

IMPROVEMENT QUALITY MANAGEMENT OF EDUCATOR AND EDUCATIONAL STAFF IN THE IMPLEMENTATION OF CURRICULUM 2013

(Multi Case Study at the SMAN 3, MAN 3, and SMKN 4, Malang City)

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Abstract: The purpose of this research is to find out how to improve the quality of education and education personnel on the implementation of Curriculum 2013 (in the SMAN 3, MAN 3 and SMKN 4 Malang), both in planning, organizing, implementation, and monitoring and evaluation aspects. The approach used in this research is qualitative research method, which aims to comprehend phenomenon or social phenomenon comprehensively and contextually by describing empirical reality about management of quality improvement of education and educational staff on the implementation of Curriculum 2013 in SMA/MA/SMK Negeri Malang. Data collection techniques are through indepth interview mechanism, participatory observation and documentation analysis as well as multicase data analysis, in individual cases and/or crosscases analysis cases. The study found that the management of quality improvement of educators and educational personnel in the implementation of Curriculum 2013 in SMA/MA/SMK Negeri Malang, including planning, organizing, implementation, monitoring and evaluation in the field of (a) training; (b) development; and (c) mentoring.

Key words: *improved quality of educators, education personnel, curriculum 2013*

In the implementation of the Curriculum 2013, there is a worrying question. What preparations do by the Ministry of Education and Culture (MoEC) have for the implementation of the Curriculum 2013? Is so urgent, so this year 2013/2014 lesson, the curriculum should be applied. In response to these concerns, at least three preparations have been scheduled by the MoEC, namely preparing teacher and student handbooks, teacher training and education unit level governance. The point is, do not occasionally the implementation of the curriculum is faced with the stigma of the problem that is likely to ensnare all parties to not make changes (Permendikbud, 2013).

In the curriculum theory, Lie (2012) mentions that the success of a curriculum is a long process, ranging from crystallization of ideas and ideal concepts of education, curriculum design formulation, preparation of educators and education personnel, and facilities and infrastructure, governance of curriculum implementation including learning and assessment. In the curriculum structure, aspects of curriculum design formulation, preparation of educators and education personnel become a very important activity. Because once the prepared structure is not directed and is not controlled by professional educators and educators, then certainly its implementation will be saggy.

The success of the implementation of Curriculum 2013, at least influenced by two major factors: *first*, the determinants, namely the suitability of educator and educational competence (PTK) with curriculum and textbooks. *Second*, supporting factors consisting of three elements: the availability of books as learning materials and learning resources that integrate curriculum-building

standards, strengthening the role of government in fostering and supervising, and strengthening school management and culture. In relation to the first factor, Kemdikbud has designed the strategy or management of the improvement of educators (teachers) and education personnel through re-examination of pedagogic competence, academic competence (scientific), social competence and managerial or leadership competence with training of Curriculum implementation 2013, Through the Human Resources Development Agency for Education and Culture and Quality Assurance of Education (BPSDMPK and PMP) (Kemdikbud, 2013).

Educators as the spearhead of the implementation of the Curriculum 2013 are expected to prepare and open themselves to some possibility of change. Future educators are demanded not only smart, but also adaptive to change. Therefore, efforts to improve the quality of educators through the implementation of the 2013 Curriculum implementation is a very important first step to accelerate understanding and skills in applying the curriculum. Hermino (2014) mentioned that educators are not only required to have academic qualifications and competencies as learning agents, physically and mentally healthy, but also must have the ability to realize the goals of national education.

In addition to educators, the competence of educational personnel is also required in governance at the educational unit level. Managerial competence, supervision and leadership leadership of principals as well as administrative, management and technical services by education staff, are also required to be able to adapt to the governance of the Curriculum 2013. As the four curriculum standards of 2013 are subject to change, the mechanisms of planning, organization, implementation, control And evaluation in strategy management, learning, monitoring and assessment also requires adjustment (Kemdikbud, 2013).

METHOD

The approach used in this research is qualitative descriptive multicase design. The multicase research design was selected, as this study sought to examine two or more subjects, backgrounds or data storage in an unlinear manner. Multilingual studies seek to study certain subjects and compare the similarities and differences in each case. This study aims to determine the phenomenon or social phenomenon comprehensively and contextually by describing the empirical reality of the management of quality improvement of educators and education personnel on the implementation of Curriculum 2013 in SMA/MA/SMK Negeri Malang.

