

LPTK Laboratory School Curriculum Management as Actualization of Independent Campus in Indonesia

(Study of Labschool UPI, UNJ, UNP, and UNDIKSHA)

Prayoga Bestari¹, Wahyu Sopandi², Rahman Mulyawan³, Epin Saepudin⁴

^{1,2}Universitas Pendidikan Indonesia, Bandung, Indonesia

³Universitas Padjadjaran, Bandung, Indonesia

⁴Institut Teknologi Bandung, Bandung, Indonesia

Email: yogabestari@upi.edu

Abstract

This research focuses on curriculum management in the Laboratory Schools under the LPTK. Planning, actuating, and controlling are forms of curriculum management at the Labschool of Indonesian Education University (UPI), Ganesha Education University (UNDIKSHA), Padang State University (UNP), and Jakarta State University (UNJ). The method used is qualitative with purposive sampling. The subjects in this study were the principal, the head of the foundation/LPTK, teachers, and administrative staff. The results showed that curriculum management planning in each laboratory school was administratively implemented by a curriculum development team involving input from the LPTK. The implementation is fully in the control of the principal and vice principal in the field of curriculum, and a special team from the LPTK and foundations carries out supervision. This research is expected to provide an overview of curriculum management in laboratory schools and a reference for laboratory schools under the LPTK in Indonesia.

Keywords: *Management, Curriculum, Laboratory School.*

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A. INTRODUCTION

In recent years, there has been a growing international trend towards decentralization, devolution, and greater autonomy for schools in the general education system, with the aim of improving the quality of education (Beare & Boyd, 1993; Moon, 1996). A similar claim, to increase school autonomy, has been made for all organizations except for those with the smallest membership (Peters & Waterman, 1982). "The decision about how to run the institution comes down to the people who know best what needs to be done". Current contentions about changes in school administration and the executives all point toward this path despite the fact that they go by an assortment of names. The renewal strategy is known as school-based administration development in Canada and the United State of America (Brown). Nearby school the board in England (Wallace, 1992), self-management school and devolution in Australia (Caldwell & Spinks, 1988; Sharpe, 1993) and autonomous school in Israel (Reshef, 1984).

Regardless of the label applied, the term is pointed to describe, "the system of education that increases member's autonomy in the location level in creating

advantageous conditions for participation, innovation, improvement, accountability, and sustainable professional growth. Through the decentralization of authority from the central office and participation in decision-making, school management duties are assigned according to the characteristics and needs of the school and therefore school members have greater autonomy and responsibility to make decisions related to the school curriculum, development of personnel, and allocation resources" (David 1988).

The schools that are given greater authority in internal decision-making, which urgently require Ministry of Education approval, are considered by school staff to have more autonomy in making decisions regarding internal school evaluation, institutional staff development, school curriculum design, etc., than schools that have not been authorized to do so. (Gaziel, 1998)

On the characteristics of laboratory schools, this has more implications than schools in general. The implication is not only for student learning, laboratory schools also have implications for the formation of prospective teachers and professional teachers in an effort to develop competence in the teaching profession. This laboratory school has advantages in its designation.

A laboratory school (labschool) is a school that is planned both to offer instructive types of assistance for understudies as well as a spot to rehearse proficient educator up-and-comers and a spot for the advancement of different instructive developments in genuine settings. Furthermore, this school can likewise go about as a model school for imaginative and creative learning rehearses for imminent expert instructors in accomplice schools created in a joint effort with the LPTK and the connected District/City Education Department. Consequently, research center schools assume a decent part as foundations that offer instructive types of assistance to understudies as per pertinent guidelines, become a spot for creating different educator and instructive practices in instructor proficient training, and a spot for the advancement of different instructive developments.

Based on that thought, laboratory schools as an integral part of the LPTK should be placed as a complete program in organizing the educational system, especially the curriculum. The duly designed and developed laboratory schools as a built up package in the development and management of the Indonesian teacher's education system.

An Independent Campus is part of the Ministry of Education and Culture policy series with the great umbrella theme of free learning '*Merdeka Belajar*'. The policy of free learning (Kemdikbud, 2020). The Independent Campus itself aims to create a learning culture that is innovative, non-restrictive, and in accordance with the needs of each university. The Minister of Education and Culture (Mendikbud) Nadiem A. Makarim conveyed it on January 24, 2020 in the launch of the Merdeka Campus policy (Ashari, 2020).

