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The Curriculum Management Models of Laboratory Schools in Lptk

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Abstract

This study examines the curriculum management models in laboratory schools under the Educational Personnel Training Institutions (LPTK) at four universities: Universitas Pendidikan Indonesia (UPI), Universitas Negeri Jakarta (UNJ), Universitas Negeri Padang (UNP), and Universitas Pendidikan Ganesha (Undiksha). Laboratory schools play a vital role as practical training grounds for prospective teachers and as centers for educational innovation development. This research employs a qualitative method with a descriptive approach to explore the various curriculum management models implemented in these laboratory schools.The findings indicate that the curriculum management in each laboratory school has its unique characteristics based on the vision and mission of each university. However, there is a general focus on developing curricula that align with national education needs and local content. Effective evaluation and supervision are key to successful curriculum implementation in laboratory schools. Furthermore, laboratory schools also play a strategic role as centers for innovative education and serve as models for other schools in preparing professional teacher candidates.

Keywords: *Curriculum Management, Laboratory Schools, LPTK.*

Introduction

Schools are social institutions that are planned and recognized to achieve specific goals and are not incidental. Schools are built on a "philosophical foundation" that through their establishment, "human growth and development" (students) can occur optimally. This institution serves as a gathering place for children of a certain age with a specific environment and atmosphere, allowing them the opportunity to learn as expected (Gaffar, 1987).

The existence of laboratory schools (also known as demonstration schools) for Teacher Education Institutions (LPTK) is essential. According to the Great Dictionary of the Indonesian Language (KBBI), a laboratory school is an elementary or secondary school directly supervised by a teacher education institution to conduct practice, demonstrations, and so on. Its position can be analogized to that of a teaching hospital for medical faculties, aimed at educating prospective doctors to develop professional skills. The role of laboratory schools for LPTK serves as an educational and training venue for teacher candidates (teaching school). Therefore, LPTK, which carry the mission of educating future teachers, require infrastructure and facilities to support the achievement of professional teacher competencies. Laboratory schools also serve as model schools, which are references for other schools in the learning process. Pilot projects result from assessments by a team.

Laboratory schools (labschools) are designed to provide educational services for students as well as a practice ground for professional teacher candidates and a place for developing various educational innovations in real settings. Additionally, these schools can function as model schools for creative and innovative learning practices for teacher candidates in partner schools developed in collaboration with LPTK and the relevant District Education Office. Thus, laboratory schools play a significant role as institutions providing educational services to students according to applicable regulations, developing various teaching and educational practices within teacher professional education, and fostering various educational innovations.

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School-based management is a significant trend in the global school reform movement, following the developments in modern management. It represents a breakthrough that aligns school management more closely with the complexities and multiplexities of educational goals, allowing schools to use resources effectively to conduct educational activities according to their characteristics and needs (Cheng, 2012).

Based on various management theories, many aspects of internal school functions may differ. Compared to external control management, the characteristics of school-based management can be mapped concerning the school's mission, management strategies, nature of activities, resource utilization, roles of school members, interpersonal relationships, the quality of administrators, and effectiveness indicators (Cheng, 2012). Moreover, aspects that need attention in school management and distinguish school management from managing other institutions include organizing resources ranging from human resources, curriculum or learning resources, and facilities to optimally achieve goals and create a conducive atmosphere for students.

In school management, various issues arise, including those in laboratory school management. Curriculum management, which relates to the management of learning experiences encountered by students, requires specific strategies to yield productive learning outcomes. Strategies from planning, implementation, to evaluation must be supported by adequate resources. Curriculum management can be viewed over both short-term and long-term periods, emphasizing the importance of connectivity, comprehensiveness, and sustainability between programs. Thus, curriculum management can be defined as efforts to optimize students' learning experiences productively.

The curriculum issues faced by laboratory schools at UPI, UNJ, UNP, and Undiksha include challenges in planning, implementation, and supervision of curriculum management in laboratory schools under LPTK. Ideally, the curriculum in laboratory schools should align with the national curriculum issued by the Ministry of Education and Culture and the curriculum at LPTK. Planning involves a collection of policies systematically arranged and formulated based on accountable data, which can serve as guidelines for everyone's work. Planning entails understanding what has been done, the problems faced, and which alternatives are best to address the issues or carry out the determined priorities. Implementation involves translating plans into actual actions to effectively and efficiently achieve predetermined goals. Supervision implies continuous observation, recording, providing explanations, and guidance. It also includes nurturing and correcting inaccuracies and mistakes. Supervision is the key to successful curriculum management processes, thus requiring a comprehensive perspective.