In accordance with the approach and research design used, the instrument used to collect research data is the researcher himself. The presence of researchers in the field is one benchmark of successful understanding of the cases studied. Researchers serve as a key instrument in assessing cases related to the object of research, especially in data collection. Wiyono (2007) said that researchers should take a balanced role among researchers as observers and researchers as members of the research target group.

The location of this study precisely located in the Education Department of Malang City. Three locations are SMAN 3, MAN 3, and SMKN 4 Malang. The determination of cases is based on the consideration of all three have implemented Curriculum 2013 and included in the category of SMA/MA/SMK Negeri superior in Malang. All three are target schools to enact the Curriculum 2013.

Sources of data in this study are divided into two forms, namely: (1) human data sources, including principals, curriculum and academic waka, student waka, field of school quality assurance, educators and education personnel; (2) non human data source that is documentation result of all activities which have been carried out during research in SMAN 3, MAN 3, and SMKN 4 Malang. Determination of data sources or informants in data collection activities, conducted after the researchers made observations and consultations with the school.

Recording of the main data source of this research, conducted through the activities of interviews and participatory observation which is a combination of activities of seeing, listening, and asking. Interviews conducted by researchers are open, ie the informants know the purpose and

purpose of the interview conducted. In addition to the data sources as described, the researchers also added them with relevant data, such as places and events obtained by researchers through direct observations related to improving the quality of educators and education personnel in the Curriculum 2013 in all three cases.

Data in this research were collected by using three techniques, namely observation, interview, and documentation. The use of observation techniques, conducted every time researchers come to the research arena and always try to not interfere smooth the academic activities of SMAN 3, MAN 3, and SMKN 4 Malang. Data collection with interview technique, unstructured and structured, done by face to face and ask a number of questions to informants in accordance with the focus of research. While documentation techniques, obtained through written sources or documents that exist on the object studied, either in the form of manuals related to training, development, and assistance implementation of the Curriculum 2013, photos of events or phenomena, and video activities related to the improvement of the quality of educators and personnel Education on the implementation of Curriculum 2013 in SMAN 3, MAN 3, and SMKN 4 Malang.

Analysis of multicasus data in this research is done by two stages, namely: (1) analysis of individual case data; And (2) cross-case analysis. Analysis of individual case data is intended to analyze data on each subject-object (SMAN 3, MAN 3, and SMKN 4 Malang). While cross-case data analysis is intended to compare the findings obtained from each case, as well as the process of integrating between cases. Firstly, based on the findings obtained in each individual case (SMAN 3 Malang) compiled categories and themes, analyzed inductively-conceptually, and made narrative explanations arranged into specific propositions which subsequently developed into substantive theory 1 .

Substantive propositions and theories 1 are further analyzed by comparing with substantive propositions and theories 2 of individual case 2 (MAN 3 Malang) findings, to explore the unique and different characteristics of each site as a theoretical conception based on the differences. Only then was cross-1 and 2 analysis done with site 3 (SMKN 4 Malang) with the same technique, as was done in case 1 and 2. This last point is intended to develop systematic conception based on data analysis and theoretical interpretation. Is narrative in the form of cross-case propositions, which are subsequently developed to develop the findings of substantive theory.

Analysis of the data, takes place simultaneously and carried out simultaneously with the process of collecting data with the flow of stages: data collection, data reduction, data organization (data display), and conclusion drawing/verifying data). Data analysis in this research was done during on-going process and cyclical to find and solve research problem, until the research report was prepared.

The criteria of data validity used in this research are credibility, transferability, dependability, and confirmability. In order to pursue the credibility aspect of this research, the researcher uses five examination techniques: observational persistence, triangulation, and referential adequacy. Efforts made by researchers to meet the concept of dependabilitas, with the way often in the field and meet many informants and checking the data presented. In fulfilling the aspect of transferability, the researcher then tries to present the results of research in complete and detailed, so that the other party can understand well. Efforts made by researchers to meet the concept of komfirmabilitas same as the efforts of researchers in meeting the concept of dependence, through the process of data auditing.

