

The Influence of Implementing Curriculum Management and Lecturers' Work Motivation on Improving the Quality of Education

Dafid Ginting¹

¹Politeknik Adiguna Maritim Indonesia Medan, Indonesia

Corresponding author e-mail: dafidginting12@gmail.com

Article History: Received on 3 May 2023, Revised on 27 June 2023,
Published on 8 July 2023

Abstract: The purpose of this study was to find out and analyze the magnitude of the influence of Curriculum Management and lecturer work motivation simultaneously on improving the quality of education, to find out and analyze the magnitude of the influence of Curriculum Management partially on improving and to find out and analyze the magnitude of the influence of lecturer work motivation partially on improving the quality of education. In this study the authors used references from the grand theory of administration, middle theory of management and organization and operational theory of curriculum management and work motivation which are still relevant to this research. The research object that was used as the research locus was Polytechnic of Adiguna Maritime Indonesia Medan. Where the population that is used as a sample of respondents is the director and lecturers. The method used is descriptive analysis method with a quantitative approach. The schedule and time of research starts from February 2023 to May 2023. The results showed that dimensions of curriculum management can influence the Improvement of education quality at Polytechnic of Adiguna Maritime Indonesia Medan. It is illustrated that lecturer work motivation has no significant effect on improving the quality of education.

Keywords: Curriculum, Education, Management, Motivation.

A. Introduction

Management in managing education cannot be separated from the development of science and technology. Evidence of this close relationship is that changes that occur in almost all aspects of human life and the various problems they cause can be solved through efforts to master and improve science and technology. Such conditions have an impact on the need for someone to keep abreast of developments and master science and technology that continues to develop and change (Cardoso et al., 2015). This continuous development and change have also brought humans into an era of intense global competition. Therefore, if you do not want to lose out in competition in the era of globalization, improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective and efficient manner (Horsburgh, 1999). Developing and

improving the quality of human resources who are internationally competitive and have the competence to survive the times is an important concern in education management (Kunter et al., 2013). Globalization demands a paradigm shift in the world of education (Patrício et al., 2018).

According to Reigeluth and Garfinkle in (Ardiana et al., 2021) The need for a new educational paradigm is based on massive changes in conditions and educational needs in the information society. To make these changes, the role of education management is very significant in creating quality schools that produce reliable and resilient human resources needed by society (Zuhaeriah et al., 2020).

The quality of education absorbed in quality schools should have been prepared in tune with the times (Shulhan, 2018). Currently the era is in the era of globalization and information, so this era is what brings fundamental changes and colors the life of education. Quality education is education that can produce graduates who have the basic ability to learn, so that they can follow and even become pioneers in renewal and change by optimally empowering educational resources through good and conducive learning (Wahju A. Rini, 2021). Quality education is also known as good schools, good universities, effective universities and excellent universities. Superior and quality tertiary institutions are universities that are able to compete with students outside of school. It also has good and strong cultural roots and ethical moral (moral) values. Quality education is education that is able to answer various challenges and problems that will be faced now and in the future. From this it can be concluded that the quality or quality of education is the ability of educational institutions and systems to empower educational resources to improve quality according to the expectations or goals of education through an effective educational process (Zafarullah & Pertti, 2017). Quality education is education that can produce quality graduates (output), namely graduates who have academic and non-academic achievements who are able to become pioneers of reform and change so that they are able to answer the various challenges and problems they face, both in the present and in the future. future (the hope of the nation). If we refer to Government Regulation (PP.) No. 19 of 2005 concerning National Education Standards. The national education standards above, there are seven (7) things that must be considered to realize quality education, namely:

1. Standard content, is the scope of material and level of competence as outlined in the criteria regarding graduate competencies, study material competencies, subject competencies, and learning syllabus that must be fulfilled by students at certain levels and types of education.
2. Process standards, are national education standards related to the implementation of learning in an educational unit to achieve graduate competency standards.
3. Standards of educators and educational staff, are criteria for pre-service education and physical and mental feasibility, as well as in-service education.
4. Facilities and infrastructure standards, are national education standards relating to minimum criteria regarding study rooms, sports areas, places of worship, libraries, laboratories, workshops, playgrounds, creative and recreational areas, as well as other learning resources, which are needed to

support learning process, including the use of information and communication technology.

5. Management standard, is a national education standard relating to the planning, implementation, and supervision of educational activities at the education unit, district/city, provincial, or national level, in order to achieve efficiency and effectiveness in the administration of education.
6. Financing standards, are standards that regulate the components and the amount of operating costs for educational units that are valid for one year.
7. Educational assessment standards, are national education standards relating to mechanisms, procedures, and instruments for assessing student learning outcomes.