Method

This research employs a qualitative approach that allows researchers to study objects in their natural context, ensuring that the results obtained are aligned with the phenomena being investigated. The method applied is descriptive research. According to Miles & Huberman (2007), "with qualitative data, we can follow and understand the progression of events chronologically, assess cause-and-effect relationships in the context of local thinking, and obtain many useful explanations." Additionally, Creswell (2013) states that qualitative research is an inquiry process aimed at understanding by using various methodologies of investigation that explore social or humanitarian issues. In this study, we build a complex and holistic picture, analyzing words, reporting informants' views in depth, and conducting research in a natural environment.

The focus of this research is on the curriculum management models of laboratory schools at LPTKs (UPI, UNDIKSHA, UNP, UNJ). This methodological approach offers flexibility in developing the phenomena occurring in the field. In this study, we utilize three data collection techniques: interviews, observations, and documentation. The data analysis techniques employed include data reduction, presentation, and conclusion drawing.

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Results and Discussion

The characteristics of laboratory schools have implications that extend beyond those of conventional schools. These implications affect not only student learning but also the formation of prospective teachers and professional educators in their efforts to develop competencies within the teaching profession.

Laboratory schools possess distinct advantages in their intended purpose. Laboratory schools, or labschools, have unique characteristics that differentiate them from regular schools. These schools function not only as educational institutions for students but also as platforms for the development of future teachers and educational innovations. In this context, laboratory schools play a vital role in creating a learning environment that supports the professional competencies of teachers. This aligns with the view that laboratory schools can serve as models for creative and innovative learning practices, which in turn can enhance the quality of education in partner schools collaborating with Teacher Education Institutions (LPTK) and local Education Offices (Megayanti & Asri, 2022; Rifa'i et al., 2021).

Curriculum management in laboratory schools encompasses several important aspects, namely planning, implementation, and supervision. Curriculum planning must be conducted systematically and based on accountable data. This is crucial so that every policy adopted can serve as an effective work guideline for all parties involved in the educational process (Rifa'i et al., 2021). A laboratory school (labschool) is designed to provide educational services for students as well as a practical training ground for professional teacher candidates and a site for developing various educational innovations in real settings. Furthermore, this school can also function as a model institution for creative and innovative learning practices for teacher candidates in partner schools developed in collaboration with LPTK and the relevant District Education Office. Thus, laboratory schools play an important role as providers of educational services to students in accordance with applicable regulations, serving as a venue for the development of various teaching and educational practices in teacher professional education, and fostering various educational innovations.

The Merdeka Campus initiative is part of a series of policies from the Ministry of Education and Culture, centered around the broader theme of Merdeka Belajar (Freedom to Learn). The Merdeka Belajar policy aims to create an innovative, unconstrained learning culture that meets the needs of each higher education institution. This was articulated by Minister of Education and Culture Nadiem A. Makarim on January 24, 2020, during the launch of the Merdeka Campus policy (Ashari, 2020). The goals and functions of an agency or institution also encourage clearer management within that institution. Furthermore, these goals are key to improving school quality.

The discussion of curriculum management involves systematic aspects, such as planning, implementation, and supervision. Planning is a collection of policies systematically arranged and formulated based on accountable data, which can be used as work guidelines for everyone involved. Planning entails an understanding of what has been accomplished, the problems faced, and which alternatives are best for addressing issues or implementing predetermined priorities. Implementation involves activities that translate plans into tangible actions to achieve predetermined goals effectively and efficiently. Supervision involves continuous observation, recording, providing explanations, and guidance. It also includes nurturing and correcting inaccuracies and mistakes. Supervision is the key to successful curriculum management processes, hence it should be viewed comprehensively. Furthermore, in this research, the management being referred to is specifically the curriculum management within laboratory schools.

Curriculum Management Model at the Laboratory School of the Universitas Pendidikan Indonesia (UPI)

The curriculum implemented at the Laboratory School of Universitas Pendidikan Indonesia (UPI) aims to ensure that the inputs and outputs of education align with the established vision and mission. In this context, the Merdeka Curriculum serves as the main foundation, tailored to local wisdom values, which act as a means to uncover philosophical values on both macro and micro scales. This aligns with Nasbi (2017)

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view that the curriculum should reflect the local context and culture in which education takes place, allowing students to internalize these values during their learning process.

