

Implementation of Curriculum Management Towards Increasing Accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar

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ABSTRACT

The focus of the problem in this research is how is the implementation of curriculum management towards increasing accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar? The sub-problems in this research are: 1) How is the curriculum planning at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar? 2) How does the implementation of the curriculum increase accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar? 3) How is the curriculum evaluation towards increasing accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar? This type of research includes qualitative research. Researchers use a curriculum management approach to improve accreditation. The data sources in this research are Vice Dean 1, curriculum experts, study program heads or study program secretaries, each study program that is accredited as superior and KPM members. Data collection was carried out by interviews, observation and documentation. Data processing goes through three stages, namely: data reduction, data presentation, and drawing conclusions. The results of this research show that curriculum planning at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar is carried out through meetings involving stakeholders at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar in preparing the programs that will be planned in the curriculum. Curriculum implementation is one of the important factors in improving accreditation at the Tarbiyah Faculty. This curriculum evaluation is reviewed once a year and invites internal and external stakeholders. In the curriculum evaluation process, this is a step in increasing accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar. The implication of this research is that for the leadership of the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, it has proven effective in maintaining the quality of learning & accreditation. Therefore, leaders at the Tarbiyah & Teacher Training Faculty are expected to continue to encourage innovation in curriculum development. Full support has been provided so that active participation of lecturers & education staff is maintained in the curriculum planning & evaluation process, which has been proven to have a positive impact on achieving accreditation. Thus creating a strong sense of ownership & commitment to improving the quality of education.

Keywords: Curriculum Management, Accreditation Improvement.

1). INTRODUCTION

Education is often equated with teachers who teach in educational institutions, classes, or formal units. Education is one of the important things that society needs to pay attention to. Because education allows humans to improve themselves and become more useful. Through education, a country can also improve its human resources (HR), thereby having a positive impact on the country. Education is the process of guiding and training humans to emerge or emerge from ignorance. Therefore, education is a purposeful and conscious activity that accurately captures the human position. According to Law Number 20 of 2003, Article 1 paragraph (1) concerning the National Education System, education means creating an atmosphere and learning process so that students can more actively develop their religious and spiritual potential, which is described as a conscious and deliberate effort. to make. Self-control and character are intelligence, noble character, and the ability of oneself, society and the nation. (Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003)

Management is the science and art of managing utilization processes human resources and other resources effectively and efficient to achieve a certain goal (Annisa, S. 2020). The curriculum is a collection of plans and settings for objectives, content and learning materials as well as guidelines for implementing learning activities to achieve certain educational goals (Syafaruddin, aruddin, Amiruddin 2017). Curriculum management is a regulatory activity which includes planning, organizing, implementation and monitoring or evaluation so that educational programs can run well and in accordance with the stated objectives. (Sulfemi, W. B. 2018)

Accreditation is a form of external mutual guarantee, namely a process used by authorized institutions to provide formal recognition that an institution has the ability to carry out certain activities. Increasing accreditation can be a driver of educational progress, and if increasing accreditation is good it will have an impact on educational institutions as well. Accreditation can be used to compare the actual conditions of educational institutions with established standards. By implementing these accreditation standards, curriculum management at the Tarbiyah and Teaching Faculty of UIN Alauddin Makassar can develop well. Educational institutions are actually responsible for accreditation because accreditation is a form of consumer protection. Therefore, the government has established an Accreditation Body in Higher Education which is useful as an independent

assessment body to determine the suitability of programs in basic education units that refer to national education standards. (Awaludin, A. A. R. 2017)

It is hoped that by establishing accreditation in universities, the programs will be maximized so that not only accreditation is established but the quality of education will also improve. This increase does not only occur during accreditation, but also after accreditation. If we talk about accreditation as a benchmark for achievement qualifications in the Tarbiyah and Teacher Training Faculty, of course we must first know what the purpose of this eligibility is. This possibility can be interpreted as the quality of the educational unit, which is called the quality of the educational institution unit. Accreditation can be carried out by a non-structural body formed by the government, independent and under the Minister of National Education. In terms of increasing accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, it can run well, so that the achievement of accreditation for the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar can be accredited so far. (Azizah, L., & Witri, S. 2021)

Accreditation management is an activity to improve the quality of accreditation by improving its management. The accreditation instrument for educational institutions uses a ranking type accreditation instrument. All accreditation instrument statement items are closed statements with five choices, namely A, B, C, D and E, where the number of items includes the accreditation instrument statement for each university. In carrying out accreditation at the Tarbiyah and Teacher Training Faculty, there are respective accreditation criteria and tools. (Utiarahman, P. 2017)

