



## Curriculum Development and Human Resource Management to Improve the Quality of Learning at the Nugroho Music Course, Sukoharjo Regency

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### Abstract

*This study aims to examine the strategy of curriculum development and human resource management in improving the quality of learning at the Nugroho Music Course. The method used in this study is a qualitative approach with interview techniques, observation, and document analysis. Data were collected from teachers, students, and institution management, and analyzed descriptively to identify effective strategies in curriculum development and teaching staff management. The results of the study indicate that competency-based curriculum development and adjustment to student needs contribute to improving students' creativity and musical skills. On the other hand, human resource management including periodic training and teacher performance evaluation plays an important role in maintaining the quality of teaching. This study presents a novelty in integrating curriculum strategies and human resource management synergistically to support better quality music education. The implication of this study is that music course institutions must continue to innovate in curriculum development and human resource management to face the challenges and developments of the dynamic music industry*

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## INTRODUCTION

The world of music education continues to grow rapidly, especially in terms of music courses which are increasingly in demand by various groups. The public is increasingly aware of the importance of musical arts as part of character education and skills development. In various countries, music course institutions have an important role in providing education for those who want to learn music outside of formal education. However, the main challenge faced is how to design a curriculum that is in accordance with the times and ensure that human resources (HR) in these institutions are able to support good quality learning.

The implications of developing a music curriculum include several important aspects, namely learning flexibility, an arts and culture-based approach, and teacher training (Purhanudin et al., 2023). The curriculum must be designed flexibly so that teachers can adjust the material to local needs and student characteristics, so that learning becomes more relevant (Licayan et al., 2021). Arts education that is integrated into local culture will enrich students' learning experiences, encouraging appreciation of local cultural heritage (Alvarez et al., 2023). Teacher training through workshops and competency development programs is essential to ensure that they are able to implement the curriculum effectively and in accordance with educational goals (Ahadi et al., 2021).

Recommendations for developing music education curricula include emphasizing creativity as the main focus and implementing continuous evaluation. The curriculum needs to be designed to encourage activities that facilitate students' musical exploration, not only focusing on mastering theory but also developing students' musical skills, so that students' creativity can develop more optimally (Bolden & DeLuca, 2022). Developing an evaluation model that is adaptable and continuously updated is essential to assessing students' overall development, taking into account various aspects of students' musical skills and

understanding (Tabuena et al., 2022). Music course institutions need to continue to innovate in developing curricula that are relevant to the needs of the times, as well as ensuring quality and competent human resources to support the learning process (Olvera-Fernández et al., 2023). The curriculum must be designed to accommodate the latest developments in music trends, and can be adapted to students' needs and abilities (Sagala & Putra, 2023). Effective human resource management, including the development of teaching skills and teacher performance evaluation, is also very important to ensure that students get an optimal and useful learning experience (Yansyah, 2022). In this way, music course institutions can continue to develop and meet the expectations of society.

The number of music course institutions in Indonesia is now increasing. Nugroho Music Course, as one of the developing institutions, faces similar challenges to other institutions, namely how to improve the quality of learning through good curriculum development and efficient human resource management. If the curriculum is not developed properly and human resource management is poor, this can have a negative impact on the quality of music education provided. Therefore, efforts to improve the quality of learning are very important so that this institution can compete and meet the expectations of students and parents.

Nugroho Music Course, in order to achieve this goal, needs to focus on compiling a curriculum that is not only relevant to the development of modern music, but also tailored to the needs of students at various levels. Effective human resource management, such as through regular training and teacher performance evaluation, is an important step to ensure that each teacher has the appropriate skills and is able to teach well (Munawwaroh et al., 2020). With integrated curriculum development and human resource management, this institution can continue to improve the quality of learning and provide an optimal music learning experience for its students.

Many studies have been conducted on curriculum development in music education and human resource management, but not many have specifically highlighted the interaction between the two factors in improving the quality of learning in music course institutions. The purpose of this study is to answer questions related to the right curriculum development strategy and how human resource management can synergize to support the improvement of the quality of music education at the Nugroho Musik Course. This study aims to explore and identify effective strategies in curriculum development and human resource management that can improve the quality of learning at the Nugroho Musik Course.

