Curriculum Management In Improving Education Quality (Multisite Study On The S-1 PGMI Study Program At UIN Satu Tulungagung And The S-1 PGMI Study Program At UIN Maliki Malang)

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Abstract.

This study examines the strategies for curriculum planning, implementation, and evaluation in the S-1 PGMI study program at UIN Sayyid Ali Rahmatullah Tulungagung and UIN Maliki Malang to improve education quality. This qualitative research uses interviews, participatory observation, and document analysis. Data analysis is conducted through single-site and cross-site analysis, and data validity is tested through credibility, transferability, dependability, and confirmability. The findings show that the curriculum planning strategy integrates the administrative model and grassroots model through the formation of a curriculum development team, SWOT analysis, and curriculum preparation, which includes graduate profiles, Graduate Learning Outcomes (CPL), and course offerings. The implementation strategy uses the Enactment Curriculum approach and the Innovation Profile model (diagnosis, application, evaluation, follow-up). The evaluation strategy is conducted using the Outcome-Based Education (OBE) approach, which includes context, input, process, and product evaluation. Overall, these strategies are designed for adaptation to the challenges of the global era and to produce competitive graduates.

Keywords: Curriculum Management; Education Quality and PGMI.

I.   INTRODUCTION

The Republic of Indonesia Law No. 20 of 2003 on the National Education System serves as the primary foundation for the implementation of education in Indonesia.[1] This law provides guidance for educational institutions, both under the Ministry of Religious Affairs and the Ministry of Education and Culture, to develop educational strategies tailored to their specific characteristics, while aligning with national policies. In practice, educational policies serve as a roadmap for addressing educational challenges with the goal of building a quality education system, even though criticism of educational outcomes often arises.[2]In the context of higher education, regulations such as Law No. 12 of 2012 on Higher Education and Law No. 14 of 2005 on Teachers and Lecturers strengthen the direction of curriculum development. The evolution of the curriculum reflects responses to global changes, starting with the Content-Based Curriculum (1994) and transitioning to the Competency-Based Curriculum in 2000, which places greater emphasis on skills aligned with labor market needs. The National Higher Education Standards (SN-Dikti), through the Ministry of Education and Culture Regulation No. 3 of 2020,[3] underscores the importance of developing the intellectual, moral, and skill competencies of graduates.[4]Entering the era of globalization, the implementation of the Indonesian National Qualification Framework (KKNI) aims to enhance the competitiveness of Indonesian workers in the global labor market.[5] One significant breakthrough is the "Independent Learning, Independent Campus" (MBKM) program, launched in 2020, which provides students with broader learning opportunities and strengthens the connection between higher education and industry needs.

[6] This policy is expected to help Indonesia optimize its demographic dividend potential and strengthen its position as a global economic power.In this dynamic, curriculum development in higher education must be designed to be adaptive, innovative, and responsive to the needs of the times.[7] Curriculum planning[8], implementation[9], and evaluation[10] must be conducted continuously, considering the principles of relevance[11], flexibility[12], continuity[13], practicality[14], and effectiveness[15]. Based on this thinking, this research aims to examine the strategies for curriculum

planning, implementation, and evaluation in the S-1 Elementary School Teacher Education (PGMI) program at UIN Maulana Malik Ibrahim Malang as an effort to improve educational quality and produce graduates who are competitive in the global era.The S-1 PGMI program at UIN Maulana Malik Ibrahim Malang serves as a concrete example of innovative curriculum development that integrates educational, Islamic, and academic aspects. Through a systematic and continuous approach, supported by various academic and non-academic activities such as discussions, workshops, research, and entrepreneurship development, this program demonstrates a commitment to producing educators who are adaptive, creative, and have Islamic character, ready to compete at both the national and international levels.

Curriculum development in higher education plays a crucial role in determining the quality and character of the graduates produced, as seen in the S-1 PGMI programs at UIN Sayyid Ali Rahmatullah Tulungagung and UIN Maulana Malik Ibrahim Malang. These programs have experienced significant increases in the number of applicants, reflecting a high interest from prospective students. With well-planned curriculum development, implementation, control, and evaluation, both institutions continue to strive to maintain the relevance of their curricula in line with the times. The academic distinction is also an important factor in curriculum development, emphasizing the unique features of the PGMI program, which integrates educational, Islamic, and subject matter components to produce graduates who are academically competent and have Islamic character.In addition to the curriculum[16], various academic and non-academic activities contribute to the development of competent Madrasah Ibtidaiyah teacher candidates. Activities such as interactive discussions, workshops, educational seminars, and student participation in research and competitions provide valuable practical learning experiences. Students are also actively involved in research and entrepreneurship development, further demonstrating their competitiveness and creativity at both national and international levels. With this innovative approach, the program produces graduates who are able to adapt to labor market demands while contributing to the development of knowledge, strengthening the position of the PGMI program as an institution that excels in producing quality educators.

