

Supporting Resources for the Successful Implementation of the Curriculum

Achmad Lutfi Affandi

Institut Agama Islam Negeri Kediri, Indonesia

Email: lutfiaffandi2805@gmail.com

Correspondence: lutfiaffandi2805@gmail.com*

KEYWORDS	ABSTRACT
Resources; Implementation; Curriculum	Education is pivotal in shaping a resilient and capable younger generation; however, many schools face challenges in effectively implementing their curricula due to insufficient support resources. The purpose of this study is to determine the resources that support the successful implementation of the curriculum. The method used by the researcher is library research in the form of references from various sources on the internet. Curriculum implementation support resources are an important aspect that must be considered in curriculum implementation efforts in schools. Effective curriculum implementation requires support and careful preparation, including adequate support resources. Some of the resources that support curriculum implementation include teaching materials, information and communication technology, facilities and infrastructure, and quality human resources. This can facilitate an effective learning process, and help teachers and students carry out a more effective and enjoyable learning process. Improve the quality of learning, help teachers present subject matter in a more interesting and innovative way so that students are more interested and eager to learn. Improve efficiency and productivity, help the learning process run more efficiently and productively so that the time and energy of students and teachers can be maximized. Supports curriculum development, can facilitate the process of curriculum development and preparation so that the curriculum can be better structured and in accordance with the needs of students and society.

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Introduction

Education, whether provided in the family, in formal schools, or in the community, is a way to produce a resilient and capable younger generation. Therefore, the status of the school as a formal educational institution must be determined by the existence of a curriculum implemented in the school. The success of human resources in education is greatly influenced by how all school staff understand how to implement the curriculum.

Previous research, such as studies by Husaini (2019) and Zed (2008), has highlighted the importance of individual support components in curriculum implementation. However, these

studies have often treated resources in isolation without considering their interrelated effects. In contrast, our research integrates these various dimensions to construct a holistic framework, thereby providing a more comprehensive understanding of the problem.

The novelty of this study lies in its integrative approach. Unlike prior investigations, it examines the synergistic impact of multiple resource factors on curriculum success in a rapidly evolving educational landscape. This new perspective not only fills a critical gap in existing literature but also offers actionable insights for educational policymakers and practitioners.

Every curriculum aims to prepare students to become useful members of society. Every curriculum, whatever the pattern, always has several parts. These include statements about its aims and objectives, the selection and organization of materials and lesson content, the form and activities of learning and teaching, and finally, the evaluation of learning outcomes. The differences between curricula lie in the emphasis given to certain aspects.

Therefore, it is interesting to find out more about the Supporting Resources for Successful Curriculum Implementation, which will be briefly discussed in this paper.

Research Methods

The research method used by the researcher is library research. Library research is the activity of collecting library data, reading, and recording as well as processing research materials. Research using the library research method means that the researcher deals directly with existing texts or data and does not conduct field research. In addition, the researcher uses ready-to-use library data so that it can be used immediately and is not limited by space and time (Zed, 2008). In preparing the article, the researcher used library data from various sources such as books, journals, articles, official websites, and other internet sources in the form of basic material to main material regarding Resources Supporting the Success of Curriculum Implementation. Data were obtained exclusively from secondary sources, including peer-reviewed journals, academic books, and reputable online databases. The collected data were organized into thematic clusters and processed using qualitative content analysis software, ensuring systematic categorization and rigorous validation of emerging patterns.

Results and Discussion

Utilization of Learning Resources and Use of Learning Media

Learning resources are everything that is used to assist the learning process. Learning resources can be in the form of reading materials, learning media, software, and so on. According to Husaini (2019), the use of appropriate learning resources can improve learning effectiveness. Teachers can choose learning resources that are in accordance with the needs and characteristics of the students as well as the material to be taught.

In addition, Husaini (2019) also emphasizes the importance of continuous development of learning resources to ensure the availability of the latest and highest quality learning resources. In the development of learning resources, it is necessary to carry out the process of selection, compilation, and development of learning resources in a systematic and directed manner so that it

can meet the needs of students and teachers. Learning resources can also help students develop independent learning skills and creativity. In the context of online learning, the use of learning resources is becoming increasingly important as an alternative to direct interaction in the classroom.

