

## Class Model-Based Curriculum Management in Increasing Community Interest at SMP YPK Bontang

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### ABSTRACT

Increasing community interest in further study of students requires innovative and appropriate curriculum management. Class model-based curriculum management is one of the strategies developed at SMP YPK Bontang to respond to community needs. This study aims to describe class model-based curriculum management in increasing community interest. The focus of the study includes planning, organizing, implementing, evaluating, and the impact of the curriculum. Data were obtained through interviews, observations, and documentation, and their validity was tested through triangulation of sources and techniques. The results of the study indicate that (1) curriculum planning is carried out collaboratively and participatively based on the school's vision and mission and community expectations; (2) organizing is carried out through a solid curriculum team with a clear division of tasks and responsibilities; (3) curriculum implementation is effective with a thematic, active, and project-based approach; (4) evaluation is conducted systematically through formative, summative, and teacher reflection assessments; and (5) the model class curriculum has proven to have a positive impact on increasing community interest, as indicated by an increase in the number of students, a positive school image, and parental involvement. The model class-based curriculum encourages schools to be more adaptive, communicative, and responsive to the demands of the times. This program also strengthens the school's image as an institution that excels academically and religiously. This study concludes that model class-based curriculum management is an innovative strategy that is effective in responding to local education needs while increasing community participation. These findings provide theoretical and practical contributions to the development of contextual curriculum in other educational units.

## **INTRODUCTION**

Management is a tool to achieve the goals of an educational organization. The implementation of good management, which includes the functions of planning, organizing, implementing, and supervising, is expected to produce graduates who excel in the field of education (Warman et al., 2021). Effective curriculum management plays an important role in attracting public interest in the world of education because it is able to create a learning system that is relevant, adaptive, and responsive to the needs of students and the demands of the times. With planned curriculum management based on local and global needs, schools can offer engaging, contextual, and meaningful programs, thereby increasing public trust and participation in supporting educational institutions. For example, a curriculum that integrates local wisdom, digital technology, and character development has been proven to increase the attractiveness and involvement of the community (Mulyasa, 2018). YPK Bontang Junior High School, a public education institution under the Pupuk Kaltim Foundation, organizes formal education in the city of Bontang with a commitment to realizing quality education. YPK Bontang Junior High School develops the curriculum by aligning it with the school's vision, mission, and goals based on a class model that includes Islamic Model Classes and Science Model Classes. YPK Bontang Junior High School is determined to provide quality education in accordance with the interests of the community. One of the efforts made is to provide a Model Class program; Islamic Model Class and Science Model Class, which have their own characteristics and goals to support the achievement of the school's vision, mission, and goals.

Based on the results of the observations above, this study is important to be carried out and focus on how to manage the curriculum based on the class model by looking at the phenomenon that the world of education is not by the needs and interests of the community, especially in Islam-based schools that do not accept students other than Islam and public schools that focus on Islamic religious learning and the development of students' Islamic character. Therefore, innovation is needed in curriculum management and its development in improving the quality of education to answer the needs and attract public interest. Existing studies from previous researchers have more highlighted curriculum management in the context of religious education (madrasas, pesantren) or bilingual class-based global education. However, there is very limited research that specifically examines how curriculum management is developed in general education units (secondary schools) with thematic class models such as Islamic and Science Classes that are based on community interests. Especially in the context of increasing community participation through a planned and measurable curriculum managerial strategy.

Departing from the above problems, the researcher will examine more deeply the management of curriculum development based on the class model at SMP YPK Bontang, especially in the aspects of planning, organizing, implementing, evaluating and impacting the curriculum model-based *class* with the title "Class-Based Curriculum Management in Increasing Public

Interest at YPK Bontang Junior High School". This research offers novelty by exploring the practice of classroom-based curriculum management in public schools, particularly in terms of integrating religious and scientific values through thematic learning approaches. The novelty also lies in the comprehensive analysis of five managerial aspects and their direct relationship to increased public interest, which was rarely the focus of previous research.

