

## STUDY OF CULTURAL EDUCATION CURRICULUM EFFECTIVENESS IN NORTH SUMATRA

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### Abstract

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This research was conducted to produce a teaching chart on art and culture which contains local content as the implementation of K13 for all schools in North Sumatra. This research was also conducted to reveal the side of cultural validation as well as the practicalization and effectiveness of arts and cultural education curricula that have local content such as Malay and Batak culture. The arts and culture education curriculum is one of the concerns of local government agencies to create validation in the cultural sector. There are several achievements in terms of learning validation which are in the valid and also practical categories. This of course shows the ability of users' interest, especially school children, in the teaching and learning process in the art and cultural education category. This research was conducted to improve the skills and attitudes of students regarding learning in the arts and culture category and to improve their abilities in the local cultural sector.

Keywords: education, arts, culture, north sumatra

### 1. INTRODUCTION

The government stipulates a policy aimed at increasing human resources as well as their knowledge in the education sector, especially arts and culture by improving the quality of education in the arts and culture sector. In connection with the change in the educational environment, of course it requires a professionalism that is closely related to the world of education. The development of national education is one of the most effective steps to educate the nation and also improve the quality of Indonesia's human resources in order to create a just, advanced and prosperous society based on the thoughts of Matondang (2010).

In the system of National Education Law No. 20 of 2003 states that every citizen has the same right to get quality and quality education in order to improve human resources in order to realize an advanced Indonesia. In order to develop an area that is part of the national development strategy, of course there are 3 pillars that have an important role and also a close relationship between these pillars. And of course these 3 pillars have connectivity and interaction that are closely related to each other, in order to realize good educational abilities. And the 3 pillars consist of:

#### 1. Natural resources

Natural resources are one of the pillars that are quite important for realizing the welfare of Indonesia. This country on the equator has natural resources or natural resources that are quite rich. And of course it becomes a very important pillar for realizing prosperity for the people where these natural resources support all the needs of the people in this country.

#### 2. Human Resources

What happens if you have natural resources but are not supported by human resources who have high knowledge in processing their natural resources. Therefore, human resources have a very important role in realizing prosperity for Indonesia. With the advancement of human resources, it will enable the people of Indonesia to process natural resources that benefit this country.

#### 3. Technology

In order to process natural resources in Indonesia into ready-to-use materials, it certainly requires high technology to process them. And with advanced human resources, supported by qualified technology and natural resources, this is the right step to advance Indonesia's prosperity.

With interaction and also connectivity between the 3 pillars, it will certainly be one of the determinants for developing the quality of an area which is one of the national development strategies.



With rich natural resources, supported by qualified human resources in utilizing and developing technology to accelerate this prosperity. And of course the world of education has an important role in increasing the development of prosperity in Indonesia.

In order to improve education so that it becomes more qualified and has an impact on regional development, then of course an educational plan must be carried out that involves multi-disciplinary activities that pay attention to all problems. Such as economic, social, demographic, financial, pedagogical, governmental, statistical and cultural environmental issues as well as other aspects. And of course this can have an impact on the world of education. As stated by Enoch in Matondang (2009) which states that all aspects of the community and government environment have direct and indirect roles to have a major influence on the world of education.

This of course means that educational planning must be carried out in a comprehensive manner to consider various aspects in the world of education that can function properly in order to produce qualified human resources to improve people's welfare. This comprehensive quality means that all citizens have the opportunity to get learning or education so that they have the ability to support development in a region. This certainly supports Indonesia's welfare with development in these 3 pillars. Because an area in the development process is determined by the availability of competent and qualified human resources to take care of all elements in a country, especially in Indonesia which has sufficient natural resources. In other words, these human resources have qualities that serve as a determining factor for the progress or not of a region.

Education is a very important thing which has the goal of education which is able to educate the life of the nation which has the impact of increasing the standard of living of the Indonesian people who are trying not to be left behind from other countries such as neighboring countries which have progressed quite rapidly. It consists of several aspects such as education which presents dynamic development. Of course, these global changes can bring about significant changes in the life management sector in society. And also presents changes in terms of vision and mission as well as educational strategies to prepare mature Indonesian people.