This national education standard serves as the basis for planning, implementing and supervising education in the framework of realizing quality national education. It also aims to guarantee the quality of national education in the context of educating the nation's life and forming dignified national character and civilization (Zahraini, 2014). One of the standards above that is most important to note is the standard of educators and education. Where an educator must have competence as a learning agent at the level of primary and secondary education as well as early childhood education, namely: pedagogic competence, personal competence, professional competence, and social competence. This is in accordance with the theory regarding the Quality of Education according to (Basalamah & As'ad, 2021) that: The quality of education is synonymous with the output that is maximally processed by educational institutions, because it is from this output that the community can judge whether the educational institution is of quality or not (Suhaemi & Aedi, 2015).

The empirical facts found by the author through a process of observation and observation in the field relating to the world of education in Indonesia are that there are still many problems which are obstacles to the realization of quality education. The problems found include many educational institutions that do not have educational resources, where these educational resources should be seen in educational organizations or institutions.

Things that have not been owned as educational resources, namely:

1. The most important resource in education management is human resources, this is related to input.
2. HR has a positive relationship with organizational productivity and growth, job satisfaction, managerial strength and professionalism, related to process.
3. The main problem in HR development is the work ethic, this is related to output.

According to (Bautista et al., 2022) there are three factors causing the low quality of education, namely:

1. Policy and implementation of national education that applies an education production function approach or inconsistent analytical inputs.
2. Centralization
3. Lack of community participation, especially parents of students.

As a result of not having educational resources, the indicators of poor quality education are as follows:

1. Every educational product, namely a small percentage of students, can be accepted at favorite tertiary institutions, (output)
2. Only a few graduates of educational institutions can be accepted in the current job market, (output)
3. Most importantly, there are many graduates who do not have a change in attitude, either cognitively, affectively or psychomotorically (output).

The author has a basic assumption that the low quality of education at maritime tertiary institutions is thought to be caused by the factors of Curriculum Management and lecturer work motivation that have not run optimally, so that they do not yet have a significant impact and influence on improving the quality of education.

Implementation of Curriculum Management is expected to have an influence on improving the quality of education. The implementation of the curriculum in educational institutions is greatly influenced by the ability of human resources, in this case teaching staff or lecturers, so that the implementation of learning becomes directed, effective and can achieve the goals set in the lesson plan.

According to (Djibu & Duludu, 2020) states that: Curriculum development based on management, means carrying out curriculum development activities based on a management mindset, or based on management processes according to management functions. The series of curriculum management processes in educational institutions covers the areas of planning, organizing and coordinating, implementing, and evaluating/supervising. This curriculum/teaching management activity is a collaboration of the director, with the deputy director together with the lecturers to carry out managerial activities so that the planning takes place by achieving good results.

Curriculum management in particular is the main management substance. The basic principle of curriculum management is to try to make the learning process run well, with benchmarks for achieving goals by students and encouraging lecturers to compile and continuously improve their learning strategies. According to (Druzhinina et al., 2018) that: The stages of curriculum management in schools are carried out in four stages:

1. Planning
2. Organizing and coordinating
3. Implementation, and
4. Controlling.

The definition of work motivation according to (Gladys et al., 2019): "Motivation comes from the Latin word *movere* which means encouragement or giving a driving force that creates enthusiasm for someone's work so that they want to work affectively and be integrated with all efforts to achieve satisfaction".

Motivation in management is only shown to human resources in general and to subordinates in particular (Sudargini & Purwanto, 2020). The importance of motivation because motivation is something that causes, distributes and supports human behavior so that they want to work hard and enthusiastically achieve

optimal results. Motivation is a driving force for someone to carry out an activity in order to get the best results. Therefore it is not surprising that employees who have the highest work motivation usually have high performance as well.

