Enhancing Student Achievement in Senior High School through Curriculum Management in Indonesia

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ABSTRACT. The purpose of this study is to examine student accomplishment, the management of the high school curriculum, and the creation, application, and effects of the curriculum on student achievement. Qualitative research methodologies were employed in this study. Observations and in-depth interviews with educators, school administrators, and other staff members provided the data. A qualitative transcribing approach was employed to examine the data, followed by coding, grouping the key findings of the research, and conclusion. The study's findings indicate that students are on the right track to achieve extraordinary achievements with continuous measurement and evaluation; an interactive learning approach can enhance students' learning experiences, and an educational environment that supports student achievement has been established. Combining these elements has allowed this school to effectively educate its pupils for various competitive and competitive difficulties, making them resilient in the long run. This study emphasizes how important it is for secondary schools to manage their curricula effectively to increase student accomplishment by providing students with relevant, interest-based material. To further improve educational outcomes, interactive learning strategies, more resources, and continuous assessment are helpful.

Keywords: *Curriculum Management, Improving Student Achievement, High School*

INTRODUCTION

The curriculum plays a significant role in determining how pupils learn. Developing strong learning outcomes and raising student achievement depends heavily on effective curriculum management. According to Tyler's (2013) model of curriculum creation, effective curriculum design requires a methodical process that includes setting objectives, choosing materials, planning learning experiences, and analyzing outcomes. In order to increase student accomplishment, this paradigm highlights how crucial it is to integrate the curriculum with the intended learning objectives (Cross et al., 2002; Kasman, & Lubis, 2022). However, when learning is imparted conventionally and does not align with learning objectives, some pupils do not achieve exceptionally well (Nilson, & Stanny, 2015).

A well-crafted curriculum makes learning relevant and meaningful, which sustains students' interest. McTighe and Wiggins (2012) asserts that while creating curricula, the goal should be to create "authentic" learning experiences connected to students' real-world experiences. According

to Wibawa and Lukitasari's (2020) research findings, kids are more motivated to learn when they engage in authentic learning. Higher levels of student involvement are fostered by this approach, which boosts academic achievement (Andersson & Andersson, 2005; Bohemia & Davison, 2012; Hursen, 2016). However, because academic accomplishment is given priority in some schools, real learning receives less emphasis (Thaariq, & Wedi, 2020; Mulyasa, 2021). Curriculum-based content is given to students, but real-world experiences do not influence learning.

Additionally, Hattie's (2023) research highlights the importance of tangible learning by demonstrating that students who actively engage in their learning through a well-designed curriculum are more likely to experience enhanced success. Consequently, actions to boost student participation and engagement are necessary for effective curriculum management. The management of curricula must take into account the demands of the students. Differentiated education, which adjusts teaching strategies and material to a range of learners' abilities and styles, is supported by Tomlinson (2001). All students' educational requirements, including those from diverse backgrounds and ability levels, are satisfied through inclusive curriculum design (Rose & Meyer, 2002). Differentiated learning has, however, gotten less substantial attention. Teachers demonstrate this by using the same learning style when instructing their students.

Additionally, continuous improvement is an integral part of curriculum management. Guskey (2002) emphasizes the need for continuous evaluation and feedback in determining the effectiveness of curricular implementation. Regular assessments allow educators to discover areas for improvement and make necessary changes, resulting in improved student achievement over time. Effective curriculum creation management requires educators to always follow developments in educational research and best practices. Opportunities for professional development allow instructors to implement new and evidence-based educational practices (Desimone, 2009). This ongoing learning is critical to ensuring educators can implement and modify the curriculum to suit students' changing needs.

In the context of this research, Islamic High School (SMA) Sunan Gunung Jati Ngunut, like other tertiary institutions, has a big responsibility in preparing its students to face an ever-changing world with relevant knowledge and skills. During increasingly fierce competition and the dynamics of globalization, producing quality students ready to face various challenges is very important. SMA Sunan Gunung Jati Ngunut has achieved very high student achievements. With an extraordinary record of student achievement in various competitions and national exams, this school is exciting research subject to understand the factors contributing to student success. Apart from that, innovations in curriculum management implemented by this school are also the focus of research as a potential source of insight into how effective curriculum management can improve student achievement. The unique educational context that this school may have, as well as the collaboration that the school may offer in conducting research, further strengthens the reasons for selecting it as a research subject.

