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Dual curriculum management at Santo Francis Xaverius seminary Kakaskasen Tomohon, north Sulawesi, Indonesia

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Abstract

This research aims to understand, elaborate, and analyze issues related to preparation, implementation and assessment of dual curricula at Minor Seminary of St. Francis Xavier Kakaskasen. These curricula refers to the ecclesiastical curriculum, known as the seminary curriculum, and the government school curriculum, i.e. curriculum of 2013. This research uses a qualitative approach with methods of interview, observation and documentation. Research subjects consisted of a rector, a vice rector, a school principal, a vice head of curriculum, a formator representative, a lay teacher representative, a school operator, and four seminarians. Results of this research are described in three main conclusions: (1) The planning of dual curricula in this seminary named separated curricula planning, which is under different management responsibilities. (2) The implementation of the dual curricula in this seminary occurs in a mixed model, called mixed curricula implementation, which is implementation of dual curricula concurrently. (3) In this seminary dual curricula assessment is carried out separately. Therefore it is called separated curricula evaluation. The seminary curriculum made adjustments to the school curriculum. From my discoveries, I proposed that seminary should: (1) maintain good aspects of the way of operating and managing this dual curricula as core profile, (2) ensure the quality of curriculum implementation through integrated school curriculum management and administration, (3) promote the procurement and administrative reform of seminary curriculum documents, (4) increase awareness and management of recreational activities in order to balance the density of studying hours, and (5) revitalize the seminary curriculum regularly and contextually, without eliminating positive practices inherited from material contents of seminary curriculum.

Keywords: Educational management, curriculum management, seminary curriculum, management

Introduction

Education organizing is generally carried out for the sake of improving the quality of schools and the quality of education graduates. The quality of education quality is reflected in the school curriculum. Thus, the school curriculum is an important factor in determining the success of educational goals in a formal educational institution. For this reason, educational leaders need to carry out curriculum management in a systematic and integrated manner, while paying attention to many aspects that are interrelated. The educational curriculum in an educational institution exposes components that are systematic and closely related to one another, namely educational goals, main materials in educational activities, methods of implementing education, and evaluation. The direction of the implementation of this curriculum is the achievement of broader educational goals. Therefore, it is necessary that the curriculum in an educational organization be well managed for the success of education in general.

The image and success of the nation's children depend on education. This encourages the government to provide a benchmark curriculum standard that applies at the national level. Since Indonesian independence, there have been attempts to establish a model for national education. During the reign of the old order, the educational model was not referred to as a curriculum, but as a "Learning Plan," which underwent three revisions, namely: the 1947 Lesson Plan, the 1952 Unraveled Lesson Plan. During the New Order era, the learning plan was named "Curriculum. "

The curricula that apply in Indonesia are the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum and the 1999 Curriculum Supplement, the 2004 Curriculum, the 2006 Curriculum (Education Unit Level Curriculum), and the 2013 Curriculum which is still in process. These moments in the development of the national curriculum are meant to provide a historical stretch that the national education curriculum in Indonesia has undergone a process and renewal according to the demands of the times. All of this cannot be separated from the hope of the state so that the nation's children who have good character and virtue can be created. So, for such purposes and objectives, the curriculum must be applied in concrete learning activities. In other words, the curriculum must be the main substance in all educational activities. This is because the curriculum has clearly described and planned how and what should happen in the teaching-learning process as a whole and in full. (Nuridin and Sibaweh, 2015: 129) ^[11].

The national curriculum applies in general at all levels of educational institutions. The question arises: what about the implementation of curriculum management in special schools that have specific educational goals, such as places for training candidates for certain religious leaders? Schools with such a special purpose would have their own curricula. The school curriculum in question cannot be separated from the implementation of the national education curriculum. This is based on the idea that even though the students at the school are directed for a special purpose, they are still the children of the Indonesian nation who carry the hopes of the nation.

The Seminary of St. Francis Xavier Kakaskasen is a special school that educates prospective priests of the Catholic Church. The educational curriculum in this school is complex. There are two curricula that go hand in hand in the implementation of educational activities, namely the general curriculum (national curriculum) and the training curriculum for priestly candidates according to the demands of the Catholic Church (seminary curriculum). As the nation's children, students in this school are required to have a civilized and nationalist Indonesian character with the implementation of its distinctive curriculum. But also, as candidates for the priesthood of the Catholic Church, students are required to meet the distinctive standards set by the Catholic Church institutions in the formation of prospective priests.

