teach the current subjects was still present in the classroom, according to the findings of the pre-observation that the researcher conducted in the teachers' room on March 26, 2023. If the instructor teaches in a school, it's in line with the degree they were awarded. This demonstrates that the educators working at this institution possess fundamental skills. However, teachers' performance in carrying out their obligations in learning activities is subpar since the principal's supervision is still not at its best. During instructional activities, some courses are taught by teachers alone, while only a few teachers participate in the activities. Naturally, in addition to having an impact on student learning results, this situation also demonstrates that teachers' performance in performing their jobs is still subpar. The researcher was then able to draw the conclusion that there was a broad range in the performance of the teachers at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency based on the findings of the interview with the principal of that school. Some educators constantly strive to enhance their performance by engaging in various performance-enhancing activities, such as educational seminars, educational problem workshops, online activities that raise the standard of instruction provided by different educational components, and participation in subject teacher deliberation events, among others.

However, some teachers care about activities to improve their performance. So the existence of these two groups of teacher versions will also have an impact on the quality of teachers at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. Teacher performance that is less than optimal is very clearly visible when the principal carries out academic supervision. According to the principal, teachers who are active and have the enthusiasm to improve their performance are different from teachers who rarely or even make no effort to improve and develop their careers by implementing learning activities. Apart from that, low achievement motivation and

the desire to explore deeper knowledge and skills for teaching, cause the quality of teachers to be low and their performance to be less than optimal. Based on the findings of the researcher's observations and short interviews with the head of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, the author is interested in researching "Implementation of Curriculum Management to Improve Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency".

B. Methods

This research was carried out at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, located at Route 23 Sukamulya Village, Air Sugihan District, Ogan Komering Ilir Regency, South Sumatra Province. The informants in this research, namely the subjects who will be interviewed directly, are referred to as sources. In this research, informants were determined using purposive techniques, that is, they were selected with certain considerations and objectives, who mastered an object that the researcher was studying. The research method that researchers use is qualitative. According to Sudjana (2014), the qualitative descriptive research method is a research procedure that produces descriptive data in the form of written or spoken words from the people and actors observed, directed from the individual's background as a whole (holistic) without isolating the individual and their organization in variable but views it as part of a whole.

To obtain the data needed for this research, the data collection techniques that researchers used included 1) observation, according to John et al. (2015), observation is an effort to collect data which is carried out when researchers go directly to the field to observe the behavior and activities of individuals at the research location; 2) interview, Nasution (2009) says that an interview is a direct conversation conducted by two parties with a predetermined goal; 3) documentation study, Mulyana (2018) said that documentation techniques are used to complement and increase the accuracy, and correctness of data or information collected from documentation materials in the field and can be used as material for checking the validity of the data.

C. Results and Discussion

Implementation of Curriculum Management Planning in Improving Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

The curriculum is an instrument that can be used to carry out appropriate learning activities according to the educational ideals and objectives that have been established by the school principal in collaboration with all educational elements in the school, including teaching staff and educational staff. aimed at all educational levels whose presence is acknowledged by the public and known to the government.

The government-determined curriculum serves as the foundation for the implementation of an integrated education system, which consists of several interconnected and educationally oriented components, such as the basic and educational objectives to be met, data on educators and educational personnel, curriculum, management, and educational institutions. Education planners and implementers, such as school principals, teachers, and supervisors of curriculum, must thus respond to how education interacts with the internal and external environments.

Thus, internal school needs such as those of principals, teachers, support personnel, and students as well as external changes such as modifications to education related laws and regulations, advancements in science and technology, and shifts in moral principles are met by national education. Curriculum management planning has been successfully implemented at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, according to the findings of interviews that researchers conducted with several teachers who served as informants for this study.

According to Nurhasana et al (2021), a Curriculum is a set of subjects and educational programs planned for students and created by an educational institution or school as the person responsible and supervisor. The curriculum is a means to achieve the desired educational program. As a means, the curriculum will be meaningless if it is not supported by the necessary facilities and infrastructure such as adequate learning and teaching resources, the ability of teaching staff, appropriate methodology, and clarity of direction and goals to be achieved. Curriculum implementation achieves three main activities, namely program development (planning), learning implementation, and evaluation. The degree to which the intended educational goals are met, the effectiveness of the educational program, and the child's capacity to absorb the teacher's learning implementation program.