B. Literature Review

Several previous studies that have relevance related to the variables in this study, including:

1. Research conducted by (Gunawan & Fanrenza, 2018) in the Journal of Implementation of Curriculum Development, Volume VII, Number 1, January - June 2018 with the results of the research: "Curriculum development is a planning process, producing a better tool based on the results of research on curricula that are not applicable, so as to provide better conditions for teaching and learning activities. The foundation of the curriculum can be interpreted as an idea, foundation, assumption, or principle that becomes the basis or starting point in developing the curriculum. There are five main foundations that must be used as the basis for any curriculum development, namely theological, philosophical, psychological, sociocultural, scientific and technological foundations. The process of implementing the curriculum in KBM, namely the process of learning the Islamic religious education curriculum as a plan has components consisting of objectives, subject matter, processes or methods, and assessment. Factors supporting the Implementation of the Islamic Religious Education Curriculum in Teaching and Learning Activities.
2. (Hardiansyah, 2022) (2016) conducted research on the influence of employee discipline and work motivation on organizational effectiveness, a study of PT Perkebunan Nusantara XII (persero) in East Java Province. The results of this study support the theory and previous research where there is an influence of employee discipline and work motivation on organizational effectiveness.
3. The research was conducted by (Hendriyaldi & Yanti, 2021) who examined the role of Employee Work Motivation in increasing organizational effectiveness in Setwilda, Jombang Regency. The results of increasing organizational effectiveness show that employee motivation in Setwilda Jombang Regency is able and successful by motivating subordinates to increase organizational effectiveness.

According to (Hoang Thi Tham, 2022) there are two kinds of understanding of administration, namely:

Administration in the narrow sense and administration in the broad sense. Administration in a narrow sense is the goal of providing information and facilitating its retrieval as a whole and in a relationship with one another. Administration in this narrow sense is actually more accurately called administration. Meanwhile, administration in the broad sense is a collaborative activity carried out by a group of people based on the division of labor as determined in the structure by utilizing resources to achieve goals effectively and efficiently. Understanding Administration in a broad sense has elements of a group

of people, cooperation in the division of tasks in a structured, coherent activities in the process, goals to be achieved and utilization of various sources.

(Huliatunisa et al., 2022) states that: "Administration is the whole process of cooperation between two or more people based on certain rationalities, to achieve predetermined goals".

Then according to (Huong, 2020) says: "Administration is an activity or a series of activities as a process of controlling the cooperation of a group of people to achieve common goals that have been previously set."

Furthermore Atmosudarmo in (Kagama & Irungu, 2018) suggests that the notion of administration can be viewed from an institutional angle, namely:

The administration of the entire person or group of people as a unit carries out the process of activities to achieve common goals. Meanwhile, from a functional point of view, that is, all activities and actions carried out to achieve goals, including actions to determine the goals themselves, these actions are forward-looking.

(Khasanah, 2020) argues that: "Organization is a consciously coordinated social unit, with a relatively identifiable boundary, which works on a relatively continuous basis to achieve a common goal or a group of goals".

Furthermore, according to (Mulang, 2021), "Organization is a system of formal, structured, and coordinated association of a group of people who work together in achieving goals".

According to (Rahim & A, 2020) the characteristics of the organization can be seen from:

1. There is a recognizable group of people
2. There are different strengths but are interrelated to one another (inter dependent parts) which constitute a business/activity unit
3. Each member contributes his business/energy
4. The existence of coordination and supervision authority
5. There is a purpose

C. Methods

This research method is in the form of descriptive analysis research, through a quantitative approach. The quantitative method is called the traditional method, because this method has been used for a long time, so it has become a tradition for research. This method is called the positivistic method because it is based on the philosophy of positivism. This method is a scientific/scientific method because it fulfills scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. This method is also called the discovery method, because with this method various new science and technology can be discovered and developed. According to (Saihu, 2020) put forward a definition of the method, namely: "This method is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics." Statistical data testing using the application, namely SPSS 18.

The first version of the SPSS (Statistical Package for the Social Sciences) was released in 1968, created by Norman Nie, a graduate of the Faculty of Political Science from Stanford University, who is now a Research Professor of the Faculty of

Political Science at Stanford and Emeritus Professor of Science Politics at the University of Chicago. SPSS is one of the most widely used programs for statistical analysis in social sciences. SPSS is used by market researchers, health researchers, survey companies, governments, educational researchers, marketing organizations, and so on. In addition to statistical analysis, data management (case selection, file sharpening, generation of derived data) and data documentation (metadata dictionary included with the data) are also features of the basic SPSS software. According to (Stössel et al., 2021) that: "Quantitative research in looking at the relationship of variables to the object studied is more causal in nature, so that in the research there are independent and dependent variables. From these variables, we look for how much influence the independent variables have on the dependent variable. Based on the description above, this research is causal quantitative research.

