ANALYSIS OF CURRICULUM PLANNING BY USING IMPORTANCE PERFORMANCE ANALYSIS TECHNIQUE

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Abstract

Curriculum is an essential part of education. It has two functions in education, that are to realize the vision of education as well as become the reference of the implementation of education. Because of the importance of curriculum, school as an institution that manages the process of education must carry out curriculum planning that can be perceived by the teachers so that it can be implemented in the teaching and learning process. The objective of this research was to analyze the curriculum planning based on the importance and performance by Importance Performance Analysis. The data collection was done by random questionnaire given to 30 teachers in an elementary school, SD Islam dan Leadership Bintang Cendekia. From this research, it was found 8 very satisfying important attributes, 4 poor important attributes, and 6 poor unimportant attributes, and 2 very satisfying unimportant attributes.

Keywords: Analysis of planning; curriculum; Importance Performance Analysis

INTRODUCTION

In Islam, education has a very important role. Islamic history has shown that Islamic education in the past created scholars and scientists who became experts in various fields of study. The scholars and scientists, who were successfully born by Islamic education in the past, still have impact that we can experience today. Some of them are Ibn Sina as the inventor of medical science and Al Ghozali as the writer of a great book *al Ihya Ulumuddin*, which often become a reference book. The success of Muslim education in the that golden age seems to have a close relationship with the understanding of the dignity of a knowledgeable person in the eyes of Allah, whose degree is equal to a believer as stated in the Qur'an Surah al Mujadilah verse 11 and Surah al-Alaq Verse 1 of the command to read.

Education in Islam is not only a learning process to achieve success in an academic degree or job, as understood by most people. However, it has a broader and more comprehensive purpose in all aspects of human life which includes a conscious effort to prepare students to become human beings who know, understand, appreciate and believe the teachings of Islam as delivered through the Quran and Hadith, so they can be pious and have noble character (Nursikin, 2016).

Education as a means to educate the students has important components that are connected to each other. Thus, the planning of these components is necessary to be observed by policy makers in an education institution, so that the desired education goals can be achieved. One of the important components in education is the curriculum. It is stated by Abudin Nata that education consists of all aspects in the form of goal, curriculum, learning process, and infrastructure (Nata, 2017).

Experts stated that curriculum has two functions in education, as a tool to realize the vision of education and a reference in the learning process (Taufik, 2019). According to Mujahidin, the function of curriculum becomes a reference to achieve the goal of education, a reference of learning activities, and as a limitation of material that needs to be prepared by teachers (E. Mujahidin, 2009). Related to the statement, Rohman agreed of the importance of curriculum role in education, that education will not be organized without curriculum.

Curriculum and education are similar to heart and human body. This comparison situates curriculum as the heart of an education (Ansyar, 2017). Curriculum as the heart of education means that the curriculum is not only an arrangement of fields of study used in a school. This definition of curriculum leads to various understanding given by the experts (Nursikin, 2016). When heart is associated with humans, it is a vital tool that becomes a sign between life and death. When the heart is still beating, it indicates that a person is still alive, but if the heart is no longer beating, then the person is declared dead. Besides being a vital organ as a sign of human life, the heart is also defined as the center of human's feeling. The heart has an important function in human life as in the Hadith narrated by Bukhari and Muslim that, "Indeed in the body there is a lump of flesh, if it is good, the entire body will be good, and if it is corrupted, the entire body becomes corrupted, and that is the heart". The example of curriculum as the heart of an education illustrates that the life and death of an education is dependent on the curriculum designed in an education and its implementation in the education process.

Since curriculum has a very important role in education, it must be prepared with careful planning. The history of Islam has shown numbers of careful planning, and one of the examples is the conquest of Constantinople by Muhammad Al Fatih. The conquest of Constantinople had been planned by Muslims since before the birth of Muhammad Al Fatih as Allah said in Qur'an Surah al Ruum verse 2 that "the Romans has been defeated". From this verse, Muslims, especially the teacher of Muhammad Al Fatih, prepared him since he was a child to become a Roman conqueror until finally Allah destined Rome to be conquered by him. The importance of planning has also been exemplified by Allah in several verses of Qur'an, one of which is found in Surah al-Anfal verse 60, that is planning in preparing for war.