II.   METHODS

This study employs a qualitative approach[17] with a multicase study design[18], aiming to deeply understand the strategies for curriculum planning, implementation, and evaluation in the S-1 PGMI Program at UIN Sayyid Ali Rahmatullah Tulungagung and UIN Maulana Malik Ibrahim Malang. Data collection techniques include in-depth interviews with relevant stakeholders[19], participatory observation[20] of academic activities, and document analysis[21] of curriculum and internal policy documents. Data are analyzed using a single-site and cross-site analysis approach to uncover strategic patterns applied in curriculum management. To ensure the validity of the data[19], this research applies four criteria: credibility, transferability, dependability, and confirmability. Credibility is maintained through triangulation of techniques and data sources[17], transferability is ensured by providing a detailed description of the research context, dependability is controlled through a data audit trail, and confirmability is achieved by testing the consistency of the research findings against the data obtained.

III.   RESULT AND DISCUSSION
The curriculum planning strategy for improving the quality of education

The curriculum planning strategy for improving the quality of education in the S-1 PGMI (Bachelor's Program in Elementary School Teacher Education) at UIN Sayyid Ali Rahmatullah Tulungagung consists of three main components: determining graduate profiles, establishing learning outcomes (CPL), and defining courses within the curriculum structure. Each of these components adopts a systematic and adaptive approach to ensure that the curriculum is relevant to the evolving needs of the labor market and global challenges.The PGMI program at UIN SATU Tulungagung sets five graduate profiles to ensure that students acquire diverse competencies and skills, enabling them to choose professions that align with available opportunities in society. The first strategy in determining the graduate profile is involving experts and stakeholders in workshops to provide feedback on the draft graduate profiles, ensuring they reflect community expectations and educational trends. Regular meetings, such as internship activities and

community forums, also play a crucial role in continuously updating and adjusting the graduate profiles to meet market needs.The second strategy involves paying attention to applicable educational regulations and standards, both at the national curriculum policy level and the accreditation standards for the program. This ensures that the graduate profiles align with broader national policies. The third strategy is based on in-depth analysis of labor market needs and technological developments, which serve as a reference in defining the skills graduates of the PGMI program should possess.

The formulation of CPL at PGMI UIN SATU Tulungagung follows the qualifications framework (KKNI) and SN-Dikti as minimum standards. The CPL developed includes competencies necessary for the 5.0 metaverse era, integrating aspects such as data literacy, technology literacy, human literacy, virtual reality understanding, 21st-century skills, and additional competencies obtained through the Merdeka Belajar Kampus Merdeka (MBKM) program. The CPL formulation prioritizes the development of attitudes and general skills in line with the National Higher Education Standards (SNPT), as outlined in the Ministry of Education and Culture Regulation No. 3 of 2020.For CPL related to specific skills and knowledge, the formulation is adapted based on academic manuscripts developed by associations of study programs. This formulation also takes into account the distinctive features of the PGMI program, which focuses on the development of Islamic education. The development of CPL related to specific skills and knowledge always involves faculty members from relevant academic fields and is adjusted to the previously established graduate profiles, ensuring that each CPL accommodates the educational needs, professional development, and employability of graduates in the global labor market.The strategy for determining the courses within the curriculum structure involves the participation of various stakeholders to ensure that the content and CPL align with the graduate profiles. The initial step is to engage faculty members from relevant academic fields to determine courses and CPL that match the required competencies. Faculty involvement in curriculum development significantly contributes to the quality and relevance of the material being taught.Moreover, the program involves education practitioners and other stakeholders in analyzing labor market needs to ensure that the courses offered align with market demands and technological developments.