D. Results and Discussion

Based on the results of hypothesis testing, it is shown that curriculum management and lecturer work motivation have a significant simultaneous effect on improving education quality with a coefficient of determination (R^2) of 0.166, which means that around 16.6 percent of the variation in the variable quality of education is determined by the variable curriculum management and lecturer work motivation together. Meanwhile, the remaining 83.4 percent is determined by other factors not examined. Based on the description of the results of this study, it means that Curriculum Management and Lecturer Work Motivation have a strong influence on improving the quality of education. In this regard, these two variables must receive important attention from educational institutions so that the quality of education will increase. Polytechnic of Adiguna Maritime Indonesia Medan is an educational institution that has the task and responsibility of improving the quality of education.

Curriculum Management must get the main attention from educational institutions because based on the results of research with the regression coefficient for the Curriculum Management variable is 0.357 with a t-statistic value of 1.975 and a significance level of 0.005 (smaller than 0.01) which means that the regression coefficient value for this variable is significant. The positive sign indicates that the Curriculum Management variable has an effect on increasing the Education Quality variable. In a more complete sense, it can be interpreted that with a 99% confidence level, an increase in Curriculum Management by 1 unit will increase the Quality of Education by 0.357 units.

Based on the description of the research results above, in order to improve the quality of education at Polytechnic of Adiguna Maritime Indonesia Medan, it is recommended that educational institutions, in this case educational units/schools, really implement curriculum management in their educational process.

Next is the lecturer's work motivation to obtain research results. The regression coefficient for the teacher's work motivation variable is -0.152. However, because the significance level is only 0.183 which is far greater than 0.05, the regression coefficient value for this variable is not significant (not significant). Thus, statistically, the work motivation of lecturers partially does not affect the quality of

education at Polytechnic of Adiguna Maritime Indonesia Medan. Thus, the results of the study prove that lecturers' work motivation does not have a significant effect on improving the quality of education.

D. Conclusion

Based on the results of research and discussion as well as statistical conclusions, the authors can make the following conclusions:

The simultaneous influence of Curriculum Management and Lecturer Work Motivation on Improving the Quality of Education at Polytechnic of Adiguna Maritime Indonesia Medan is fully operational and influencing, where the dimensions have a significant influence on Improving the Quality of Education. Partial influence, based on the results of statistical data processing and discussion of research results, the dimensions of Curriculum Management can influence the Improvement of Education Quality at Polytechnic of Adiguna Maritime Indonesia Medan.

Based on the results of hypothesis testing, it is illustrated that lecturer work motivation has no significant effect on improving the quality of education. But in this case, there are still other variables that are not examined by the author which can influence the Improvement of Education Quality (epsilon).

E. Acknowledgement

Thank you to all parties who cannot be mentioned one by one, who have helped complete this research, especially the lecturers and management of Polytechnic of Adiguna Maritime Indonesia Medan.

References

- Ardliana, B., Rusdarti, R., & Suminar, T. (2021). Effect of Principal Leadership, School Culture and Pedagogic Competence Through Work Motivation on Teachers Performance. *Educational Management*, 10(2), Article 2.
- Basalamah, M. S. A., & As'ad, A. (2021). The Role of Work Motivation and Work Environment in Improving Job Satisfaction. *Golden Ratio of Human Resource Management*, 1(2).
- Bautista, A., Yeung, J., McLaren, M. L., & Ilari, B. (2022). Music in early childhood teacher education: Raising awareness of a worrisome reality and proposing strategies to move forward. *Arts Education Policy Review*, 0(0), 1-11.
- Cardoso, S., Tavares, O., & Sin, C. (2015). The quality of teaching staff: Higher education institutions' compliance with the European Standards and Guidelines for Quality Assurance—the case of Portugal. *Educational Assessment, Evaluation and Accountability*, 27(3), 205-222.
- Djibu, R., & Duludu, U. (2020). Impact of the Work Environment and Work Motivation in Influencing the Performance of Non-Formal Educators. *Journal of Nonformal Education*, 6(1).
- Druzhinina, M., Belkova, N., Donchenko, E., Liu, F., & Morozova, O. (2018). Curriculum Design in Professional Education: Theory and Practice. *SHS Web of Conferences*, 50, 01046.

