THE MANAGEMENT OF DEVELOPING ENGLISH LANGUAGE CURRICULUM AT JUNIOR HIGH SCHOOL OF AZMANIA PONOROGO

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ABSTRACT

Learning English is one of the lessons that is a challenge for teachers to package learning as attractive as possible. Interesting learning will provide a positive stimulus for students where English is foreign to their ears. However, many of the students still have difficulty understanding in following English learning. The objective of the research is to explain the planning, implementation, and evaluation of developing an English language curriculum. This study adopted a qualitative method. Data was gathered through an interview and relevant documents. The study was conducted in the English Language Education study program at Junior high school Azmania. The findings of the study indicate that the planning of curriculum development in junior high schools uses a differential and diversified curriculum. educators compile based on the principal's assessment of the competence of each educator who has experience in accelerated classes that refer to the juridical basis. that the implementation of the existing curriculum at junior high school Azmania uses student management using scientific approaches and methods in the learning process. that the implementation of the existing curriculum at junior high school Azmania uses student management using scientific approaches and methods in the learning process.

Keywords: Management, Curriculum, English Language

INTRODUCTION

Learning English is one of the lessons that is a challenge for teachers to package learning as attractive as possible. Interesting learning will provide a positive stimulus for students where English is foreign to their ears. However, many of the students still have difficulty understanding in following English learning. This is due to the ability of students who are different from the existing learning environment.

The learning environment is one of the keys to facilitating the success of language learning. Arif Rochman stated that the educational environment is everything that surrounds the learning process. [1] The continuity of learning will complete with components that are by the educational goals that have been set. Nana Syaodih argued that the educational environment includes: a) The physical environment consists of the natural environment and the man-made environment which sometimes provides support and obstacles in the ongoing educational process, b) The social environment is an environment of interaction between humans, the association between educators and students and other people. others involved in educational interactions, c) The intellectual environment includes software such as a system of teaching programs, media, and media resources, d) Other environments such as

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[1] Arif Rochman, *Memahami Pendidikan Dan Ilmu Pendidikan* (Yogyakarta: Laksbang Mediatama, 2009), 195.

social, economic, social, political values, and aesthetics. [2] the presence of these components in a learning environment will make a way out amid difficulties in learning English.

Based on the results of observations in Azmania, researchers found the success of learning English is interesting. This is supported by the existence of a learning environment built by the teachers. The teacher also supports the continued use of language without thinking about grammar. The learning environment looks quite good from the form of monitoring the language program with weekly evaluations. However, the students still seem to have difficulty in understanding the language due to the lack of building the habit to speak using the language. [3] The results of the observation of the research location found a gap from the conditions that existed in Azmania Middle School. The researcher focuses on the problem of the form of the learning environment associated with the development of the English curriculum.

Based on the results of the explanation, the research takes the problem of how to plan the development of English learning, the implementation of the development of the English learning curriculum, and the evaluation of the development of the English learning curriculum. The aim is that with the discussion of these problems, this research will help the reader in knowing about the management of the development of the English language learning curriculum.

METHOD

The research method used is the qualitative method by study case approach. The study case is the approach that combines the case of the research problem. The case study focused on a single unit, such as one individual, one group, one organization, or one program, the goal is to arrive at a detailed description and understanding of the entity.[4] This research will be analyzed by data reduction, data display, conclusion drawing, and verification.[5]The research used the instrument data by unstructured or semi-structured observation, documentation, and interview.[6]

FINDINGS AND DISCUSSION
FINDINGS

Based on the results of research in the field, the researchers found research findings in accordance with the focus of the problem that the researchers had determined. Junior high school Azmania consists of language learning for formal lessons, special language classes for speaking, language month, and muhadhoroh. These activities support the development of the language curriculum to answer one of the pillars of the cottage's vision and mission, namely language. With education, these activities can support the continuity of language learning as expected.

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[2] Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: Rosdakarya, 2004), 5.

[3]Observation

[4] Donald Ary et al., *Introduction to Research in Education*, n.d., 29.

[5] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publication, 1994), 25.

[6] John W. Creswell, *Research Design* (London: Sage Publication, 2009), 178.

English Curriculum Development Planning

Change and development are the keys that need to be taken into account in curriculum planning. This change and development activity begins with the formulation of a vision that is described in the mission and five more operational pillars. The performance of curriculum development makes accountability that guarantees better quality to students, parents, and the community. To bring about change, they equip themselves with several capitals, namely taking risks, believing that change is a necessity, having high expectations, being positive, daring to appear, and positioning themselves at the forefront of innovation.