This study intends to explore the dual curriculum management at the St. Francis Xavier Kakaskasen Seminary. The implementation of a dual curriculum occurs in this school, because this school is a formal high school level education institution that is recognized by the government and is also an official formation for candidates for the Catholic Church priesthood. In the meantime, the curriculum applied is also the official curriculum that is applicable at the national level and the official curriculum at the Church level. This is something that is quite interesting to research, because there are several problematic things that are a consequence of implementing these two curricula simultaneously.

The phenomenon that should be understood before moving on to the core problems is that all students are (male) students, because the Roman Catholic Church has not ordained female priests until now. This specificity is respected and is not seen as a problem in seminary

education governance. After all, the content of the educational curriculum in this school is also adjusted to the direction of the school, namely to educate and nurture prospective priests. On the other hand, as a national high school level school, it is also necessary to apply the content of the national curriculum with its unique demands.

The factor that causes this problem is the existence of two kinds of curricula that are run at the St. Francis Xavier Kakaskasen Middle Seminary, namely the national curriculum and the seminary curriculum. The national curriculum refers to the curriculum that is effectively enforced in the country of Indonesia, namely the 2013 curriculum (revised) or known as the acronym K-13, while the seminary curriculum refers to the curriculum established by the Catholic Church in the context of coaching in secondary seminaries.

The existence of these two curricula has an impact on increasing the hours of instruction in seminaries, which exceed the hours set by the national curriculum. As a consequence, the effective days of teaching and learning activities in seminaries are more than what is usually experienced in other schools, as regulated by the national curriculum, namely K-13. If in general students outside the seminary school study from Monday to Friday, seminary students continue to study from Monday to Saturday effectively. Thus teachers and other employees, including civil servants, must also attend. With this method, full day school feels really thick in this school. This can be overcome by the boarding school system implemented by seminaries.

The increase in class time due to the implementation of the curriculum appears not only to have an impact on establishing Saturday as an effective day, but also on the increase in one year of seminary study, as outlined earlier. So, the graduation of seminary students is not in the third year, but in the fourth year. Indeed, nationally, seminaries carry out an education that is generally carried out in other SMA for three years. In the third year, as usual, there will still be a final national assessment. Thus the education of students in the high school level legally ends at the third level. However, education at the Seminary St. Francis Xavier Kakaskasen did not end there. There is still one year known as the "Upper Preparatory Class" in which seminary students run programs that are more focused on the level of formation of priestly candidates according to the demands of the Church.

Based on the description above, the formulation of the problem in this study is

1. How about separated curricula planning the St. Francis Xavier Kakaskasen Middle Seminary?
2. How about implementation separated curricula at the St. Francis Xavier Kakaskasen Middle Seminary?
3. How about evaluation separated curricula at the St. Francis Xavier Kakaskasen Middle Seminary?

The purpose of this study is to determine, examine, and analyze

1. Separated curricula planning at the St. Francis Xavier Kakaskasen Middle Seminary.
2. Implementation separated curricula at the St. Francis Xavier Seminary Kakaskasen.
3. Evaluation separated curricula at the St. Francis Xavier Kakaskasen Middle Seminary.

Literature review

The main theory that underlies this research is management theory. The main points about this main theory are derived from the theory of management education. Furthermore, the theory of education management specifically needs to be specified in the theory of curriculum management as part of education management.

Education management

Educational activists expressed controversy over the use of the terms "education management" and "education administration". Some interpret that administration is broader than management, because management is the essence of administration. On the one hand, management is seen as broader than administration because administration is the essence of management. But in another aspect, management is seen as synonymous with administration (Budiwibowo and Sudarmiani, 2018: 2-3)^[1]. Finally, it was agreed that the term "educational administration" was no longer considered to represent the points covered in the management of education in a typical manner. Therefore, the term education management is more popular and is considered to include aspects that are contained in the education management process in an integral and comprehensive manner.

Indonesian society has entered a new era in the management of national education, the popularity of School Based Management as an education management system in a school environment that is more relevant and contextual. School Based Management is implemented with regard to education decentralization, which gives autonomy to each education unit to manage all educational activities, without neglecting the general guidelines that apply at the national level (Nurdin and Sibaweh, 2015: 23)^[11].