The Merdeka Curriculum at the UPI Laboratory School focuses not only on academic achievement but also on character development and skills relevant to societal needs. The flagship programs offered as supplements within the curriculum aim to achieve optimal learning, where students not only gain knowledge but also practical skills applicable in daily life. In this context, it is essential to conduct periodic evaluations of the curriculum to ensure that educational objectives are met and to identify areas requiring innovation and improvement (Alhayat & Arifin, 2023).

The analytical method used in curriculum development at the UPI Laboratory School is SWOT analysis, which includes identifying strengths, weaknesses, opportunities, and threats. This approach provides a systematic framework for evaluating various aspects of the existing curriculum, enabling effective and efficient curriculum management. By understanding the existing strengths and weaknesses, as well as the opportunities and challenges faced, the school can formulate appropriate strategies to enhance the quality of education (Humairoh & Zahruddin, 2022).

Curriculum evaluation at the UPI Laboratory School is conducted periodically to assess the success of the learning process for students. This evaluation focuses not only on final outcomes but also on the processes that students undergo. Thus, it is expected that each year there will be new innovations and creations that can be integrated into the curriculum to improve learning effectiveness. This aligns with the principle that evaluation should be an integral part of the curriculum development process, not just an activity conducted at the end of the academic year (Tiniyyah et al., 2023).

Curriculum management at the UPI Laboratory School involves the effective and efficient empowerment of all resources, including both human and material elements. This process encompasses planning, implementation, and structured supervision. The management standards applied at this school aim to achieve efficiency and effectiveness in educational delivery, both at the educational unit level and at the district/city, provincial, and national levels. Therefore, good management will support the achievement of the educational goals set forth (Huda, 2017).

Based on the analysis conducted, the management model of the UPI Laboratory School as an academic support element falls under the Office of Development and Management of Laboratory Schools. This responsibility is directly under the Rector, through the Vice Rector who has the authority to open, close, and merge laboratory schools. In practice, the Office of Development and Management of Laboratory Schools is tasked with organizing, implementing, supervising, coordinating, and developing laboratory schools, along with the Regional Campus Director who has functions related to the span of authority and supervision for laboratory schools within their jurisdiction.

Thus, curriculum management at the UPI Laboratory School does not only focus on academic aspects but also on the character and skill development of students. Through a systematic and planned approach, it is hoped that the curriculum implemented can meet the needs of students and society while creating a conducive learning environment for individual potential development. Therefore, it is essential to continuously conduct evaluations and innovations in curriculum management to adapt to changes and demands of the times (Olvianty et al., 2023).

The Learning Curriculum implemented at the UPI Laboratory School has the following objectives:

- Develop a healthy, tidy, clean, safe, and comfortable school environment.
- Foster discipline, a sense of family, and a spirit of religiosity among all school members.

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- Develop effective, efficient, and democratic school management within a good governance and accountable framework.

- Develop effective learning that is active, creative, efficient, and enjoyable.

- Optimize the teaching and learning process and provide guidance to students.

- Improve both academic and non-academic achievements of students in line with the development of science and technology (IPTEK) and societal demands.

- Cultivate a culture of reading, memorization, curiosity, tolerance, collaboration, mutual respect, honesty, hard work, creativity, and independence.

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- Foster student independence through habits, entrepreneurship, and planned and sustainable self-development.

- Prepare graduates who are competitive, reliable, resilient, and responsive both nationally and internationally.

Curriculum Management at the Laboratory School of Universitas Pendidikan Ganesha (Undiksha)

The principal of the Laboratory High School of Universitas Pendidikan Ganesha (Undiksha) explains that the curriculum development involves various stakeholders, including teachers, staff, school managerial supervisors, committees, and the director. This process aims to ensure that the objectives, content, methods, and evaluation of the curriculum align with the vision and mission adopted from the Bali Education, Youth, and Sports Office (Disdikpora) and the Educational Personnel Training Institute (LPTK). By involving all stakeholders, it is expected that the resulting curriculum can reflect the needs and aspirations of the community and the broader educational landscape.

In this context, the objectives of the LPTK are incorporated into the school curriculum through the vision and mission carried out by the foundation and school director. This demonstrates the importance of synergy between higher education institutions and schools in formulating a curriculum that is not only academically relevant but also aligns with local and global needs (Rifa'i et al., 2021). Thus, the laboratory school can function as a model in the implementation of a curriculum oriented towards the development of student competencies.

The LPTK of Undiksha also explained that the current curriculum planning process is supplementary, particularly related to the bilingual program. The Undiksha laboratory school has recently been organized as part of Undiksha, and the adoption and translation of Undiksha's vision and mission into the school curriculum will be carried out gradually in the future. This reflects the dynamics in curriculum development that must continuously adapt to existing changes and needs.