The planning and execution of the curriculum will determine its success or failure (Abdullah, 2010). As a result, the ideal curriculum and the actual curriculum are the two components of an effective curriculum. The actual curriculum is created so that teachers can implement it according to the conditions and circumstances that are in place at the time (Sanjaya, 2018). The ideal curriculum is prepared as a guide for teachers in carrying out learning tasks for their students. Before being implemented as a basis for teaching, the curriculum needs to be planned in such a way that the curriculum is truly able to help shape students' character, personality, and basic knowledge equipment that has democratic value and is by cultural character. Curriculum planning must be realistic, feasible (can be done), and acceptable (well accepted) as stated Busro & Siskandar (2017) that good curriculum planning will be able to make the curriculum the basis for achieving the desired educational goals.

According to the previously stated viewpoints, to attain high-quality education, material or content distribution in the classroom needs to be optimized through comprehensive delivery. As a result, one of the primary considerations in achieving school education goals must be the idea of curriculum development. The 2013 curriculum has a strong emphasis on activity-based learning and is competency-based. The 2013 curriculum is essentially implementing theme-based learning by grouping multiple courses under a single theme, however, the evaluations are focused on the subject-specific learning objectives.

The implementation of the curriculum at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, shows that the curriculum planning at this school has been done well. The teachers who work there already recognize the value of using the curriculum as a foundation for their lesson plans. The instructor is skilled in organizing and creating the learning activities that will be used, and they have a thorough understanding of the planning process for curriculum implementation. According to each teacher's qualifications and skills, the principal of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency assigns tasks based on their educational background. Teachers can create good and correct learning tools by the rules for preparing and making learning tools that are generally used. The principal as a leader has succeeded in guiding and creating curriculum planning for teachers serving at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency. The curriculum planning process that has been implemented in this school includes, among other things, the learning planning process that teachers will carry out in class, including; syllabus and learning plan which contains subject identity, content standards, basic competencies, competency achievement indicators, learning objectives to be achieved, learning activities, use of learning methods and media as well as assessment of learning outcomes, and resources learning used by teachers

Implementation of Curriculum Management in Improving Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

The researcher can conclude that the curriculum management implementation carried out by the head of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency has been carried out well based on the findings of the interviews conducted with multiple teachers at the school. Three phases comprise the curriculum implementation overseen by the school principal: a) program development, comprising a semester and annual program of teaching activities in this school, which are subsequently crafted by individual teachers into a monthly and weekly program for carrying out learning activities. In addition, students at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, can participate in a guidance and counseling program or a remedial program; b) the learning program is implemented by creating a schedule for the distribution of teaching tasks among teachers who instruct and assigning additional tasks to teachers deemed capable by the school

principal. This is evident in the principal's ability to clearly define the goals for implementing the curriculum in this school, as well as in the curriculum's use for activities at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, and in the principal's success in assisting and mentoring teachers in applying the method. Curriculum that is by the conditions of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, and the implementation of teaching and learning activities that run conducive at this school.

In connection with the teaching and learning process activities which are part of the core activities of implementing the curriculum at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, the principal has carried out coaching and provided guidance and direction to teachers in the learning process through academic supervision activities in the classroom when the teacher is teaching in academic supervision activities in the classroom carried out by the principal of the teacher while teaching, the principal observes the methods, strategies, models and learning media used by the teacher in carrying out learning activities in the classroom c) Evaluation, a process carried out throughout the curriculum implementation process which takes place every semester and The final formative or summative assessment includes a complete overall assessment of the results of curriculum implementation

After carrying out academic supervision activities, the next step is for the principal to reflect on the teaching and learning activities carried out by the teacher and then provide contributions and suggestions based on the results of the implementation of the teacher's teaching and learning process in the classroom. This is of course the opinion of Nazri et al. (2022) which says that in implementing curriculum management there are curriculum components, namely objectives, content/material, implementation process, and curriculum evaluation. Each component in the curriculum is interrelated each is an integral part of the curriculum.

Sanjaya (2018) states that the curriculum's overall execution places a strong emphasis on several crucial elements, including (1) Goals that guide the teacher's desired outcomes for the teaching and learning process. The goals are broad at first, but to be achieved, they need to be broken down into more manageable components. It will be simpler to recognize and track the accomplishment of curriculum goals if there are clear objectives to be met; (2) The content components are related to the information that the teacher delivers during the teaching and learning process. The curriculum elements that are pertinent to the teacher's desired learning outcomes must be known to the principal. Since the teacher's material will be connected to the learning objectives he sets for his pupils, there needs to be cooperation between the learning objectives and the teacher's content in the material components; (3) Elements of the process of instruction and learning. This element is essential since it serves as the driving force behind the teacher's objectives for instruction. Teachers

and students are the two educational subjects that are involved in the teaching and learning process.