This also supports the enhancement of students' practical skills, which are crucial for their career readiness in education and other sectors.The next strategy is benchmarking with other educational institutions to analyze the names and content of courses within the curriculum. This ensures that the curriculum is not only locally relevant but also competitive at an international level. Appropriate naming of courses according to the established nomenclature helps students understand the learning objectives for each course they take.The assignment of credit hours (SKS) to each course is also done by considering the curriculum guidelines based on KKNI and MBKM. Proper credit hour allocation ensures a balanced proportion between theory and practice, meeting the desired learning standards. Thus, the curriculum structure ensures that graduates are academically competent and prepared for professional challenges.With these strategies, the PGMI program at UIN SATU Tulungagung continuously strives to improve the quality of education through the development of an adaptive, relevant, and future-ready curriculum. The ongoing process of curriculum planning, implementation, and evaluation is key to ensuring that the program produces graduates who are ready to compete at both national and international levels and contribute to the advancement of quality education.Curriculum planning at PGMI UIN Maulana Malik Ibrahim Malang is carried out systematically through a combination of administrative models and participatory approaches. The curriculum development process begins with a SWOT analysis to identify strengths, weaknesses, opportunities, and threats, both internally and externally.

This analysis forms the basis for developing an adaptive curriculum strategy responsive to national education dynamics and global labor market needs.The next strategy is actively involving stakeholders, including faculty members, students, alumni, and professional associations, through meetings, workshops, questionnaires, and surveys. The goal is to gather diverse perspectives and real needs from the workforce to ensure the curriculum developed is relevant and applicable. In the needs analysis phase, a competency-based needs assessment approach is used, involving both internal and external consultants. Data from tracer studies are analyzed to design graduate competencies that align with the latest knowledge developments and industry requirements.The graduate profile at PGMI UIN Maliki Malang focuses on three main

competencies: elementary school teacher candidates, research assistants in basic education, and educational media developers. The CPL is developed in reference to SN-Dikti[22], KKNI[23], and UNESCO's Learning Outcomes framework, encompassing aspects of Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together. The CPL formulation also considers the integration of UIN Maliki's unique academic culture, blending general knowledge with Islamic studies.In course formulation, the curriculum structure is designed based on graduate profiles, CPL, and the relevant body of knowledge. Courses are grouped into six academic clusters, and students are required to complete an additional 10 credit hours to strengthen supplementary competencies. The assignment of credit hours takes into account the depth and breadth of the courses and their alignment with the CPL. Regular evaluations of each course ensure that the material, assignments, exams, and assessments are aligned with the established learning outcomes.Overall, the curriculum planning strategy at PGMI UIN Maulana Malik Ibrahim Malang demonstrates a structured, adaptive, and quality-focused approach to graduate outcomes. The integration of labor market needs analysis, stakeholder involvement, national education standards, and the principle of academic integration ensures that the developed curriculum can meet global challenges and support the development of high-quality basic education.

The strategy for curriculum implementation to improve the quality

The strategy for curriculum implementation to improve the quality of education in the PGMI Study Program at UIN Tulungagung and UIN Maulana Malik Ibrahim Malang is designed by prioritizing the involvement of various stakeholders. The success of this curriculum implementation relies not only on the development of learning materials but also on collaboration between lecturers, students, alumni, and other stakeholders. At both universities, involving stakeholders in the finalization of the curriculum is an important step to ensure that the curriculum applied is relevant to the needs of the industry and the evolving times. At UIN Tulungagung, internship activities and routine alumni and practitioner forums are held to obtain direct feedback, which serves as input for curriculum improvement. Meanwhile, UIN Malang holds workshops with stakeholders to design a curriculum that meets the demands of the job market as well as the latest technological developments.The drafting and approval of the curriculum documents at both study programs are carried out carefully and in accordance with the applicable academic standards. The curriculum documents that have been prepared will receive approval from the academic senate, the deanship, and the rectorate before being implemented. This process guarantees that the curriculum has a strong legal basis and aligns with the vision, mission, and educational objectives desired by both universities. This ensures that the curriculum not only follows scientific developments but is also in line with broader educational policies at the national level.To support the quality of learning, both study programs adopt a Student-Centered Learning approach, which allows students to be more active in the learning process.

This approach emphasizes the role of students as the main subjects in learning, while lecturers act as facilitators who guide students in achieving learning objectives. Student-Centered Learning is developed with various relevant learning models, such as cooperative learning, collaborative learning, case studies, problem-based learning, project-based learning, and simulations.[24] These learning models not only develop students' academic abilities but also critical thinking and problem-solving skills that are highly needed in the professional world.An important aspect of curriculum implementation is the utilization of information technology in the learning process. In both study programs, technology-based learning is applied by combining face-to-face learning with online learning, known as blended learning or hybrid learning. Online learning gives students the flexibility to access learning materials anytime and anywhere, while face-to-face learning is still conducted to ensure direct interaction between students and lecturers. This combination allows students to have a richer learning experience in line with technological advancements.In addition, both study programs also develop blended learning models using several types of models, such as rotation model, flex model, self-blend model, and enriched virtual model. These models offer variations in how students learn, allowing them to choose the method that best suits their learning style. The use of these various learning models is expected to increase student engagement in the learning process and enrich their experience.