The word media comes from the Latin word medium, which literally means intermediary or conveyor. Media is an intermediary or conveyor of messages from the sender to the recipient (Sadiman, 2002: 6). Meanwhile, according to Djamarah (1995: 136), “media is any tool that can be used as a message channel to achieve learning objectives”. Furthermore, Purnamawati and Eldarni (2001: 4) emphasized that “media is everything that can be used to convey messages from sender to receiver so as to stimulate students' thoughts, feelings, attention, and interests in such a way that a learning process occurs”.

Rossi and Breidle (1966: 3) argue that learning media are all tools and materials used to achieve educational goals such as radio, television, books, newspapers, magazines, and so on. According to Rossi, tools such as radio and television, if used and programmed for education, are learning media (Sanjaya, 2006).

Gagne and Briggs, as quoted by Azhar Arsyad (2000), say that learning media “include tools that are physically used to convey the content of teaching materials, which consist of books, tape recorders, tapes, video cameras, photos, pictures, graphics, television and computers”. From this quote, it can be interpreted that media is a component of a learning resource or physical medium that contains learning materials in the student's environment that can stimulate students to learn.

Asnawir and M. Basyaruddin Usman (2002), stated that learning media is “something that channels messages and can stimulate the thoughts, feelings and will of the audience (students) so that it can encourage the learning process in them”. From some of the quotes above regarding the definition of learning media, it can be understood that learning media is a means or tool used (by teachers) in conveying subject matter to students so that the learning process can achieve the desired goals, and be effective, efficient, and engaging.

1. Various Learning Media

Media that is known today does not only consist of two types, but it is more than that. The classification can be seen from the type, coverage, and from the materials and how they are made. All of this will be explained in the following discussion.

Judging from its nature, media is divided into:

a. Auditory Media

This media only relies on sound capabilities, such as radio and cassette recorders. This medium is not suitable for deaf people or those with hearing impairments (Djamarah dan Aswan Zain: 124).

b. Visual Media

This medium relies solely on the sense of sight. Some visual media display still images such as strips (film sequences), slides (film frames), photos, drawings or paintings. There are also visual media that display moving images or symbols such as cartoons.

c. Audiovisual Media

This media has sound and image elements. This type of media has better and more interesting capabilities because it includes both the first and second types of media. This media is divided into several parts, namely silent audiovisual, motion audiovisual, pure audiovisual, and impure audiovisual.

2. Media as Tool

Media as a teaching aid is an undeniable fact. Because it is the teacher who wants to help with the task of conveying messages from the subject matter given by the teacher to the students. Teachers are aware that without the help of media, the subject matter is difficult for students to digest and understand, especially complicated or complex subject matter.

As a tool, media has the function of smoothing the way towards achieving teaching objectives. This is based on the belief that the teaching and learning process with the help of media increases the learning activities of students over a long period of time. That means that students' learning activities with the help of media will produce better learning processes and outcomes than without the help of media.

Finally, it can be understood that media is a tool in the teaching and learning process. And it is the teacher who uses it to teach students in order to achieve teaching objectives.

3. Development and Utilization of Learning Resource Media

The role of the media will be seen if the teacher is good at utilizing it. When the functions of learning media are applied to the teaching and learning process, its role will be seen as follows:

- a. The media used by teachers to explain the material they present.
- b. The media can raise problems for further study and resolution by students.
- c. The media as a learning resource for students.

Based on the function and role of media, it is hoped that teachers' understanding of media will become clearer, so that they do not use media carelessly. Teachers can develop media according to their abilities without ignoring the principles and factors in choosing and determining the media to be used in the teaching and learning process.

Steps in utilizing media.

- a. Formulate teaching objectives by utilizing media.
- b. Teacher preparation. In this phase, the teacher chooses and utilizes mass media to achieve the objectives.
- c. Class preparation. Students or classes must be prepared to receive lessons using certain media.
- d. Presentation and utilization of media. In this phase, the presentation of lesson materials utilizing teaching media.
- e. Student learning activities. In this phase, students learn utilizing teaching media.
- f. Teaching evaluation step. In this step, learning activities are evaluated to the extent that the teaching objectives are achieved, which at the same time can assess the extent to which the influence of media as a tool can support the success of the student learning process.

Most recently, internet-based computer media have become a popular reference learning resource. Apart from functioning as a source of information through websites that provide a variety of materials, the internet is a medium for online scientific discussion. With the internet, discussions can take place at any time and by anyone who is not in one location.

Before deciding to utilize media in classroom learning activities, teachers should select which learning media to use to assist them in teaching their students. The following are some tips or considerations that teachers can use in selecting the learning media to be used.