RESULT AND DISCUSSION

First focus, the planning of improving the quality of educators and education personnel basically as human resource planning. Planning is to create targets to be achieved or achieved in the future. In the planning organization is a process of thinking and well-defined directions, objectives and actions while reviewing the right resources and methods or techniques (Riduwan, 2011; Hermino, 2013). Planning is a decision-making activity to be undertaken in the future to achieve

goals with elements: (1) a number of predetermined activities, (2) processes, (3) outcomes to be achieved, and (4) concerning the future in Certain time (Usman, 2013).

Planning becomes important to determine the direction and goals of the organization. School as an organization in the form of institution needs planning for its development (Hermino, 2013). One aspect that needs to be planned is improving the quality of educators and education personnel as part of the 8 national education standards, plus research standards and community service. Education standards and education personnel in schools need to be given serious attention, since the results of the evaluation show that most schools have weaknesses in their educator standards.

The planning of improving the quality of educators and education personnel in the three schools (SMA/MA/SMK Negeri Malang) applies two mechanisms that are based on direct instruction from BPSDMPK-PMP Kemendikbud for SMA and SMK, Directorate of Madrasah Education, Directorate General of Islamic Education Kemenag for MA, and Pure school initiative (with school workshop manual). In preparing the planning of quality improvement of educators and internal education staff of school/madrasah by involving team and Quality Assurance Unit of School/Madrasah.

Planning involving the team is basically participatory planning, which involves competent and professional components in its planners in planning various matters concerning: (a) training policies, objectives, participants, competencies, strategies, structures, training materials and execution time; (b) given to teachers (educators and education personnel), subjects, facilitators and resource persons; (c) preceded by socialization, preparation of books and workshop guides; (d) preparing development and mentoring programs; (e) formulation of an evaluation system, which includes attitudes, knowledge, and skills.

The training mechanisms, objectives, participants, competencies, strategies, structures, materials and internal training times are fully regulated by the school/madrasah. While specifically for nationally applicable training, schools/madrasahs only act as implementers involving small teams/executives as executors. For all matters and tools related to the training and its equipment is regulated by BPSDMPK-PMP for Kemendikbud and Directorate of Madrasah Education, Directorate General of Islamic Education for Ministry of Religious Affairs.

In socialization planning, book preparation, and/or workshop guide is not less important considering the character of educators and education personnel at this time prefer the things that are practical and action, rather than having to first think about the convoluted formula and concepts. The three schools (SMA/MA/SMK Negeri Malang) in planning the preparation of books and workshop guides, each has its own way and method and this is usually adjusted to the conditions of participants (educators and education personnel) training.

Part of the planning is not only about aspects of training of educators and education personnel, development and facilitation programs as well as aspects that are formulated early in the activity up to the formulation of the evaluation system, which includes attitude, knowledge, and skills (Hermino, 2013). For the latter there is already a guide from Kemendikbud and Kemenag, but then each school / madrasah adapt to the aspect to be optimized or enhanced related to the competence of improving the quality of educators and education personnel as the implementation needs of Curriculum 2013, which means the competence of Laboran will be very different With the competence to be optimized in the field of Administration (TU), Security Guard with Librarian and so on. Thus, it is necessary to formulate in advance the aspects and assessment of success indicators, both in attitude, knowledge, and skills.

Planning to improve the quality of educators and education personnel in the three schools (SMA/MA/SMK Negeri Malang) compiled by a team of competent and appropriate fields. In the constituent process involves elements of quality assurance agencies of schools or madrasah. SMAN 3 and SMKN 4 for example with Quality Assurance Unit of School and Foreign Cooperation, while in MAN 3 Malang with unit of Quality Assurance Center of Madrasah (P2M2). The planning is not

only about the training domain, but also the development and assistance in the implementation of the Curriculum 2013.