This study provides important benefits for the Nugroho Music Course in improving the quality of learning through the development of relevant curriculum and efficient human resource (HR) management, so that it can compete and meet the expectations of students and parents. The results of this study also serve as a reference for other music course institutions and contribute to knowledge and best practices in music education, while opening up space for further research in this field.

The curriculum development strategy in the field of music education focuses on student needs and the challenges faced by the music industry today. The competency-based approach is one of the main strategies in the modern curriculum, where the main goal is to ensure that students not only master theoretical knowledge but also have relevant practical skills (Kotten, 2024). This encourages students to be actively involved in the learning process, both through consistent practice and public performances, so that they can develop creativity and musical skills in a balanced way.

A good curriculum must be adaptive and contextual, meaning that it can adapt to the different needs of students, and is able to encourage their holistic development, both in terms of cognitive,

ffective, and psychomotor aspects (Bahri, 2011). Curriculum development must be dynamic, with regular evaluation and revision, which aims to continuously improve the quality of learning and ensure that the curriculum remains relevant (Azis, 2018). A flexible curriculum allows educators to adjust teaching materials, teaching methods, and assessments according to student characteristics and different contexts (Jonker et al., 2020).

Curriculum development based on existing concepts, good curriculum development must be adaptive, dynamic, and flexible to meet the diverse needs of students and encourage their holistic development, covering cognitive, affective, and psychomotor aspects. Periodic evaluation and revision are very important to continue to improve the quality of learning, ensuring that the curriculum remains relevant to the times. Curriculum flexibility allows educators to adjust teaching materials, teaching methods, and assessments according to student characteristics and different contexts.

Human resource management is also important to improve the quality of learning, so that teaching skills need to be developed to achieve the expected educational goals (Ekawati, 2018). Human resource management (HR) in education focuses on the management and development of teaching skills so that they can provide an optimal learning experience for students (Subaidi et al., 2021). HR management covers various aspects, such as recruitment, training, and performance evaluation of teachers, which aim to ensure that teaching staff have competencies that are in accordance with the demands of the applicable curriculum (Rosyida et al., 2023). HR management also involves ongoing professional development programs, which help teachers stay updated with the latest developments in education and teaching methodology (Gustiana et al., 2022).

The implementation of effective HR management can create an environment that supports collaboration, innovation, and improving the quality of teaching, so that it can improve the quality

of learning and educational outcomes for students (Arum, 2023). Human resource management (HR) has a crucial role in improving the quality of learning in educational institutions. By focusing on developing teacher skills through effective recruitment, training, and performance evaluation, educational institutions can ensure that teachers have the competencies that match the demands of the curriculum. In addition, continuing professional development programs are essential to keep teachers updated with the latest developments in educational methodologies. Through the implementation of good human resource management, a learning environment that supports collaboration and innovation can be created, which in turn will improve the student learning experience and overall educational outcomes.

Curriculum development and human resource (HR) management emphasize that both support each other in efforts to improve the quality of education (Yuhasnil & Anggreni, 2020). Adaptive and relevant curriculum development requires teachers who have adequate skills and competencies, which can be achieved through effective HR management. Conversely, the success of HR management in improving teacher skills will depend heavily on a curriculum that is designed to encourage innovation and continuous learning. The synergy between curriculum development and HR management is essential to create an optimal learning environment, which will ultimately improve the student learning experience and the overall quality of education (Nurlindah et al., 2020).

This research is significant because the results can provide real contributions to the Nugroho Musik Course and other course institutions in understanding the importance of integrated curriculum development and HR management. In addition, this research is expected to be a reference for music course institution managers in formulating strategies for developing their institutions, especially in facing increasingly high competition and quality demands. The urgency of this

research lies in the increasing public need for quality music education and the importance of developing relevant curricula and effective human resource (HR) management in music course institutions. Although many studies have focused on each aspect, the interaction between the two in the context of music education is still under-explored. This study aims to identify the synergy between curriculum and HR, provide insight for music course institution managers to formulate innovative and effective strategies, and improve the quality of learning so that students are ready to face the challenges of the increasingly competitive music industry.

