ABSTRAK

 Peningkatan mutu pendidikan nasional merupakan tanggung jawab kita bersama, untuk merealisasikannya perlu didukung oleh kurikulum yang jelas, pengembangan kurikulum, pelaksanaan kurikulum, proses pembelajaran, pendidik dan tenaga kependidikan, sarana dan prasarana, pembiayaan, teknologi dan informasi serta lingkungan kondusif yang dikelola melalui suatu proses yang sistematis. Kurikulum merupakan penyangga utama dalam proses belajar mengajar, oleh sebab itu pentingnya pengembangan kurikulum berguna untuk membantu siswa dan guru dalam melakukan proses pembelajaran dengan baik dan efektif. Guru merupakan ujung tombak dari keberhasilan suatu pendidikan sebab profesi guru merupakan profesi intelektual yang menuntut berbagai kompetensi dan kemampuan yang komprehensif. Kondisi saat ini belum sesuai harapan, rendahnya mutu pendidik merupakan masalah yang dapat menghambat perkembangan pendidikan sehingga berdampak pada ketercapaian ketuntasan belajar siswa.

Penelitian ini dilakukan di SMP Pasundan 1 Bandung. Adapun yang menjadi tujuan dari penelitian ini yaitu untuk mengetahui, mengkaji dan menganalisis secara deskriptif dan verifikatif tentang pengembangan kurikulum, kompetensi guru, mutu proses dan pencapaian KKM guru. Sampel penelitian menggunakan teknik sampling. Metode pengumpulan data menggunakan angket atau kuesioner dan studi dokumentasi. Metode penelitian menggunakan metode deskriptif dan verifikatif dengan teknik Analisis Jalur (Path Analysis).

 Hasil penelitian secara deskriptif membuktikan bahwa pengembangan kurikulum berada pada kriteria sangat baik, kompetensi guru berada pada kriteria sangat baik, mutu proses berada pada kriteria sangat baik dan capaian KKM Guru berada pada kriteria baik. Hasil penelitian secara verifikatif membuktikan bahwa pengembangan kurikulum dan kompetensi guru secara simultan berpengaruh positif dan signifikan terhadap mutu proses, secara parsial pengembangan kurikulum tidak berpengaruh signifikan terhadap mutu proses, kompetensi guru secara parsial berpengaruh signifikan terhadap mutu proses, serta mutu proses berpengaruh positif dan signifikan terhadap capaian KKM Guru. Dari hasil penelitian diharapkan pihak sekolah memberikan kesempatan pada guru untuk melaksanakan pengembangan diri secara berkala, melatih perencanaan RPP yang lengkap untuk memudahkan pengajaran, meningkatkan kompetensi guru pada proses pembelajaran sehingga ketercapaian ketuntasan belajar siswa dapat terus ditingkatkan, melakukan penelitian ataupun pemberian bea siswa bagi guru untuk melanjutkan pendidikannya.

**Kata kunci** : Pengembangan Kurikulum; Kompetensi Guru; Mutu Proses; Capaian KKM Guru.

Abstract

Improving the quality of national education is our shared responsibility. The clear curriculum, the development of curriculum, curriculum implementation, learning process, educators and education personnel, facilities and infrastructure, technology and information, financing, as well as conducive environment managed through a systematic process, are needed to support the realization. A curriculum is a major buffer in the learning process, therefore the importance of curriculum development is to help students and teachers in doing the learning process well and effectively. Teachers are the spearhead of the success of an education because the teaching profession is an intellectual profession that demands comprehensive competencies and capabilities. The current conditions of education are not as expected. The low quality of educators is a problem that hampers the development of education which impacts the completeness of students' learning process.

This research was conducted in SMP Pasundan 1 Bandung. The research aimed at analyzing curriculum development, teacher competence, process quality and teacher achievement of KKM descriptively and verificative. The samples of this research are determined by using sampling technique. The data collection of this research were obtained by questionnaires and documentation study. The research used descriptive and verification method with Path Analysis technique.

The descriptive findings of this research results showed that the curriculum development is in very good criteria, the teacher competence is in very good criteria, the process quality is in very good criteria and the teacher achievement is in good criteria. The results of the verificative method showed that the simultaneously and partially curriculum development and competence of teachers give positive and significant effect on process quality, partially curriculum development has no significant effect on process quality, partially teacher competence has a significant effect on process quality, and process quality has a positive and significant influence on teacher KKM achievement. Also, the process quality gives a positive and significant impact on teachers Minimal Completion Criteria (KKM) achievement. From the findings of this research, it is expected that the school provides an opportunity for teachers to carry out self-development on a regular basis, to train a complete planning of lesson plan in order to facilitate the teaching, improve the teachers' competence in the learning process so that the completeness of student learning achievement can be improved, doing research or giving scholarships for teachers to continue their education.

**Keywords** : Curriculum Development; Teacher Competence ; Process Quality ; Teacher Minimal Completion Criteria (KKM) Achievement.