Curriculum planning is the cornerstone of the future direction of madrasa education which can be seen where. At the planning stage of curriculum development pay attention to the factors that influence the ongoing curriculum planning. to schools with representatives to schools formulating curriculum development plans based on the following steps. The first is to analyze the internal conditions of junior high school Azmania, namely the condition of students of junior high school Azmania, educators, education staff, financing, infrastructure, organizational health, and the madrasa administration system. Second, analyzing the external condition of Azmania Junior High School which includes laws related to education, government regulations, decisions of the head of the Ministry of National Affairs and religion, parents, community leaders, and education practitioners.

Secondly, formulate the school's vision by taking into account the following matters. (a) national education goals, madrasah institution goals, graduate competencies and competency standards, student potential, life goals according to the Qur'an and hadith, social community, and personality. (b) involving all madrasah residents in the process of formulating the madrasa vision. (c) finalizing the vision of SMP Azmania (d) developing a vision in accordance with the demands of change through validation of the vision with madrasa stakeholders and reviewing the vision with the development of the madrasa situation. (e) socializing the vision to all madrasah citizens through internalizing the values of the vision on the main tasks and functions of educators and education staff as well as all students.

Thirdly, establish a school mission that is oriented towards efforts to develop a fun learning spirit, practice schools that have a concern for themselves and the environment based on morality. With the mission that has been formulated, it is expected to be able to answer the existence of the school.

On the other hand, curriculum development must go through several stages, namely (1) understanding, translating, and parsing the meaning and purpose of the school's vision more deeply about language implementation. (ii) determining the school's mission so that clear indicators appear to support the achievement of the school's vision and mission, clarifying educational goals (iii) clarifying educational objectives (iv) paying attention to government regulations (v) reviewing 8 educational standards to ensure supportive subjects related to language. (vi) diversify self-development programs through counseling services and student activities (vii) encourage learning renewal (viii determine curriculum evaluation criteria.

Implementation of English Curriculum Development

Curriculum implementation means running programs into a curriculum activity. Competitive educators and human resources show how well the curriculum is implemented.

To achieve the quality of educators and education personnel who can run the curriculum, the head of the house program must supervise in accordance with the main

tasks and functions related parties to facilitate language development, provide the necessary infrastructure, make cooperate with related institutions such as kampong English pare, foreign language courses.

In particular, the implementation of language learning can be described as a sustainable habit in pesantren-based schools. With the existence of an institution that creates a supportive learning environment, students will develop faster in the application of the English language every day. Therefore, to create effective learning, it is necessary to monitor the needs that should be seen from the evaluation of the curriculum and learning observed so far.

Implementation of programs that support language development, namely language month. Where this program aims to display student performance on stage using English. The implementation of this program continues with language monitoring which is evaluated after the implementation of the language month. There is a special team of observers to control language development during the implementation of the language month.

On the other hand, stakeholders also examine language development by implementing muhadoroh or as MC in weekly events. The teacher asked the high school students to observe the junior high school students who still needed improvement. Assessment includes fluency, confidence, and neatness in appearance in front of the class.

Stakeholders also implement curriculum development by ensuring that it internalizes and integrates language learning. The purpose of this is not to be far from the implementation of the five pillars, one of which is language.

With the implementation of the curriculum, it is believed that stakeholders can carry out curriculum development well. however, on the other hand, the development of language does not close the possibility of a child's dichotomy that still needs to be followed up in the use of language. Some of the students still do not understand the use of language so that understanding is still not as expected.

Evaluation of English Curriculum Development

At the evaluation stage of curriculum development at junior high school Azmania includes evaluation of learning devices, implementation of learning. as for the evaluation of supporting curriculum development including teachers, students, education staff, financing, infrastructure, financing, administrative systems, value systems, communication, and quality culture. Meanwhile, to assess the effectiveness of the business used in the implementation of the curriculum is the balanced scorecard, namely the financial, customer, internal process, and learning-development perspective.