The Curriculum Development Team at Undiksha is responsible for designing a curriculum that prioritizes the bilingual program. This program is designed to provide opportunities for graduates to compete in the global arena, considering Bali as a world tourism destination that requires competent human resources in foreign languages. Thus, the development of a bilingual-based curriculum becomes one of the icons of excellence for the laboratory school, which is expected to enhance graduates' competitiveness in the job market.

In curriculum planning, the principles of efficiency, coordination, and collaboration are very important. Every year, a working meeting is held to formulate strategies and necessary steps in curriculum development (Ismiatun et al., 2022). This process not only involves school administrators but also various other stakeholders, ensuring that every decision made reflects shared interests and supports the achievement of the established educational goals.

Overall, the curriculum formulation at the Undiksha Laboratory High School reflects a collaborative and planned approach. By involving various parties and adopting the vision and mission of related institutions, it is hoped that the resulting curriculum can meet the needs of students and the community while creating a conducive learning environment for individual potential development. Through the bilingual program and excellence-oriented curriculum development, this laboratory school is committed to producing graduates ready to face the challenges of globalization.

The curriculum at the Undiksha Laboratory School is implemented with the following objectives:

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- The school empowers students' intelligence.

- The school develops students' integrity in all academic and non-academic activities.
  The school develops life skills for adaptation in the global era.

Curriculum Management at the Laboratory School of Universitas Negeri Padang (UNP)

The principal of the Laboratory Development High School of Universitas Negeri Padang (UNP) states that the curriculum is developed through the formation of a Curriculum Development Team (CDT) established during teacher council meetings. This CDT is responsible for analyzing the results of the Educational Quality Map (EQM) obtained from the Educational Quality Assurance Institute (EQAI). The analysis results are then discussed in teacher meetings to gather constructive feedback before the CDT begins to develop a curriculum program that aligns with the needs and conditions of the school.

The Educational Personnel Training Institute (LPTK) of UNP explains that the curriculum at the Laboratory School is developed by the CDT, with the planning process starting from determining the graduate competency standards. This curriculum refers to the National Curriculum and incorporates local content, and is not entirely derived from the vision and mission of the LPTK, but rather focuses more on national educational objectives. This indicates that the development of the curriculum at the UNP Laboratory School considers the local context and community needs, while striving to balance scientific knowledge and technology (IPTEK) with faith and piety (IMTAQ).

The effective implementation of the curriculum requires various tools and resources that must be provided by the teachers. In this regard, support from administrative staff is crucial to ensure the availability of teaching tools and materials needed in the learning process (Handayani, 2018). The involvement of administrative staff in managing teaching materials and evaluations created by teachers will help create a more conducive and efficient learning environment.

The curriculum development process at the UNP Laboratory School also considers community interest and local advantages. Thus, the developed curriculum is not only academically relevant but also capable of addressing the challenges faced by the surrounding community (Sumiati, 2020). This is important to ensure that graduates from this school possess competencies that align with job market needs and the demands of the times.

To achieve these goals, the CDT at the UNP Laboratory School is committed to continuously evaluating and improving the existing curriculum. By involving various stakeholders in the curriculum development and evaluation process, it is hoped that the educational outcomes achieved can meet established standards and provide maximum benefits for students. Through a collaborative and systematic approach, the UNP Laboratory School strives to create a curriculum that is not only of high quality but also relevant to the needs of the community and the advancement of knowledge.

Overall, the formulation and implementation of the curriculum at the UNP Laboratory Development High School reflect a planned and coordinated effort to enhance educational quality. By involving various parties in the curriculum development process, it is expected that this school can produce competent graduates ready to face the challenges of globalization. Therefore, it is essential to continue supporting and developing this process to create a positive impact on education in Indonesia.

The curriculum implemented at the UNP Laboratory School has the following objectives:

- To enhance the understanding and practice of religious teachings and intelligent character values in daily life.

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- To create an active and effective learning process in the dynamics of BMB3 (Thinking, Feeling, Acting, and Responsible) for the optimal development of students' potential.

  To improve performance with objective-authentic assessments that enable students to compete for further education at higher levels, complemented by additional learning through remedial and enrichment teaching.

- To produce graduates with the values and spirit of triguna, namely usefulness, effectiveness, and contribution in academic and community social activities.

- To cultivate a love for reading among the school community.

- To enhance the spirit of service, love, care, cleanliness, orderliness, and safety in the school environment and surrounding areas that are free from pollution.