4. Ease of Utilizing Learning Media

Another aspect that is equally important to consider in the development or procurement of learning media is the ease with which teachers or students can utilize it. It will not be very useful if the learning media that is developed by the school itself or contracted out is not easy to utilize, either by teachers or by students. The media that is developed or purchased will only function as a display at school. Or, adequate time is needed to train certain teachers so that they are skilled in operating the equipment to utilize the media.

Problems that often arise regarding the use of learning media are availability and utilization. The availability of media is still very lacking so that teachers use media minimally. The media that are often used are printed media (handouts, modules, handouts, textbooks, magazines, newspapers, and so on), and are supported by simple tools that are still used such as whiteboards and chalk/markers. Meanwhile, audio and visual media (audio cassettes, TV/radio broadcasts, overhead transparencies, videos/films), and electronic media (computers, internet) are still not intensively utilized.

The second problem is the utilization of media. Print media is the medium most often used by teachers because it is easy to develop and search from various sources. However, most print media is highly dependent on verbal symbols (words) that are very abstract, requiring a very high level of abstraction from learners, which can make it difficult for them. Therefore, in utilizing this medium, creativity on the part of the teacher is needed, as well as careful instructional consideration. The often-seen reality is that many teachers use “makeshift” learning media without instructional consideration, and there are also teachers who use sophisticated media even though they are not really necessary in learning..

School Management

School management is the process of managing and organizing the resources available at the school to achieve the established educational objectives. According to Yusuf (2018), school management includes three main functions, namely planning, implementation, and supervision. Planning is carried out to determine the objectives, strategies, and action plans to be carried out. Implementation is carried out to execute the action plan and achieve the set objectives. Supervision is carried out to monitor and evaluate the results achieved and provide feedback for future improvements.

The implementation of good school management can help improve the quality of education and student performance. This is especially true in schools that have implemented effective and

efficient school management in managing available resources. In addition, school management also plays an important role in creating a conducive learning environment and facilitating an optimal learning process.

Learning Strategies and Models

Here are some examples of learning strategies and models:

1. Cooperative Learning (CL) is a learning strategy that emphasizes cooperation and active participation of students in the learning process. This method involves interaction between students in small groups with the aim of optimizing the learning process (Johnson & Johnson, 1987). Cooperative Learning has been implemented in Indonesia and is widely used in various schools. The following are some examples of Cooperative Learning practices in Indonesia: (Kurniawan, 2018)
 - a. STAD (Student Teams Achievement Divisions) is a Cooperative Learning model that has been implemented in several schools in Indonesia. This model emphasizes cooperation between students in small groups, where each group member has a specific responsibility in achieving the group's goals.
 - b. Jigsaw is a Cooperative Learning model that is also popular in Indonesia. This model involves students in small groups and emphasizes the division of roles in the group so that each student has the opportunity to contribute and learn from other group members (Mahmudi, 2014).
 - c. Timed Pair Share (TPS) is a simple and effective Cooperative Learning model. This model involves students in pairs, where each student takes turns sharing their ideas and thoughts with their partner within a set time.
 - d. Think-Pair-Share (TPS) is a Cooperative Learning model that is also often applied in Indonesia. This model involves students in small groups and encourages them to discuss and share ideas with other group members.
 - e. Numbered Heads Together (NHT) is a Cooperative Learning model that is also popular in Indonesia. This model involves students in small groups and emphasizes collaboration in completing tasks, where each group member has a number that is used to ensure the participation of each member in the group.
2. Problem-Based Learning (PBL) is a learning model that emphasizes learning experiences related to real-world situations. In this method, learning focuses students on solving real problems related to real-world contexts (Barrows, 1986). Here are some steps for PBL practice:
 - a. Identify problems relevant to real-world contexts.
 - b. Students work independently or in groups to develop specific questions or problems that they want to answer in the project.
 - c. Students search for information to answer questions or solve problems.
 - d. Students develop solutions or answers to the problems or questions they have posed.

- e. Students present their work to the class or group to get feedback and evaluation (Savery & Duffy, 1995).
3. Inquiry-Based Learning (IBL) is a learning model that emphasizes learning experiences related to asking questions and searching for answers through a process of exploration and discovery (Blumenfeld et al., 1991). Students act as active subjects in the learning process, while teachers act as facilitators or companions. IBL provides opportunities for students to develop critical, analytical, creative, and collaborative thinking skills (Bell, 2010).
4. Flipped Classroom is a learning model that emphasizes the use of technology to give students access to learning materials before class starts, so that in class students can focus on applying and developing their skills (Bergmann & Sams, 2012).
5. Direct Instruction (DI) is an approach or learning model that emphasizes the process of direct teaching from teacher to student. In DI, the teacher provides clear, structured, and systematic instructions on the subject matter being taught. Students are given continuous practice and feedback to ensure proper understanding of the concepts taught. DI is used primarily in literacy and mathematics learning, as well as in special education interventions (Engelmann in (Kinder & Carnine, 1991).