## METHOD

The research method is a systematic approach used to collect, analyze, and interpret data to answer research questions and achieve the stated research objectives. Qualitative research is more process-oriented than outcome-oriented, with the aim of understanding the context, experiences, and perceptions of individuals or groups in certain situations (Creswell, 2013). This research is qualitative descriptive, aiming to analyze in depth the process of curriculum development and human resource management (HR) at the Nugroho Musik Course Institute. The research subjects consisted of course managers, teaching staff, and students. Data collection techniques were carried out through in-depth interviews and direct observation of learning activities and management practices at the institution.

The method for increasing the validity and reliability of data by combining various sources of information, methods, or perspectives in the research process is the Triangulation process (Miles et al., 2014). To validate the data in this study, researchers used source triangulation, combining data from various sources to increase the accuracy of the findings. The case study approach was chosen to explore the specific context of curriculum management and implementation at Nugroho Music. With

this approach, researchers can explore the interaction between HR management and curriculum development in depth.

The data obtained were analyzed using thematic analysis method, where key themes related to curriculum development and HR management were identified and critically reviewed. The results of the study are expected to provide practical insights into effective strategies that can be implemented in similar music education institutions, so as to improve the overall quality of learning.

## RESULT AND DISCUSSION

### Curriculum Development in Nugroho Music Course.

Music learning in non-formal schools is often structured into several levels, ranging from beginner to advanced, where each stage focuses on improving more complex techniques, deeper understanding of music theory, and developing students' creativity (Veblen, 2012). Music learning should be designed in a gradual and continuous manner, with students revisiting previously learned concepts, but at a deeper level of understanding as their skills develop (Fautley & Daubney, 2022).

The curriculum at the Nugroho Music Course is designed with a structured and gradual approach to ensure systematic improvement of students' musical skills. This curriculum is divided into four levels, starting from the Basic Curriculum to the Advanced Curriculum. Each level has specific objectives, learning content, duration, and teaching methods according to the level of development and needs of the students. This design allows students to gain a comprehensive understanding and ability in music from basic to advanced levels.

The Beginner Level Curriculum is specifically designed to introduce beginner students to the basics of music. The goal is for students to understand musical notation, basic instrument techniques, and have initial skills in listening and recognizing rhythm and melody. The learning content delivered includes an

introduction to musical notation, basic instrument techniques such as piano, guitar, or vocals, as well as ear exercises and simple songs. With a learning duration varying between 6 to 12 months, the teaching method is usually individual or small group-based to ensure that each student gets adequate attention and guidance.

Once students have mastered the basics of music, they move on to the Intermediate Level Curriculum. At this level, the focus of learning is on improving technical skills as well as a deeper understanding of music theory. Learning content includes advanced instrument techniques, music theory such as scales, chords, and chord progressions, as well as an introduction to various musical styles such as classical, jazz, and pop. Basic improvisation exercises and opportunities to play in an ensemble or group provide students with the experience of playing music collectively. The duration at this stage ranges from 12 to 18 months, and the teaching method involves a combination of individual practice and group projects.

For students who have reached the intermediate skill level, the Advanced Level Curriculum offers more intensive and in-depth training. At this stage, the main goal is to hone students' musical skills to a professional level, so that they are able to perform independently or in groups. The content includes advanced instrument techniques, advanced improvisation, composition, and analysis of classical and modern music. Students are also trained to develop personal musical interpretation. The duration of this advanced curriculum is between 1 to 2 years, with a more intensive teaching method and a final project in the form of a concert or recital as the culmination of learning.

In addition to the general curriculum, the Nugroho Music also offers a Music Genre Specialization Curriculum, which allows students to study a specific music genre such as jazz, classical, pop, or rock. The goal of this curriculum is to develop students' abilities in the genre they are interested in. The learning content includes the history and theory of the

genre, instrument techniques that are in accordance with the characteristics of the genre, and analysis of important works in the genre. For 6 months to 1 year, students will be taught through a combination of theory and practice, and given the opportunity to perform music in the context of their chosen genre.