And of course it is one of the answers for the country to compete with global challenges and opportunities that will come in the future and will be much tougher in the competitive sector. In order to face the challenges and demands in this era of globalization, the government has of course provided reforms in the legal sector, especially in the National Education System by issuing Law No. 2 of 1989 which was changed to Law no. 20 of 2003 concerning national education.

Local governments have the authority to handle the education sector. Provincial to district and city governments in the era of regional autonomy have authority in the education sector. One of them is local arts and culture education which must be preserved so that the Indonesian people do not forget where they came from and also their ancestral heritage which is an aspect of the life of the community. Education is indeed one of the government affairs at the central and regional levels which has quite an important role. This of course concerns the livelihoods of many people and also determines the future of the younger generation who have an important role in determining whether a region and the nation will progress or not. And the educational process plays an important role in this regard.

## **2. LITERATURE REVIEW**

Effective is a word that comes from English which means success or something that is done well so that it can give success. And effectiveness becomes one of the word extensions of effective words which have the definition of use and also the use and support of the goal. Effectiveness is basically the level of success of the business and also the achievement of these goals. According to Soejono Soekanto (1986) said that effectiveness is the level of success of a group in achieving goals to the extent that they are targeted. And Soewarno Handyaningrat (2003) states that effectiveness has meaning as a measurement of the achievement of goals and also the goals set before the movement or activity begins.

Meanwhile, according to Azhar Susanto, this effectiveness is a message power that can influence the level of ability of these messages to influence the performance of a person or group. And this effectiveness is one of the measurements that provides an overview of the targets to be

achieved by a group of people, both individuals and organizations. This opinion states that effectiveness is a measure to present an overview of the targets to be achieved and previously set by the institution and the organization.

The opinion expressed by Hidayat that this effectiveness is a measure to state the extent to which targets have been achieved both in terms of quantity and also quality and time. The greater the percentage of the target, the higher the effectiveness achieved. Effectiveness is also a communication in order to achieve goals with a process that has been planned with budgeted costs and values, a predetermined time to the number of personnel that has been determined before starting based on the ideas of Effendy (1989).

Another definition of effectiveness is the relationship between the stated goals and the output. The greater the contribution of the output to the goals, the more effective the movement of an organization or individual in carrying out the program or activity. And related to this, effectiveness becomes one of the descriptions of all cycles of input, process and also output which refers to the results compared to the organization, group or activity which states the quality, quantity and also the time that has been achieved by the organization or individual. This also indicates a measure of the success or failure of an organization in achieving these goals and also the targets it wants to achieve.

From the opinions of these experts, the concept of effectiveness is one of the concepts that presents multi-dimensional nature with different studies between understandings based on the knowledge possessed even though the ultimate goal of effectiveness has the same goal. The word effective is indeed often combined with the words efficient which have a similar interaction even though the meanings of the two words are not the same. Effectiveness has a different meaning from efficient. And things that are done efficiently, of course, cannot be called effective. According to Kurniawan (2005) that effectiveness is the ability to carry out tasks and functions without pressure in the implementation process.

Measuring this effectiveness is not a fairly simple or simple thing. Because effectiveness must go through studies that come from various points of view and also depend on who is assessing and also interpreting it. When viewed from a productivity perspective, the production manager can present an understanding that effectiveness means the quality and quantity of the output of goods and services. And the level of effectiveness can also be measured by making comparisons between plans that have been determined with the results achieved in the implementation process. If the effort and results of the work are not right which can cause the goal not to be achieved, then this can also be called ineffective work.