## LITERATURE REVIEW

Management is the science and art of managing the process of resource utilization human resources and other resources effectively and efficiently to achieve certain goals. Komariyah et. al. (2021) stated that there are four basic functions of management, namely:

- a. **Planning:** Planning is an activity to prepare things that will be done systematically to achieve predetermined goals. Planning also includes ways to achieve goals by using the resources they have to run effectively and efficiently. In a school, planning is the most important thing to make before making decisions or policies. If there is no planning, the principal will be difficult and only have a small chance to achieve the school goals that have been set.
- b. **Organizing:** Organizing is the process of allocating work, delegating power and division of tasks in an organization so that goals can be achieved effectively. This requires a leader to provide motivation, direction, and good communication so that what is planned can be realized (Jamrizal, 2022). Organizing is a way to unite everyone in an organization in order to carry out its duties and functions. Therefore, the division of duties forms a structure of division of authority In the coordination system, everyone aims to take part and be responsible for advancing an organization.
- c. **Actuating:** Implementation is an effort that is carried out so that everyone in an organization can rise and have the encouragement to want to work together for one goal without any coercion, and in line with the planning and efforts made by the leader. Actuating is the desire for others to follow their direction by using individual influence or position power according to their place effectively for the long-term benefit of an organization.
- d. **Controlling:** All activities carried out to supervise that each program or activity has been carried out in accordance with the plan that has been formed or determined are referred to as supervision. Activities in supervision aim to check and research whether the tasks that have been given have been carried out properly or have not been carried out. If it has not been implemented or has been implemented but is not good, it is necessary to check what shortcomings and obstacles are faced so that it has not gone as expected. From the description above, it is known that planning prepares systematic steps to achieve goals effectively and efficiently, which is important in the context of schools to achieve goals education that has been determined. Organizing involves allocating work and dividing tasks to achieve goals in a coordinated manner. Implementation ensures that all members of the organization are motivated and working together to achieve

goals, while supervision monitors and evaluates whether activities are on plan. This is all important to ensure success and efficiency in school management. Curriculum management is a series of efforts or processes carried out by schools or educational institutions to plan, organize, implement, and control the curriculum so that educational goals can be achieved effectively and efficiently. This management includes the management of various components of the curriculum such as objectives, learning materials, learning experience activities, and assessments, taking into account changes in society, scientific advancements, and the needs of students and the surrounding environment. In addition, curriculum management also involves continuously updating and innovating the curriculum so that it remains relevant and not outdated (Khoirunnisa, 2019). The implementation of the curriculum according to Hamid Hasan (2017) is an effort to realize the ideas, concepts, and values contained in the written curriculum into reality. Curriculum implementation can also be interpreted as the actualization of the written curriculum in the form of learning. To implement the curriculum in accordance with the design, some readiness is needed, especially the readiness of the implementers. No matter how good the design or curriculum design is, success depends on the teacher. The national curriculum used in public schools if the teachers have high intellectual, pedagogical, enthusiasm, and dedication abilities, it will produce better results than a good curriculum design but the intellectual, pedagogical, enthusiasm, and dedication of the teachers are low.

So, teachers are the main key to the success of curriculum implementation which can be supported by other educational resources such as facilities and infrastructure, costs, organizations, and the environment, which are the key to the success of education but teachers are the main key to its success. The abilities that teachers must possess and master in implementing the curriculum are as follows: First, understanding the essence of the goals to be achieved in the curriculum. Whether the goal is directed at mastering knowledge, theories, or concepts; mastery of work competencies; aimed at mastering problem-solving skills, the formation of a whole personality. Mastery of the essence of the purpose of the curriculum greatly influences its elaboration, bzzoth in the preparation of the teaching design and in the implementation of the curriculum (teaching). Second, the ability to describe the objectives of the curriculum into more specific objectives. Objectives formulated in the curriculum is still general, it needs to be elaborated on a more specific goal. Conceptual goals need to be described in their application, competency goals are described in their performance, general problem-solving or development goals are described in more specific solutions or developments. Third, the ability to translate special objectives into learning activities. Concepts or the application of concepts need to be translated into learning activities, how to approach or learn methods to master concepts or develop/train the ability to apply concepts.