In principle, school management is different from other organizational management. There are characteristics that distinguish the management of a school institution from other institutions. The difference will also arise when viewed from the operational objectives of the school. In addition, human resources conditionality,

technology, and other management or conditions associated with management are certainly distinguished from inter-school management.

As Gorton points out, 1976 (in Sagala, 2010) "schools are an organizational system in which a number of people work together in an effort to achieve school goals." It is a unit of education that has a basic function, which is as a prop or object of the learning process, a process of cultivation and development of individual human potential, thus forming a noble human being.

The cooperation made in the school system affects the achievement in achieving goals. Thus, all the elements in the school system exert a major influence on the school management process. The roles that can be identified in schools are teacher, student, principal, administrative staff, laboratory assistant, librarian, school guard, and school security. All have a role in school management. The principal who becomes the leader of the management pattern certainly has more than a few other school elements.

The breakthrough of school management with the complexity and multiplicity of educational goals so that schools can effectively use resources inside curriculum development to carry out educational activities according to their own characteristics and needs (Cheng, 2012). The schools are required to independently explore, allocate, determine priorities, control, and be accountable for the empowerment of resources, both to the community and the government (Sari, 2018).

In the school arrangement, there are six main arable fields, namely; curriculum management, student management, workforce management, financing management, facility management and school relationship management with the community. This field of cultivation is a unit, which as a whole has the same portion in management. Some of the points mentioned have certainly been very complex, but this research article emphasizes on curriculum management of the laboratory schools below LPTK.

The limitations of the discussion of curriculum management in this research are planning, implementation, and supervision. Planning is a set of policies that are systematically organized and formulated according to verifiable data and that can be used as a work guideline for everyone. Implementation is an activity to make plans into concrete actions in order to achieve predetermined goals effectively and efficiently. Supervision implies building up and regulating the various improbabilities and errors. This supervision is the key to the success of the curriculum management process. Therefore, supervision needs to be seen in a comprehensive way. Furthermore, this research limits the management of the school curriculum in laboratory schools.

Schools under the LPTK should become a reference in curriculum management. However, so far there has been no research investigating this as a reference for improving the quality of school curriculum management. Therefore, the aim of this study was to observe curriculum management in laboratory schools that are under the management of the LPTK.

B. METHOD

The research method used by researchers is a qualitative comparative method with a qualitative approach. According to Sugiyono (2010), the comparative method aims to compare the existence of a variable or more, in two or more different samples, or at different times. Research describes the problem of events through respondents or other data sources related to curriculum management in Jakarta State University (UNJ) Labschool, the Indonesian University of Education (UPI) Labschool, Ganesha University of Education (UNDIKSA) Labschool, and University State of Padang (UNP) Labschool.

The subjects in this research were the principal of the school, chair of the foundation, teachers, and administrative staff of the Jakarta State University (UNJ) Labschool, Indonesian Education University (UPI) Labschool, Ganesha Education University (UNDIKSHA) Labschool, and Padang State University Labschool (UNP). Meanwhile, the object of this research is the management of the LPTK laboratory school. The type of data used in this research in terms of its nature, the type of data used in this study is qualitative data.

The following table describes the indicators and descriptions of curriculum management and independent campuses in this research:

Table 1 Variable of Curriculum Management of LPTK Labschool as Actualization of Independent Campus

No.	Variable	Indicator	Sub Indicator / Description
1.	Curriculum Management	a. Planning	1. Aim 2. Policy 3. Procedure 4. Program 5. Strategy
		b. Implementation	1. Division of tasks 2. Unity of direction 3. Cohesiveness 4. Cooperation 5. Participation 6. Communication
		c. Supervision	1. Vertical 2. Horizontal
2.	Independent Campus	a. Freedom	Freedom in this case is the freedom of the LPTK in managing Labschool Schools. Of course, in determining all policies related to the management of the Labschool School curriculum management in order to achieve the expected progress.
		b. Independence	Independence in this case the LPTK does not depend on any party in the management of the Labschool school curriculum and stands alone by referring to laws and regulations and is derived in the LPTK internal policies.