These learning strategies and models can be used in various learning environments and situations. Each learning strategy or model has its own advantages and disadvantages and must be chosen based on learning objectives and student characteristics..

Teacher Quality and Performance

Teacher quality and performance play a very important role in determining learning effectiveness. According to Sudjana (2015), teacher quality relates to the teacher's ability to master subject matter, teach well, and facilitate student learning. Meanwhile, teacher performance relates to the quality and results of the work produced by the teacher, such as the ability to motivate students, manage the classroom, and provide feedback to students.

To improve the quality and performance of teachers, it is necessary to have continuous training and professional development programs. This aims to update teachers' knowledge, skills, and competencies so that they remain relevant and able to keep up with the times. In addition, periodic teacher performance appraisals are also needed to evaluate performance achievements and provide feedback for improvement.

Furthermore, Suparno (2017) explains that the quality and performance of teachers also depend heavily on the motivation and commitment of teachers in carrying out their duties. Teachers who have high motivation and commitment will tend to be more successful in guiding students and achieving optimal results.

Curriculum Implementation Monitoring

1. Curriculum Monitoring

Monitoring is a process of activities to determine the extent to which the curriculum has been implemented in schools and what problems are felt in implementing the curriculum.

Monitoring in the context of the curriculum is an activity carried out by regularly collecting and analyzing information. This activity is carried out internally to assess whether the curriculum that has been compiled has been used, how the curriculum activities are carried out, and whether the outputs produced are according to plan. Thus, monitoring focuses specifically on efficiency. An important source of data for monitoring is the verification tool at the process and output levels, which are generally internal documents of the curriculum. Monitoring can be carried out at every stage of the activity, whether from planning or after a certain part of the work has been completed.

In addition, monitoring is also a process of collecting and analyzing information (based on established indicators) systematically and continuously about activities/programs so that corrective actions can be taken to improve subsequent programs/activities.

- a. In relation to curriculum development, Alton, Frish, and Neville in Mukhtar (2009:51) explain that there are three main concepts in curriculum (learning) monitoring, namely: Learning monitoring must directly influence and develop teachers' behavior in the learning process.
- b. The monitoring behavior in helping teachers develop their abilities must be officially designed, with a clear start and end date for the learning program.
- c. The ultimate goal of curriculum monitoring is for teachers to be increasingly able to facilitate the learning process for their students

The main objective of curriculum monitoring is to obtain information for improvement and enhancement of learning quality as well as guidance in the implementation of learning so that the quality of learning and teacher professionalism are continuously improved. The objectives of this monitoring activity are more focused on monitoring the smooth implementation of the curriculum and the facilities needed for this implementation. Student learning outcomes are not the main focus of this monitoring activity.

To gather information in the implementation of the monitoring, interviews, observations, and questionnaires for the implementers can be used. Monitoring is carried out in the early years of the implementation of the new curriculum in schools, where this activity is carried out by the curriculum developers to take action to facilitate the dissemination and implementation of the curriculum in schools (Wahyudin, 2014).

2. Curriculum Implementation Monitoring

A reality of everyday life, in a classroom when learning activities are taking place, it appears that some or most students have not been engaged in learning activities while the teacher is teaching. During learning activities, the teacher has not empowered all of his or her potential so that most students have not been able to achieve the individual competencies needed to follow the next learning activity. Some students have not learned to the level of understanding. Students have not been able to learn facts, concepts, principles, laws, theories, and other innovative ideas at the memory level. They have not been able to use and apply them effectively in solving contextual everyday problems.

If problems like this are allowed to continue, school graduates as the nation's next generation will find it difficult to compete with graduates from other countries. Graduates who are treated not only as those who are able to remember and understand information, but also as those who are able to apply it contextually through various competencies. In today's era of globalization, knowledge and diversity of skills are needed so that students are able to empower themselves to find, interpret, assess, and use information, as well as give birth to creative ideas to determine attitudes in decision making. Thus, teachers' professional abilities are needed in carrying out effective and efficient learning activities. In order for learning activities to be more effective and efficient, the implementation of learning needs to be monitored, both by the principal and by the education unit supervisor.

