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Implementation of Competency-Based Curriculum in Improving the Quality of Education in Schools

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ABSTRACT

The aim of this research is to evaluate Curriculum Effectiveness: Understanding the extent to which a competency-based curriculum can improve the quality of education by measuring student learning outcomes, level of mastery of material, and students' ability to apply the knowledge and skills they learn. This research uses qualitative/quantitative methods with a descriptive approach. Some of the instruments used in this research are student portfolios, practical exams, formative assessments. The researcher's data collection techniques used interviews, questionnaires, classroom observations, classroom observations, document analysis, exams and assessments, focus group discussions, and reflective notes. This research shows that the implementation of Competency-Based Curriculum (KBK) in the context of school education requires the active involvement of teachers in preparing more contextual learning that is oriented towards skills development. Students are expected to become successful, honest, disciplined, and responsible individuals. However, the quality of education in Indonesia still requires many improvements, including the implementation of appropriate policies as an alternative solution to educational problems. Relevant KBK programs with initiatives for training education personnel include participation in various places, development of family planning organizations, and utilizing the education process to address educational gaps. The importance of administrative support, resource availability, and continuous evaluation and assessment are key to the successful implementation of KBK. Parental and community involvement are also crucial in supporting the implementation of KBK, which ultimately positively impacts the quality of education, student motivation, and alignment with local needs.

Keywords: *Competency-Based Curriculum, School Implementation, Quality of Education*

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INTRODUCTION

Competency-based curriculum emphasizes increasing students' ability to complete tasks according to certain achievement standards (Abbott, 2020). This allows students to view the results as mastery of various competencies limited. KBK considers the results and\the learning process to be equally important (Binotti, 2019). This curriculum focuses on the expected results and impacts of meaningful and varied learning experiences that can be applied as needed (Richard, 2019). The development of a competency-based curriculum will allow participants to gain new experiences, see new policies, issues, and technologies, as well as emerging issues to incorporate into the program (Aburatani, 2020). Ultimately, this will produce professional and experienced teaching staff who can handle various problems. Students are also expected to be successful, honest, disciplined and responsible people (Barnum, 2020). From what has been said above regarding the quality of education in Indonesia, it is clear that there are still many things that need to be improved in the field of education today (Carraccio, 2023). One of them is implementing appropriate policies. an alternative solution to Indonesia's education problems (Elmes, 2023). The right curriculum can help students achieve educational goals, because the curriculum can be considered the basis of education in Indonesia, which needs to be considered (Fischel, 2019).

There are two main factors that rationally drive significant climate change. First, the goals and mission must be changed (Hairunisya, 2020). This is in accordance with the overall evaluation of educational results that has been ongoing, where future challenges will be increasingly difficult, requiring earlier preparation (Isnandar, 2023). Second, a new curriculum is needed to meet the cultural diversity, human resources, student abilities and learning facilities in our country (Nesbitt, 2021). Based on the reality on the ground, many secondary schools still lack laboratories, libraries and other facilities that can help students understand concepts thoroughly. This is an afterthought. about how we can all achieve hope CBC (Jacomini, 2021).

The aim of this research is to study and analyze methods of implementing a competency-based curriculum as a way to improve the quality of education (Withers, 2019). In this case, we will investigate various concepts, principles and practices of implementing competency-based curricula (Salim, 2022). education level, from elementary school to high school (Waseh, 2019). Over the past few years, many countries have adopted competency-based curricula as a solution to various challenges in education, including irrelevant traditional curricula, lack of skills required by industry, and unequal access to education (Yuan, 2021). However, although competency-based curricula have many potential benefits, their implementation can also present challenges that must be considered.

One of the factors that hinders the implementation of KBK is, first of all, the obstacle factor of students (Kim, 2023). Each student has a different level of awareness of learning and different potential (Withers, 2019). As a result, student creativity tends to be unequal or uneven. For example, there are students who are very diligent, but there

are also students who are less diligent. The process of teaching and learning activities (KBM) is often a challenge because students who are not diligent often become an obstacle for friends who are diligent (Withers, 2019). School fees differ depending on the economic level of the parents (Zuilen, 2019). However, in accordance with the principles of the institution, there is a cross-contribution given to those who are less fortunate.

Aims to provide an overview of strategic curriculum development based on competency. This research involves educators, school principals, and parents who have relevant experience and knowledge about Competency-Based Chairs: Data was collected through interviews, observations, and documentation studies. Data analysis was carried out through a thematic approach (Tran, 2022). The results of this research can be used by education policy makers to create competency-based curriculum development strategies that include developing practical skills and applying knowledge to face the challenges of daily life as well as creating a collaborative and inclusive educational environment with teachers, parents and students (Suartini, 2019).

Indonesia has an education system that focuses on the teaching process rather than the educational subject. As a result, all educational activities are emphasized in the process of improving skills, expertise, and sheer intelligence. However, the issues of creating culture, quality of education, morals and superior character have not been considered seriously and fundamentally (Mandic, 2023). Factors such as this emergence cause various educational problems, which if not handled properly will have a negative impact on various efforts to improve the quality of education (Jacomini, 2021). Education in Indonesia is influenced by issues of standardization, effectiveness and efficiency. The curriculum is an important part of the educational process, so the implementation of the curriculum in educational units will determine appropriate educational policies. According to Law Number 20 of 2003, the curriculum is a collection of learning tools that includes objectives, content, open materials, methods and media used to achieve national education goals.