School-based management leads to an education management process that includes input, process, output and outcomes. (Budiwibowo and Sudarmiani, 2018: 37)^[1]. The expected educational outcomes are school achievements produced by the learning process and management in schools. The intended outcome can be in the form of a graduate (output). If graduates get jobs that are in accordance with their field of expertise, the intended graduates are the outcomes.

The whole subject in educational management refers to the education leader in a concrete manner in the related formal education institution, who is none other than the principal. The school principal plays an important role in managing education in the formal educational institutions / institutions he leads.

Budiwibowo and Sudarmiani (2018: 121-146)^[1] formulated six common areas of education management. First, curriculum management, which discusses the study process in an organized education level. Curriculum management is seen as the main management substance in a school. The basic principle of curriculum management is that the learning process must be carried out properly.

Second, student management, which discusses problems surrounding students and their conditions in terms of various aspects. In student management, students are treated as subjects, not as objects. Therefore students are encouraged to participate in every planning and decision making related to their activities. For this reason, at certain educational stages students are involved to be active in special

organizations. Mental guidance services for students are also of particular concern in the field of student management.

Third, personnel management, which discusses educators and education personnel. In this field, it regulates the planning for the needs of teaching staff and education personnel, recruitment and placement of staff, organizing orientation for new personnel, as well as coaching and development of staff, as well as the retirement period of educators and education personnel in every educational organization.

Fourth, financial management, which discusses the financial management of educational institutions. In this field, schools strive to provide adequate financial resources for their development needs and routine activities. Because financial management is a very sensitive issue, managerial accountability and transparency are urgently needed.

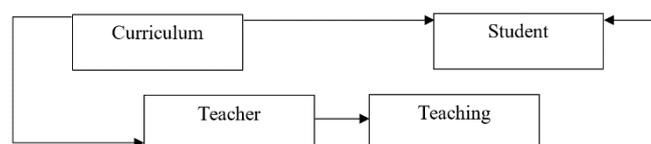
Fifth, school facility management, which discusses the management of school facilities and infrastructure. In this field, it discusses the planning of educational facilities, the provision of facilities, the use of facilities, and the destruction of educational facilities.

Sixth, the management of the school's relationship with the community (public relations). This field is urgent, given that schools are in, by and for society. For that, schools need to build good relationships with the community. The management of school relations with the community is managed in an administrative and operative way.

Curriculum management

Nasbi (2019: 319)^[10] argues that curriculum management can be interpreted as a curriculum management system that is comprehensive, synergistic, systematic, and structured, in order to achieve educational goals. The curriculum at each level of education, which is called the Education Unit Level Curriculum, goes hand in hand with school-based management. In this sense, each educational institution does have the authority to design and regulate its own curriculum in order to achieve the goals in its unique vision and mission. However, this is inseparable from the prevailing national policies.

Rusman (2018:3)^[15] argues that the curriculum must be understood as a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the materials used as guidelines for implementing learning activities. This cannot be separated from the educational goals which are the vision of the curriculum. The learning activities referred to must be able to be applied in an appropriate material. Within that framework, Moge *et al.* (2020: 291)^[8] in his research on curriculum, expresses the view that a curriculum must be able to be applied in appropriate and relevant teaching. According to Moge, the teaching context is not only limited to the ability of teachers and students' abilities, but also on relevant materials. Thus this concept corresponds to the illustration described by Sudjana (2015: 1)^[19] as follows:



Source: Sudjana, 2015^[19]

Picture 1: curriculum process

Curriculum management adheres to five general principles, namely the principle of productivity, the principle of democratization, the principle of cooperation, the principle of effectiveness, the principle of the ability to set a vision, and the principle of direction to curriculum goals (Djafar, *et al.*, 2014: 101) ^[3]. Furthermore, it is also explained that the function of curriculum management is to increase the efficient use of curriculum resources, support equality in learning, and improve learning, teaching and learning processes, and community participation in a relevant and effective manner.

Eisner (2010: 26) ^[5] explains the meaning of curriculum by revealing that all activities and experiences of children during their learning are also the responsibility of the school. Therefore, the school curriculum, or various subjects designed by him, as well as classrooms must be included in an educational design for many people. In this connection, Ronald C. Doll (2019: 22) ^[4] explains a shift in understanding of the curriculum.