Each level in this curriculum is designed in an integrated manner, ensuring continuity in the music learning process. From mastering basic techniques to a deep understanding of a particular music genre, this curriculum aims to shape students who are not only proficient in playing instruments but also have a deep understanding of music in theory and practice. Teaching is carried out in stages to maximize the learning process of students according to their abilities and interests. In addition, the teaching approach applied is also flexible. Nugroho Music provides individual and group learning options according to student needs. Group projects such as ensembles or concerts are also an integral part of this curriculum, providing opportunities for students to collaborate and build social skills as well as the ability to play music collectively.

With this clear and tiered curriculum structure, Nugroho Music ensures that each student gets a learning experience that suits their level of development. The end result is students who are ready to face challenges in the world of music, whether as a soloist, member of a music group, or specialist in a particular genre.

The piano learning curriculum at Nugroho Music is designed with a tiered approach to improve technical skills, understanding of music theory, and students' creativity. This curriculum ensures that each student gains fundamental mastery at a basic level, where they are introduced to musical notation, basic piano playing techniques, and practice listening and recognizing melodies. As students' abilities increase, they are guided through a more in-depth intermediate curriculum, focusing on mastering advanced techniques,

understanding scales, chords, and introducing a wider variety of musical styles.

The advanced curriculum at Nugroho Music, with the main focus of piano learning, has the development of creativity through music composition material. Students who have reached an advanced level are not only trained to master more complex piano playing techniques, but are also encouraged to create their own musical works. The development of composition skills is specifically applied to piano learning, as an effort to encourage students to be able to explore and express their musical creativity through songwriting (Pratama et al., 2023). As part of the learning process, students at the advanced level are given a project to create their own songs, which is one method to hone their ability to express musical ideas in an original way.

The music composition project in piano learning at the Nugroho Music will be presented at the Students Perform Nugroho Music event. At this event, students who have reached an advanced level have the opportunity to perform their own musical works in front of an audience. This project not only trains students to master more complex piano playing techniques, but also gives them space to explore and express their creativity through the compositions presented at the event. Through this event, students not only practice performing in public, but also learn how to interpret their works with confidence. This approach not only enriches the music learning experience, but also fosters compositional talent and the ability to work independently in the world of music.

### **Human Resource Management**

Human resource management (HR) in the context of education, especially in the recruitment process, is very important to ensure that educational institutions have qualified and competent teachers (Amrullah et al., 2023). A good recruitment process begins with careful planning, including an analysis of teaching staff needs based on the curriculum and

number of students (Fadilla & Sopiah, 2023). This allows institutions to understand the skills and competencies required for the positions needed. Establishing clear selection criteria that are in accordance with the institution's vision and mission is also very important to attract the right prospective teachers.

Recruitment and selection of teaching staff at the Nugroho Music is carried out through a thorough process to ensure that only qualified candidates join. The process begins with a vacancy announcement that includes the expected qualifications, such as teaching experience, technical ability in playing a musical instrument, and knowledge of music theory. Qualified prospective teachers are then invited to attend an interview, where they will be tested not only on their musical abilities but also on their suitability to the institution's vision and mission.

During the interview process, emphasis is placed on relevant areas of expertise, such as the ability to teach a particular instrument or specialization in a particular music genre. The recruitment team also assesses the candidate's capacity to transfer knowledge and skills to students. In addition, prospective teachers are asked to provide a demonstration of their playing skills on the musical instrument they teach, allowing the team to directly evaluate their level of technical ability and teaching style.

After the interview process, successful candidates will undergo an additional selection stage that includes a teaching ability assessment. This recruitment process is necessary to ensure that teachers are not only proficient in their fields, but also have good pedagogical skills (Dacholfany et al., 2024). With this approach, Nugroho Music is committed to providing quality teachers who can provide an inspiring learning experience and support the development of students' musical skills optimally.