The benefits of accreditation for each department in the Tarbiyah and Teacher Training Faculty are to inform efforts to encourage the development of educational institutions. Therefore, accreditation carried out by educational institutions can be beneficial for educational institutions and become a tool for the progress and development of higher education. Apart from that, leaders of special education institutions and leaders of higher education institutions also need accreditation results as input for program development and revenue budgets. (Sohiron, S. 2018)

2) METHODS

This type of research is qualitative research which contains the implementation of curriculum management towards increasing accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar. Qualitative research is research about research that is descriptive and tends to

use analysis. Qualitative research is discovery in nature. According to Sukmadinata, the basis of qualitative research is constructivism which assumes that reality has multiple dimensions, interactive in an exchange of social experiences that are interpreted by each individual. (Mappasere, S. A., & Suyuti, N. 2019)

The main data source in this research is primary data obtained through in-depth interviews with key informants. These informants include Deputy Dean 1 at UIN Alauddin Makassar, as the first informant because Deputy Dean 1 is one of the most important parties in implementing curriculum management in increasing accreditation, Head of the Department/Secretary of each study program that is accredited as superior at the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, KPM and Dr. Hj. St. Syamsudduha, M. Pd. Apart from primary data, this research also uses secondary data. Secondary data can be obtained from various sources such as books, reports, journals and all information related to the Implementation of Curriculum Management towards Increasing Accreditation, documentation of supporting data in the form of image data and supporting documents regarding the Implementation of Curriculum Management towards Increasing Accreditation, then drawing conclusions based on data obtained. (Sujarweni, V. W. 2014)

Data collection methods are observation, interviews and documentation. The research instruments are observation guidelines, interview guidelines and document checklists. Data analysis techniques are data reduction, data presentation and drawing conclusions. Testing the validity of data increases the persistence of observations, carries out triangulation (source, method and time), using appropriate reference materials

3) RESULTS AND DISCUSSION

Curriculum planning at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar

1. Curriculum planning at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar

a. Determination of SK (Decree Letter)

In planning the curriculum at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, a Decree must be made by the Chancellor of UIN Alauddin Makassar. The mechanism for determining the study program curriculum goes through the following stages: The curriculum development team prepares a draft curriculum, then the study program manager proposes it to the Faculty/Postgraduate leadership for consideration and a cover letter to the Chancellor regarding the

determination of the curriculum, then the Faculty/Postgraduate leadership reads and gives consideration to the proposed determination. curriculum, and signs a cover letter to the Chancellor and the Chancellor receives a letter of proposal for determining the curriculum from the Faculty/Postgraduate and forwards it to the Quality Assurance Institute (LPM) to check the structure and content of the curriculum, then takes it to LPM to review the curriculum, if there are deficiencies, the development TEAM completes the deficiencies curriculum file then the LPM provides recommendations for determining the study program curriculum to the Chancellor and the Chancellor determines the implementation of the study program curriculum after receiving recommendations from the LPM. In accordance with the explanation above that the aim of a management information system is to make work easier, a management information system is comprehensive and coordinated information, so that it is able to transform data into information that can increase efficiency, effectiveness and productivity.

b. Holding Pre-Curriculum Review Meetings

After determining the decision letter and making a strategic plan, a pre-curriculum review meeting was held. The curriculum pre-review meeting at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar is a strategic opportunity to evaluate and update the curriculum in order to improve the quality of education provided to students. By presenting decision makers and relevant stakeholders, this meeting is an ideal forum to discuss crucial aspects in curriculum development. Several important agendas raised at the meeting included: Preparing Educational Goals, Mapping Industry and Stakeholder Needs, Refining the Curriculum Structure. By holding pre-curriculum review meetings at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar with a focus on the agendas above, the Faculty can ensure that the curriculum development process is carried out holistically and continuously.

c. Curriculum planning must involve the goals and vision of the study program

The curriculum planning process usually involves identifying the goals and vision of the study program. This goal will reflect the mission of the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, as well as their hopes for the graduates produced. Once the goals and vision have been set. The planning process at the Tarbiyah and Teacher Training Faculty is carried out in various stages, the aim being that all planning needs are made in accordance with future needs. At this planning

stage, it begins with analyzing the necessary needs and activities that will be implemented and implementing the curriculum that will be implemented.