Education plays a central role in shaping the future of individuals and society (Sujana, 2019). SMA Sunan Gunung Jati Ngunut Tulungagung, like other educational institutions, has a big responsibility in preparing its students to face an ever-changing world with relevant knowledge and skills (Untari, 2017). During increasingly fierce competition and the dynamics of globalization, producing quality students ready to face various challenges is very important (Safitri, 2020). Student achievement at SMA Sunan Gunung Jati Ngunut, Tulungagung, is the primary focus in assessing the success of this school. Students at this school have achieved extraordinary achievements in various competitions, ranging from academic achievements to arts and sports achievements. Their accomplishments included taking first place in the national Olympiad in biology, winning the essay competition, the regional hero Olympiad, and the high school archery tournament in East Java.

It demonstrates the exceptional potential of the students at SMA Sunan Gunung Jati Tulungagung (Educator, personal communication, 2023). Some facets of this variance in student

accomplishment, such as the function of curriculum management in producing exceptional and consistent student achievement, require further understanding (Suryana & Ismi, 2019; Sahid, 2023). As per Qolbi and Hamami (2021), the curriculum is the cornerstone of instruction in all educational establishments, including SMA Sunan Gunung Jati Ngunut, Tulungagung. Essential elements that can affect student accomplishment include a suitable curriculum, topic selection, creative teaching techniques, and responsiveness to changes in the national curriculum (Qurtubi, 2021; Firdaus et al., 2022; Sofyan, & Riyadi, 2022). In light of this, the purpose of this study is to determine how curriculum management procedures at SMA Sunan Gunung Jati Ngunut Tulungagung contribute to the academic success of exceptional pupils. This study sheds light on the connection between curriculum design, implementation, and student achievement.

METHOD

Qualitative research methodologies are employed in this study (Sugiyono, 2017). Because SMA Sunan Gunung Jati Ngunut was pertinent to the research theme of curriculum management and student accomplishment, it was selected as the research venue. Supporting criteria for this pick include the opportunity for engagement with schools, the diversity of research themes, and high accessibility. Additionally, the research findings may be very helpful in enhancing the educational system if these schools have distinctive or cutting-edge curriculum management techniques. Furthermore, the school's distinct local setting can offer insightful information that might not be found elsewhere. Using the purposive sample approach, researchers identified SMA Sunan Gunung Jati Ngunut instructors and stakeholders as research participants. SMA Sunan Gunung Jati Ngunut welcomes researchers regularly to watch and engage with study subjects, including students, faculty, and staff. During in-depth interviews, the researcher plays the roles of facilitator and active observer. Students, instructors, and other staff members of SMA Sunan Gunung Jati Ngunut served as the research subjects.

In order to get a complete picture, research subjects include teachers and school personnel. Information was gathered from several sources, such as observations, interviews, and school records. In order to guarantee a thorough comprehension of the research situation, researchers also engaged in contemplation and conversation with informants. Important educators and support personnel with extensive knowledge of curriculum administration at this institution are useful informants. They aid in determining the important elements. Data was gathered by curriculum document analysis, in-depth interviews with teachers, students, and other school personnel, and observation.

Furthermore, student surveys are used to obtain their views on the learning process. The process of data collection, analysis, and conclusion was carried out carefully during this period. Checking the validity of the data uses triangulation, both source triangulation, data triangulation, and technique triangulation. This research was conducted at SMA Sunan Gunung Jati Ngunut, with a research duration of six months. Data was collected through observation, documentation, and in-depth interviews with teachers and school principals. The collected data was analyzed using qualitative analysis methods, consisting of transcription, coding, grouping the essence of research results with the same meaning, and presenting the data. The research flow goes through the preparation stages, such as the researcher planning the research, defining objectives, and identifying research subjects. Continue collecting data through observation, interviews, and document analysis over several months. Data analysis through data was analyzed using qualitative analysis methods, including coding and grouping of essences. They concluded by drawing conclusions based on findings from the data that has been analyzed—verification and checking of validity by checking using triangulation techniques and dialogue with informants. Furthermore, finally, write a report summarizing the research results in a carefully prepared research report.

RESULT AND DISCUSSION

Result

Curriculum Management

Curriculum Management refers to a series of planning, organizing, implementing, and evaluating processes carried out in the context of updating and perfecting the curriculum of an educational institution. The main goal of curriculum management is to ensure that the curriculum is always relevant, effective, and able to meet the needs of students and society. The curriculum process includes several steps, such as Needs Analysis, Identifying the needs and demands of students, and societal developments that the curriculum must accommodate. *Planning:* Formulate objectives, learning targets, and curriculum structure following needs analysis. *Curriculum Design:* Developing a curriculum design, which includes selecting subject matter, teaching methods, and determining assessment methods. *Implementation:* Implementing the curriculum plan in the daily teaching process. *Evaluation:* Evaluate the effectiveness of the curriculum to assess the extent to which learning goals and objectives are achieved. *Revision:* If necessary, the curriculum is revised based on the evaluation results to improve aspects that require improvement. Coordination between teaching personnel, administrative staff, and outside parties like the education office is necessary for curriculum management. Maintaining a curriculum that is current, useful, and in line with student needs and educational advancements is the major goal of curriculum management.