The curriculum implemented in an educational institution/unit has a very important role to form a good impression from the community, in this

case, parents/guardians and students, towards learning in educational institutions/units so that it can attract the interest of a number of prospective students and parents will be more involved in activities in educational units. Therefore, the main thing related to curriculum innovation carried out in educational institutions/units must be customer-oriented, which in the context of educational institutions/units is called students. This is where it is necessary for educational institutions/units to find out how interested prospective students and parents are in wanting the educational institution/unit they will choose (Muhaimin, 2011). Interest and reluctance are dynamic. At one moment interest may be stronger than reluctance, because the individual concerned is focused on one object so that there is no opportunity to pay attention to the other. The development of interest will depend on the learning opportunity. In other words, interest always depends on the environment and the adults with whom they are closely associated. The environment in childhood encourages opportunities for them to develop certain interests, but it can also eliminate some opportunities for the development of other interests. Crow and Crow (2017) argue that interest is closely related to the motor force that drives a person to face or deal with people, objects or it can also be an affective experience that is influenced by the activity itself. In other words, interest can be the cause of activities and the cause of participation in these activities (Sofanuddin, 2016).

## **METHODOLOGY**

In this study, the researcher uses a qualitative approach with a case study method, where this research seeks to reveal and describe in depth related to the management of curriculum development based *on the class model* at YPK Bontang Junior High School This approach is used to find field data from observations, interviews and documentation which are then translated into the form of writing or descriptions of situations or events. not in the form of numbers. The place of research was conducted at YPK Bontang Junior High School considering that this school has a peculiarity compared to other schools, namely the slogan "Religious Public School" as the brand name of the Pupuk Kaltim Foundation in general and 'Kampungnya Para Juara' as the brand of the school in particular. YPK Bontang Junior High School is located in the PT. Pupuk Kaltim, Belimbing Village, West Bontang District, Bontang City. The validity test of the data in this study used the triangulation technique. The data analysis in this study uses the Miles and Huberman analysis model in Serlina Sombo (2024), which includes three lines of analysis, namely data reduction, data display, and conclusion drawing/verification.

## **RESULTS AND DISCUSSION**

Class-based curriculum planning in attracting public interest at YPK Bontang Junior High School includes revision of the vision and mission that adjusts to the class-based curriculum and the Pancasila Student Profile. This planning involves socialization to all school residents and parents, as well as the addition of supporting facilities such as LCD and *infocus*. The teacher

competency improvement program in supporting the implementation of the class-based curriculum is carried out through technical guidance or IHT, combel, and independent training training at PMM and in terms of the administration of class-based curriculum planning to support the preparation of administrative matters such as decrees, teacher assignment letters, as well as supervision formats as well as the preparation of academic calendars and activity agendas to facilitate synchronization with implementation of the curriculum. All parties confirmed that the division of duties and organization at this school was carried out properly and was based on the Principal's Decree. This support was also strengthened by the discovery of several important documents, such as the Principal's Decree on the division of duties, the minutes of the coordination meeting, the annual work plan (RKT), the report on the results of technical guidance (bimtek), the attendance list and meeting agenda, as well as the analysis document of the needs and interests of the community. These documents show the active role of each school member in the planning and implementation of the program, as well as ensure that each task has been allocated clearly and in a targeted manner.

The organization of a class-based curriculum in increasing community interest in YPK Bontang Junior High School carried out by the Principal involves the vice principal, coordinators, teacher representatives, and parents of students as well as the support of the foundation in the planning and implementation of the program, with tasks allocated through the Principal's Decree. This division of tasks is supported by official documents, an annual work plan (RKT), and a report on the results of technical guidance (bimtek). This organization ensures that all school members understand their roles and responsibilities, and actively participate in running the class-based curriculum at YPK Bontang Junior High School. The implementation of the class-based curriculum at YPK Bontang Junior High School is carried out by the application of active and conceptual learning methods as well as student collaborative activity projects. In addition, thematic learning according to the character of the class is also applied to optimize learning and the achievement of learning objectives in the implementation of the class-based curriculum.