In the aspect of development, the planning of the three schools (SMA/MA/SMK Negeri Malang), includes the formulation of: (a) school specificity curriculum (level of education unit); and (b) continue to be involved in professional development programs for learner teachers (PPGP) including KKG, MGMP, MGBK, KKKS, and MKKS forums. Related curriculum of this peculiarity, for example SMAN 3 Malang planned curriculum development of environment love school with vertical garden product, MAN 3 Malang with curriculum of school peculiarity read yellow book and tahfidz al-Qur'an, SMKN 4 Malang with school peculiarity curriculum with entrepreneurship-based learning For programs of expertise, graphics, multimedia, RPK, animation and TKJ.

Aspects that include the planning part of the training of educators and education personnel are mentoring, which includes aspects of: (a) consultation, mentoring and coaching assistance in the implementation of the Curriculum 2013 by adapting the provisions of BPSDMPK and PMP Kemendikbud for SMA and SMK and Directorate of Madrasah Education, Directorate General of Islamic Education Kemenag for MA; (b) to formulate supervision and facilitate the improvement of plans, implementation and assessment of curriculum 2013; (c) formulate direct and online mentoring patterns; and (d) formulate the evaluation instruments of training, development, and mentoring activities, both formulated by Kemendikbud, Kemenag, and internal school. Especially for mentoring conducted on the initiative of the school formulated independently based on aspects to be optimized.

Syahid (2012), called the planning (plan) in the concept of Deming is to perform needs analysis by measuring the objective conditions of management, selecting processes that require improvement, make documentation of the process has been selected, then formulate the goals to be achieved. After measuring the needs and costs that may be incurred, the new team develops the plan using measurable improvement standards (Hermino, 2013). The concept of Never Ending Improvement Cycle / PDCA-Cycle Deming, P (Plan/planning), includes analyzing needs, creating documentation, formulating goals, and developing planning. Needs and development of quality improvement planning of educators and education personnel in the implementation of Curriculum 2013 in the three high school/MA/SMK Negeri Malang, among others by planning training, development, and mentoring. Training, involves: (a) planning of training policies, objectives, participants, competencies, strategies, structures, training materials, and execution time; (b) given to teachers (educators and education personnel), subjects, facilitators and resource persons; (c) preceded by socialization, preparation of books and workshop guides; (d) preparing development and mentoring programs; (e) formulation of an evaluation system, which includes attitudes, knowledge, and skills.

Development, involves: (a) the formulation of school specificity curricula (unit level of education); and (b) continue to be involved in professional development programs for learner teachers (PPGP) including KKG, MGMP, MGBK, KKKS, and MKKS forums. Assistance, involves: (a) formulating consultation, mentoring and coaching assistance in the implementation of the Curriculum 2013 by adapting the provisions of BPSDMPK and PMP Kemendikbud/Directorate of Madrasah Education, Directorate General of Islamic Education Ministry of Religious Affairs; (b) to formulate supervision and facilitate the improvement of plans, implementation and assessment of curriculum 2013; (c) formulate direct and online mentoring patterns; and (d) formulate the evaluation instruments of training, development and mentoring implementation, both formulated by Kemendikbud, Kemenag, and internal school. Improvement planning, in the context of improving the quality of educators and education personnel in the implementation of Curriculum 2013 in the three SMA/MA/SMK Negeri Kota Malang, compiled based on the principles of 5-W (What, Why, Who, When, and Where) and 1-H (How), which is made clear and detailed and set goals and targets to be achieved. In setting goal and target quality improvement of educators and educational personnel, still principled SMART (Specific, Measurable, Attainable, Reasonable, and Time).

Secondary focus, Educators and education personnel as part of HR in School. The existence of educational staff is very supportive of school activities realize the vision and mission of the school. However, the reality in the field shows that not all educators and educational staff have competency and qualification in accordance with the prevailing laws and regulations. Therefore, it is necessary to organize the training, development and mentoring of educators and education personnel, especially in order to implement the Curriculum 2013 effectively and right on target.

Organizing is the stage of the management function. Organizing is done for the organization to be effective. Organizing has several concepts, among which are (1) the way management designs the formal structure for the most effective use of the organization's financial, physical resources, raw materials and labor; (2) how the organization classifies its activities, where each grouping is followed by the assignment of a manager who is authorized to supervise group members; (3) the relationship between functions, occupations, duties of employees; (4) how managers divide tasks to be performed within the department and delegate authority to do the task (Handoko, in Usman 2013).