There are several criteria that can be used to measure the achievement of effective goals based on the ideas of SP Siagian which consist of:

1. Clear goals  
The goals stated or planned must have clear objectives. Where the clarity of these goals must be achieved, in this case, it has the intention that the individuals engaged in the implementation can carry out their duties properly and can achieve more targeted goals so that these goals can be achieved easily.
2. Strategy  
In addition to objectives, the strategy implemented must have clarity in achieving these goals. It is known that the strategy is a way that can be done in carrying out various kinds of efforts to achieve the specified goals so that the implementer does not get lost in the implementation of these goals in accordance with the achievement of the goals of the organization.
3. Analysis  
Good analysis and policy formulation, of course, must have a close relationship with the goals to be achieved. And of course the strategy set also becomes a policy that must bridge the goals with the business of implementing these operational activities.
4. Planning  
The factor of careful planning can be one of the steps to decide what to do and also targets from the future which can be a way to move better.
5. Program



The preparation of the program is one of the steps as well as a plan that can be elaborated as long as the implementation is carried out properly. And the implementation must have guidelines in working so that it can reach the target easily.

6. Facilities and infrastructure

The existence of work facilities and infrastructure is an indicator of organizational effectiveness in carrying out work productively and can also facilitate the implementation of goals so that they are achieved easily.

7. Implementation process

Program implementation must be carried out effectively and efficiently so that the implementation process can achieve the goals and targets so that the goals can be achieved.

8. Supervision and control

A supervisory and control system that has an educational nature can certainly encourage effectiveness in the organizational sector which is demanded by a much better monitoring and control system.

According to the thoughts of Azhar Karim (1993: 16) that there are several efforts used to measure this effectiveness. And the efforts of this basic method consist of 3 elements, namely:

1. Rational System

This method will emphasize the productivity and efficiency of the implementation of the program.

2. Natural System

This system will emphasize the moral side and also the cohesiveness of the members of the organization who carry out these targets and goals.

3. Open system

This system places more emphasis on the dimensions of obtaining resources and also the ability to adapt oneself to the environment.

Other criteria for measuring effectiveness are also disclosed by Gibson (1997: 32) who says that the criteria for measuring effectiveness include both short-term and long-term criteria. The short term criteria consist of:

1. Production

2. Efficiency

3. Satisfaction

Meanwhile for the long-term criteria itself, namely survival by considering the time dimension, so that the organization can be called effective in the sectors of productivity, satisfaction and also adaptation and development. And based on one expert opinion, namely Richard M Steers (1985: 46) that the measure of effectiveness consists of:

1. Quality

That is the quality obtained by an organization in carrying out these objectives.

2. Productivity

That is the quantity of services used and also produced by the group.

3. Standby

Thorough assessment of the possibilities in completing tasks, both specifically and very well and accurately

4. Efficiency

Being a comparison of the various aspects of performance to the costs that produce these achievements.

5. Income

That is the amount of resources remaining after all the obligations, either funds or costs, are fulfilled

6. Growth

It becomes a comparison of the existence that exists in the present and also the past.

7. Stability

Maintenance of structures as well as functions and resources over time

8. Accident



The frequency of repairs that occur as well as the consequences of loss of running time in the context of realizing these targets and goals.

9. Spirit at work

Have a feeling of being bound in achieving goals by involving all efforts and also the togetherness and feelings that are owned by the individual side of the group.

10. Motivation

The power that appears in each individual to achieve certain goals from the targets that have been set.

11. Cohesiveness

The fact that members of the organization must support each other and also work well together, communicate and also coordinate

12. Flexibility

An adaptation process carried out to stimulate changes in procedures in the operation of work to prevent things that could become an obstacle in the process of implementing the target.

One opinion from the expert, Barnard in Prawirosentono (2008: 27) states that effectiveness is one of the dynamic conditions of a series of processes for implementing tasks and also work functions that are in accordance with the objectives and means of the program being implemented. Programs that have been determined, defined and obtained by this review process are referred to as the effectiveness dimensions of the program. This level of effectiveness has meaning as an indicator that is carried out in order to achieve the goals and also the targets of these measurements that have been planned beforehand. The dimensions of the effectiveness of the program when described will have indicators consisting of:

1. Clarity regarding the objectives of the program
2. Clarity of program achievement strategy
3. Program policy formulation
4. Programming
5. Provision of implementation facilities and infrastructure
6. The operational effectiveness of the program is determined
7. Functional effectiveness of the program being run
8. The effectiveness of the program's objectives
9. Effectiveness of program targets that have been announced
10. Individual effectiveness to implement the program
11. The effectiveness of the work unit in implementing the policies of the program.