The curriculum management program framework requires education managers to provide teaching coaching. Teaching coaching becomes an effort to restructure and revitalize teaching programs. This presupposes that every principal knows and understands the stages of learning that lie in the curriculum. This is what becomes a tool for school principals to carry out specific teaching program coaching and curriculum development in a more integral manner (Wahjosumidjo, 2011: 207) ^[24]. More concretely, learning coaching must be actualized in teaching and learning activities that determine the success of curriculum implementation. The success of the learning activities referred to depends on the teacher's ability to deliver learning material, the ability of students to absorb the material presented by the teacher, and the quality of the learning material provided in accordance with the learning textbook (Mogea, *et al.*, 2019: 291) ^[9]. Therefore, education managers must be able to determine learning textbooks that are contextual and relevant to the direction of the school curriculum.

The curriculum management system can never be separated from the general concept of organizational management, which starts from planning to evaluation. Budiwibowo and Sudarmiani (2018: 130-132) ^[1] put forward views on the curriculum management cycle. According to them, there are four stages in the curriculum management cycle. First, the planning stage. The planning stage begins with a needs analysis, which continues with the formulation of problems, determining curriculum design, and designing a master plan in the form of development, implementation and assessment.

Second, the development stage. Development in this context is placed in the planning framework. This stage begins with the formulation of the rationale, vision-mission-objectives, determining the structure and content of the program, selecting and arranging material, organizing learning activities, selecting learning resources, tools and means, and determining the learning outcome measurement model (Budiwibowo and Sudarmiani, 2018: 131) ^[1]. Thus, the term "development" at this stage can be structured as a stage providing an ideological and practical basis at the planning stage. In that sense, this second stage gains meaningful connectivity with the first stage. Thus, this second stage is often understood as an integral part of the first stage.

Third, the implementation or implementation stage. In this stage, the curriculum is realized through the execution of learning tools. This stage begins with the preparation of a syllabus and lesson plan, elaborating the depth and breadth of the material, determining learning strategies and methods, determining methods and tools for assessing the process and learning outcomes, and setting the learning environment. At this stage, the curriculum must be able to refer to the basic competencies that students want to achieve. The basic competencies referred to must be able to be described in various points that are relevant and in accordance with the learning objectives. Generally this has been formulated in every textbook or textbook. As previously described, schools really need to properly examine which learning textbooks are relevant to the curriculum, because learning textbooks also determine the success of teaching and learning activities in particular, and the success of achieving the implementation of the curriculum more broadly (Mogea, 2019: 291) ^[9].

Fourth, the assessment or evaluation stage. This stage is carried out primarily to see the limitations of the strengths and weaknesses of the curriculum in question, both formative and summative. Curriculum assessment includes context, input, process, and product or abbreviated as CIPP (Budiwibowo and Sudarmiani, 2018: 132) ^[1]. The main focus of context assessment is the systems approach and objectives, actual conditions, problems, and opportunities. Meanwhile, the input assessment focuses on the capability of the system, the strategy for achieving the objectives, the implementation of the design and the budget of the design. The focus of process assessment focuses on providing information for decision making in program implementation. Meanwhile, the main focus in product appraisal is measuring the achievement of the process at the end of the program. This latter focus is synonymous with summative evaluation.

Thus the four stages of curriculum management expressed are oriented towards three important stages in management theory in general, namely the Planning Stage, the Implementation Stage (Implementation) and the Evaluation Stage. These three stages can be said to be a general framework for a study of curriculum management.

Seminary Curriculum

The educational curriculum in seminaries can refer to the opinion of the Conference of Bishops in America. In the Program of Priestly Formation (USCCB, 2017: art. 70), it is stated that seminary programs are focused on the formation of future priests. This means that the seminary curriculum must contain elements of education and coaching in an integral manner. In this connection, there are four pillars of formation, namely humanity, spirituality, intellectuality, and pastoral. The four pillars of the formation of priestly candidates refer to the Encyclical of Pope John Paul II, Pastores Dabo Vobis (PDV, 1992). These pillars give distinctiveness to formation in seminaries.