DISCUSSION
Planning for English curriculum development at SMP Azmania

From the research that has been done, the researchers found that curriculum development planning. The curriculum is essentially designed and directed to assist, guide and train as well as teach and/or create an atmosphere so that students can develop and improve the quality of II, EI, CI, and SI. [7] With the curriculum, especially the language, it will realize the expected vision and mission. The vision and mission according to the cottage are characters, professional, accountable and competitive. Carrying out learning the sciences of

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[7] Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup* (Yogyakarta: Pustaka Ifada, 2013), 178.

sharia aqidah and life learning that is characterized by integrative femininity. The five pillars also become a patent background as elements that must not be abandoned in every activity which includes character, language, independence, the Koran, art, and science.

The curriculum development policy is clearly stated in the vision, mission, and five pillars. Gaffar explained that vision is a far-reaching and far-reaching power of vision which is an abstract thinking power, has tremendous power, and can transcend all boundaries. [8] In addition, research is also seen with the curriculum. On the other hand, curriculum development must go through several stages, namely (1) understanding, translating, and parsing the meaning and purpose of the school's vision more deeply about language implementation. (ii) determining the school's mission so that indicators emerge. which supports the achievement of the school's vision and mission clarifies educational objectives (iii) clarifies educational objectives (iv) pays attention to government regulations (v) reviews 8 educational standards to ensure that the subjects' support is related to language. (vi) diversifying self-development programs through counseling services and student activities (vii) encouraging learning renewal (viii determining curriculum evaluation criteria. From the facts found, it is also following the theory which states that according to Dick and Carey, learning planning matters in planning learning needs to pay attention to identifying teaching objectives, conducting instructional analysis, identifying initial behavior/characteristics of students, formulating performance goals, developing benchmark reference tests, developing teaching strategies, developing or selecting teaching, designing and evaluating formative, writing tools and teaching revisions. [9] this is evidenced by the existence of a journal that has been given to the teacher. The teacher fills in the teacher's book with the conditions encountered during class.

With various activities, especially language, including language month, language classes, and changing the use of language, it reinforces that schools use a differentiation and diversification curriculum in which the curriculum is deepened and expanded from dynamic and systematic principles both from within the education unit and the community to make decisions towards the right direction. same. [10]

Based on the previous study show that curriculum development in improving character education is to include character education on national content, local content, character growth movement, literacy movement, psycho-educational guidance, life skills education, entrepreneurship education, education based on local excellence. /global.[11]

Based on the results of the analysis above, the researcher concludes that curriculum planning uses a differential and diversified curriculum. educators compile based on the principal's assessment of the competence of each educator who has experience in accelerated classes that refer to the juridical basis.

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[8] Ibid., 24.

[9] Trianto, *Model Pembelajaran Terpadu: Konsep, Strategi Dan Implementasinya Dalam Kurikulum Satuan Pendidikan* (Jakarta: PT Bumi Aksara, 2014), 92.

[10] Abdul Manab, *Manajemen Perubahan Kurikulum: Mendesain Pembelajaran* (Yogyakarta: Kalimedia, 2015), 217.

[11] Siti Nurrohmah, "PENGEMBANGAN KURIKULUM DALAM MENINGKATKAN PENDIDIKAN KARAKTER DI SEKOLAH DASAR," *Prosiding Seminar Nasional Pendidikan*, n.d.

Implementation of English Curriculum Development

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To achieve the quality of educators and education personnel who can run the curriculum, the head of the language program must supervise following the main tasks and functions. related parties to facilitate language development, provide the necessary infrastructure, make cooperate with related institutions such as kampong English pare, foreign language courses.

In particular, the implementation of language learning can be described as a sustainable habit in pesantren-based schools. with an institution that creates a supportive learning environment will make students develop faster in the application of everyday English. Therefore, to create effective learning, it is necessary to monitor the needs that should be seen from the evaluation of the curriculum and learning observed so far.

Implementation of programs that support language development, namely language month. Where this program aims to display student performance on stage using English. The implementation of this program continues with language monitoring which is evaluated after the implementation of the language month. There is a special team of observers to control the language development during the implementation of language month.

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Stakeholders also implement curriculum development by ensuring that it internalizes and integrates language learning. The purpose of this is not to be far from the implementation of the five pillars, one of which is language.

With the implementation of the curriculum, it is believed that stakeholders can carry out curriculum development well. however, on the other hand, the development of language does not close the possibility of a child's dichotomy that still needs to be followed up in the use of language. Some of the students still do not understand the use of language so that understanding is still not as expected.