- Based on the problems above, the researcher formulated the problem, namely How is the implementation of a competency-based curriculum carried out in schools?
- The aim of this research is to find out how the implementation of a competency-based curriculum is carried out in schools?

RESEARCH METHODOLOGY

The research method used is qualitative/quantitative with a descriptive approach (Krakowski, 2023). The research subjects are teachers and the research object is the Implementation of Competency Based Curriculum in Improving the Quality of Education in Schools (Amukune, 2021). The research instruments are student portfolios, practical exams, formative assessments. The researcher's data collection techniques used interviews, questionnaires, classroom observations, classroom observations, document

analysis, exams and assessments, focus group discussions, and reflective notes (Gonzalo, 2023).

RESULT AND DISCUSSION

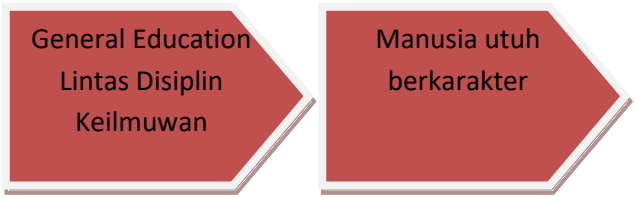
Based on the research above, the results obtained are that the implementation of KBK in the context of school education requires the active involvement of teachers in preparing learning that is more contextual and oriented towards skills development rather than just focusing on knowledge (Fischel, 2019). Students are also expected to be successful, honest, disciplined and responsible people. From what has been said above regarding the quality of education in Indonesia, it is clear that there are still many things that need to be improved in the field of education today (Uworwabayeho, 2020). One of them is implementing appropriate policies. an alternative solution to Indonesia's education problems.

KBK program that is relevant to program initiatives to train education personnel. Includes:

1. Participate in other people's schools, at home, in the country or abroad

2. Develop the family planning organization

3. Utilizing the education process to overcome education gaps.



Efforts for students to provide distribution of expertise in school fields that are currently in the development stage. Kbk is relevant to current educational needs, the education system presents an adoptable and responsible form according to society's demands (Tran, 2022). The level of excellence in curriculum implementation has a massive impact on the quality of education, especially on the capabilities of teaching staff, community stigma, teachers are admired and imitated.

In the context of the discussion, it needs to be emphasized that KBK implementation is not an end goal, but rather a means to achieve better results in developing student skills. Therefore, supporting teachers with adequate training, providing access to sufficient resources, and continuing to encourage collaboration between teachers and related parties are the keys to successful implementation of CBC at the school level. The importance of continuous evaluation of KBK implementation must be a main concern. In this way, better insight into the effectiveness of the program can be gained and areas requiring improvement can be identified. In conclusion, implementing KBK in schools is an important step in preparing students further to

improve the quality of education in the future. The aim of this research is to study and analyze methods of implementing a competency-based curriculum as a way to improve the quality of education. In this case, we will investigate various concepts, principles and practices of implementing competency-based curricula. level of education,

In research on the implementation of a competency-based curriculum to improve the quality of education in schools, several issues that may be the focus of discussion are:

1. Teacher Readiness: Do teachers have sufficient knowledge, skills and support to implement a competency-based curriculum well?

2. Student Readiness: Do students have sufficient understanding of the concepts taught in the competency-based curriculum, and do they have the skills in accordance with established competency standards?

3. Administrative Support: To what extent is the support from the school administration, including the principal and administrative staff, in supporting the implementation of the competency-based curriculum?

4. Availability of Resources: Does the school have adequate resources, such as textbooks, software, laboratory facilities, and teacher training, to support the implementation of a competency-based curriculum?

5. Evaluation and Assessment: What is the evaluation and assessment process for student progress in achieving the competencies specified in the competency-based curriculum? Is the assessment method effective and fair?

6. Parent and Community Participation: To what extent are parents and the community involved in supporting the implementation of a competency-based curriculum in schools? Are there any obstacles or challenges in engaging them?

7. Impact on Education Quality: Has the implementation of a competency-based curriculum had a positive impact on the quality of education in schools, such as increasing student learning outcomes, developing skills relevant to the world of work, or increasing student motivation and interest in learning?

8. Suitability to Local Needs: To what extent can competency-based curricula be adapted to local needs and contexts, such as the culture, social and economic environment in which the school is located?

CONCLUSION

From the results of the analysis and discussion that has been carried out, it can be concluded that the implementation of a competency-based curriculum (KBK) at the school level is an important step in developing the quality of education in schools and in the learning environment in order to achieve the goals of quality education and create competent abilities in the teaching and learning process. in the world of education.

Impact on Education Quality: Implementation of a competency-based curriculum has shown a positive impact on the quality of education in schools, especially in improving students' skills that are relevant to the needs of the world of work. Teacher and Student Readiness, thorough preparation is needed both in terms of knowledge and skills for teachers in implementing a competency-based curriculum. Likewise with students, they need to understand the concepts being taught and have skills that are in accordance with established competency standards.

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