First, regarding the human aspect. Here every seminarian is directed to the cultivation of oneself as a whole human person. Personal coaching is intended as an effort to get to know and be familiar with oneself and others. Here the emphasis is on self-care and the environment, solidarity and social relations. Self-knowledge includes an awareness of his personal strengths and weaknesses, as well as his talents

and interests. Personal formation is directed so that seminarians are open to knowing and accepting themselves and others. (Prasetya, 2015: 100)^[12].

Second, the spiritual aspect. The main program that cannot be ruled out in the seminary curriculum is a distinctive spiritual formation. The direction of spiritual formation is to follow the Christian virtues taught by the Church, rooted in Christ. Spiritual formation in communal life in seminaries is focused on the realization of Christian brotherhood that supports the maturity of spiritual life. This is developed through private and collective prayer activities, visits to the Blessed Sacrament, meditation and personal devotions, guided spiritual practice in annual retreats and monthly recollections, as well as regular liturgical ceremonies such as the daily Eucharistic Celebration, Office of Office, and reception of the sacraments (Daga, 2008: 26-27)^[2].

Third, the intellectual aspect. Pope John Paul II (PDV, 1992: art. 99), said, "intellectual formation is a fundamental requirement of human reason which is 'participation in the light of God's mind' and through it man strives for wisdom that directs him to know God and stick to Him" In intellectual development, scientific disciplines are part of the seminarian graduation assessment, which is a measure that he has a healthy mind and qualified knowledge and skills. It is hoped that all of these things will support him in his service as Church priests in the future.

Fourth, the pastoral aspect. In developing the pastoral aspect, seminarians are trained to apply their service to the people. He shares in the ministry of the Church to the extent that he is involved. Here the emphasis is on apostolic and missionary development, as well as attitudes and dialogue between religious communities. This is not limited to the cognitive aspects, but touches the practical realm. It is hoped that programs will form the mental readiness and pastoral skills of seminarians during their formation at the seminary.

Research method

The approach taken in this research is descriptive-qualitative. This approach is aimed at describing and analyzing the management of the dual curriculum at the St. Francis Xaverius Kakaskasen Middle Seminary. This qualitative approach was chosen because with this method the target or object of research was limited, namely the St. Francis Xavier Middle Seminary in Kakaskasen only. After all, this school is the only Senior High School level seminary located in the Manado Diocese. Manado Diocese itself covers three government provinces, namely North Sulawesi Province, Gorontalo Province and Central Sulawesi Province.

The data used to compile this research are researchers themselves and key persons (key persons). The role of key informants in research is the main thing, because the information they provide is the main asset of the researcher in obtaining research data and materials. The key informants are the chancellor of the seminary, the principal of the seminary school, the vice chancellor, the vice principal of the curriculum field, a seminary coach, a teacher, four students and one school operator. Data collection techniques in research through in-depth interviews, observation / data collection techniques through observation and documentation. The research documents used in this research are documents related to the implementation of the national curriculum and the seminary curriculum.

Data analysis was carried out simultaneously with the data collection process (Gay and Airasian, 2012: 239)^[6], the researcher analyzed the data at the time the data was temporary and after it was collected. In analyzing data, there are five integrated steps as stated by Moleong (2017: 190-191)^[7], exploring and studying data, reducing data, displaying data, testing data validity and finally interpreting data.

Result and Discussion

In this section, the main findings of the research that have been raised in the previous section will be discussed analytically. This discussion includes theoretical references that are in accordance with the problematic or problem formulation in this study.

Dual curriculum planning in seminary

Seminaries understand the curriculum not only as a learning administration tool but all educational and coaching activities. Meanwhile, the curriculum is considered as an integral framework that directs all educational institutions towards achieving educational goals (Nasbi, 2019: 319)^[10]. Thus, in line with the opinion of Budiwibowo and Sudarmiani (2018: 121)^[1], Seminaries have implemented curriculum planning as the basic principal or main management substance of their schools.

This understanding has implications for the design of educational programs and coaching in seminaries as an integral part of learning programs, program content, and program strategies (Sudjana, 2015: 1)^[19]. In relation to this, the seminary has specifically designed it in a dual curriculum, namely the seminary curriculum or ecclesiastical curriculum, and the government / school curriculum, namely Curriculum 3013. The seminary curriculum is specifically regulated in the Guidelines for Guidance, while the school curriculum is compiled in a KTSP document, which is revised every year. Such a complex curriculum arrangement implies that there is special autonomy from the school which is actually used in designing the curriculum.