		c. Autonomous	Autonomy in this case the LPTK can formulate and plan all regulations according to the needs of their respective LPTK in Labschool curriculum management.
		d. Target achievements	The target achievement of each LPTK in the management of the Labschool is in accordance with the plan set at the beginning
		e. Evaluation	Evaluation in this case by looking at the existing obstacles to determine efforts to overcome these obstacles

Source: Processed by Researchers (2020)

Researcher as a "human instrument" will determine the data collection procedures on qualitative research. The steps of collecting data include: The data are taken directly from the natural setting, the determination of data sources is done purposively, the researcher as the main core instrument, the research emphasizes more on process rather than products or results (analytical descriptive), the inductive or interpretation data analysis is idiographic, and it emphasizes on the meaning behind the data. In general, qualitative research consists of three stages, namely: the orientation stage, the exploration stage, and the "member check" stage.

C. RESULTS

1. Curriculum management at the Indonesian University of Education (UPI) laboratory school.

In light of the aftereffects of meetings with the head, the point of the educational program in UPI Laboratory Schools expects that information and result are as per the vision and mission aimed by the school in view of the qualities of neighborhood shrewdness as a backhoe of philosophical qualities on a full scale and miniature size. The substance of the current educational plan is the improvement of the Curriculum 2013, which is acclimated to the heading of the school's vision and mission, as well as amazing projects that are extra enhancements for accomplishing ideal learning. The educational plan investigation technique is the same as fostering a school advancement system, to be specific utilizing a SWOT examination where the qualities, shortcomings, open doors and impediments become the establishments for thought in arranging a viable and effective educational program. The execution of educational plan appraisals are performed occasionally by taking a gander at the result or progress of the students' learning interaction, in which every year it needs advancement and manifestations to further enhance a coordinated educational program.

In light of the aftereffects of meetings with the Head of BPS and the Development Team, the board is the most common way of engaging all assets both the human components and the material components successfully and productively to accomplish the objectives through an all around arranged, professional interaction, appropriately regulated, and assessed process. The norm of the executives is rules for arranging, carrying out, and overseeing instructive exercises at the area/city, territories, or public level schooling unit to accomplish productivity and adequacy of training arrangements.

In light of the aftereffects of the narrative investigation of the board model in labschool, as the scholastic help underneath the labschool the executives organization, this is straightforwardly the obligation of the chancellor through the bad habit chancellor of PPSI (Planning, Development, and Information Systems) division, who has the power to open, close, and consolidate lab school, which is working with the assistance of the chairmen who have performing, putting together, oversight, dexterity, and improvement of lab schools. Then, at that point, the provincial grounds chief with his capacity is to range of power and length of authority for the lab schools in his space.

The learning curriculum applied in the laboratory school of the University of Education of Indonesia has the following objectives:

- a. Develop a school environment that is healthy, tidy, clean, safe and comfortable.
- b. Fostering discipline, a sense of kinship and religious enthusiasm in all school members.
- c. Developing school management that is effective, efficient, democratic in a good governance (good governance) and accountable.
- d. Developing effective learning that is active, creative, efficient and fun.
- e. Optimizing the teaching and learning process and guidance to students.
- f. Improve the academic and non-academic achievements of students in accordance with the development of science and technology and community demands.
- g. Developing culture: fond of reading, fond of memorizing, curiosity, tolerance, cooperation, and mutual respect, and honesty, hard work, creative and independent.
- h. Fostering the independence of students through habituation, entrepreneurship and self-development that is planned and sustainable.
- i. Prepare graduates who are competitive, reliable, tough and responsive both nationally and internationally.

2. Curriculum Management of the Ganesha University of Education (UNDIKSHA) Laboratory School

According to the conclusion of the interview with the leader of the UNDIKSHA Laboratory High School, the curriculum was prepared by involving teachers, employees, and managerial supervisors, and committees, directors related to objectives, content, methods and evaluation. Adopting the vision and mission of the

Bali Education and Youth Office, and the vision and mission of the LPTK. Lowering the LPTK's goals into the school curriculum, through the vision and mission carried out by the foundation and the director of the UNDIKSHA laboratory school.

