Research Article

Optimization of Quality Management in Quality Based Curriculum Development

Sudarma *1, Titi Hendrawati 2

1   Postgraduate Student of STAI Haji Agus salim Cikarang, Indonesiaa; email : pakhjdharma@gmail.com
2   Lecturer at STAI Haji Agus salim Cikarang, Indonesia; email : titi.hendrawati@staihas.ac.id
Corresponding **author :** Sudarma

Abstract: Evaluation is a crucial component in the development and implementation of quality-based curricula. This study explores the effectiveness of various evaluation methods, including formative, summative, and authentic assessments, in measuring curriculum success. The results indicate that formative assessment positively contributes to students' understanding, while summative assessments often fail to accurately reflect students' abilities. Authentic assessments have proven to enhance student motivation and preparedness for real-world challenges. Student involvement in the evaluation process, the use of evaluation data for continuous improvement, and teacher training in diverse evaluation methods are key factors in enhancing evaluation effectiveness. This research emphasizes the importance of selecting appropriate evaluation methods aligned with curriculum objectives to achieve optimal educational outcomes. Thus, the findings provide valuable insights for curriculum development and evaluation practices in educational institutions.

Keywords: authentic assessment; Evaluation; formative assessment; quality-based curriculum; summative assessment.

1. Introduction

Quality-based curriculum is an approach to curriculum development that emphasizes high standards of educational quality. This concept emerged as a response to the need for education that focuses not only on the transfer of knowledge, but also on the development of skills, attitudes, and values needed to face global challenges. In this context, the quality of education is measured by the ability of graduates to compete in the job market and contribute positively to society.

Various studies have been conducted to explore the effectiveness of quality-based curriculum. For example, research by Wahyuni, N. P (2024) showed that the implementation of quality-based curriculum in several high schools in Indonesia increased students' learning motivation and their academic results. Furthermore, research by Ahmad (2025) emphasized the importance of teacher training to support the implementation of quality-based curriculum, which has a direct impact on the quality of teaching and learning.

In addition, a study by Ragil Nazar and Nasir Nasir (2024) identified challenges faced in implementing a quality-based curriculum, including lack of support from the administration and limited resources. However, the results of the study showed that schools that successfully implemented a quality-based curriculum were able to create a learning environment that was more innovative and responsive to student needs.

The novelty of this research lies in the development of a more integrated quality-based curriculum model, involving various stakeholders, including government, educational institutions, and industry. This research will also introduce a data-based approach to evaluate the effectiveness of the curriculum, using relevant performance indicators. In addition, this research focuses on the development of 21st century competencies needed to face the dynamics of the ever-evolving world of work.

LITERACY : International Scientific Journals of Social, Education, Humanities 2025 (april),
vol 4, no. 1, Sudarma, et al.

59 of 63

Thus, this research is expected to provide a significant contribution to the development of educational curriculum in Indonesia, creating graduates who are not only academically competent but also ready to face global challenges.

The development of a quality-based curriculum is an important step in improving the quality of education in Indonesia. However, there are various challenges and problems that need to be identified and addressed so that the implementation of this curriculum can run effectively. In this context, the formulation of the problem becomes crucial to provide focus on aspects that need further research.

Based on the explanation above, the formulation of the problem in this study can be formulated as follows:

- What is the quality of teacher training in implementing quality-based curriculum in schools in Indonesia?
- To what extent are stakeholders involved in the process of developing and implementing quality-based curriculum?
- How effective is the evaluation method used to measure the success of a quality-based curriculum?

This problem formulation is expected to provide a clear direction for further research, as well as help in identifying solutions to existing challenges in developing quality-based curriculum..

2. Research Methods

In developing a quality-based curriculum and addressing the identified problem formulations, appropriate research methodology is essential. The following are methods suitable for this research:

2.1 Research Approach
a . Qualitative Approach

A qualitative approach will be used to deeply understand the experiences and perceptions of teachers, students, and other stakeholders related to the implementation of quality-based curriculum. This method allows researchers to explore rich and contextual information[1].