The Church Curriculum or Seminary Curriculum implemented at Kakaskasen Seminary is designed by seminary advisers with tiered stages for four levels. Kakaskasen Seminary formulates Guidelines for Development which lead to five main aspects, namely (1) maturity of spiritual life, (2) maturity of vocation, (3) maturity of intellectual life, (4) maturity of human life / personality, and (5) maturity of life. discipline. The five aspects used by the Kakaskasen Seminary are clearly derived from the four aspects of fostering priestly candidates as stated in the Program of Priestly Formation (USCCB, 2017: art. 70). The four aspects are the human aspect, the spiritual aspect, the intellectual aspect, and the pastoral aspect. These four aspects refer to the PDV and can be aligned with the five aspects in the Kakaskasen Seminary Guidance. The human aspect is equal to the maturity aspect of human life / personality, the spiritual aspect is equal to the maturity aspect of spiritual life, the intellectual aspect is parallel to the maturity aspect of intellectual life, and the pastoral aspect is parallel to the maturity aspect of the life of a vocation. Kakaskasen Seminary adds one more aspect, namely the maturity aspect of disciplined life. In fact, this aspect is part of the human / personality aspect, but the Kakaskasen Seminary would like to emphasize specifically

that discipline is a part that deserves special attention in coaching.

The same model applies in the preparation of the school curriculum (KTSP K-13). The school curriculum is designed by a curriculum development team based on technical provisions that have been regulated by the government which are then applied according to the school situation each year. The foundation of school curriculum planning is clearly reflected in the vision and mission of the Seminary High School which is based on the vision and mission of the Seminary. The starting point for the preparation of K-13 KTSP in seminary is content, context, and situation analysis, which is nothing but a SWOT analysis. This analysis appears to be part of the curriculum evaluation of the previous year, because the new school curriculum formulation stage is chained from the previous year's school curriculum. Curriculum planning was then followed by the formation of a curriculum development team, consisting of the Principal, Deputy Principal, and teachers. This team formulated the school curriculum model for the current year. This model was then discussed, and after being approved, it was finally brought to the Education Office for approval. At this point, it can be said that the master plan in the KTSP K-13 regulatory framework has been provided by the government but is positioned by the school.

At this point, it can be emphasized that the planning of the dual curriculum at St. Francis Xavier Kakaskasen Secondary Seminary falls under different management responsibilities: the Ecclesiastical curriculum or the Seminary curriculum is planned and administered by staff or seminary guidance priests specifically, and the government curriculum or school curriculum. (K-13) is planned and regulated by the school curriculum development team, namely the Principal along with the teachers who teach the Seminary High School students. The difference in management at this planning stage is termed "separated curricula planning", which is meant as a dual curriculum planning in different managerial stages, as implemented at the St. Francis Xavier Kakaskasen Seminary.

The seminary curriculum takes the general form of what has been traditionalized and documented in the Guidelines for Guidance which are revised every year, while the school curriculum is formed from curriculum guidelines regulated by the government and the situation / context of the Seminary Senior High School. The results of the seminary curriculum planning are mutually agreed upon within the scope of the seminary supervisors only, while the school curriculum must obtain administrative approval from the Education and Culture Office at the provincial level.

Implementation of dual curriculum in seminary

The Dual Curriculum at the St. Francis Xavier Kakaskasen Middle Seminary is mixed. In other words, the seminary curriculum is implemented in conjunction with the government (school) curriculum, and the technical implementation is arranged in an integrated manner in a continuous lesson schedule and daily schedule.

The implementation of the seminary curriculum itself is based on the five aspects of coaching contained in the Guidelines for Guidance, as also discussed in the planning section, namely aspects of spiritual maturity, vocational maturity, intellectual maturity, human maturity / personality, and disciplined life maturity. If we look closely, the implementation of the school curriculum also seems to be able to simultaneously take part in these aspects. For

example, that the school curriculum is included in the implementation aspects of the seminary curriculum.