The Relationship Between Curriculum Management and Student Learning Achievement

Research and theory in the field of education show that effective curriculum management has a positive impact on student achievement. Students tend to achieve better results if they are involved in a relevant curriculum, taught with appropriate methods, and adapted to their needs. Therefore, schools and educational institutions must have good curriculum management to support optimal student achievement. Effective curriculum management is crucial in improving student achievement. It is related to several important factors that contribute to better student achievement. Relevant curriculum design is a critical element in creating a solid foundation for extraordinary student achievement. A curriculum that considers students' needs and interests and integrates learning materials appropriate to the competitions students participate in will help them deepen the necessary knowledge and skills. In other words, a carefully designed curriculum is a strong foundation for achieving high student achievement.

Innovative and interactive teaching methods also influence the relationship between curriculum management and student achievement. Teachers who apply an interactive learning approach encourage students to think critically, ask questions and discuss. It creates a learning environment that stimulates students' creative and analytical thinking. This approach also allows students to develop skills that are highly relevant in competition, such as speaking, writing, and critical thinking. Utilization of additional resources, such as extra training and access to more in-depth learning materials, is also an essential factor in optimizing students' preparation for competition and achievement. These additional resources help students better prepare, provide deeper insight into relevant topics, and improve their skills. It creates opportunities for students to achieve higher levels of achievement. Continuous measurement and evaluation are the final element of this relationship. Student achievement data is used to monitor student progress and to understand where they are in terms of achievement. This data is also used to improve and perfect the curriculum. Thus, continuous measurement and evaluation create a continuous improvement cycle in curriculum management.

The relationship between curriculum management and student learning achievement is complex and interrelated. When schools implement effective curriculum management, with relevant curriculum design, innovative learning approaches, use of additional resources, and continuous measurement, an educational environment that supports optimal student achievement will be

created. Thus, good curriculum management is the foundation for the brilliant achievements of students at SMA Sunan Gunung Jati Ngunut, Tulungagung.

Supporting Factors for Student Achievement

Student achievement is an extraordinary achievement that has always been the primary goal in education. Behind students' brilliant achievements, there are supporting factors that play a significant role in shaping their success stories. It is the story of how these elements work together to take students to the pinnacle of success. Several factors that influence student learning achievement include:

Beneficial School Environment: A safe, supportive, and motivating school environment can improve student achievement. Good facilities, a positive school culture, and the support of administrative staff are essential factors. *The role of quality teachers:* Teachers who are experienced, competent, and care about student development can have a positive impact on their achievement. Innovative teaching methods and good communication skills also play an essential role. *Relevant Curriculum:* A well-designed curriculum relevant to students' needs can help them improve. The curriculum must contain subject matter that is appropriate to current developments. *Student Motivation:* Student motivation is a critical factor in achieving achievement. Motivation can come from personal interests, educational goals, and support from teachers and family.

Family Support: The family supports student achievement. Family support can be tutoring, supervision, and providing positive encouragement. *Availability of Learning Resources:* Students' access to good learning resources, such as textbooks, libraries, and technology, can improve their learning achievement. *Time Management Ability:* A student's ability to manage time and organize a study schedule can help him focus on studying and perform better. *Small Classes:* Classes with fewer students can allow teachers to pay more attention to each student and support more effective learning. *Extracurricular Activities:* Clubs, sports, or arts can help students develop additional skills and increase motivation. *Psychological and Emotional Support:* Support in dealing with stress, anxiety, and other emotional problems also affects student achievement. These factors interact and influence each other to form holistic student learning achievement. Educational institutions, teachers, and families must work together to create an environment that supports student development and increases achievement.