Nowadays, there are numerous education institutions in Indonesia, from the education institution that use national standards to international standards. Correspondingly, for the model of curriculum, there are national curriculum model that is an integrated curriculum consisting of the national and Islamic curricula, Cambridge curriculum, as well as an independent curriculum based on education goals of each education institution. With this increasing numbers of education institution, Muslims in Indonesia responds positively to this phenomenon. The increasing understanding of the people about the importance of Islamic-based education becomes one of the reasons for the presence of many formal Islamic education institutions such as Islamic integrated school from the level of kindergarten (TKIT), elementary school (SDIT), junior high school (SMPIT), senior high school (SMAIT) and also non-formal educational institutions such as Kuttab, Tahfidz House and many other institutions. Every education institution has different vision and mission from one to another, according to their education goals. This goal should be not only on mentioned in the school profile, but also understood by all school members that can be implemented in the learning process, which is summarized in the curriculum.

Thus, based on the importance of curriculum in education has been explained, this research was conducted with the aim to analyze curriculum planning in an Islamic elementary school, SD Islam dan Leadership Bintang Cendekia, by using importance performance analysis.

RESEARCH METHODS

This study employed a quantitative descriptive research method by using qualitative and quantitative data. It was classified as descriptive method since the researchers described the level of teacher satisfaction to the curriculum provided by the curriculum planning division at SD Islam dan Leadership Bintang Cendekia. On the other hand, it was also classified as quantitative mathematical calculation was used to find the data of satisfaction levels and curriculum service performance (Purnomo & Riandadari, 2015).

The data were collected qualitatively, that was estimated by using a that was then processed by using statistics (Siyamto, 2017). The numbers obtained from the questionnaire were then analyzed by using Importance Performance Analysis (IPA) data analysis technique. This technique was used to determine the suitability of the level of importance and performance of curriculum services and the level of satisfaction of curriculum services through quadrant analysis.

The collection technique was carried out by giving a questionnaire containing 20 attribute statements related to importance and performance factors. The respondents were selected randomly with the total of 30 teachers at SD Islam and Leadership Bintang Cendekia. After the data has been collected from the respondents, they were analyzed to obtain data on the suitability level on the level of importance and the level of performance. In the next step, quadrant analysis was done by calculating the average score of the importance and performance rating of each attribute item. After finding the average score on the level of importance and performance, then the average score of the importance level for all attributes were calculated and processed with SPSS software to obtain the quadrant.

RESULTS AND DISCUSSION

Definition of Curriculum Planning

According to Great *Dictionary* of the *Indonesian* Language (KBBI), planning is the process, method, or act of planning (*Https://Typoonline.Com/Kbbi/Perencanaan*, n.d.). Whereas, in English, planning means a series of activities to be done in the future (Munawaroh & Muhaimin, 2019). Experts also have several definitions of planning. Hasbi defined planning as the activity to set goals and targets which are expected to be achieved as well as an action to determine various components in it which include fields and resources (Saufi & Hambali, 2019). According to Husaini Usman in (Saufi & Hambali, 2019), planning is a process of systematic preparation related to activities, setting of activity, the actor of the activity, and the process of doing the activities to achieve a certain goal. While according to Yulia (Rizki et al., 2021), planning is a process of adjusting between the goals to be achieved and controlling the conditions for the activities that are aimed to achieve them.

Modern curriculum is defined as the whole student activities to have actual experience in the classroom, school and outside the school, that are carried out under the responsibility of the school. The curriculum is also interpreted as a system that is applied at school to achieve the expected results both inside and outside school which involves components, objectives, content, evaluation and many other components that are related to one another (Laksono Tio Ari & Fatwa, 2022).