Time management of human resources (HR) and students at the Nugroho Music is a crucial aspect to ensure that teaching operations run smoothly. With effective scheduling and

division of tasks, this institution is committed to providing an optimal learning experience for all participants. The main purpose of the time management system is to ensure that each teaching schedule is organized and optimized, and to distribute tasks fairly and according to the expertise of each teacher (Olivo, 2021). This is expected to create a productive and enjoyable learning environment.

The first step in time management is to create a flexible class schedule, tailored to the availability of teachers and students. By considering various factors such as teacher working hours, classroom availability, and student time preferences, Nugroho Music is able to create a schedule that meets the needs of all parties. This flexibility allows students to attend classes more easily, while teachers can better manage their teaching time. Thus, the interaction between teachers and students can be more effective and of higher quality.

Furthermore, the division of teaching tasks is carried out evenly according to the expertise of each teacher. By identifying the specializations and competencies of teachers, Nugroho Musik ensures that each teacher can teach the subjects or instruments that they have mastered. This division of tasks not only helps improve the quality of teaching, but also provides an opportunity for teachers to share knowledge and experiences with each other, creating productive collaboration among the teaching team.

In order to facilitate monitoring of schedules and arranging changes, this institution uses an efficient digital system. By utilizing technology, all schedules and assignments can be accessed in real-time by teachers and students. This system allows for quick schedule re-arrangements if changes occur, such as teacher absence or student requests. The use of digital systems also facilitates communication between teachers, students, and management, so that all parties can stay informed about the latest changes and updates.

The result of this effective time management is a more optimal learning experience for each teacher and student. With a regular schedule and fair division of

tasks, teachers can focus on the quality of their teaching, while students have the opportunity to learn in a more structured and directed way. Thus, the Nugroho Music has succeeded in creating an environment that supports the development of musicality and continuous learning.

The curriculum development at the Nugroho Music Course has been designed with a structured and tiered approach, which allows students to acquire musical skills systematically from basic to advanced levels. By dividing the curriculum into four levels, namely Basic, Intermediate, Advanced, and Specialization. This institution provides opportunities for students to understand musical notation, instrument playing techniques, and an introduction to various music genres. The emphasis on continuous learning and integration between theory and practice ensures that students not only master techniques, but also develop their creativity and musical interpretation skills.

Learning programs that include composition projects and public performances, such as the Students Perform event, provide students with hands-on experience to explore their musical ideas and collaborate with fellow students. This not only strengthens their technical skills, but also builds their confidence and ability to communicate in a musical context. Through this approach, Nugroho Music has succeeded in creating an environment that supports the holistic development of students in the world of music, preparing them to face challenges both as individuals and as part of a group.

Effective Human Resource (HR) Management also contributes to the success of the institution. A thorough recruitment process ensures that the teaching staff who join are quality individuals, with good pedagogical skills. This approach is essential to creating an inspiring learning experience for students. The skilled and competent teaching team not only helps students master musical techniques, but also serves as mentors who guide them on their learning journey.

Efficient time management at Nugroho Musik Institute ensures that every aspect of teaching runs smoothly. By creating flexible class schedules and distributing assignments evenly, the institution creates a productive and enjoyable learning atmosphere. The use of technology in managing the schedule also allows for quick and responsive changes to the needs of students and teachers. Overall, the integration of tiered curriculum development and effective HR management contributes significantly to the quality of music education provided, as well as preparing students for success in various aspects of the music world.

## CONCLUSION

Synergy between curriculum development and human resource (HR) management is essential to create an effective and quality learning environment at the Nugroho Music Course. A dynamic curriculum that is responsive to student needs and the development of the music industry can improve student engagement and learning outcomes. On the other hand, the presence of competent teaching staff, who continue to receive training and professional development, will strengthen the implementation of the curriculum. Research shows that the combination of these two aspects not only improves the quality of education but also the competitiveness of institutions in the increasingly competitive world of music education.

Thus, a strategy to integrate adaptive curriculum development and effective HR management needs to be applied consistently. This will create a mutually supportive learning system, where skilled teachers can apply relevant curriculum, and students get the maximum learning experience. Through this approach, the Nugroho Music can produce graduates who are ready to face challenges in the music industry, while creating an environment that supports professional growth for teachers.

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