Based on the results of interviews from the UNDIKSHA LPTK, the curriculum planning process carried out was only a supplement, which was related to the bilingual program. The new UNDIKSHA lab school was organized as part of UNDIKSHA. In this regard, the adoption and translation of UNDIKSHA's vision and mission can only be carried out in the future.

In UNDIKSHA labschool, a team of curriculum developers organized the curriculum. The schools were developed into schools with bilingual programs. The reasons are: give graduates a chance to compete in the global world, as an icon of labschool's excellence, the need for Bali as a world tourism destination, and a coordinated efficiency planning, and cooperation in work meetings every year.

The UNDIKSHA Laboratory School curriculum is implemented with the aim of:

- a. Schools empower students' intelligence
- b. The school develops student integrity in every academic and non-academic activity.
- c. Schools develop life skills to adapt to the global era.

3. Curriculum Management of the Padang State University (UNP) Laboratory School

Based on interviews with the Principal, it was stated that in the form of a Curriculum Development Team through a teacher council meeting. The Curriculum Development Team (TPK) works after analyzing the results of the PMP SMA UNP Laboratory Construction from LPMP. These results were discussed in a teacher council meeting to get input, after which the TPK began to compile a curriculum program.

Based on the results of interviews from the LPTK UNP, which is in charge of the Labschool Curriculum Schools compiled by the Curriculum Development Team. The curriculum planning process begins with the default assessment of the competence of graduates, and it refers to the National Curriculum and incorporates local content. The Laboratory School Curriculum is not passed down from the LPTK vision and mission, but rather refers to the National Education Purposes. The development considers public interest and local excellence, namely that at UNP it balances science, technology, and IMTAQ.

Execution of an educational plan requires various instruments that should be given by the instructor and in its execution, the simplicity of giving these devices is completed with the help of school organization staff, like generation and organization of showing materials and educator assessments. The curriculum applied at the UNP Laboratory School has the following objectives:

- a. Realizing an increase in appreciation and practice of religious teachings and values of intelligent character in everyday life.

- b. Realizing an active and effective learning process in the dynamics of BMB3 (Thinking, Feeling, Acting, Acting and Responsible) for the optimal development of the potential of students.
- c. Improve achievement with an objective-authentic assessment to be able to compete to continue education to a higher level with additional learning completeness in the form of remedial teaching and enrichment.
- d. Realizing graduates with the value and spirit of triguna, namely meaning, effectiveness and work in the academic realm and in social activities in the community.
- e. Cultivate a love of reading for school residents.
- f. Increase the spirit of dedication, love, care, clean, tidy, and safe in the school environment and surroundings that are free from pollution.
- g. Realizing the school as a learning resource center and a culture-oriented environment that is comfortable and dynamic.
- h. Improve the 9K culture (Beauty, Discipline, Order, Security, Neatness, Cleanliness, Shelter, Comfort and Friendliness) of the school community.
- i. Prevent pollution and environmental damage
- j. Integrate natural cultural values of Minangkabau with learning materials.

6. Curriculum Management of the Jakarta State University (UNJ) Laboratory School

Based on the results of interviews from the LPTK UNJ, they emphasized character education. At UNJ, who is in charge of the Labschool the curriculum is compiled by the Curriculum Development Team. The challenges of negative student behavior have been faced by the education system in Indonesia. Therefore, character development is the main focus in the current curriculum. Laboratory school is a school model that is integrated with educational universities. SMP Labschool Jakarta is one of the laboratory schools of the Jakarta State University (UNJ).

Educational programs the executives are worried about dealing with the growth opportunities, which is capable of understudies who require specific systems to deliver learning efficiency. Systems going from arranging, execution, to assessment should be upheld by satisfactory assets. Educational plan the executives as far as time can be present moment and long haul, which is significant; there is a linkage, far reaching, and manageability between one program and the following. In this way, the comprehension of the educational plan of the board is a work to enhance understudy opportunities for growth gainfully.