As defined in National Education System Law No. 20 of 2003, curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods, that is used as guidelines for implementing learning activities to achieve certain educational goals. Langgulung mentioned that the curriculum is a number of educational, cultural, social, sports, artistic experiences provided by schools for students inside and outside of school with the intention of helping them to develop comprehensively in all aspects and changing their behavior in accordance with educational goals (Langgulung, 2003). While Tafsir called

curriculum as learning experiences, because curriculum is not only a lesson plan or field of study, but also everything that actually takes place in the educational process at school (Tafsir, 2015).

From the several definitions of planning and curriculum abovementioned, it can be understood that curriculum planning is the beginning of an activity to achieve an educational goal. Planning includes the formulation of many aspects that consists of determining goals, human resources involved, and strategies for achieving goals. Curriculum planning is made to facilitate steps in achieving educational goals that have been set by schools, and to anticipate any misinterpretation of the orientation of goals in implementation at the fields.

Principles in Curriculum Planning
Basically, planning is simply a tool to achieve goal. To make this tool function optimally to achieve goal, there must be a comprehensive, effective and efficient principles as follows: 1) able to see all aspects of education as a whole; 2) it is integral, which means it can be carried out and integrated as a whole according to social needs, and also have a conformity between the doer and the planner; 3) pay attention to quality and quantity aspects; 4) have long-term plans; 5) use costs efficiently and prioritize basic needs; 6) have reliable administrative staff to make planning executed based on the target; and 7) consider various existing sources so that education planning is suitable with the needs (Abdurrahman, 2017). The principle of curriculum planning should be understood by the school principal so that the curriculum can function optimally. The school principal as a manager of education needs to carry out scheduled supervision to see the obstacles faced by teachers in the classroom (Yuliana et al., 2022).

Curriculum Planning Approach
Curriculum planning has different designs for different approaches. Omar Hamalik stated that there is a curriculum planning that uses an approach. The first commonly used planning approach in education is "administrative approach", that is curriculum planning carried out by Department of Education, which is then assigned to the divisions under the department and finally to the teacher as the actor who implements the curriculum. This approach makes the teacher has passive role, as curriculum planning does not involve the teacher and only made by the superiors. The second approach is a "grass roots approach", which is an approach that begins from the bottom that is the teachers or schools individually. It is carried out by school principals and teachers with creative ideas that they have to make changes to the curriculum design to improve the quality of learning as they expect. Then these ideas become inspiration for schools to follow be followed (Nasbi, 2017).

Importance Performance Analysis (IPA)
Importance performance analysis was initially applied to measure the level of importance and performance in a company. Today, importance performance analysis is used in researches across fields such as in hospitals, tourism, school, bureaucracy, and many other fields (Ikrawan et al., 2015). The importance performance analysis technique in its application at school is very beneficial to see the effectiveness of the curriculum, starts from determining goals, planning, and implementing the curriculum. They are analyzed to be used to increase the quality of the curriculum (M. Mujahidin et al., 2021).

Importance performance analysis functions to obtain suitability level of importance and performance from the subject being measured. The measurement will give an average score which then will be analyzed by Cartesian quadrant by using SPSS.

After the survey was done to 30 teachers in SD Islam dan *Leadership* Bintang Cendekia, the result of suitability level of importance and performance can be seen in the table below.

Table 1. Suitability Level of Importance and Performance Level of Curriculum Service

No of Attributes	Performance Level (Xi)	Importance Level (Yi)	Suitability Level (TKI) (%)
A1	123	132	93.18
A2	123	136	90.44
A3	117	118	99.15
A4	121	121	100.00
A5	126	136	92.65
A6	126	138	91.30
A7	123	138	89.13
A8	118	142	83.10
A9	117	136	86.03
A10	119	140	85.00
A11	120	136	88.24
A12	119	133	89.47
A13	121	134	90.30
A14	114	129	88.37
A15	127	136	93.38
A16	127	138	92.03
A17	126	136	92.65
A18	123	134	91.79
A19	118	132	89.39
A20	123	140	87.86
	2431	2685	90.54

The table shown the overall suitability level between importance and performance of curriculum reached above 0.81. It can be concluded that the level of suitability between importance and performance of curriculum in SD Islam dan *Leadership* Bintang Cendekia was excellent.