Discussion

One of the main factors in successful student achievement is relevant curriculum design. The curriculum at SMA Sunan Gunung Jati Ngunut Tulungagung is carefully designed, taking into account subjects that are appropriate to the competitions in which students participate. It creates a strong foundation for student achievement (Wijngaards-de Meij & Merx, 2018; Chaerani et al., 2022). A relevant curriculum also allows students to deepen their knowledge and skills according to their interests. Behind the brilliant achievements of students at SMA Sunan Gunung Jati Ngunut, Tulungagung, there is a critical element that plays a significant role, namely relevant curriculum design. The curriculum is the foundation of education in every educational institution, and in this school, the curriculum is a strong foundation for achieving impressive student achievements (Mubarok et al., 2021; Setiawan & Suwandi, 2022).

Careful and focused curriculum design is one of the main pillars that enables students to achieve extraordinary achievements. The curriculum at this high school is not only designed to follow the applicable national curriculum but also takes into account the needs and interests of students (Naibaho & Silalahi, 2022; Santoso, 2020; Nabilah et al., 2022; Shalihin, 2023). It creates critical relevance in student learning. A curriculum appropriate to the competition in which students participate creates a more straightforward path to achievement. It allows students to explore knowledge and skills that match their interests and goals. A relevant curriculum also presents learning opportunities that suit students' interests and aspirations. It motivates students

to study with passion because they see real value in what they are learning. When the subject matter is relevant to their interests, students tend to be more motivated to learn and participate actively in learning. They not only understand it but also deepen it.

In this context, a relevant curriculum also helps students develop a deeper understanding of the subject matter (Huda, 2017; Posillico et al., 2022). They can explore topics more detail, gain a deeper understanding, and better prepare for competition. A relevant curriculum creates opportunities for students to pursue knowledge and skills at the level of depth necessary for high achievement. Relevant curriculum design is one of the main factors that play an essential role in student achievement at SMA Sunan Gunung Jati Ngunut, Tulungagung. This curriculum provides a strong foundation for student achievement, motivates them to learn enthusiastically, and provides opportunities to deepen knowledge and skills that suit their interests (Sholeh, 2023). In the success story of student achievement, a relevant curriculum is the central pillar that makes student achievement at this school impressive.

Teachers at SMA Sunan Gunung Jati Ngunut Tulungagung apply an interactive learning approach, namely encouraging students to think critically, ask questions, and discuss. It creates a learning environment that stimulates students' creative and analytical thinking (Putri & Ardi, 2021). This approach also allows students to develop skills relevant to competition, such as speaking, writing, and critical thinking. At Sunan Gunung Jati Ngunut Islamic High School, Tulungagung, the learning approach applied by teachers is an essential factor in achieving extraordinary student achievement. Teachers at this school apply an interactive learning approach, which not only teaches students but also encourages them to think critically, ask questions, and discuss (Nur'azizah et al., 2021). Students are not only passive recipients of information but also active participants in the learning process. They are invited to ask questions, present arguments, and discuss the concepts studied. It creates a dynamic learning environment, stimulating students' creative and analytical thinking.

The ability to speak confidently and think critically is crucial in competing in various fields. Teachers at SMA Sunan Gunung Jati Ngunut Tulungagung help students develop these skills by providing opportunities to speak in public, participate in discussions, and build strong arguments. It gives students an edge in competitions that often involve presentations, writing, and problem-solving. In this interactive learning approach, students are also taught to work together, collaborate, and solve problems. It creates invaluable social skills, which not only help them in competitions but also in everyday life. Students learn to listen to others' opinions, contribute to groups, and achieve better results through collaboration. The interactive learning approach applied by teachers at SMA Sunan Gunung Jati Ngunut, Tulungagung, is an essential factor in achieving student achievement. This approach creates a learning environment that stimulates students' creative and analytical thinking and helps them develop skills relevant to competition (Putri & Arsil, 2020). These teachers play an essential role in shaping students into individuals ready to face various challenges in competition and beyond. In student achievement stories, these teachers are mentors who help students reach their best potential.

SMA Sunan Gunung Jati Ngunut provides additional resources to students participating in specific competitions. Additional training, mentoring, and access to more in-depth course materials are supporting factors that help students prepare better (Widyastuti & Sutrisno, 2020). It creates opportunities for students to achieve higher levels of achievement. SMA Sunan Gunung Jati Ngunut Tulungagung understands that to achieve high achievement, students need more than just the regular curriculum. They recognize the need to provide additional resources for students participating in specific competitions. It is a critical element in helping students prepare better and achieve at higher levels. One way these schools provide additional support is through additional training (Sulistiani et al., 2022). Students who enter competitions often need additional preparation in order to compete well. This training includes additional sessions outside regular class hours, where students gain deeper insight into topics relevant to the competition. It can be practicing

questions, competition simulations, or sessions to understand the material more deeply. This additional training helps students understand the material better and hone necessary skills.