Based on research findings organizing the improvement of the quality of educators and educational staff in the implementation of Curriculum 2013 in the three schools include the following stages. Mentioned in Law No. 14 of 2005 on Teachers in Article 3 paragraph 1 that teachers have the position as professionals at the level of secondary education appointed in accordance with legislation. Whereas in Law No. 12 of 2012 on Secondary Education in article 12 mentioned the role namely: (1) teachers as academicians have the task of transforming science and or technology that dikuasainya to students by realizing the atmosphere of learning and learning so that students actively develop their potential.

In the third schools (SMA/MA/SMK Negeri Malang) the process of organizing the improvement of the quality of educators and education personnel, which includes training, development and mentoring apply some policies, including: (a) in training aspect, the three schools School committees as implementers of the 2013 Curriculum implementation training based on Ministry of Education and Culture (BPSDMPK-PMP)/Ministry of Religious Affairs instruction, and internal training conducted on school initiatives. This committee is part of the process and system of organizing training, development, and facilitation to improve the quality of educators and education personnel in the implementation of the Curriculum 2013.

Development of quality improvement of educators and education personnel in the implementation of Curriculum 2013, conducted based on the provisions of Kemendikbud/Kemenag, and internal school (workshop) and remain active in KKG/MGMP/MGBK activities. That is, that the organization in the effort pengembangan improving the quality of educators and educational personnel on the implementation of Curriculum 2013 is done through two mechanisms, namely setting internal committees based on competencies that would be optimized school/madrasah to the quality of educators and educational personnel owned. Both organizing mechanisms are still developed through KKG/MGMP/MGBK forums for teachers (educators) and MKKS for the Principal.

After training and development, the organization of educators and education personnel is also applicable in the implementation activities of Curriculum 2013. Assistance in this case is provided to educators and education personnel, including subject teachers, BK teachers, and principals, with reference to the rules or policy standards Which previously has been formulated Kemendikbud, Kemenag, or has been formulated internally school. Substance, that both training, development, and assistance to improve the quality of educators and education personnel in the implementation of Curriculum 2013 in the three schools (SMA/MA/SMK Negeri Malang), each of the two policies apply.

Based on the findings of the research in the three schools (SMA/MA/SMK Negeri Malang) the organization of training, development and facilitation of the implementation of Curriculum 2013 for educational staff is done to meet the internal needs of the school, especially in order to maintain the unification value and uniqueness or excellent school. The teacher is not permanent in this case

the employees in the three schools are given opportunities on the aspects of learning as well as engaging in the implementation of research and community service. Most of these non-permanent teachers still have a Unique Number of Teacher Education Educators (NUPTK) as teachers even though they are not civil servants.

Doing or do is doing all that has been planned. At the time of planning, it should be accompanied by supervision of the progress of improvement. Thus, data needs to be collected continuously to measure process improvement. The concept of D (Do) Deming is doing or doing, including: overseeing progress, collecting data continuously, and measuring process improvement. Thus, in the context of improving the quality of educators and education personnel, in the implementation of Curriculum 2013 in the three schools SMA/MA/SMK Negeri Malang, among others lies in the realm of organizing and implementation. The organizations in question include: (a) training, forming a committee at the school level as the implementation implementer of the 2013 Curriculum implementation based on Ministry of Education and Culture's instruction (BPSDMPK-PMP)/Ministry of Religious Affairs, and internal training conducted on school initiatives; (b) development, carried out under the provisions of Kemendikbud / Kemenag, and internal school (workshop) and remain active in KKG/MGMP/MGBK activities; (c) mentoring, applicable to subject teachers, BK teachers, and principals, with reference to the standards formulated by Kemendikbud, Kemenag, and/formulated internally by the school.

Third focus, based on research findings in three schools (SMA/MA/SMK Negeri Malang) on the implementation of improving the quality of educators and education personnel which includes training, development and assistance in the implementation of Curriculum 2013, basically classified into two parts, namely the implementation of quality improvement Educators (teachers) and education personnel.

Stages of implementation of quality improvement of educators based on planning and organizing it to follow the functions of management. The function of planning, organizing, staffing, implementation of activities and supervision is essential to every organization including school organization. The secondary school is also one of the educational organizations. But in interpreting actuating in the world of education is more adapted to the characteristics of educational institutions (Riduwan, 2011).