After obtaining the result of level of suitability between importance and performance of curriculum, the next step was to analyze the average score of importance and performance level for each attribute by using these formulas:

$$\overline{Xi} = \frac{\sum_{i=1}^{k} Xi}{n}$$

Xi = Average weight of the i-th performance attribute score level
n = Total respondent

$$\overline{Yi} = \frac{\sum_{i=1}^{k} Yi}{n}$$

Yi = Average weight of the i-th importance attribute score level
n = Total respondent

Based on the analysis of level of importance and performance, the average score of level of importance and performance can be seen as follows:

Table 2. Average Score of Importance and Performance Level of Curriculum

No of Attributes	Average Score			
	Performance Score	Performance Level (Xi)	Score of Importance	Importance Level (Yi)
A1	123	4.10	132	4.40
A2	123	4.10	136	4.53
A3	117	3.90	118	3.93
A4	121	4.03	121	4.03
A5	126	4.20	136	4.53
A6	126	4.20	138	4.60
A7	123	4.10	138	4.60
A8	118	3.93	142	4.73
A9	117	3.90	136	4.53
A10	119	3.97	140	4.67
A11	120	4.00	136	4.53
A12	119	3.97	133	4.43
A13	121	4.03	134	4.47
A14	114	3.80	129	4.30
A15	127	4.23	136	4.53
A16	127	4.23	138	4.60
A17	126	4.20	136	4.53
A18	123	4.10	134	4.47
A19	118	3.93	132	4.40
A20	123	4.10	140	4.67
Total	2431	2.70	2685	2.98

After obtaining the average score of importance and performance of curriculum, the next step was calculating the average score of importance and performance level for the overall attrbutes by using the formula:

$$\overline{\overline{Xi}} = \frac{\sum_{i=1}^{k} \overline{Xi}}{n}$$

Xi = Average weight of the i-th performance attribute score level
n = Total attributes

$$\overline{\overline{Yi}} = \frac{\sum_{i=1}^{k} \overline{Yi}}{n}$$

Yi = Average weight of the i-th importance attribute score level
n = Total attributes

Table 3. Average Score of Overall Importance and Performance Level

No Atributtes	Performance Level (Xi)	Importance Level (Yi)
A1	4.10	4.40
A2	4.10	4.53
A3	3.90	3.93
A4	4.03	4.03
A5	4.20	4.53
A6	4.20	4.60
A7	4.10	4.60
A8	3.93	4.73
A9	3.90	4.53
A10	3.97	4.67
A11	4.00	4.53
A12	3.97	4.43
A13	4.04	4.47
A14	3.80	4.30
A15	4.23	4.53
A16	4.23	4.60
A17	4.20	4.53
A18	4.10	4.47
A19	3.93	4.40
A20	4.10	4.67
Total	4.05	4.47

Ater obtaining average score of the overall attiribute of performance and importance, the data was processed by using SPSS. The data obtained from SPSS was shown below:
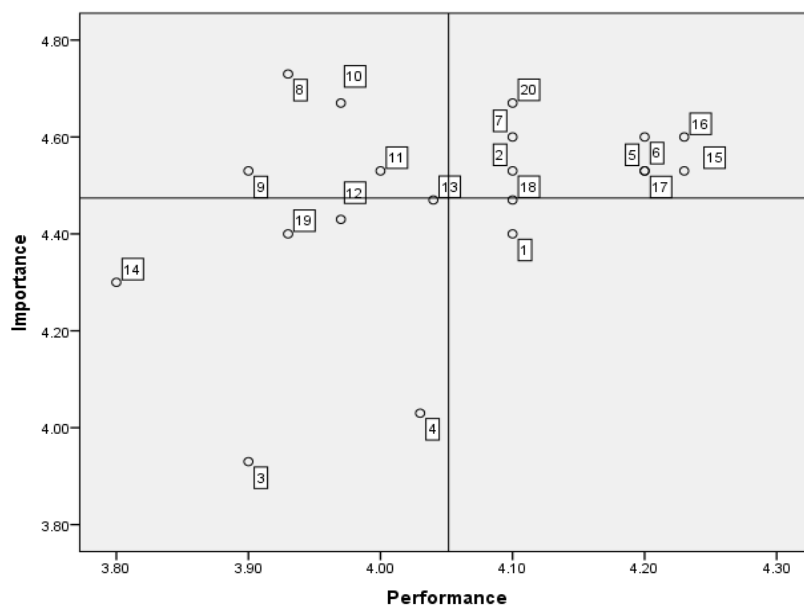
Figure 1. Quadrant Diagram
Source: SPSS Software