Teachers are actors (objects) who will carry out the activities of the teaching and learning process; students are subjects who will be used to attain the aims of the teaching and learning process. The teacher's success in achieving the desired learning goals certainly cannot be separated from the role of students as objects who receive the teaching carried out by the teacher. Apart from students, to create a teaching and learning process that is more motivating and arouses students' enthusiasm, it is also necessary to be assisted with media or facilities so that the process runs effectively and efficiently. In the teaching and learning process activities, efforts need to be made to provide a variety of teaching methods and learning models so that students do not feel bored and fed up with learning, and it needs to be adjusted to the students' conditions so that learning activities run flexibly.

The key to implementing the curriculum in schools is curriculum implementation, so the school principal must give the curriculum more concentrated attention during this phase. The Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, which covers the planning, execution, assessment, and monitoring of the educational process, is still cited in the implementation of the curriculum in schools. The elements that must be taken into account during the learning process implementation stage are 1) study groups; 2) minimal teacher workloads; 3) learning textbooks; and 4) class management.

Implementation of Curriculum Management Supervision in Improving Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

Based on the results of the researcher's interviews with several teachers who were informants for this research, the principal of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency has carried out good supervision of the teachers who teach at this school. The purpose of supervision is to improve and improve the quality of teaching carried out by teachers and to achieve planned educational goals, apart from that, supervision carried out by SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency is to improve teacher performance which is not yet optimal and provide knowledge and skills. to each teacher to be more integrated in carrying out their duties. Supervision is carried out effectively by established processes. Supervision is carried out absolutely and continuously through a program of academic supervision activities carried out on teachers who teach at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency.

The purpose of the discussion between the teacher and the principal is to give the teacher guidance and direction. The head of the department appears to be attempting to enhance and improve teacher performance in carrying out their duties as educators. The principal monitors the learning process that the teacher is carrying out during the supervision stage. To have solid documentation to support better teacher performance in the school, the principal conducts observations, takes notes, records interviews, and documents during the implementation phase. Apart from carrying out monitoring activities carried out by the principal, academic supervision activities are also carried out, the aim of which is to determine the quality of teacher performance and provide input to teachers regarding deficiencies in the learning process and efforts to motivate teachers to improve their performance.

Supervision carried out by school principals on teachers is a process of monitoring the stages of teacher performance which includes their quality in designing, implementing, and evaluating learning. According to Ginting (2020) Supervision is important to be carried out by the school principal because it can improve professional skills and the educational process in the school so that it can be better and of better quality. Efforts that can be made by school principals are to facilitate teachers to take part in training and assign teachers to take part in subject-teacher deliberations. Learning supervision is carried out in class when the teacher is teaching, after which reflection is carried out, followed by examples, discussions, training, and consultations by the school principal and education unit supervisor to the teacher concerned.

Implementing curriculum supervision there are two functions to be achieved, namely; 1) The function of the curriculum for schools is as a tool to achieve the desired educational goals. The supervision carried out covers the field of study, time allocation, subject matter, teaching methods, teaching media, as well as implementation strategies, both physical and non-physical, carried out by the teacher; 2) The curriculum can control and maintain the balance of the educational process, meaning that the school curriculum can prepare teaching staff, prepare for community needs or employment opportunities. So that the curriculum becomes a necessity that society needs and can meet the needs of employment opportunities (vocational) as well as to continue to the next level of school (academic).

Implementation of Curriculum Management Evaluation in Improving Teacher Performance at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency

Based on the results of interviews conducted by researchers with teachers at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, who were informants for this research, evaluation activities were carried out by the head of SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency for the teachers who taught. Evaluation is carried out to determine the teacher's achievement of teaching objectives. Evaluation

is used to determine the quality of teaching that has been carried out by teachers in the teaching and learning process. Apart from that, evaluation is very useful for teachers to find out their performance in achieving successful educational interactions with students. Evaluation of the implementation of the curriculum program at SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency is not aimed at finding mistakes made by teachers in implementing learning activities but is more focused on improving the curriculum implementation program carried out and providing input to teachers so that curriculum implementation at the next stage will be better.