The school curriculum turns out to have a place in the seminary curriculum, even though the management is different. The canonical reference is Kan 234, as previously explained. This curriculum implementation model is very unique to seminaries. Without the school curriculum, the seminary curriculum loses its integrality. But without the seminary curriculum, the school curriculum in the seminary will be the same as outside schools and have no specialties. This particularity is supported in the OT art. 11 and in PDV art. 61. Implementation or implementation of multiple curricula in seminaries occurs in a mixed model or collectively. Just call this a "mixed curricula implementation". The dual curriculum implementation model with mixed curricula implementation makes it possible to even condition the school curriculum to be run within the framework of the seminary curriculum.

Two curricula which are managerial different, but implemented simultaneously with technical implementation arranged jointly. The downside of the mixed curricula implementation is the possibility of mixing up administrative data in the implementation of the curriculum, as also experienced by this seminary.

Dual curriculum evaluation in seminary

The seminary curriculum is evaluated in a advisory staff meeting at the beginning of the year, after the school curriculum has been evaluated. The starting point for the evaluation of the seminary curriculum includes the main points of discussion in the evaluation of the school curriculum so that the seminary curriculum can make the necessary adjustments to the school curriculum. The seminary curriculum does need to adapt to the school curriculum, because the school curriculum is a curriculum that must be accountable to the government, and therefore the authority to legalize it rests with the government, in this case the Provincial Education and Culture Office. Such complexity of curriculum accountability is not contained in the seminary curriculum. Thus, the adjustment of the seminary curriculum to the school curriculum is deemed necessary in order to maintain the existence of a specially independent high school seminary and St. Seminary Middle School. Francis Xavier Kakaskasen integrally. Because, as said before, seminary is inseparable integrally from Seminary Senior High School, even though the two can be distinguished managerially. Without a Seminary High School, a seminary loses its integrality, and without a seminary, the Seminary High School that is inside a seminary becomes the same as an outside school without its distinctive features.

Dual curriculum evaluations are carried out separately: the school curriculum is evaluated by the school team, while the seminary curriculum is evaluated by seminary advisors. Just call this the "separated curricula evaluation," which is a double curriculum evaluation that is separated in a managerial manner, even though it is carried out together. In the following picture, it is illustrated a model separated curricula evaluation that took place at the St. Francis Xavier Middle Seminary in Kakaskasen. Dual curricula at Kakaskasen Seminary are managed in the evaluation stage by different management. Although evaluated differently, the results of the evaluation are expected to be continuous and connected to one another. Therefore, the seminary curriculum always adapts to the school curriculum because of the school curriculum's connectivity with the government.

Conclusion

Based on the results of research and discussion the researchers concluded as follows:

1. The planning of the dual curriculum at St. Francis Xavierus Kakaskasen Secondary Seminary falls under different management responsibilities: the Ecclesiastical or Seminary curriculum is planned and administered by seminary staff or pastors specifically, and a government curriculum or school curriculum is planned and managed by a development team. school curriculum, namely the principal together with the teachers who teach the seminary high school students. The seminary curriculum takes the general form of what has been traditionalized and documented in the Guidelines for Guidance which are revised every year, while the school curriculum is formed from curriculum guidelines regulated by the government and the situation / context of the Seminary Senior High School. The results of the seminary curriculum planning are mutually agreed upon within the scope of the seminary supervisors only, while the school curriculum must obtain administrative approval from the Education and Culture Office at the provincial level. The researcher gave the term "separated curricula planning" which refers to a dual curriculum planning in which the management is made separately.
2. The implementation of the dual curriculum at the St. Francis Xavierus Kakaskasen Secondary Seminary occurs in a mixed model or collectively. The researcher gave the term "mixed curricula implementation," which is the implementation of two curricula which are managerial different, but are made simultaneously with technical implementation which are arranged jointly. The downside of this model is the mixing of administrative data in the implementation of the curriculum in seminaries.
3. The dual curriculum evaluation at St. Francis Xavierus Kakaskasen Secondary Seminary is made separately: the school curriculum is evaluated by the school team, while the seminary curriculum is evaluated by seminary supervisor staff. The seminary curriculum adapts to the school curriculum. The researcher gave the term "separated curricula evaluation", which is an evaluation of two curricula that were technically carried out together, but were evaluated by different management. Even so, the results of the evaluation are expected to be continuous and connected to one another.

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