Curriculum planning is carried out in a structured manner with proposed programs. So, it can be understood that the curriculum planning at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar is in line with previous studies. In planning the curriculum, meetings must be held with the dean, deputy dean and head of the study program at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar as the program implementer. It is important to involve all relevant stakeholders, including lecturers, education staff, students and other related parties. Collaboration and good communication between various parties will ensure that the plans prepared are the result of joint thinking and reflect the needs and aspirations of all relevant parties. For this reason, planning at Tarbiyah and Teacher Training at UIN Alauddin Makassar is based on the theory explained by Hamalik, namely that the first thing that is put forward in curriculum planning is the Faculty regarding the fact that there is a gap between the strategic ideas and approaches contained in a curriculum and its implementation efforts. (Oemar Hamalik 2010)

According to Hamalik, leaders need to prepare curriculum planning carefully, thoroughly, comprehensively and in detail, because it has multiple functions for the success of the curriculum, as follows: a) Curriculum planning functions as a guideline or management tool, which contains instructions about the types and resources needed by participants, delivery media, actions that need to be taken, sources of costs, energy, facilities required, control and evaluation systems, the role of personnel elements to achieve organizational management goals. b) Curriculum planning functions as a driving force for organization and management to create change in society in accordance with organizational goals. Good curriculum planning influences decision making. c) Curriculum planning functions as motivation to implement the education system so as to achieve optimal results.

Implementation of the Curriculum to Increase Accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar

a. Carry out the SOP activities that have been determined,

In its implementation, the Dean, Deputy Dean, collaborated with the leaders of 10 study programs within the Faculty to ensure that the management of activities was in accordance with the SOP. For example, in lecture monitoring activities, study program staff prepare attendance and lecture journals.

b. Implementation of the curriculum involves external and internal stakeholders

In implementing the curriculum, it involves stakeholders such as lecturers, teaching and education staff, students, alumni and other stakeholders. By involving all stakeholders in the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, it is hoped that mutually supportive collaboration can be created in order to improve the quality and relevance of the education provided. The synergy between students, lecturers, faculty leaders, alumni and the community will help in the preparation, implementation and evaluation of a curriculum that is better and in line with current needs. Thus, the active participation of all stakeholders in curriculum implementation is the key to success in achieving quality and relevant educational goals.

c. Implementation in the learning process

After carrying out the learning process in class, an evaluation is carried out to assess and measure the extent to which the curriculum meets student needs. After seeing the results of the curriculum evaluation, it will also have an impact on accreditation. Accreditation looks at lecturer competency and student competency.

d. Every year a quality audit is carried out by LPM

Every year a quality audit is carried out by the Quality Assurance Institute (LPM) at the Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar, aimed at ensuring that the quality standards of education and services provided by the Faculty of Tarbiyah and Teacher Training are always maintained and improved. This quality audit is part of efforts to implement an education quality assurance system to guarantee the quality of education provided to students. The quality audit process is carried out in a systematic and structured manner involving various parties in the Faculty, from Faculty leaders, lecturers, staff, to students. This quality audit includes an assessment of various aspects, such as the curriculum. The results of this quality audit will be used as a basis for decision making regarding the improvement and development of educational programs at the Faculty.

e. Implementation of the curriculum is important in increasing accreditation

Implementing a good curriculum is very important in improving accreditation, including for the Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar. An effective curriculum implementation process will have a positive impact on the quality of education and accreditation. The

Tarbiyah and Teacher Training Faculty needs to ensure that the curriculum prepared is in accordance with the standards set by the accreditation agency.

Curriculum implementation is carried out based on the results of planning that has previously been carried out. This implementation process needs to pay attention to the most urgent matters which have become a mutual agreement based on the results of planning that has been made previously. Curriculum implementation is very important in improving accreditation. In implementing the curriculum, inviting existing stakeholders can be proven that in implementing the curriculum it is indeed important to involve stakeholders such as lecturers, educational staff, students and alumni. (Anggraini, H., Haryono, S. E., Muntomimah, S., Wijayanti, R., & Akbar, M. R. 2022)

Curriculum Evaluation of Increasing Accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar

3. Curriculum Evaluation for Increasing Accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar

a. The evaluation is reviewed once a year

Curriculum evaluation will be reviewed once every year. One of the benefits of curriculum evaluation is that it can assist the Faculty in ensuring that the curriculum complies with applicable accreditation standards. In conducting curriculum evaluations at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, the evaluation is reviewed once a year, and the benefits of curriculum evaluation can help the Faculty to ensure that the curriculum is in accordance with accreditation standards. Annual evaluations are also important to ensure the curriculum and learning processes remain relevant and effective. By carrying out regular evaluations, the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar can adapt to changing needs of students and society, and continue to improve the quality of education provided.

b. Carrying out management review meetings based on the results of the curriculum review

After carrying out the curriculum evaluation, a management review meeting will be held based on the results of the curriculum review carried out, and the results of the review will be recapitulated so that the curriculum evaluation runs smoothly and will improve accreditation.