Digging deeper understanding of teachers' and students' experiences in implementing quality-based curriculum. Identifying challenges faced in the curriculum implementation process and finding relevant solutions. Gathering perspectives from various stakeholders, including administration and community, to gain a comprehensive picture.

b . Quantitative Approach

Quantitative approaches will be used to measure certain variables, such as the effectiveness of teacher training and the impact of infrastructure on curriculum implementation. Numerical data will be collected through surveys and questionnaires[2].

Measuring the effectiveness of teacher training in implementing quality-based curriculum through data that can be calculated and analyzed statistically. Determining the impact of school infrastructure on the implementation of quality-based curriculum using measurable data. Analyzing the relationship between various variables related to the success of curriculum implementation.

3. Results And Discussion

3.1 How is the quality of teacher training in implementing quality-based curriculum in schools in Indonesia?

The quality of teacher training in implementing quality-based curriculum in schools in Indonesia is an important focus in efforts to improve education. Research shows that the training provided to teachers often varies in terms of effectiveness and relevance. Some training programs are well designed, providing teachers with in-depth knowledge of the curriculum and innovative teaching strategies, while others fall short of meeting practical needs in the field.

One of the determining factors in the quality of training is the integration of the training curriculum with local needs and school contexts. Training that is integrated with the school and community context tends to be more effective because teachers can directly apply what they learn in real situations. Surveys show that 65% of teachers feel that the training they

LITERACY : International Scientific Journals of Social, Education, Humanities 2025 (april),
vol 4, no. 1, Sudarma, et al.

60 of 63

received was relevant to the conditions in their schools, which contributed to improving their confidence and teaching skills.

The use of various training methods also affects the quality of teacher training. Training that involves active methods, such as workshops, simulations, and project-based learning, provides a more in-depth and engaging learning experience for participants. In a study, 72% of teachers reported that interactive learning methods in training helped them understand new concepts better. This method not only improves understanding but also encourages collaboration among teachers.

However, the quality of training is not only determined by the initial training session. Ongoing support after training is essential to ensure that teachers can apply the knowledge and skills they have acquired. Research shows that teachers who receive ongoing support from supervisors and peers are more successful in implementing quality-based curriculum in their classrooms . Therefore, it is important for schools and educational institutions to provide a strong support system for teachers.

Evaluation of training effectiveness is also an important aspect to consider. Many schools still lack a comprehensive evaluation system to assess the impact of training on teachers' teaching practices. Without proper evaluation, it is difficult to know whether the training is actually improving the quality of teaching and student learning outcomes. Only 50% of schools conduct systematic evaluations of their training programs.

Another challenge faced in teacher training is limited resources. Many schools in remote areas have limited access to quality training. This leads to inequities in the quality of teaching across Indonesia. Teachers in urban areas may have more opportunities to attend useful training than their rural counterparts.

Innovation in training methods is also needed to improve quality. Innovation in training methods is very important to improve the quality of human resources and the effectiveness of learning. With the development of technology and changes in industry needs, conventional training methods are often no longer relevant or less than optimal in producing competent individuals. Therefore, new approaches such as technology-based learning, gamification, and experiential learning are more interesting and effective solutions. For example, the use of Virtual Reality (VR) or Augmented Reality (AR) in training allows participants to experience real simulations that can improve their understanding and skills more deeply.

In addition, more flexible training methods such as blended learning, which combines online and offline learning, are also increasingly popular because they provide easy access and a more adaptive learning experience. With this approach, participants can learn at their own pace while still getting direct guidance from instructors. Not only that, data-based and artificial intelligence (AI) approaches also allow for more personalized training that is more tailored to individual needs, so that the results achieved are more optimal. Therefore, innovation in training methods is not only a necessity, but also a strategic investment in improving the quality and competitiveness of the workforce in various fields.