The training, development and mentoring activities of educators and education personnel in the implementation of the Curriculum 2013 are internally based on prior planning. Quality improvement activities of educators and educational staff internally are considered effective and efficient even to improve the professionalism both from quantity and quality. Quantity is the number of educators who are competent from the existing, while the quality level of competence. Usman (2013: 249) mentions: "HR development is the process of improving the quantity and quality of human resources". The quantity in question is the number of human resources, while the quality of human resources can be increased through religious experience, improving welfare, improving education, improving training, health, employment and career planning starting from HR planning, recruitment, selection and placement.

Offsite development techniques allow individuals to stay away from work and full concentration on what they learn (Mathis & Jackson, 2006). Improving the quality of educators and education personnel at universities is specifically seen as effective in increasing their competence. Furthermore, based on the findings of the research in the three schools (SMA/MA/MK Negeri Malang), the quality improvement activities of educators and education personnel in the implementation of the Curriculum 2013 through training, development and mentoring internally are conducted by training, coaching meetings, workshops, Seminars for teachers held schools, while externally conducted in KKG/MGMP/MGBK/MKKS forums.

Implementation (do) in an effort to improve the quality of educators and education personnel on the implementation of Curriculum 2013 in the three schools SMA / MA / SMK Negeri Malang, among others. Training, (a) educators and education personnel trained are active teachers, applied

pre and post test mechanisms, and PAP; (b) there are two types of training, ie on the instructions of Kemendikbud / Kemenag and on the school's self-help initiative; (c) the approach of training is andragogi and the discussion is done in stages; and (d) for headmaster training is done through preparatory mechanisms, in service learning 1, on the job learning (OJL) 1, in service learning 2, on the job learning (OJL) 2, and reporting. Development, (a) is done through self-evaluation, performance appraisal, and teacher competency test, supplemented with supporting document followed by formulation of teacher's Working Skills (TPK); and (b) involvement in KKG/MGMP/MGBK/MKKS forums. Assistance, (a) mentoring is done through two direct face-to-face mechanisms (letter of assignment) and online (by agreement); (b) mentoring techniques provided, ie consultation, information delivery, modeling, mentoring, and coaching; (c) in SMAN 3 and SMKN 4 Malang, mentoring activities are always supervised by the Quality Assurance Unit and Foreign Cooperation, while in MAN 3 Malang is controlled by the Madrasah Quality Assurance Center (P2M2).

Focus fourth, The findings of research on supervision and evaluation of quality improvement of educators and education personnel which includes training, development and assistance in the implementation of Curriculum 2013 of three schools (SMA/MA/SMK Negeri Malang), are basically classified into two, namely monitoring and evaluation improvement Quality of educators and education personnel. Evaluators of educators' development in all three schools are conducted internally by the Quality Assurance Unit and Overseas Partnership or the Madrasah Quality Assurance Center (P2M2) and externally by the core teachers who serve as trainers and evaluators of training, development and facilitation of the implementation of the Curriculum 2013. Monitoring and evaluation Internal-externally implemented benefits for the development of school institutions. The development of educators and education personnel as one of the national standards of secondary education needs to be continuously developed, especially in order to maintain the uniqueness and unification of the effectiveness of each school/madrasah.

Checking is to analyze the data that has been collected before and proceed to find out how far the achievement of the results approach the objectives that have been formulated in the planning section (Hermino, 2016). If it remains connected with Deming C's theory (check) is checking or checking, including: analyzing the data collected and determining the progress condition. In the context of research on improving the quality of educators and educational staff on the implementation of Curriculum 2013 in the three schools SMA/MA/SMK Negeri Malang, can be found in the supervision and evaluation of which. Training, (a) applied to subject teachers/teachers BK, resource persons, facilitators, and training budgets, whether training was conducted on the instructions of Kemendikbud/Kemenag, and school initiatives; (b) the assessment includes aspects of attitudes, knowledge, and skills based on Benchmark Reference Assessment (PAP). Development, through two ways, namely through KKG/MGMP/GBK forums and internal schools through quality assurance agencies of schools and/or madrasah. Assistance, carried out by two mechanisms, refers to the provisions of LPMP, P4TK Kemendikbud/Kemenag and refers to internal school/madrasah regulated mechanisms and their implementation practices separately.