The results of direct observation at YPK Bontang Junior High School show that teacher empowerment, monitoring and supervision of learning as well as integrating technology in learning are also carried out with the goal is that the entire process of learning activities carried out in the class model-based curriculum can be achieved optimally. Administration in the implementation of the class-based curriculum can be found that every attendance of teachers and students is recorded online or manually in the attendance book to facilitate reporting of student progress. The positive response from the parents of students regarding student learning also shows that the implementation of the class-based curriculum is carried out in project activities, character learning and also science so that the learning objectives of this class-based curriculum are well achieved and can increase public interest in YPK Bontang Junior High School. The supervision activities described in the interview have been really implemented. Observations show that there are detailed records of assessment

activities, complete with participant feedback stored in files and prints. In addition, there is documentation of discussions and reflections conducted in each session, as well as monitoring reports on the implementation of learning models in the classroom. Continuous assistance and observation in supervision is evident from the teacher's assistance records and the results of continuous feedback sessions. The development of assessed teaching materials and well-documented student learning outcome reports show that the supervision process is indeed aimed at determining the implementation of the class-based curriculum at YPK Bontang Junior High School in accordance with the standards that have been set.

Referring to the above data exposure, the supervision of the class-based curriculum in increasing public interest in YPK Bontang Junior High School is carried out through a series of comprehensive and structured steps. The principal, the foundation's academic head and his deputy directly observe the implementation of learning in the classroom, collect feedback from teachers, and discuss the results of supervision in meetings for further improvement. Supervision of the committee is carried out through discussion, reflection, and monitoring of the application of the learning model. Meanwhile, supervision includes assessments, observations, continuous feedback sessions, and assessment of the development of teaching materials and student learning outcomes. The class-based curriculum implemented at YPK Bontang Junior High School has a significant and positive impact in increasing public interest in schools. The curriculum consists of two main approaches, namely the Islamic Model Class and the Science Model Class, which are designed to answer the community's need for a balanced education between academics, character, and religious values. The implementation of this curriculum has a number of real impacts as follows:

- a. Increased interest and number of new applicants: since it was officially implemented in the 2021/2022 school year, the number of new learners has shown an increase every year. Not only from the internal environment (YPK/PT employee families. Pupuk Kaltim), but also from the general public in Bontang City and its surroundings. This reflects the increasing public trust in the quality of education at YPK Bontang Junior High School.
- b. Changes in the perception and positive image of the school: the class model curriculum has succeeded in building the image of the school as an educational institution that is modern, progressive, and still rooted in moral and spiritual values. The community views this school as a place that is able to provide holistic education in accordance with the needs of the 21st century, both in terms of academics and character strengthening.
- c. Active involvement of parents and the community: this curriculum not only impacts learners, but also encourages active parental involvement in the educational process. This can be seen from their increased participation in activities such as discussion forums, parenting classes, learning monitoring, and regular communication with schools.
- d. Learners' enthusiasm and participation in learning: learners show improvements in terms of learning motivation, participation in projects,

confidence when expressing opinions, and discipline. Student-centered learning and the combination of real-life values with contextual approaches make the learning process more meaningful and enjoyable.

- e. The school's competitiveness and attractiveness increased: the class-based curriculum provided a strong differentiation for YPK Bontang Junior High School compared to other schools. This program is a competitive advantage that strengthens the school's branding, increases community attractiveness, and opens up wider opportunities for future institutional development.
- f. Positive responses from various parties: positive responses come from all stakeholders; school principals, foundations, teachers, education staff, students, and parents. This shows that this program has been widely accepted and is seen as able to provide solutions to people's expectations for the ideal quality of education.

Thus, the class-based curriculum has proven to have a significant impact in increasing public interest in YPK Bontang Junior High School, both in quantitative aspects (increasing the number of registrants) and qualitative (trust, involvement, and community satisfaction). This curriculum can be used as an example of good practice in the development of contextual, participatory, and local needs-based curriculum management to respond to global challenges.