- Gladys, D., Adams, A., & Alhassan, E. (2019). Attitude and Perception of Academic and Administrative Staff towards Progression in Higher Institutions of Learning in Ghana. *Asian Journal of Contemporary Education*, 3(1), 15–27.
- Gunawan, G., & Fanrenza, R. (2018). Motivation to Educate Lecturers in the Islamic Religion Faculty of Muhammadiyah University of Sumatera Utara. *Proceedings International Conference Bksptis 2018*.
- Hardiansyah, F. (2022). The Implementation of School-Based Management in Improving Quality of Education in Primary School. *Kelola: Jurnal Manajemen Pendidikan*, 9(2).
- Hendriyaldi, H., & Yanti, O. (2021). Strategi pengembangan sumber daya manusia berbasis kompetensi dalam meningkatkan kinerja pegawai di Universitas Jambi [Competency-based human resource development strategy in improving employee performance at the University of Jambi]. *Jurnal Paradigma Ekonomika*, 16(4).
- Hoang Thi Tham, N. N. D., Nguyen Thi Lan Phuong. (2022). The Policy Recommendations Improving Lecturers' working Motivation at Public Universities In Vietnam. *Multicultural Education*, 8(4), 140.
- Horsburgh, M. (1999). Quality Monitoring in Higher Education: The impact on student learning. *Quality in Higher Education*, 5(1), 9–25.
- Huliatunisa, Y., Suhardan, D., Permana, J., Nurdin, D., Yohamintin, Y., Rasyid, S., & Sabban, I. (2022). Lecturer Strategy in Assignment Management as the Implementation of Academic Service Quality in the Covid-19 Period. *Kelola: Jurnal Manajemen Pendidikan*, 9(1).
- Huong, V. T. M. (2020). Factors Affecting Instructional Leadership in Secondary Schools to Meet Vietnam's General Education Innovation. *International Education Studies*, 13(2), 48–60.
- Kagama, J., & Irungu, C. (2018). An Analysis of Teacher Performance Appraisals and Their Influence On Teacher Performance In Secondary Schools In Kenya. *International Journal of Education*, 11(1), 93–98.
- Khasanah, K. (2020). The Effect of Lecturer Professionalism and Teaching Motivation on Lecturers Strengthening the Nation's Competitiveness (Survey on XYZ College Lecturers in Central Jakarta City). *ADI Journal on Recent Innovation*, 2(1), 66–71.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805–820.
- Mulang, H. (2021). The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance. *Golden Ratio of Human Resource Management*, 1(2).
- Patrício, M. T., Santos, P., Loureiro, P. M., & Horta, H. (2018). Faculty-exchange programs promoting change: Motivations, experiences, and influence of participants in the Carnegie Mellon University-Portugal Faculty Exchange Program. *Tertiary Education and Management*, 24(1), 1–18.

- Rahim, R., & A, A. (2020). Affecting Factors Performance of Lecturer Remains in the University of Muhammadiyah Buton. *International Journal of Management Progress*, 1(2), Article 2. <https://doi.org/10.35326/ijmp.v1i2.562>
- Saihu, S. (2020). The Urgency of Total Quality Management In Academic Supervision To Improve The Competency Of Teachers. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(02), 297.
- Shulhan, M. (2018). Leadership style in the madrasah in Tulungagung: How principals enhance teacher's performance. *International Journal of Educational Management*, 32(4), 641-651.
- Stössel, J., Baumann, R., & Wegner, E. (2021). Predictors of Student Teachers' ESD Implementation Intention and Their Implications for Improving Teacher Education. *Sustainability*, 13(16)
- Sudargini, Y., & Purwanto, A. (2020). The Effect of Teachers Pedagogic Competency on The Learning Outcomes of Students. *Journal Of Industrial Engineering & Management Research*, 1(4).
- Suhaemi, M. E., & Aedi, N. (2015). A Management Strategy for the Improvement of Private Universities Lecturers' Professional Competences. *International Education Studies*, 8(12), 241-254.
- Wahju A. Rini, P. H. H. (2021). The Influence of Management Commitment on the Achievement of Lecturers through Work Motivation and Organizational Citizenship Behavior. *Journal of Hunan University Natural Sciences*, 48(6),
- Zafarullah, S., & Pertti, V. (2017). *Effect of Time Management on the Job Satisfaction and Motivation of Teacher Educators: A Narrative Analysis*.
- Zahraini, Z. (2014). Kinerja Dosen Dalam Meningkatkan Kemampuan Akademik (Hard Skill) Dan Penguasaan Keterampilan (Soft Skill) Pada Mahasiswa Pkk Fkip Unsyiah [Lecturer Performance in Improving Academic Abilities (Hard Skills) and Mastery of Skills (Soft Skills) in Unsyiah Pkk Fkip Students]. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran*, 14(2).
- Zuhaeriah, Z., Ali, M., & Yusra, Y. (2020). The Role of Islamic Education Teachers Competency in Improving the Quality of Education. *International Journal of Contemporary Islamic Education*, 2(1).