To measure the effectiveness of learning, both formative and summative assessments are conducted using various types of assessments, which may include presentations, written tests, projects, and individual and group assignments. These assessments provide a more comprehensive picture of students' understanding and skills in various aspects of learning. Additionally, assessments are conducted periodically to monitor student progress and provide constructive feedback that is useful for improving the learning process.The importance of involving students in the assessment process is also part of the curriculum implementation strategy in both study programs. Students are not only objects of assessment but are also involved in self-assessment and peer assessments, which help them become more reflective in evaluating their learning progress. Furthermore, technology is also used to facilitate the assessment process, such as through Learning Management Systems[25] that make it easier for students and lecturers to manage assignments, exams, and feedback.The implementation of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum is also a key strategy in the development of the curriculum in these two study programs. Through MBKM, students are given the right to take courses outside their program of study for one semester (20 credits) at the same university and two semesters (40 credits) at other universities. This program provides students with the opportunity to broaden their horizons and skills outside their field of expertise, as well as opens opportunities for more diverse learning experiences that are relevant to the demands of the job market.Courses outside the program of study are also part of the curriculum introduced in both study programs.

For example, PGMI students can take courses such as Counseling Guidance, Mathematics for MI/SD, Science Education for MI/SD, and various other courses related to the education field. This allows students to develop additional skills that can support their future careers and provides flexibility in choosing fields of interest.Furthermore, both study programs offer various external activities that students can participate in, such as student exchanges, internships/work practices, teaching assistantships, research, humanitarian projects, entrepreneurial activities, independent studies, and community development (KKN-T). These activities provide students with hands-on experience outside the classroom that is valuable for character development, social skills, and their readiness to enter the professional world. These activities not only enrich students' experiences but also help them become better prepared to face challenges in the workforce.In addition, both study programs ensure that all curriculum activities are closely linked to the industry and community needs. Thus, the implemented curriculum can address the challenges faced by society and prepare students to contribute maximally in various sectors of life. Close collaboration with the industry and other stakeholders ensures that the material taught in class remains relevant to current developments.This curriculum development also involves ongoing efforts to evaluate and improve the quality of learning. Evaluations are carried out regularly from the aspects of teaching materials, teaching methods, and assessment processes, with the involvement of all parties involved in the educational process.

Through regular evaluations, the PGMI study programs at both universities can ensure that each stage of curriculum implementation always aligns with the intended goals and provides maximum benefits for students.Overall, the strategy for curriculum implementation at UIN Tulungagung and UIN Maulana Malik Ibrahim Malang aims to produce graduates who are not only competent in their areas of expertise but also possess social, leadership, and entrepreneurial skills needed in the workforce. The integrated approach between technology-based learning, character development, and active student involvement in the educational process is expected to produce a generation that is ready to face global challenges.By emphasizing a competency-based curriculum that is relevant to the job market, both study programs strive to prepare their students to become individuals who are not only academically intelligent but also ready to contribute positively to society. The innovative learning models, use of technology, and policies supporting flexibility in education are significant steps in improving the quality of education at both universities.Innovations in this curriculum strategy are expected to not only improve the quality of education but also have a broad impact on the Indonesian education sector by producing graduates who can adapt and contribute in various sectors of life.

Curriculum Evaluation Strategy to Improve Educational Quality

The curriculum evaluation strategy at UIN Sayyid Ali Rahmatullah Tulungagung is conducted through a comprehensive approach involving various stakeholders to improve educational quality. This

evaluation process consists of several stages, starting with a context evaluation aimed at assessing the relevance of the curriculum to the needs of society and the education industry. This is done by gathering data from lecturers, students, alumni, and employers through surveys and interviews. Next, an input evaluation is carried out to assess the resources used in the curriculum implementation, such as lecturer competencies, teaching materials, infrastructure, and the technology used. This evaluation aims to ensure that the content taught aligns with the Course Learning Outcomes.The next stage is the process evaluation, which focuses on assessing the curriculum's implementation during the learning process. Feedback from lecturers, students, and alumni is collected to evaluate the effectiveness of teaching and their learning experiences. The results of this evaluation are used to improve the current curriculum implementation. After that, a product evaluation is carried out, which assesses the final outcomes of the curriculum, namely the students' achievements in terms of grades, skills, and attitudes, in accordance with the expected Graduate Learning Outcomes.