The curriculum of the Jakarta State University Labschool is implemented with the following objectives:

- a. Creating a learning environment that is challenging, fun and meaningful
- b. Carry out a humanistic and holistic inclusive learning process
- c. Producing graduates with high quality, positive character, and strong competitiveness

- d. Make efforts to provide opportunities for education and education personnel to have initiative and independence in carrying out creative and responsible learning
- e. Have education and educational staff who provide examples and perform their duties according to professional demands
- f. Have a leader who is broad-minded, future-oriented and skilled in professional management
- g. Forging partnerships with parents and the community in realizing Labscool's vision

D. DISCUSSION

1. Comparative Curriculum Management of Laboratory School as Actualization of the Independent Campus

The comparison of parties who carry out planning, implementation, and supervision in Laboratory Schools is illustrated in the table below:

Table 2 Curriculum Management Comparison of Laboratory School

School Name	Curriculum Management		
	Planning	Implementation	Supervision
UPI Laboratory School	Principals, vice principals, teachers, School Management Board	Deputy Principal assisted and teachers	Principals and School Management Bodies
Undiksha Laboratory School	Annual Work Meetings by Principals, Teachers, Curriculum Development Team	Deputy Head of School for Curriculum and teachers	Principal of Undiksha School and Foundation
UNP Laboratory School	Curriculum Development Team and Principal	Deputy Head of School for Curriculum and teachers	Principal and Director of the UNP Laboratory School
UNJ Laboratory School	Principals, deputy principals, teachers, teacher curriculum development team and LPTK	Deputy Head of School for Curriculum and teachers	School Principal, the LPTK who oversees the Laboratory School

Based on the table, it can be concluded that there are differences in curriculum management in Laboratory Schools. This is because each Laboratory School has its own authority in developing a curriculum that is suitable and appropriate for the development of its school. On the characteristics of laboratory schools, this has more implications than schools in general. The implication is not only for student learning, laboratory schools also have implications for the formation of prospective teachers and professional teachers in an effort to develop competence in the teaching profession. This laboratory school has advantages in its designation.

In more detail it can be seen from the table below:

Table 3 Laboratory School Curriculum Management Planning Sector

Aspect	Name of LPTK				Findings
	UPI	UNDIKSHA	UNP	UNJ	
1. Destination	Headmaster	Headmaster	Headmaster	Headmaster	There is an equation in determining the direction of laboratory school goals by the principal
2. Policy	School Management Board and School Principal	Undiksha Foundation and School Principal	Director and Principal	School Management Board and School Principal	There are differences in policy planning, the UPI and UNJ Laboratory Schools by the School Management Board, Undiksha by the Foundation, and UNP by the Director
3. Procedure	Headmaster	Headmaster	Headmaster	Headmaster	There is a similarity in determining the procedure by the School Principal
4. Program	Curriculum Development Team, Deputy Principal	Curriculum Development Team, Deputy Principal	Curriculum Development Team, Deputy Principal	Curriculum Development Team, Deputy Principal	There is a similarity in curriculum program planning prepared by the Curriculum Development Team, Deputy Principal
5. Strategy	Deputy Principal and Teacher	Deputy Principal and Teacher	Deputy Principal and Teacher	Deputy Principal and Teacher	There is a common strategy planned by the vice principal in the field of curriculum and teachers.

Source: Processed by Researchers, 2020

In view of the table above, it tends to be seen that there are similarities and differences in the Planning Laboratory School Curriculum Management. Similarities exist in the aspects of objectives, procedures, programs, and strategies, while there are differences in policy aspects. There are differences in policy planning, UPI and UNJ Laboratory Schools by the School Management Board, Undiksha by the Foundation, and UNP by the Director.