Planning the class model curriculum is not only an administrative process, but also transformational, the planning is not only fulfilling documentation and procedure obligations, but also a means to change and improve the quality of learning according to the needs of students individually and contextually that is able to answer the needs of the community while improving the quality of education at YPK Bontang Junior High School. The involvement of parents in discussion forums and filling out needs questionnaires also strengthens emotional and social attachment between schools and communities. The organization of the curriculum based on the class model at YPK Bontang Junior High School shows the application of modern curriculum management principles such as compiling Program Management Decrees at IMC and SMC, division of tasks based on the expertise and characteristics of the class model, intensive and responsive coordination and communication from foundations and educational units, integration of technology in learning management and administration, synchronization of schools and strategic foundations and ongoing programs at IMC and SMC, and the involvement of parents as partners in education. Thus, the preparation of Program Management Decrees at IMC and SMC not only meets the legality and administrative aspects, but also strengthens the professional, transparent, and accountable governance of educational organizations in accordance with the principles of modern curriculum management (Lea & Esya, 2024). The implementation of the class-based curriculum at YPK Bontang Junior High School has shown the implementation of student-oriented and contextual learning to local needs, flexibly integrating the Independent and P5 Curriculum approaches in all subjects, supporting the improvement of teacher competence through learning communities, IHT, and seminars, supervising, and utilizing information technology, and always involving foundations and parents as

partners in the implementation of learning and other activities in schools. With such implementation practices, YPK Bontang Junior High School has succeeded in creating an active, meaningful, and character-worthy learning atmosphere, thereby contributing to increasing public interest in schools. create an active, meaningful, and characterful learning environment. so as to support the sustainability and progress of YPK Bontang Junior High School.

The supervision of the classroom-based curriculum at YPK Bontang Junior High School has been carried out in a systematic, participatory, oriented manner to improve the quality of education and the needs of the community. Supervision includes aspects of objectives, content, processes, and learning outcomes. All stakeholders are actively involved, and the results of supervision are used as the basis for continuous curriculum improvement. This supervision is an important pillar in maintaining the suitability and effectiveness of the class model to the needs of society and the development of 21st century education.

The impact of the class-based curriculum at YPK Bontang Junior High School is very significant in increasing public interest. This class model provides choices that are relevant to students' interests and talents as well as parents' expectations, both in religious aspects and in strengthening science and technology. Research shows that public interest in choosing educational paths, especially Islamic religious education, is greatly influenced by students' interests and talents, as well as perceptions of the quality and relevance of programs offered by schools (Rubhan, 2020). This can be seen from the increase in the number of students, parental involvement, student character development, increased learning motivation, and learning innovations by teachers. This curriculum succeeds in creating a synergy between community expectations, student needs, and the demands of 21st century education. These findings reinforce the relevance and validity of the theories of education management and classroom-based curriculum that have been studied in Chapter II.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research that has been conducted related to Model Class-based curriculum management *at* YPK Bontang Junior High School, it can be concluded that several important points can be concluded as follows:

1. The curriculum planning based on the class model at YPK Bontang Junior High School began with a meeting to review the school's vision and mission related to adjustments to the needs of the community, the character of students, and the demands of the Independent Curriculum. The Islamic Class program is designed to increase religious values and strengthen character. The Science Class program is designed to improve science literacy and English in the Conversation subject matter. Teacher training for the preparation of teaching tools is designed to be more representative according to the curriculum and able to increase public trust in schools.
2. The organization of a class-based curriculum at YPK Bontang Junior High School began with the formation of a special curriculum team under the

coordination of the deputy principal. The teacher's duties and roles are thematically arranged and the classification of the classroom program, supported by a digital system for learning administration. The Decree of the person in charge and the implementer of the program is prepared by the Foundation.

3. The implementation of the classroom-based curriculum at YPK Bontang Junior High School is through active learning with the Project-Based Learning (PjBL) learning model with lectures, discussions, questions and answers, reflections, and experiments. The learning process is designed contextually according to the characteristics of the classroom program. The Islamic Model Class program strengthens the learning of the Quran with learning levels (UMMI, Al Quran, and Tahfidz). The Science Model Class program strengthens science and English language learning.
4. Supervision of the curriculum based on the class model at YPK Bontang Junior High School is carried out by paying attention to the achievement of the implementation of the curriculum program through an evaluation meeting involving all school residents. Learning evaluation is carried out using formative assessments, summative assessments, as well as teacher reflection and feedback from students and parents. The Foundation conducts supervision through field visits, program reporting, and digital monitoring. Parental involvement in supervision through discussion forums and satisfaction surveys.
5. The impact of the class-based curriculum at YPK Bontang Junior High School showed an increase in learning motivation, student character, and the number of new student registrants. The image of the school is getting more positive and the involvement of parents in every school activity is increasing.

## **FURTHER STUDY**

This research still has limitations, so further research on this topic is still needed.

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