The final step, in the process of quality management improvement in the concept of Deming is to provide action (act) by making improvements or revise the process to achieve the desired standard or target (Syahid, 2012). An act is acting or acting, including: measuring achievement using clear standards, determining conditions that need to be improved and revising or improving processes (Hermino, 2016). In the context of the results of this study, the improvement of the quality of educators and educational personnel in the implementation of Curriculum 2013 in the three schools SMA / MA / SMK Negeri Malang is concerned with the evaluation of the design and implementation development and mentoring Curriculum 2013 at each school (SMAN 3, MAN 3, and SMKN 4 Malang) on attitude, knowledge and skills aspects based on Benchmark Reference Assessment (PAP), keep active in KKG/MGMP/MGBK forums and internal school through quality

assurance board of schools and/or madrasah and complete through two development mechanisms by sticking to LPMP stipulations, P4TK Kemendibud/Kemenag.

CLOSING

Conclusion

Based on research focus, data exposure and research findings, as well as cross-site analysis and discussion, the results of the research can be summarized as follows:

First, the planning of Quality Improvement of Educators and Education Personnel on the Implementation of Curriculum 2013 in SMAN 3, MAN 3 and SMKN 4 Malang City, covering: (1) training; (a) planning of training policies, objectives, participants, competencies, strategies, structures, training materials and execution time; (b) given to teachers (educators and education personnel), subjects, facilitators and resource persons; (c) preceded by socialization, preparation of books and workshop guides; (d) preparing development and mentoring programs; (e) formulation of an evaluation system, which includes attitudes, knowledge, and skills. (2) development; (a) the formulation of school specificity curricula (unit level of education); and (b) continue to be involved in professional development programs for learner teachers (PPGP) including KKG, MGMP, MGBK, KKKS, and MKKS forums. (3) mentoring; (a) to formulate consultation, mentoring and coaching assistance in the implementation of Curriculum 2013 by adapting the provisions of BPSDMPK and PMP Kemendikbud/Directorate of Madrasah Education, Directorate General of Islamic Education Ministry of Religious Affairs; (b) to formulate supervision and facilitate the improvement of the curriculum plan, implementation, and assessment of the 2013 curriculum; (c) formulate direct and online mentoring patterns; and (d) formulate the evaluation instruments of training, development and mentoring implementation, both formulated by Kemendikbud, Kemenag, and internal school.

Second, the organizing of the Quality Improvement of Educators and Education Personnel on the Implementation of Curriculum 2013 in SMAN 3, MAN 3 and SMKN 4 Malang, covering: (1) Training; Establishing school-level committees as implementers of the 2013 Curriculum implementation training based on Ministry of Education and Culture (BPSDMPK-PMP)/Ministry of Religious Affairs instruction, and internal training conducted on school initiatives. (2) development; Conducted under the provisions of Kemendikbud/Kemenag, and internal school (workshop) and remain active in KKG/MGMP/MGBK activities. (3) mentoring: applicable to subject teachers, BK teachers, and principals, with reference to the standards formulated by Kemendikbud, Kemenag, and/formulated internally by the school.

Third, the implementation of the Quality Improvement of Educators and Education Personnel on the Implementation of Curriculum 2013 in SMAN 3, MAN 3 and SMKN 4 Malang City, includes: (1) training; (a) educators and education personnel trained are active teachers, applied pre and post test mechanisms, and PAPs; (b) there are two types of training, ie on the instructions of Kemendikbud / Kemenag and on the school's self-help initiative; (c) the approach of training is andragogi and the discussion is done in stages; and (d) for headmaster training is done through preparatory mechanism, in service learning 1, on the job learning (OJL) 1, in service learning 2, on the job learning (OJL) 2, and reporting; (2) development; (a) shall be conducted through self-evaluation, performance appraisal, and teacher competency test, supplemented by supporting documents followed by formulation of teacher's Working Objectives (SKP); and (b) involvement in KKG/MGMP/MGBK/MKKS forums; (3) mentoring; (a) mentoring is done through two direct face-to-face mechanisms (letter of assignment) and online (by agreement); (b) mentoring techniques provided, ie consultation, information delivery, modeling, mentoring, and coaching; (c) in SMAN 3 and SMKN 4 Malang, mentoring activities are always supervised by the Quality Assurance Unit and Foreign Cooperation, while in MAN 3 Malang is controlled by the Madrasah Quality Assurance Center (P2M2).