Table 4 Laboratory School Curriculum Management Field of Implementation

Aspect	Name of LPTK				Findings
	UPI	UNDIKSHA	UNP	UNJ	

1. Division of tasks	Headmaster	Headmaster	Headmaster	Headmaster	There is a similarity in the division of tasks by the principal
2. Unity of direction	Headmaster	Headmaster	Headmaster	Headmaster	There is a unity of direction by the Principal of the School
3. Cohesiveness	Principal and Deputy Principal of Curriculum Sector	Principal and Deputy Principal of Curriculum Sector	Principal and Deputy Principal of Curriculum Sector	Principal and Deputy Principal of Curriculum Sector	There is an integrated equation carried out by the Principal and Deputy Principal of the Curriculum Sector
4. Cooperation	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	There are similarities in the implementation of cooperation between the Vice Principal for Curriculum and Teachers
5. Participation	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	There is equal participation of the Vice Principal for Curriculum and Teachers
6. Communication	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	Deputy Principal for Curriculum and Teacher Affairs	There is a communication equation carried out by the Deputy Principal for Curriculum and Teacher Affairs

Source: Processed by researchers, 2020

Based on the table above, it can be seen that the Management of the Implementation Field Laboratory School Curriculum carried out at UPI, Undiksha, UNP, and UNJ has similarities in the aspects of division of tasks, unity of direction, integration, cooperation, participation, and communication.

Table 5 Laboratory School Curriculum Management Field of Supervision

Aspect	Name of LPTK				Findings
	UPI	UNDIKSHA	UNP	UNJ	

1. Vertical	UPI School Management Board	Undiksha Foundation	Director of the UNP Development School	UNJ School Management Board	There is a difference, vertical supervision in UPI and UNJ Laboratory Schools by the School Management Board, while Undiksha is by the Foundation, and UNP by the Director
2. Horizontal	Headmaster	Headmaster	Headmaster	Headmaster	There is a similarity in horizontal supervision carried out by the respective Principal in the Laboratory School.

Source: Processed by researchers, 2020

Based on the table above, it can be seen that there are similarities and differences in the Management of the Laboratory School Curriculum for Supervision. Similarities exist from the horizontal supervision carried out by the principal in each UPI, Undiksha, UNP, and UNJ Laboratory School. Meanwhile, the difference in vertical supervision at UPI and UNJ Laboratory Schools by the School Management Board, then Undiksha by the Foundation, and UNP by the Director.

Table 6 LPTK Laboratory School as Actualization of the Independent Campus

School name	Independent Campus				
	Freedom	Independence	Autonomous	Milestones	Evaluation
UPI Laboratory School	The direction of the goals and achievements of students by the School through the Principal coordinates with BPS	Schools do not depend on LPTK for curriculum management	Separate management related to curriculum programs	A curriculum with the main foundation of morals	Assessment through monev at school internal, and externally with BPS.
Undiksha Laboratory School	Program determination is carried out through Curriculum Work Meetings with the Foundation	Curriculum management is managed jointly with the Foundation	The foundation also provides input on the curriculum program that is being launched	The curriculum is bilingual because it is in a tourist destination	The Foundation carries out curriculum management assessments in schools
UNP Laboratory School	Following the National Curriculum and	The LPTK did not participate in curriculum discussions	Schools proclaim themselves together with	A curriculum that balances science and technology and IMTAQ	The LPTK through the School Director conducted

	developed by the school		related parties.		the assessment.
UNJ Laboratory School	The curriculum program is discussed by the development team at the school	The school manages itself with regard to the curriculum used.	LPTK does not participate in curriculum discussions	Curriculum Emphasizes intellectual, faith, science, charity.	The LPTK provides input on the implemented curriculum program and assessment

Source: Processed by researchers, 2020

As Gorton points out, 1976 (in Sagala, 2010: 71) "schools are an organizational system in which a number of people work together in in an effort to achieve school goals." It is a unit of education that has a basic function, which is as a prop or object of the learning process, a process of cultivation and development of individual human potential, thus forming a noble human being.

Schools that are given greater authority in internal decision making, which urgently require Ministry of Education approval, are considered by school staff to have more autonomy in making decisions with respect to internal school evaluation, institutional staff development, school curriculum design, etc., than schools that have not been authorized to do so (Gaziel, 1998). Through the decentralization of authority from the central office and participation in decision-making, school management duties are assigned according to the characteristics and needs of the school and therefore school members have greater autonomy and responsibility to make decisions related to the school curriculum, development of personnel and allocation resources "(David, 1988).

The system formed with arable fields that are the focus in the field of education is interrelated with one another. Likewise with laboratory schools that cannot be separated from their relationship with the LPTK, making management different from other schools that are not laboratory schools (Labs School) in the LPTK. Several universities, which are Institutions for Educators and Education Personnel (LPTK), have laboratory schools. The status of laboratory schools that are in the LPTK is different from other schools.