Curriculum evaluation at UIN Tulungagung is carried out periodically every 3-5 years, involving the Quality Assurance Agency for internal quality audits and program accreditation for external assessments. After the evaluation, the results are collected and analyzed to formulate recommendations for curriculum improvement. Discussions with other stakeholders are then conducted to develop an action plan for future improvements. The success of the curriculum is measured based on the achievement of Graduate Learning Outcomes, the quality of teaching by lecturers, student learning completion, and the satisfaction of employers, measured through a Tracer Study. Through this process, UIN Tulungagung ensures that the curriculum remains relevant and effective in supporting the quality of higher education.The curriculum evaluation strategy at the S-1 PGMI Study Program at UIN Maulana Malik Ibrahim Malang involves various internal and external parties in assessing the effectiveness of the curriculum. The evaluation team consists of the quality assurance unit, lecturers from the subject matter clusters, students involved in the Family Forum Class, stakeholders, and alumni. The evaluation is carried out through the completion of questionnaires, surveys, and group discussions to gather views and experiences regarding the teaching and learning process comprehensively. The participation of various parties aims to obtain objective feedback in evaluating the overall curriculum.Evaluation data is collected from various sources and analyzed using both quantitative and qualitative approaches. Numerical data, such as the cumulative grade point average, is analyzed to identify trends in academic achievement, while narrative feedback from students, lecturers, and alumni is analyzed to understand the learning experience in greater depth. The results of the analysis are then compiled into an evaluation report, which includes key findings, strengths and weaknesses of the curriculum, and recommendations for further curriculum development.

Curriculum evaluation in the S-1 PGMI Study Program is conducted periodically, usually every three to five years, to ensure that the curriculum remains relevant to developments in science and the needs of the job market. This evaluation process involves analyzing the gap between the existing curriculum and the competencies required by the education industry, as well as making necessary adjustments to improve educational quality.The success of curriculum implementation is measured using internal indicators such as the average, average study duration, and on-time graduation rates. Additionally, external measures to assess curriculum success include the results of tracer studies, which measure the average waiting time for graduates to obtain employment and the alignment of their work with the competencies they have acquired. This approach ensures that the curriculum can adapt to changes in society and the demands of the workforce.The evaluation report is then discussed with lecturers and other stakeholders to formulate improvement steps. This discussion aims to reach a consensus on the improvements that need to be made, both in the curriculum itself and in its implementation. Thus, the evaluation process not only produces a report but also serves as a foundation for structured and effective improvements.The curriculum evaluation focuses on the final product, which is the students' achievements, seen in terms of academic performance, acquired skills, and demonstrated attitudes. These three competencies are analyzed to ensure their alignment with the Course Learning Outcomes. This evaluation of the curriculum's product provides important information on whether the curriculum should be continued, modified, or discontinued, and how successful it has been in achieving its intended objectives.

IV. CONCLUSION

The research on curriculum management in the PGMI Study Program at UIN Sayyid Ali Rahmatullah Tulungagung and the PGMI Study Program at UIN Maliki Malang shows that curriculum planning is carried out by collaborating administrative and grassroots models, starting with SWOT analysis and policy analysis, and developing the basic curriculum concept based on the curriculum development team's guidelines. This process involves needs analysis by identifying the expectations of stakeholders, including students, lecturers, alumni, and employers. The curriculum is designed comprehensively, including the establishment of graduate profiles, learning outcomes, and course structures, which are then validated by experts and socialized to all relevant parties. In its implementation, the Enactment Curriculum approach is applied using the Leithwood/The Innovation Profile Model, which includes diagnosis, application, and evaluation in managing classroom learning.

Curriculum evaluation is conducted using the Outcome-Based Education (OBE) approach, involving context, input, process, and product analysis, including a tracer study to assess the time it takes graduates to get jobs and the match between their jobs and the education they received. Evaluation also collaborates with OBE by assessing students' learning experiences and learning outcomes, including knowledge, skills, and attitudes. This study contributes theoretically by enriching curriculum management theory through the combination of administrative and grassroots models, as well as integrating the Leithwood model in curriculum implementation and the OBE approach in evaluation. Practically, this study recommends that educational institutions adopt a data-driven approach in curriculum planning, enhance lecturer and student participation, utilize interactive learning methods and technology, while developing effective evaluation systems, providing training for lecturers, increasing transparency and accountability, and ensuring adequate resources to support curriculum implementation and improve overall education quality.

V. ACKNOWLEDGMENTS

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