Fourth, the supervision and evaluation of the Quality Improvement of Educators and Education Personnel on the Implementation of Curriculum 2013 in SMAN 3, MAN 3 and SMKN 4 Malang City include: (1) training; (A) applies to BK subject teachers / teachers, resource persons, facilitators, and training budgets, whether training is conducted on the instructions of Kemendikbb / Kemenag, and school initiatives; (B) the assessment includes aspects of attitudes, knowledge, and skills based on Benchmark Reference Assessment (PAP). (2) development; Through two ways, namely through KKG / MGMP / MGBK forums and internal schools through quality assurance agencies of schools and / or madrasah. (3) mentoring; Is carried out in two mechanisms, referring to the provisions of LPMP, P4TK Kemendibud / Kemenag and referring to the internal school / madrasah regulatory mechanism and its implementation practices separately.

Suggestion

Based on the above conclusions, a number of suggestions that can be raised in this study include:

School principal, should continue to improve the quality management of educators and education personnel in schools led by continuous improvement in accordance with applicable regulations. Principal, should also pay attention to important elements in the management of quality improvement of educators and educational staff on the implementation of Curriculum 2013. For, educators (teachers) and educational personnel are not the only elements responsible for realizing the successful implementation of the Curriculum 2013 in schools, but only one of the important actors responsible for better education.

Educators and education personnel, providing additional information to educators (teachers) and educational staff, that in improving the quality of educators and educational staff is needed in the implementation of the Curriculum 2013, not enough to follow the implementation of Curriculum 2013 by the Education and Culture Office, but also organized on the initiative (independent) school. A serious, honest and responsible attitude from educators and education personnel is also needed for the successful implementation of the Curriculum 2013.

East Java Department of Education and Department of Religion, considering the various instruments needed to improve the vulnerability and the low quality of educators and education personnel in the curriculum change management in 2013, the government should in this case the Ministry of Education and Culture and the Ministry of Religious Affairs of Malang, set a special standard on the evaluation of the implementation of Curriculum 2013 in schools/madrasah, such as: competency standards of educators and professional education personnel, student inputs, facilities and infrastructure that support the implementation of Curriculum 2013. The standards are then applied together and adaptive based on the potential of each school.

BPSDMPK and PMP Ministry of Culture and Culture, the results of this research can be used as a basis for consideration in issuing related policies by the Agency for Human Resource Development Education and Culture and Quality Assurance of Education (BPSDMPK and PMP) of the Ministry and Culture, especially in managing the quality improvement of educators and educational staff on Implementation of Curriculum 2013. It also provides empirical evidence that the effectiveness of the management of quality improvement of educators and education personnel in the implementation of the Curriculum 2013, through training, development, and mentoring. The goal, the results of research can be applied in practice to improve existing policies.

P4TK and LPMP, certain points (training mechanisms, development, and assistance in the implementation of the Curriculum 2013 in improving the quality of educators and education personnel) from the results of this study can be considered as Center for Development and Empowerment of Educators and Education Personnel (P4TK) and Education Quality Assurance Institution LPMP) in the effort to prepare the best and most effective training strategy for educator

(teacher/subject) of education personnel (Principal and supervisor) in implementing Curriculum 2013 or as educational professional.

The next researcher, theoretical-empirical evidence of the research results can be used as the next research reference standard, that the effectiveness of the management of quality improvement of educators and educational personnel in the implementation of Curriculum 2013 can be done through training, development, and mentoring. As well as making the results of research as a basis for refinement of subsequent research.

The development of Educational Management Sciences, raises new concepts on the development of theories (stock of knowledge) of the quality of education from different perspectives (the difference lies in the mechanisms of training, development and assistance) related to management efforts to improve the quality of educators and education personnel on the implementation of the Curriculum 2013.

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