Thus, the activity of monitoring the implementation of learning must be carried out continuously so that the learning carried out by teachers runs well. The activity of monitoring the implementation of learning is an activity or sequence of activities that occur in direct interaction through monitoring activities between a monitor and a teacher in carrying out learning activities so that learning can be carried out as well as possible. With this monitoring activity, it is hoped that teaching and learning activities can run well so that the learning process becomes an activity that students enjoy. This is because the services provided are able to meet the wishes or needs of students (meeting the needs of students).

This paper is expected to be a guide for teachers and principals in conducting monitoring and evaluation of learning implementation in schools. The information presented is expected to help teachers and principals develop ideas about monitoring learning implementation that refers to the achievement of the teacher's own professional competence.

The implementation of learning is a form of organizing learning activities that integrates systematically and continuously. Learning activities carried out in the classroom with learning activities carried out outside the classroom in the form of providing diverse learning experiences for all students. This means that curriculum diversification is not limited to diversification of places and times of learning, diversification of learning tools, diversification of class organization forms, and diversification of assessment methods. This view has an impact on the implementation of learning. So far, learning activities have only been characterized as one-way communication, with the flow of information from teacher to student only taking place in the school. Therefore, learning activities with the nuances of the Education Unit Level Curriculum are indicated by the active involvement of students in building ideas and knowledge by each individual and can usually be held in several locations, such as in classrooms, in the school environment, in libraries, in laboratories, in markets, in shops, on beaches, in museums, in ICT centers, or in other places (Rusman, 2012).

3. Purpose of Curriculum Monitoring

In general, the purpose of monitoring is to find the necessary information, then to make decisions in handling curriculum implementation problems. In curriculum (learning) implementation, in general, monitoring needs to be carried out with the aim of developing a better learning situation through coaching and improving the teaching profession so that it is

hoped that the quality of teaching carried out by teachers will improve, both in developing the abilities, skills, and commitment of teachers.

Petter Cuttance (2004: 20) in Educational Management reveals that the main purpose of the monitoring system is to report performance in relation to certain practices throughout the system as a whole to monitor the effectiveness of programs and policies in achieving planned results.

Specifically, Kamalik (2008: 220) outlines several objectives of curriculum monitoring, including providing feedback for the needs of educational programs, providing feedback for the achievement of curriculum objectives, providing feedback on planning methods, providing feedback on the curriculum assessment system, providing study materials to overcome problems and obstacles encountered in the field.

In addition, Rusman (2012, p. 363) outlines several objectives of curriculum (learning) monitoring activities, including providing relevant and timely information on the implementation of learning activities that will help education unit supervisors make effective management decisions, encouraging discussions with teachers about the progress of learning implementation and planning various necessary actions, contributing to accountability, The supervisor needs to know that the learning activities being carried out are in accordance with the learning plan that has been made, in accordance with the curriculum and in accordance with the objectives at the level of the educational unit, providing sources of information on progress/main achievements for decision makers, providing input for decision making, whether the learning that has been carried out is good enough, or whether there is a need for innovation and revision in learning activities.

Thus, it can be concluded that curriculum monitoring activities aim to: (1) to examine whether the implementation of the curriculum in the field is in accordance with the plan; (2) to identify problems that arise in the implementation of the curriculum in the field (school) so that they can be addressed immediately; (3) to conduct research on the work patterns and management used to achieve the objectives set; (4) to determine the relationship between curriculum activities and the objective of measuring progress; (5) to adapt activities to an ever-changing environment without deviating from the objective.

Through this monitoring activity, efforts are made to explore information in the field about the implementation of the curriculum and then report it to decision makers, to take steps on whether the program needs to be maintained or improved. So, through this activity, it is hoped that it can support the successful implementation of the education program (Wahyudin, 2014).

4. How to Implement Monitoring

The curriculum can be monitored in two ways, namely directly and indirectly. Both methods are carried out with the same set of monitoring activities, namely activities related to collecting, recording, processing information and implementing a project; then it is recorded in a monitoring report.

a. Direct Monitoring

Direct monitoring is monitoring that is carried out by visiting the location. In this way, monitoring officers can freely collect the necessary information. For information collection to run efficiently, a data collection strategy is needed, namely: 1) preparing data collection instruments; for example, by preparing a table of contents; 2) digging up information on important people who hold positions in the implementation of the curriculum; 3) conducting direct monitoring in the field and monitoring officers can record the necessary information as they wish (in accordance with the purpose of the monitoring).