- To establish the school as a source of learning and an environmentally-oriented culture that is comfortable and dynamic.

- To promote the culture of 9 K (Beauty, Discipline, Order, Security, Tidiness, Cleanliness, Shadiness, Comfort, and Friendliness) among the school community.

- To prevent pollution and environmental damage.

- To integrate the cultural values of the Minangkabau with the learning material.

Curriculum Management of the Laboratory School at Universitas Negeri Jakarta (UNJ)

The Educational Personnel Training Institution (LPTK) at Universitas Negeri Jakarta (UNJ) emphasizes the importance of character education in the curriculum implemented at the Laboratory School. The challenge of negative student behavior has become an issue faced by the education system in Indonesia. Therefore, character development has become a primary focus of the current curriculum. Character education is regarded as a shared responsibility involving all elements of education, including schools, families, and communities (Nugroho, 2022). In this context, the Laboratory School UNJ functions as a model school integrated with the teacher education university, where character education is integrated into all aspects of learning (Asdaningsih & Erviana, 2022).

The curriculum planning process at the Laboratory School UNJ involves principles of efficiency, coordination, and cooperation, carried out in an annual working meeting. This meeting serves as a forum to formulate strategies and necessary steps for curriculum development, allowing all stakeholders to contribute to creating a conducive learning environment (Nofianti, 2023). By involving various parties in the curriculum development process, it is hoped that the educational outcomes achieved will meet established standards and provide maximum benefits for students.

Character education at the Laboratory School UNJ focuses not only on academic aspects but also on shaping positive attitudes and behaviors among students. This aligns with research showing that character education can help prevent moral degradation among students, especially in this challenging era (Fatimah & Pratikno, 2022). By integrating character education into the curriculum, it is expected that students will not only be academically intelligent but also possess noble character and be able to contribute positively to society.

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In its implementation, character education at the Laboratory School UNJ involves various activities that support students' character development. Routine activities such as flag ceremonies, social activities, and the habituation of good behavior are part of the character education process applied in the school. Thus, the school plays a crucial role in shaping students' character, which is an integral part of quality education.

Overall, character education at the Laboratory School UNJ reflects a planned and coordinated effort to improve educational quality. By involving various parties in the curriculum development process and

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integrating character education into all aspects of learning, it is expected that this school will produce graduates who are not only competent in academic fields but also possess good character and are ready to face challenges in the era of globalization. Therefore, it is essential to continue supporting and developing this process to provide a positive impact on education in Indonesia.

The curriculum at the Laboratory School of Universitas Negeri Jakarta is implemented with the following objectives:

- To create a challenging, enjoyable, and meaningful learning environment.
- To conduct inclusive learning processes that are humanistic and holistic.
- To produce quality graduates with positive character and strong competitiveness.
- To provide opportunities for education and educational personnel to have initiative and independence in carrying out creative and responsible learning.
- To have educational personnel who set examples and perform their duties according to professional demands.
- To have leadership that is broad-minded, future-oriented, and skilled in professional management.
- To establish partnerships with parents and the community in realizing the vision of the Laboratory School.

Conclusion

Laboratory schools at teacher education institutions (LPTK) such as UPI, Undiksha, UNP, and UNJ play a strategic role as a platform for education and training for future professional teachers, as well as a place for innovation and development in education. Each LPTK applies different curriculum management models, but fundamentally follows the principles of planning, implementation, and supervision of curricula that align with the needs of laboratory schools and the vision and mission of each LPTK. (1) UPI: The curriculum at the UPI laboratory school prioritizes the development of students through local wisdom values. School management uses a SWOT approach to efficiently and innovatively adjust the curriculum by involving various stakeholders. (2) Undiksha: The curriculum at the Undiksha laboratory school focuses on a bilingual program to prepare students for the globalization era. Curriculum management is conducted with principles of efficiency and collaboration between the school and the LPTK. (3) UNP: The UNP laboratory school emphasizes a balance between science and technology (IPTEK) and faith and piety (IMTAQ). The curriculum is structured based on graduate competency standards, incorporating local content, and involving administrative staff to support the implementation of learning. (4) UNJ: The UNJ laboratory school focuses on character education. Its curriculum is designed to create an inclusive, holistic, and humanistic learning environment, with an orientation towards producing quality and competitive graduates.

In general, laboratory schools under LPTK serve as models of education that not only serve students but also act as practice sites for future teachers and development centers for learning innovations. Each LPTK has an approach tailored to its vision and local conditions while still adhering to national education goals and structured curriculum management principles.

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