Apart from training, guidance is an essential aspect of supporting student achievement. This guidance includes advice from experienced SMA Sunan Gunung Jati Ngunut teachers who can provide valuable insight and guidance to students (Fadilla et al., 2022). They help students plan effective learning strategies, identify weaknesses that need improvement, and provide additional motivation to achieve high levels of achievement. Access to more in-depth study material is also a significant supporting factor (Khikmawati et al., 2021). Students participating in the competition require a more detailed understanding of critical relevant topics. This school provides access to additional resources such as more in-depth study materials, reference books, and advanced study materials. It allows students to explore the material in more depth, answer more complex questions, and prepare better.

The combination of additional training, guidance, and access to more in-depth learning materials from SMA Sunan Gunung Jati Ngunut teachers creates opportunities for students to reach higher levels of achievement. They get the support they need to compete at a high level, and they can face the competition with more confidence. In student achievement, the role of these additional resources must be addressed. They are tools that help students achieve impressive achievements in various competitive fields. Sunan Gunung Jati Ngunut Tulungagung Islamic High School has created a supportive educational ecosystem, preparing students to be successful in the future and excel in various competitions.

SMA Sunan Gunung Jati Ngunut carries out continuous monitoring and evaluation of student progress in achieving achievement. Student achievement data is used to improve and perfect the curriculum. It creates a cycle of continuous improvement in curriculum management. SMA Sunan Gunung Jati Ngunut not only focuses on student education during the learning process in class but also has a deep awareness of the importance of continuous monitoring and evaluation of student progress in achieving achievement. It is one of the critical factors in the school's success in achieving extraordinary levels of achievement. Ongoing monitoring and evaluation are essential practices in understanding student achievement. This school uses various tools such as periodic exams, project assessments, and end-of-semester exams to measure student progress in various subjects, as is routinely done by teachers at Gunung Jati High School. SMA Sunan Gunung Jati Ngunut student achievement data is a window that provides insight into the extent to which students have achieved their targets.

The use of student achievement data is more comprehensive than understanding student progress. SMA Sunan Gunung Jati Ngunut has a more holistic approach in utilizing this data. Student achievement data is used as a basis for identifying areas requiring improvement in curriculum and teaching methods. When data shows that many students are having difficulty with a particular concept, schools respond by modifying the curriculum and providing additional support in the form of additional training or tutoring. Apart from that, the use of student achievement data also helps schools identify students who have great potential to achieve high achievement. It opens the door to developing specialized programs to support and accelerate the progress of gifted students. These programs include access to more in-depth course materials, mentorship from experienced teachers, and additional training.

Monitoring and evaluation carried out by SMA Sunan Gunung Jati Ngunut continuously creates a cycle of improvement in curriculum management. Student achievement data provides fuel for positive change in education. This school always tries to improve the curriculum and teaching methods based on the evaluation results and responses obtained from this monitoring. Therefore, SMA Sunan Gunung Jati Tulungagung is always dissatisfied with its previous achievements. They continue to strive to improve the quality of education and student achievement by detailing understanding of student achievement data and continuing to perfect the curriculum. In the story

of student achievement, continuous monitoring, and evaluation is an essential element that allows them to continue to develop and achieve peak performance. Through careful and effective curriculum management, SMA Sunan Gunung Jati Tulungagung has succeeded in creating an educational environment that supports student achievement. Relevant curriculum, interactive learning approaches, use of additional resources, and continuous measurement are critical factors for this success.

Research conducted at SMA Sunan Gunung Jati Ngunut, Tulungagung, shows that a good curriculum is the main foundation for creating high student achievement. By designing a curriculum that supports the development of student competencies and considers their needs, schools can prepare students to face various challenges in competition and competition. The use of additional resources also plays an essential role in supporting student achievement. Additional resources such as additional coaching help students better prepare, while collaboration with parents creates an environment that supports student development at home and school. Continuous measurement and evaluation are an essential process in ensuring the curriculum continues to be adapted to student needs and educational developments. Student achievement data provides valuable insights that can be used for continuous improvement.

CONCLUSION

Curriculum management is crucial for student achievement. The school uses an interactive learning approach, resources, and continuous measurement of achievement. This approach supports students' achievements in various competitions. However, the study has limitations, such as generalization limitations, potential subjectivity in data interpretation, and limited data access. Future researchers should expand the sample, combine qualitative and quantitative methods, and conduct long-term research to understand curriculum management's impact on student achievement.

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