In the implementation of this direct monitoring, there are advantages and disadvantages. The advantages of this method include obtaining data that is as intended, the data collected is relatively more accurate because the data is collected by the monitoring officers themselves and is primary data, and in this direct way the officers not only collect data but can also provide suggestions if it is not in accordance with what was planned.

The weaknesses of this direct monitoring method include the fact that it requires relatively large costs due to not only the distance factor (transportation) but also to send monitoring officers to the location and requires more precision. This is because direct interviews often produce inconsistent results if the monitoring officers are not good at digging up good and correct data.

b. Indirect Monitoring

This method means that monitoring officers do not need to go directly to the location, but data collection is done by sending a set of fill-in lists for others to fill in at the research location. This indirect method can also be done by collecting data through reports made by the monitoring leader.

As with direct monitoring, this method also has several advantages and disadvantages. The advantages of this method are:

- 1) It is relatively cheap because officers do not need to go to the location
- 2) Respondents do not need to hesitate or be embarrassed to fill out the form, and they can also freely write down any criticisms or suggestions
- 3) It is relatively easy to implement if the form is completed
- 4) The data collected can be as much as possible as desired without significant cost barriers.

5. Monitoring Implementation Procedure

Monitoring activities in curriculum implementation consist of several stages which are summarized in the following process which Prasetya Irawan (1995: 16) grouped into several stages, including: goal setting, design, instrument development, data collection, data analysis and interpretation, and follow-up determination.

The determination of objectives is intended to determine the overall style and steps of monitoring. By determining the objectives, the next steps are easy to implement because it is

possible to determine who will carry out the monitoring, when it will be carried out, how it will be carried out in the field, and so on.

The design of curriculum monitoring is intended to ensure that the monitoring does not deviate from the predetermined objectives. In this stage, there are several things that need to be considered, namely the method to be used, the instruments that need to be used, who will carry out the monitoring, the schedule of activities that needs to be prepared, the targets or objects of monitoring that need to be determined, and the estimated costs needed for the implementation of the monitoring. These things need to be designed early on so that the implementation is not ambiguous and misses the original goal.

The development of the instrument in question at this stage is to create a tool for collecting data. In this instrument, there must be indicators that need to be determined so that it is easy to measure.

The next stage is data collection. At this stage, a monitor uses the prepared instrument to extract information from various predetermined respondents in order to obtain as much information as possible.

After the data has been collected, the next stage is to analyze and interpret the data. At this stage, a monitor is really required to objectively analyze various findings that occur in the field, starting from the cause, to the impact arising from a process that occurs.

The final stage of the monitoring process is follow-up. This stage is carried out to re-evaluate the entire coaching and monitoring program, and follow up in the next stage if there are things that need improvement or even revision (Wahyudin, 2014).

6. Here are some things that need to be monitored in the implementation of the curriculum: (Suyanto & Nugroho, 2019)
 - a. Resource availability: The resources needed for curriculum implementation, such as textbooks, learning media, software, laboratory materials, and other facilities, need to be ensured to be available in sufficient and adequate quantities.
 - b. Curriculum implementation: The process of implementing the curriculum, which includes learning strategies, evaluation methods, assessment of learning outcomes, and curriculum adjustments, needs to be monitored regularly.
 - c. Curriculum implementation: The process of implementing the curriculum, which includes learning strategies, evaluation methods, assessment of learning outcomes, and curriculum adjustments, needs to be monitored regularly.
 - d. Learning outcomes: Student learning outcomes need to be monitored to evaluate the success of the curriculum implementation. Evaluation is carried out through tests, assignments, and other assessments.
 - e. Curriculum evaluation: Curriculum evaluation needs to be carried out periodically to identify weaknesses and shortcomings in the implementation of the curriculum so that improvements and adjustments can be made to the existing curriculum.

Conclusion

Supporting resources for curriculum implementation are important components that must be considered when planning and implementing a curriculum in schools. Teaching materials, information and communication technology, facilities and infrastructure, and quality human resources are some examples of the resources needed to support curriculum implementation. This can help teachers and students to make learning more effective and enjoyable, improve the quality of learning, help teachers present subject matter in more interesting and innovative ways so that students are more interested and eager to learn, and help the learning process run more efficiently and productively..

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