Education itself has an understanding based on the opinion of Mitha Thoha (2008) that is an action, process and also better results. And it denotes progress as well as improvement in the sector of growth and evolution of various possibilities, developments and also improvement of things. There are 2 elements that can be obtained from the definition of coaching which consists of coaching from an action and also a process as well as a statement of goals and coaching that can show an improvement from something that has been made or has been announced.

Meanwhile, based on the thoughts of Poerwadarmita (2003) that coaching is an effort and actions and activities carried out with efficiency so that results can be obtained that are much better than the goals that have been set. In contrast to the thinking of Mathis (2002: 112) which states that education and coaching is a process in which individuals who are in a group carry out activities in order to achieve certain abilities in order to carry out the goals of an organization that has been proclaimed.

The educational environment itself also has a fairly broad meaning. The environment is a natural condition of the world that can influence behavior, growth and development in a certain way. And the environment can determine in the process of giving influence based on the conditions of the environment. While education itself according to psychology means everything that is contained within and also outside of individuals consisting of physiological and psychological to socio-cultural characteristics according to Soemanto's thoughts (2012: 84).

Meanwhile, Ki Hajar Dewantara stated that this educational environment technically consists of the family environment, schools and also youth organizations. And this is also known as the Tir



Education Center which means an awareness that the environment gradually and integratedly has a role of responsibility to carry out the task of implementing good education and in accordance with the ideals of the nation.

### **3. METHODS**

This research will use a qualitative approach method. Based on Denzin and Lincoln (Hardiansyah, 2012) stated that this qualitative research will achieve a deep understanding of the effectiveness of cultural educator studies in the school environment in North Sumatra. This research becomes a scientific research process that can be used to understand human problems in social life. The type of research used is a type of descriptive research which aims to describe and also describe in more detail about social and educational phenomena in the arts and culture sector in the blood.

This qualitative study method will obtain information regarding the development of effectiveness regarding the arts and culture education curriculum at the school level in the province of North Sumatra. The data collection method was carried out by conducting interviews on the primary data and also on the secondary data. This research was conducted with informants as well as respondents from teachers and school principals at the elementary to senior levels in the province of North Sumatra who present the arts and culture education curriculum.

This research uses exploratory case studies with selected samples using purposive sampling method where this method is used in order to achieve certain goals with certain research. And there is no limit on the number of respondents to make the purposive sample as long as the information obtained can be obtained properly. According to Creswell (2013) it is stated that there are several observations and also recommendations for sample sizes ranging from no more than 4 to 5 cases. And in the case study process, informants or respondents will be interviewed with research data using questionnaires, interviews, observations and or documentation.

### **4. RESULTS AND DISCUSSION**

Based on the etymology, the curriculum comes from the Greek which means runner (curare) and also a place for a race (curare). And the term from the curriculum in the world of sports during the ancient Roman era meant the distance that had to be traveled from the runner. Another meaning is the content and also the content of the subject matter that is presented to students to be taken within a certain time and also with a certain period of time. In Arabic, the curriculum is used in a manhaj which means the bright path that humans must go through in order to lead to life in the world. While other views and opinions regarding the curriculum are that it is a collection of educational, cultural and social science experiences as well as sports and the arts provided by educational institutions for students inside and outside these educational institutions.

While the curriculum according to National Education System Law No. 20 of 2003 is a set of plans and arrangements regarding objectives, content and also learning materials used in a guideline for compiling the curriculum of the educational level and syllabus contained in the educational unit. This curriculum becomes an educational plan that will encapsulate all experiences for school students that have the value of knowledge, action to a philosophical side prepared by experts in the field of education, education officials as well as entrepreneurs and other elements of society.