In managing students, the academic guidance process is also carried out every day so that children have an open attitude in the process of growing and developing in madrasas. So that educators can know the character of students and how to handle them in the problems they are facing. This is following the theory of M. Entang and T. Raka Joni who grouped student management problems into two categories, namely individual problems and group problems. From these problem categories, educators can assist students in solving their problems with preventive efforts (increasing students' self-awareness, self-improvement as educators, innocent and sincere attitude from educators, recognizing alternative management, creating social contracts, and business nature). healing (curative), identifying problems, analyzing problems, assessing alternative solutions, and getting feedback. [12] It is easier for educators to convey learning with an active learning approach to facilitate mastering learning materials inhomogeneous classroom conditions. The implementation of this learning is following Nana Sujana's theory which states that the

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[12] Abdul Majid, *Perencanaan Pembelajaran* (Jakarta: PT Remaja Rosdakarya, 2004), 54.

implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results. [13]

Based on the results of the data analysis above, it can be concluded that the implementation of the existing curriculum in junior high school Azmania uses student management using scientific approaches and methods in the learning process. management of educators with facilities in the form of seminars and learning workshops, while learning management is carried out properly based on learning guidelines based on the juridical basis used with inquiry and scientific learning. This is evidenced by the holding of activities to improve educators both in the classroom and for themselves.

Evaluation of English Curriculum Development

At the evaluation stage of curriculum development at junior high school Azmania includes evaluation of learning devices, implementation of learning. as for the evaluation of supporting curriculum development including teachers, students, education staff, financing, infrastructure, financing, administrative systems, value systems, communication, and quality culture. Meanwhile, to assess the effectiveness of the business used in the implementation of the curriculum is the balanced scorecard, namely the financial, customer, internal process, and learning-development perspective.

According to the results of the location assessment, it was stated that the madrasa carried out a formative assessment, summative assessment, diagnostic assessment, and placement assessment. [14] Formative assessment is carried out with predetermined daily assessments. Then the summative assessment carried out in each semester is an oral language test and diagnostic assessment in the school entrance interview process and placement assessment by looking at the results of the year-end assessment.

Zainal Arifin's theory is that as a program, learning evaluation consists of 5 types of evaluation which include planning and development evaluation, monitoring, impact, economic efficiency, and comprehensive program evaluation. [15] of various kinds in this English program evaluate planning and development by holding a large annual meeting / then the monitoring process and the impact is seen from weekly reports by considering the efficiency and comprehensive evaluation of the program with internal members to test the sustainability of the program.

Based on the previous research, the Curriculum evaluation approach uses a scientistic ideal or an ideal humanistic. Principle: evaluation refers to objectives, is comprehensive, and its objective. While the form of evaluation is formative evaluation and summative evaluation. Curriculum evaluation models: Measurement, Congruence, congruence, Illumination, and Educational System Evaluation. While the implementation of curriculum evaluation can use two kinds of techniques, namely: test and non-test techniques.[16] It will support evaluation based on the needs.

Based on the results of data analysis, it can be concluded that the curriculum evaluation model includes the evaluation of learning both aspects that are assessed according to the content of the language being tested. While the evaluation of learning is

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[13] Nana Sudjana, *Dasar-Dasar Proses Belajar* (Jakarta: Sinar Baru, 2010), 154.

[14] Zainal Abidin, *Evaluasi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2009), 33.

[15] Ibid., 23.

[16] Mohammad Mustafid Hamdi, "Evaluasi Kurikulum Pendidikan," *INTIZAM: Jurnal Manajemen Pendidikan Islam* Volume 4, Nomor 1, Oktober 2020 (n.d.): 1.

carried out in the form of team meetings which are monitored by the chief coordinator and jointly by the coordinating team and teaching educators.

CONCLUSION

Based on the results of the discussion above, the researcher concludes that the planning of curriculum development in junior high schools uses a differential and diversified curriculum. educators compile based on the principal's assessment of the competence of each educator who has experience in accelerated classes that refer to the juridical basis. that the implementation of the existing curriculum at SMP Azmania uses student management using scientific approaches and methods in the learning process. that the implementation of the existing curriculum at SMP Azmania uses student management using scientific approaches and methods in the learning process.

The headmaster of the coordinator should provide a forum for individual evaluations to find out the students' language development in detail. This can be used to evaluate the curriculum regularly. Teachers are also given language sharing time to share more interesting learning methods.

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