The objectives and functions of an agency or an institution also encourage management or management within the agency to be clearer. Apart from that, goals are the key to improving the quality of schools (Hartley & Hartley, 2007). The vision, mission, goals, and values that are expected to be reflected in the daily practice of students are only to be remembered. The vision, mission, goals, and values that are built through good practices should be the key to improving the quality of schools (Gurley, et al., 2014). Then (Sukaningtyas, 2017) revealed that the vision and mission is a unique goal that covers activities and can be used as a strength for the quality of an organization's service. This also shows that each school has certain uniqueness or characteristics, especially when viewed from its goals.

An Independent Campus is part of Ministry of Education and Culture policy series with the great umbrella theme of free learning '*Merdeka Belajar*'. The policy of free learning. (Kemdikbud, 2020). The Independent Campus itself aims to create a learning culture that is innovative, non-restrictive, and in accordance with the needs of each university. The Minister of Education and Culture (Mendikbud) Nadiem A. Makarim conveyed it on January 24, 2020 in the launch of the Merdeka Campus policy (Ashari, 2020). In principle, the concept of an independent campus is the flexibility of the LPTK in developing Laboratory Schools, this can be seen in the table below:

Table 7 LPTK Laboratory School as Actualization of the Independent Campus

School name	Independent Campus				
	Freedom	Independence	Autonomous	Milestones	Evaluation
UPI Laboratory School	The direction of the goals and achievements of students by the School through the School Principal coordinates with BPS	Schools do not depend on LPTK for curriculum management	Separate management related to curriculum programs	A curriculum with the main foundation of morals	Assessment through money at school internal, and externally with BPS.
Undiksha Laboratory School	Determination of the program is carried out through Curriculum Work Meetings with the Foundation	Curriculum management is managed jointly with the Foundation	The foundation also provides input on the curriculum program that is being launched	The curriculum is bilingual because it is in a tourist destination	The Foundation carries out curriculum management assessments in schools
UNP Laboratory School	Following the National Curriculum and developed by the school	The LPTK did not participate in curriculum discussions	Schools proclaim themselves together with related parties.	A curriculum that balances science and technology and IMTAQ	The LPTK through the School Director conducted an assessment.
UNJ Laboratory School	The curriculum program is discussed by the development team at the school	Schools manage themselves with regard to the curriculum used.	LPTK does not participate in curriculum discussions	Curriculum Emphasizes intellectual, faith, science, charity.	The LPTK provides input on the implemented curriculum program and assessment

Based on the table above, the curriculum at Labschool School follows the national curriculum, namely the curriculum 2013 that is student-centered. However, for the target achievement and the curriculum program itself, each Laboratory School

develops it. This makes laboratory schools have their own uniqueness with regard to the curriculum it implements. As Bush and Middlewood (2005) quoted Leithwood who argued that building a school vision is a key dimension. Young (2004) also supports this by stating that effectively communicate a clear vision of what they expect from educators and students. O'Hanlon and Clifton (2004) argue that effective leaders always talk about their vision for their school.

Based on various management theories, many aspects of the internal functioning of the school may be different. Compared to external control management, the characteristics of school-based management can be mapped in relation to the school's mission, management strategies, nature of activities, use of resources, and differences in the roles of school members, interpersonal relationships, administrator quality and indicators of effectiveness (Cheng, 2012).