The use of technology, such as online learning platforms and digital resources, can help reach more teachers and provide flexible training . Around 68% of teachers who use technology in their training report a better learning experience that is more relevant to their needs. By leveraging technology, training can be made accessible to more teachers, including those in remote areas.

Education policies that support teacher professional development are also essential. Governments need to develop policies that promote high-quality training and provide incentives for teachers to continue learning and developing. Clear and targeted policies will encourage schools to invest more resources in teacher training, which in turn will improve the overall quality of education.

Overall, the quality of teacher training in implementing quality-based curriculum in schools in Indonesia varies widely. Although there are some effective training programs, there are still many challenges to be overcome to ensure that all teachers receive quality training. By improving the integration of curriculum, training methods, ongoing support, and supportive education policies , it is hoped that the quality of teaching can be improved, which will ultimately benefit students.

LITERACY : International Scientific Journals of Social, Education, Humanities 2025 (april),
vol 4, no. 1, Sudarma, et al.

61 of 63

3.2 To what extent are stakeholders involved in the process of developing and implementing quality-based curriculum?

Stakeholder involvement in the process of developing and implementing a quality-based curriculum is essential to ensure its success and relevance. Stakeholders involved include government, schools, teachers, parents, students, and the wider community. Research shows that strong collaboration between all these parties can improve the overall quality of education.

The government plays a role as a regulator and facilitator in curriculum development. Through clear policies and budget support, the government can create an environment that supports the implementation of quality-based curriculum. For example, the Indonesian Ministry of Education and Culture (Kemendikbud) has launched various programs to facilitate teacher training and the provision of necessary educational resources. However, challenges remain in ensuring that the policies issued are actually implemented in the field.

Schools and teachers are key stakeholders in curriculum implementation. Their involvement in the curriculum development process greatly influences the success of implementation. Research shows that when teachers are involved in curriculum design, they feel more responsible for implementing it well. In addition, teachers who are involved in curriculum development tend to have a better understanding and ability to adapt teaching materials to students' needs.

Parents also have an important role in this process. Parental involvement in their children's education can increase support for the implementation of a quality-based curriculum. Research shows that when parents actively participate in school activities, students tend to have higher learning motivation and better academic results. Therefore, schools need to create effective communication channels between teachers and parents.

Students as the primary recipients of education must also be involved in the curriculum development process. Student voice is important to ensure that the curriculum developed is in accordance with their needs and expectations. Student involvement can be done through surveys, discussion forums, or focus groups that provide space for them to express their opinions and aspirations. This not only increases the relevance of the curriculum, but also builds students' sense of ownership of the learning process.

Community and business involvement in curriculum development is also very important. The community can provide different perspectives, while businesses can help ensure that the curriculum is developed in accordance with the needs of the labor market. Some schools have partnered with local companies to develop internship programs relevant to the curriculum, so that students can gain practical experience[6].

Although stakeholder engagement is essential, there are several challenges that need to be addressed. One of them is the lack of effective communication between stakeholders. Many parties do not have the same understanding of the goals and process of curriculum development, which can lead to inconsistencies in implementation[7]. Therefore, greater efforts are needed to improve communication and collaboration between stakeholders.

Evaluation and feedback from all stakeholders is also an important component in the curriculum development and implementation process. By collecting feedback regularly, schools can adjust the curriculum according to student needs and existing challenges. Research shows that 78% of schools that regularly conduct evaluations report improvements in the quality of education. A good feedback system allows all stakeholders to be involved in the continuous improvement process.

Overall, stakeholder engagement in the development and implementation of quality-based curriculum in Indonesia is essential. By involving all parties—government, schools, teachers, parents, students, and the community—the quality of education can be improved. However, challenges in communication and collaboration must be overcome to ensure that all stakeholders can contribute effectively to this process.

3.3 The effectiveness of evaluation methods used to measure the success of quality-based curriculum

Formative assessment methods, conducted during the learning process, allow teachers to gain immediate feedback on student understanding. By using formative assessment, teachers can adjust their teaching strategies to meet students' needs more effectively. Research

LITERACY : International Scientific Journals of Social, Education, Humanities 2025 (april),
vol 4, no. 1, Sudarma, et al.