Curriculum development certainly considers several aspects such as the philosophical, sociological, psychopedagogical, theoretical and also juridical sides based on the narrative of Djuandi (2013). The curriculum also refers to considerations that are closely related to the principles of curriculum development which are used as one of the rules where a curriculum must be animating with the arrangement or development that has been determined by the relevant agencies. The principle of curriculum development itself is available and developing in everyday life. And according to Djuandi (2013) that these principles will differ between institutions in Indonesia. Especially in these educational institutions.

The opinion of Robert M. Diamond (1989) that the development of curriculum and programs as well as the context of course has 2 things that are closely related to the development of fields of study or courses and also lessons. As well as developing an educational curriculum that is used as a whole. Both of these have contributions that are interconnected and influence and depend on one another.



There are several main aspects to developing the curriculum. Namely aspects from the philosophical, psychological, scientific and technological as well as social and cultural aspects based on the thoughts of Sukmadinata (1988: 42) where this foundation must go through the side of thought and also comprehensive and in-depth research. And the essence is a consideration of all the factors used to develop a curriculum in an education both macro and micro.

The foundation of curriculum development has a legal basis from the demands of education in Law no. 20 of 2003 which contains the National Education System. In general, it can be seen how the basic foundation has several aspects such as the foundation of philosophy, science of technology, as well as psychology and socio-cultural foundations that influence it. The philosophical foundation itself will discuss the problems faced by humans in the field of education. Automatically educational philosophy is an application of various kinds of philosophical thoughts that function to overcome problems in the education sector. And the two have a very close relationship. And in developing the curriculum, several philosophical foundations such as perennialism, essentialism and existentialism will also be implemented.

Meanwhile, from a psychological perspective, students are individuals who are in a stage of development. And this is experienced by most of the children from the learning process through imitation, the process of remembering and also habituation to understanding which will end with solving problems on exam questions. There are 2 psychological fields that form the basis of the development of the education curriculum, especially in the arts and culture sector. Psychological development is the first basis that is needed to formulate goals and also to select and arrange educational materials and lessons in the cultural sector for students.

Developmental psychologists will discuss individual development during the conception period which becomes the meeting period from childhood to adulthood. While the psychology of learning becomes a study that talks about how individuals or students learn. There are two psychological foundations that can become one of the developments on the side of arts and culture education at the school level.

From a social and cultural standpoint, students come from the community who receive education in the formal and informal sectors in the environment where they live and live. In the life of the community there are also various characteristics, especially in terms of tradition, culture, to local wisdom which is the basis, especially in the arts and cultural education sector where they live. Knowledge of arts and culture education can provide much better knowledge to students so that they are more familiar with their own culture.

With the existence of a cultural education curriculum, of course it is hoped that human beings will emerge who can adapt to their human environment and can also build community life based on local wisdom and also the culture of the surrounding community. The education curriculum with local content includes lessons in skills, arts and local languages which can support the effectiveness of arts and culture education at the school level.

While the basis of science and technology in the study of the effectiveness of the cultural education curriculum at the school level is caused by developments in the science and technology sector which is one of the signs of the progress of the times with the products it produces. Of all people's lives today, it cannot be separated from the side of science and technology that has penetrated into people's lives, starting from the simple life to the highest civilization. Developments in the science and technology sector can of course be a change in the order of people's lives. And the educational curriculum, especially in terms of arts and culture, must accommodate and at the same time anticipate the pace of growth and development of science and technology that is in accordance with human sustainability.

Technological developments must be one of the references to develop the effectiveness of the curriculum in terms of arts and culture education. The reason is that with the development of technology, the presentation of information that enters people's lives is also increasing. This can make the cultural side and local wisdom will be threatened. Therefore, the cultural side and local wisdom must synergize with advances in technology so that they can convey information to students at the school level about art and culture knowledge even better.



In order to develop the arts and culture education curriculum, there are several basic principles so that the curriculum can be carried out properly and also in accordance with the expected targets. These basic principles are used in curriculum development activities which become the rule of law in the education curriculum which can provide the basis, content and also guidelines for optimally developing student abilities in accordance with the demands of societal development. The principle of curriculum development is divided into 2 principles consisting of general and specific principles.