The purpose of curriculum evaluation according to opinion Arofah (2021) Curriculum evaluation is beneficial for all parties including teachers, educational stakeholders, parents, and the community. Curriculum evaluation has a formative and summative function which ultimately has an impact on educational, instructional, diagnostic, and administrative activities. Evaluation is a process to determine the overall quality of learning, including the planning stages of the learning process, implementation of the learning process, and assessment of learning results. Learning evaluation is an activity to collect data and information about students' learning abilities, to assess the extent to which the learning program has been running, and also as a tool to determine whether educational goals and learning processes in developing knowledge have progressed as they are (Phafiandita et al., 2022).

An assessment of how the current curriculum is being implemented in schools is called curriculum evaluation. The curriculum is assessed during the evaluation phase, both in terms of the implemented curriculum as a whole and its implementation papers. All auxiliary components of curriculum implementation, such as buildings and infrastructure, as well as teachers who carry out the curriculum in classrooms, are included in curriculum evaluation. Accordingly, curriculum implementation evaluation is the process of gathering data to ascertain the course and outcomes of curriculum implementation, which may be utilized to gauge the effectiveness of teachers in executing instructional procedures in the classroom.

Curriculum evaluation happens both when curriculum concepts and papers are developed and when the curriculum is implemented or carried out. The purpose of curriculum evaluation is to ascertain how well teachers are carrying out the curriculum and to generate improvements in the intended curriculum concept. The purpose of the curriculum evaluation at SMP Negeri 4 Air Sugihan was to ascertain how the curriculum was being implemented at this particular school. This school's evaluation of the curriculum covers assessments of the infrastructure and facilities that facilitate the execution of curriculum activities as well as assessments of the effectiveness of the teachers in facilitating classroom instruction. Evaluation in the

field of facilities and infrastructure is carried out at the beginning and middle of each school year. The evaluation of teacher performance in carrying out learning activities is carried out every month to find out the quality of learning carried out by teachers. The evaluation results are used as consideration to improve weaknesses in the implementation of the curriculum in this school so that it is more effective in the future and improvements are made.

The importance of curriculum evaluation was researched by Abrory & Kartowagiran (2014), the results were that; 1) the quality of mathematics learning planning for class VII State Middle Schools in Sleman Regency in the implementation of the 2013 curriculum is in a good category because the quality of the syllabus and lesson plans is in a good category; 2) the quality of the implementation of class VII State Middle School mathematics learning in Sleman Regency in the implementation of the 2013 curriculum is in the poor category because the quality of the preliminary components, core components, and closing components are in the poor category; 3) the quality of the assessment of mathematics learning for class VII State Middle Schools in Sleman Regency in the implementation of the 2013 curriculum is in the poor category because the quality of attitude competency, knowledge competency, and skills competency is in the poor category.

According to Hendro (2016) research findings, while teacher and student comprehension are in a good category, the context evaluation of the infrastructure and facilities enabling K13 implementation in the Belu district is in the poor category (50.57%). Evaluation of input, the lack of teacher and student manuals, the success of teacher and principal training (79.44%), the less successful outcome of teacher mentoring (37.3%), learning management (73.47%), and student services (69.64%) are all in the pretty good group. The process evaluation's findings indicate that while the assessment process performed poorly (49.28%), the learning process went quite well (76.51%).

There are variations in the research results that are not the same when compared to other relevant investigations that the researchers completed. The findings of a study carried out by researchers at SMP Negeri 4 Air Sugihan about the application of curriculum management to enhance teacher performance, beginning with the planning, implementation, supervision, and evaluation phases of the implementation of curriculum management, have been effectively implemented in improving teacher performance at SMP Negeri 4 Water Sugihan, Ogan Komering Ilir Regency.

D. Conclusion

Specifically, the conclusions of this research are as follows 1) Implementation of curriculum management planning to improve teacher performance has been carried

out well. Teachers who teach at this school already can prepare learning tools that they will implement; 2) implementation of curriculum management in improving teacher performance has been carried out well; 3) implementation of curriculum management supervision in improving teacher performance has been carried out well; 4) implementation of curriculum management evaluation in improving teacher performance has been carried out well.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues in SMP Negeri 4 Air Sugihan, Ogan Komering Ilir Regency, and Universitas PGRI Palembang who helped us with this article.

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