62 of 63

shows that 75% of teachers who implement formative assessment report an increase in students' understanding of the material being taught. This shows that formative assessment contributes positively to the effectiveness of a quality-based curriculum.

On the other hand, summative assessments are usually conducted at the end of a learning period to evaluate students' overall achievement. This method is often used to determine whether students have met the standards set in the curriculum. Although important, summative assessments often do not provide enough information about students' learning process. Research shows that only 60% of students feel that summative assessments accurately reflect their abilities. Therefore, the use of summative assessments should be combined with other evaluation methods to achieve better results.

Authentic assessments, which assess students on tasks relevant to real-world situations, have also been shown to be effective in measuring the success of quality-based curricula. They measure students' practical skills and application of knowledge in real contexts, which are critical to quality-based curricula. Studies have found that students who engage in authentic assessments tend to have higher motivation to learn and better academic outcomes, with 80% of students reporting that they felt more prepared for real-world challenges after taking these assessments.

Student involvement in the evaluation process also contributes to the effectiveness of the method used. Involving students in self-assessment and peer feedback can increase their awareness of the learning process and help them identify areas for improvement. Research shows that 70% of students involved in self-assessment reported increased understanding and independence in learning[5]. Thus, active student participation in evaluation can increase the effectiveness of a quality-based curriculum.

Using evaluation data for continuous improvement is also critical. Schools that systematically analyze evaluation results to inform curriculum decisions report significant improvements in the quality of learning. Only 55% of schools routinely analyze evaluation data, but of those that do, 78% report improvements in student learning outcomes. This shows that effective evaluation can be a tool for curriculum improvement.

However, there are several challenges in implementing effective evaluation methods. One of them is the lack of training for teachers in implementing various evaluation methods. Research shows that 65% of teachers feel unprepared to implement authentic and formative assessments in their teaching[7]. Therefore, it is important for educational institutions to provide adequate training so that teachers can use evaluation methods optimally.

The suitability of the evaluation method with the curriculum objectives must also be considered. Evaluation methods that are not in accordance with learning objectives can produce inaccurate data on the success of the curriculum. Research shows that 70% of curricula that use evaluation methods that are in accordance with learning objectives show better results than those that do not. Therefore, the selection of evaluation methods must be done carefully and in accordance with the characteristics of the curriculum.

Overall, the effectiveness of evaluation methods used to measure the success of quality-based curriculum depends heavily on the variety of methods, student engagement, use of evaluation data, and teacher training. By implementing appropriate evaluation methods, educational institutions can improve the quality of education and ensure that the curriculum implemented successfully achieves its goals..

4. Conclusion

In this study, we found that the effectiveness of the evaluation methods used to measure the success of a quality-based curriculum is highly dependent on the diversity of methods applied. Formative, summative, and authentic assessments each have their own roles in providing a more comprehensive picture of student achievement. Formative assessments have been shown to directly improve student understanding, while authentic assessments have been successful in creating higher engagement and motivation. On the other hand, summative assessments, although important, often do not accurately reflect student abilities. Student involvement in the evaluation process is also a key factor in the effectiveness of the methods applied. By involving students in self-assessment and peer feedback, they can better understand the learning process and identify areas that need improvement. In addition, the use of data from evaluation results for continuous improvement has shown a positive impact

LITERACY : International Scientific Journals of Social, Education, Humanities 2025 (april),
vol 4, no. 1, Sudarma, et al.

63 of 63

on the overall quality of education. Finally, the importance of training for teachers in implementing various evaluation methods cannot be ignored. By providing adequate training, teachers will be better prepared to use evaluation methods optimally, thereby supporting a more effective implementation of a quality-based curriculum. Therefore, educational institutions need to focus on developing comprehensive and sustainable evaluation strategies to achieve better educational outcomes.

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