In this general principle the study of the effectiveness of the cultural education curriculum consists of:

1. Principle of Relevance

This principle will cover both internal and external relevance. On the internal side, relevance is divided into several curriculum components that have objectives, content and also materials as well as strategies and evaluations that interact with each other. As for the external side, it consists of curriculum components that have a relationship between demands and needs along with the development of society according to the ideas of Nasution (1991).

2. Principle of Flexibility

The second principle is the principle of flexibility which will provide consideration in a curriculum that is developed with a more flexible or flexible nature, flexible so that it can make the process of adjustment to place, circumstances and also time and conditions much better and developing. And of course it has to do with the existence of students in ability and educational background according to Hamalik (2007).

3. Continuity Principle

The principle of continuity has a meaning as a continuous principle in the curriculum which consists of a vertical side which will move gradually and also tiered and a horizontal side which is in the form of class levels between levels of education and the type of work.

4. Practical Principles and Efficiency

This principle has a meaning as a principle that strives for every activity and also this ability is not redundant in everything such as time, cost, energy and also other main resources so that the results can be resolved easily.

5. Principle of Effectiveness

This principle is based on the thoughts of Hamalik (2007) which states that curriculum development activities must have objectives so that they can be achieved properly, effectively in terms of quality and quantity. And experts in the world of cultural education curricula, state that curriculum development must be carried out by creating a cycle that has relationships and interactions between curriculum components consisting of objectives, materials, activities and also evaluation where the 4 components must influence each other. and cannot stand alone.

In addition to general principles, there are specific principles in the study of the effectiveness of the cultural education curriculum at the school level. This particular principle in the development of this curriculum has a relationship with the preparation of objectives, content as well as assessment and experience in learning. These 4 elements will influence each other and also interact with each other. For the principle of objectives, of course it is closely related to the formulation of components of the curriculum that have reference to these educational goals.

Principles related to the content of education are of course closely related to the educational needs that have been determined by curriculum planners who will consider various things such as content objectives and also educational curriculum units that are arranged systematically. While the principles related to teaching and learning are of course related to the teaching and learning process which will pay attention to teaching methods and techniques in order to achieve these satisfactory results.

The development of the curriculum has the goal that every educational program, especially cultural education, is needed to improve the ability of students or students to get to know culture, traditions and also the local wisdom where they live and live. The purpose of the curriculum is one of the components that must be considered in curriculum development which is structured so that it can be achieved by educational institutions in order to produce good graduates.





In order to develop the curriculum in Indonesia, of course, it should not be haphazard. There is a valid legal basis in Law Number 20 of 2003 which contains the National Education System. And it is stated in article (3) that National Education has a function to develop capabilities and also form the character of national civilization which has benefits for educating the nation's life. And has the goal of developing the potential of students to become human beings who believe with piety to God Almighty.

The goal of developing a cultural education curriculum to be more effective in its introduction, of course, must pay attention to the values of curricular goals, namely fields of study, institutional goals or educational unit institutions, instructional or learning goals. This of course cannot be separated from the purpose of education itself. What makes the curriculum able to be the spearhead in cultural education in order to realize the vision, mission and educational goals of the nation.

Based on the opinion or opinion of Hamalik (2016: 238) that the implementation of the curriculum means the application and implementation of the curriculum program that was developed from the previous stage. And this development will be tested with implementation and management while adjustments are made to the situation in the field with the characteristics of the students. Both intellectually, emotionally and physically. This implementation must also carry out research in the field to meet the validation needs in the cultural education curriculum sector itself.

And the implementation of the cultural education curriculum consists of 3 things including program development, implementation of learning and also evaluation. Program development itself will cover annual, semester and also monthly to daily programs. While the implementation of learning itself is an interaction that occurs between students and also teachers or educators and their environment so that changes occur in a much better direction. While the evaluation itself is carried out to assess as a whole regarding the implementation of the curriculum whether it is in accordance with the work program or not.