From the diagram above, there were 20 attributes that has been distributed to the respondents. The analysis of impotance performance quadrant of service quality is explained below:

Table 4. Quandrant Mapping of Decision Making

Quadrant I Main Priority	Quadrant II Maintain the Achievement
Number of attributes: 8,9,10,11	Number of attributes: 2, 5, 6, 7, 15, 16, 17, 20.
Quadrant III Low Priority	Quadrant IV Excessive
Number of attributes: 3, 4, 12, 13, 14, 19.	Number of attributes: 1, 18

The mapping of the importance level of curriculum services showed that there were 4 quadrants that needed to be considered by curriculum designers at school, so that they could improve the quality of curriculum planning. Quadrant I was the most important quadrant to pay attention to. The quadrant illustrated that the attributes within the quadrant were considered very important by the respondents, but the services provided were not satisfying. The attributes were attributes number 8, 9, 10, and 11. These attributes included the teachers' understanding towards the curriculum, the sensitivity of the curriculum design team in responding to the teachers' complaints, the communication intensity of the curriculum design team with the teachers, and the readiness of the curriculum design team to provide assistance to the teachers.

Quadrant II was the quadrant that needs to be maintained. In this quadrant, the attributes were considered important by the respondents, or services provided by school were satisfactory. These services were found in attributes numbers 2, 5, 6, 7, 15, 16, 17, and 20. The curriculum performance has been good and needed to be maintained, that included periodical curriculum reviews, curriculum improvements, being responsive to the updates, providing information about the curriculum, suitability of the curriculum design with students' development, being able to create good alumni, providing easy access on the information, and not differentiating services based on status.

Quadrant III was service attributes that was considered sufficient and not to be given too much attention to, because respondents believed that the service was insignificant and not very satisfactory. There were 6 attributes in this quadrant, namely attribute 3 of curriculum brochures, attribute 4 of the appearance of curriculum books, attribute 12 of the time given to respond to teachers' suggestion, attribute 13 of curriculum validation, attribute 14 of curriculum trials, and attribute 19 of sensitivity in paying attention to suggestions and criticism.

Quadrant IV showed that the attributes in this quadrant were too excessive in its service. Curriculum services in this quadrant were considered insignificant but the services provided were satisfactory. The service performance was at attribute number 1 which stated the need for a curriculum guide book and attribute number 18 which stated the ease of access given to obtain information.

CONCLUSION

Based on the Importance Performance Analysis, it can be concluded that the suitability level of performance and importance of curriculum planning in SD Islam dan Leadership Bintang Cendekia are excellent. As for the level of importance and performance of curriculum services, the following data were obtained: 1) there were 4 attributes in this quadrant which were considered very important by the teacher but the service was not satisfactory; 2) there

were 8 attributes in this quadrant which were considered very important by the teacher and the service performance was satisfying; 3) there were 6 attributes in this quadrant which were considered insignificant by the teacher and the service was unsatisfactory; and 4) there were 2 attributes in this quadrant which were considered insignificant by the teacher but the service was satisfactory.

Suggestion

From the analysis of this study, the researchers suggest the curriculum planning team at SD Islam dan Leadership Bintang Cendekia to maintain the quality of curriculum services which were considered very important by the teachers and had provided satisfactory services. Besides, the team must be more focus on services that were considered very important but the services provided were unsatisfactory, that were the attributes of 4 responsiveness items consisting of teachers' understanding of the curriculum, responsiveness to complaints, establishing intense communication with the teachers, and readiness to provide assistance to the teacher as the most important component in education.

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