c. Invite curriculum experts

In curriculum evaluation, it is very important to invite curriculum experts because they can help design a curriculum that suits your needs. By inviting curriculum experts, educational institutions can

broaden their horizons and gain a more comprehensive understanding of effective curriculum design. Inviting curriculum experts into the evaluation process is important in ensuring that the evaluation is comprehensive and based on best practices. The presence of curriculum experts in the evaluation process is a strategic investment that can contribute to the development of a better and more relevant curriculum, as well as improving the overall quality of education. By inviting curriculum experts you can help design a curriculum that suits your needs.

d. It is important to prepare or revise the curriculum by considering accreditation standards

When compiling or revising a curriculum, it is important to consider applicable accreditation standards. Accreditation standards provide clear guidelines about what components must be in the curriculum, such as learning outcomes, learning methods, learning materials, and learning evaluation

e. Prepared accreditation demand items can improve accreditation

Accreditation demand items refer to certain requirements or criteria that must be met by an educational institution or program to obtain accreditation. The purpose of the accreditation demand item is to ensure that the educational institution or program meets the quality standards that have been set.

The evaluation process will be reviewed once every year, working with partners to evaluate the implementation of activities and improve the quality of collaboration. With the ever-growing needs in the world of work and society, it is important to continue to develop a curriculum that is responsive to the demands of the times. Faculties need to ensure that evaluation of the curriculum is carried out in a transparent and accountable manner. The results of the evaluation and changes made must be communicated clearly to all Faculty stakeholders, including students, lecturers and other related parties. In this way, all parties can be involved in the process of improving the quality of the curriculum and contribute to efforts to improve the accreditation of the Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar. After the evaluation process has been carried out and the results have been obtained, the next step is to develop improvements in the curriculum.

Evaluation of the curriculum is a crucial step in improving the accreditation of the Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar. Increasing accreditation does not only depend on administrative aspects and infrastructure, but also on the quality of the curriculum offered by the Faculty. Faculties need to implement continuous evaluation of their curriculum. Curriculum evaluation

can be carried out as a whole curriculum or partially, for each curriculum component such as objectives, content or learning methods in the curriculum. In other words, in order to improve the curriculum, someone can use the results of their research on the implementation or learning process. (Kartowagiran, B. 2010)

4). CONCLUSIONS

1. Curriculum planning at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar is carried out through meetings involving stakeholders in the Tarbiyah and Teacher Training Faculty in preparing the programs that will be planned in the curriculum. It is important to involve all relevant stakeholders, including lecturers, education staff, students and other related parties. Collaboration and good communication between various parties will ensure that the plans prepared are the result of joint thinking and reflect the needs and aspirations of all relevant parties.

2. Implementation of the curriculum to increase accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, involves various steps that are prepared systematically to ensure the provision of quality education. Curriculum implementation is one of the important factors in improving accreditation at the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar. The curriculum is a guide that provides direction and goals for the educational process in an educational institution. By designing an appropriate and relevant curriculum, the Faculty will be able to prepare students well so that they can achieve the standards set to obtain good accreditation.

3. Evaluation of the curriculum towards increasing accreditation, the evaluation process will be reviewed once a year, the evaluation is carried out in collaboration with partners to evaluate the implementation of activities and improve the quality of collaboration. Faculties need to ensure that evaluation of the curriculum is carried out in a transparent and accountable manner. The results of the evaluation and changes made must be communicated clearly to all Faculty stakeholders, including students, lecturers and other related parties. In this way, all parties can be involved in the process of improving the quality of the curriculum and contribute to efforts to improve the accreditation of the Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar. After the evaluation process has been carried out and the results have been obtained, the next step is to develop improvements in the curriculum. Evaluation of the curriculum is a crucial step in improving the accreditation of the Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar. Increasing accreditation does not only depend on administrative aspects and infrastructure, but also on the quality of the curriculum

offered by the Faculty. Faculties need to implement continuous evaluation of their curriculum. GPM involves various stakeholders in the quality assurance process, including alumni, graduate users, and the community. Input from these stakeholders is very valuable for improving programs and curricula. GPM is responsible for compiling periodic reports regarding quality assurance in the Faculty. With the existence of the Quality Assurance Group, the Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar is committed to continuing to improve educational standards, providing the best service for its students.

Acknowledgment

Deepest gratitude is extended to the Head of Department Manajemen Pendidikan Islam UIN Alauddin Makassar, thesis advisors, thesis examiners, family and friends whose unwavering support, guidance, and encouragement have been instrumental in the completion of this research.

1. Dr. Ahmad Afif, M.Si., Head of Department Manajemen Pendidikan Islam UIN Alauddin Makassar
2. Eka Damayanti, S.Psi., M.A., Thesis Advisor
3. Lisa Nursita, S.E., M.Si., Thesis Advisor
4. Dr. St. Syamsudduha M.Pd, Examiner Thesis
5. Dr. Fitriani Nur, S.Pd.I., M.Pd., Examiner Thesis

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