2. Management Recommendations for Laboratory School Curriculum under LPTK

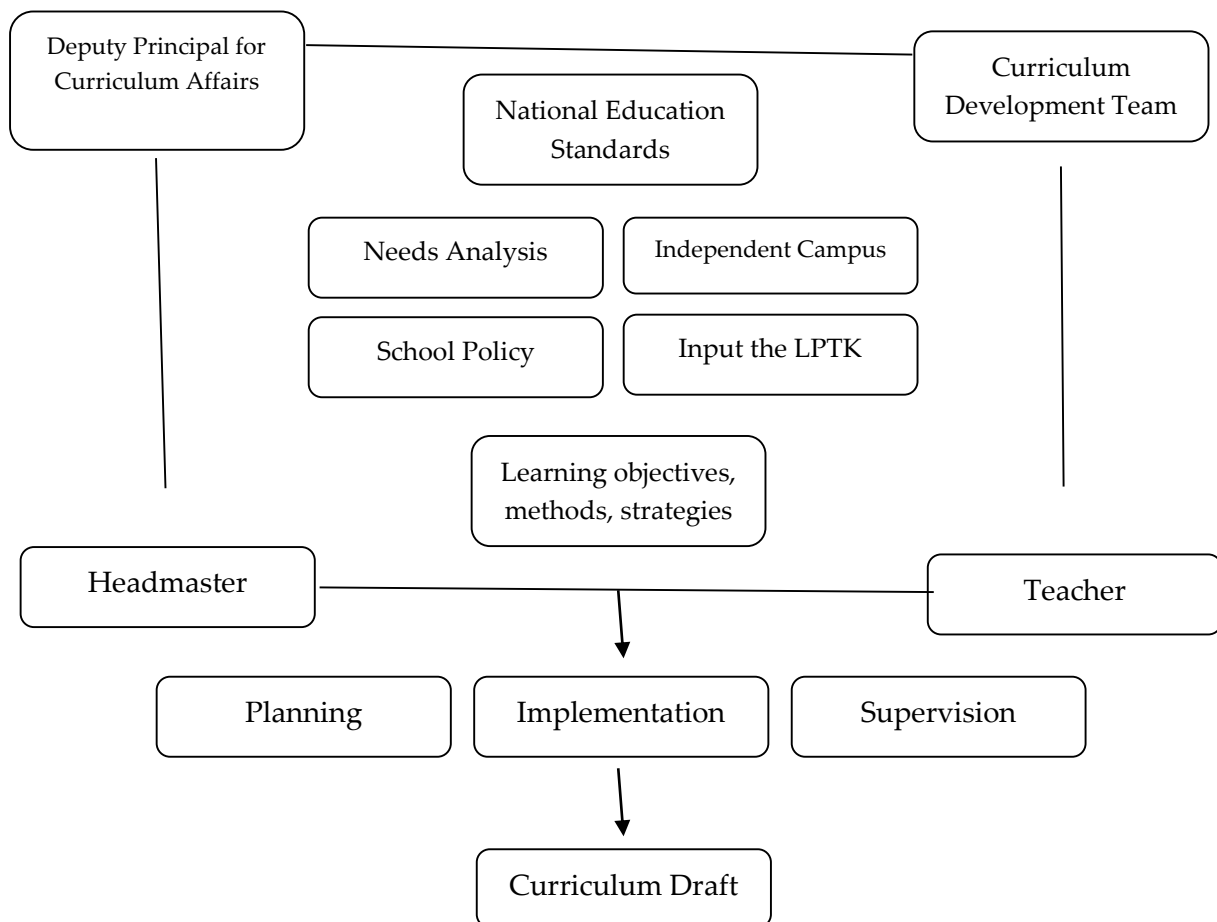


Figure 1 Management Recommendations for Laboratory School Curriculum as Actualization of an Independent Campus in Indonesia

Based on the picture above, it can be seen that curriculum management must involve stakeholders including the development team, school principals, deputy principals, and teachers. The curriculum needs to follow national education

standards, taking into account the needs, input, input from the LPTK, school policies. This is followed by the objectives, strategies, and learning methods that are suitable for application in laboratory schools. Each unit tasked with the principles of integrity and collaboration so that the curriculum draft is used and is in accordance with the objectives planned at the beginning carries out planning, implementation, and supervision.

E. CONCLUSION

This research focuses on how curriculum management is in the Laboratory Schools under the LPTK. Planning, implementation and supervision are forms of curriculum management at the Indonesian Education University (UPI) Labschool School, Ganesha Education University (Undiksha), Padang State University (UNP), and Jakarta State University (UNJ). The results showed that a curriculum development team involving input from the LPTK administratively implemented curriculum management planning in each laboratory school. Implementation is fully under the control of the principal and vice principal in the field of curriculum, and a special team from the LPTK and foundations carries out supervision.

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