The most important element in the effectiveness of the cultural education curriculum at the school level, especially in North Sumatra, is the participation of school principals as well as educators in each school. The leadership of school principals in the schools they lead, especially in terms of coordination, movement and alignment of work programs with educational resources, is a very important factor for advancing education in every school.

The principal's leadership is one of the determining factors and also a key to success in order to be able to mobilize all educational resources such as educators to students to realize the vision and mission as well as the goals and objectives of the school through the educational curriculum, especially in the cultural sector so that it can be carried out in stages and also planned. In completing the successful implementation of the cultural lessons curriculum, it certainly requires independent and professional school principals and teaching staff so they can present strong management skills in the leadership sector and also be able to make decisions and initiatives to improve school quality. This leadership is of course very much needed to mobilize educational resources to carry out planning, management of educational staff, facilities and infrastructure, finance to services and also school learning resources in order to create appropriate interactions with the community.

## 5. CONCLUSION

The curriculum is one of the educational plans to summarize all the experiences in school. A useful education provider, of course, must demand all the involvement of all components from stakeholders at the education level. Both in the school environment and also in society. Especially with regard to cultural values, traditions and local wisdom that are closely related to the life of these people. Improving the quality of education and school services certainly gets a significant influence from the concern and commitment of school principals and education providers to make it better. Good government and also good education can provide opportunities for education to be closer to the community by adjusting to the needs of the community. After Law No. 20 of 2003 that the community has the right to receive education and also participate in the planning, implementation and monitoring and evaluation of educational programs. Community participation can be realized in the form of their involvement in school education.



The cultural education curriculum in this school is one of the management ways of improving school quality to introduce local cultural aspects and also traditions that are at the level of education of each community which is a method of quality improvement, application of a set of techniques based on the availability of quantitative and qualitative data with empowerment school components so that they can work continuously by increasing the capacity and organizational capabilities in order to introduce the cultural side to the community, especially the younger generation.

Improving education, especially on the cultural side with community movements, is one of the significant things. And this community movement, of course, must lead to 5 main goals that can increase student empowerment, improve quality, improve school capabilities and readiness, develop parental and community awareness to develop a conducive culture in community life so that it can support a comfortable teaching and learning atmosphere. With community movements as well as a sustainable school component, it certainly provides opportunities for the cultural education curriculum to be more effective and well maintained.

Local government policies to determine the quality of education must be more measurable so that the quality of education, especially in the arts and culture sector, can reach the target. Moreover, this concerns the livelihood of many people, especially in the cultural preservation sector in North Sumatra, which has begun to be eroded by the influx of these foreign cultures. Regional governments also have an obligation to determine the future of the nation's children so that they can determine the progress of their region in the long term. Then education providers can demand the involvement of all components at the school level. The quality of advanced education services, of course, has the influence of the concern of the school principal and quality management that can be carried out properly.

Problems in education and culture, among others, with the implementation of the curriculum in 2013. Increasing access in the early childhood education sector up to a much higher school level. Improving the quality of education, especially in the cultural education sector in North Sumatra, of course, must be carried out more intensely so that students know and understand and participate in preserving the local cultures around where they live.

It is hoped that local governments can continue to make continuous improvements and take strategic steps to make adjustments and updates in order to ensure much better performance in the future. With this achievement, of course, it can create a vision of excellent service from education and culture so that Indonesia can be smarter and also young Indonesians get to know Indonesia's culture and traditions and local wisdom.

Education staff, of course, must receive empowerment to improve teacher competence so that there are common perceptions and actions in efforts to improve the teaching and learning process. Integrated quality management or MMT can be one of the management of educational quality by improving the quality of components that are related to one another. Quality management is a practical, systematic and strategic approach to organizing education in an organization in order to achieve improvement and development in the world of education.

This quality management has the aim of managing education based on the philosophy that education and quality improvement can be carried out by all elements of educational institutions from an early age. And this improvement can be carried out in an integrated and sustainable manner so that education in the cultural sector can be carried out properly.

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