



Curriculum Development Management in Improving the Quality of Education at Universitas de Dili, Timor Leste

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Abstract: The curriculum implemented at Universitas de Dili has used a collaborative approach. In curriculum planning, various stakeholders are involved, including lecturers, students, alumni, and industry. This helps ensure that the curriculum developed is relevant to the needs of the job market and the development of science. Implementation of Active Learning: The implementation of the curriculum at Universitas de Dili is generally carried out well. Lecturers try to apply active learning methods, although there are still some challenges related to limited facilities and resources. Continuous Curriculum Evaluation: Curriculum evaluation is carried out periodically, and there are efforts to improve based on the evaluation results. However, this process is not yet fully optimal due to resource and time constraints. Positive Impact on the Quality of Education: Curriculum development management has a positive impact on improving the quality of education at Universitas de Dili, especially in improving graduate competencies and the relevance of education to industry needs.

Keywords: Management, Curriculum_Development; Improvement: Quality; Education; Universitas de Dili

1. INTRODUCTION

Higher education plays an important role in economic and social development, especially in developing countries such as Timor Leste. As one of the leading educational institutions in the country, Universitas de Dili is faced with the challenge of producing competent, relevant, and ready graduates to face global challenges. One of the main factors that determines the quality of education at a university is the curriculum applied. A good curriculum must be able to meet the demands of the times, prepare students with the necessary skills, and equip them with critical and creative thinking skills. However, rapid changes in technology, job market dynamics, and the needs of the global community require continuous curriculum development management that is responsive to these changes. Universitas de Dili realizes that structured and continuous curriculum development is essential to maintain the relevance and quality of the education offered.

Timor Leste, as a developing country, also faces various challenges in its education system, including limited human resources and supporting technology. This condition requires Universitas de Dili to not only focus on increasing access to higher education, but also on improving the quality of education itself. Good curriculum development is one way to achieve this goal, namely improving graduate competency and the quality of education that is recognized both locally and internationally.

This is where curriculum development management is important at Universitas de Dili. Curriculum development is not just a formality activity, but a process that involves various stakeholders, including lecturers, students, the industrial world, and the wider community. This process must ensure that the curriculum that is prepared is relevant to current and future needs, and supports the creation of competent, adaptive, and innovative graduates.

With this background, curriculum development management is an important part of Universitas de Dili's efforts to improve the quality of education. Through the process of planning, implementing, evaluating, and continuous improvement, this university strives to align the curriculum with global developments

and the needs of society, so that it can create graduates who are competitive and contribute to national development.

2. LITERATURE REVIEW

Definition of Curriculum Development Management

Curriculum development management refers to a systematic process involving planning, implementing, evaluating, and continuously improving the curriculum to meet the needs of students, the job market, and community demands. According to Saylor, Alexander, and Lewis (1981), curriculum development includes a series of activities aimed at determining educational goals, selecting relevant learning content, and creating quality learning experiences.

Oliva (2001) added that curriculum development not only involves the preparation of teaching materials, but must also include the selection of appropriate teaching methods and appropriate evaluation strategies to measure learning success. Basically, curriculum development is a process that involves various components of education, such as teachers, students, materials, methods, and technology, to produce an effective and adaptive curriculum.

Concept of Curriculum Development

Curriculum development theory is built on various different approaches, including:

Academic Approach: This approach emphasizes the importance of the curriculum as a vehicle for transferring knowledge and skills from teachers to students. According to this theory, the curriculum should contain academic materials that can develop students' cognitive and intellectual abilities (Tyler, 1949). Tyler suggested that the curriculum should be based on clear educational objectives, selected based on an analysis of the needs of students and society.

Social Reconstructionist Approach: Counts (1932) stated that the curriculum should be designed to respond to the social challenges faced by society. In this approach, the curriculum is seen as a tool to prepare students to face and solve social problems such as poverty, injustice, and climate change. The University of Dili can use this approach to design a curriculum that is relevant to the socio-economic conditions of Timor Leste.

Constructivist Approach: Based on the views of Piaget and Vygotsky, the constructivist approach emphasizes that knowledge is constructed by students through active interaction with their environment. The curriculum developed with this approach encourages students to actively participate in the learning process and construct their own understanding through interactive learning experiences.

Curriculum Development Models

Some curriculum development models that are often used in the literature include:

Tyler Model (1949): This model is one of the classic models that focuses on four main components: objectives, content, organization, and evaluation. Tyler proposed that the curriculum should begin with setting educational goals, then selecting learning experiences that will help achieve those goals, and organizing them effectively.

Taba Model (1962): Taba developed a curriculum development model known as the inductive model, which begins at the classroom level and then progresses to a broader structure. Taba suggested that teachers should play an active role in designing the curriculum because they understand the needs of students directly.

CIPP Model (Stufflebeam, 1971): The CIPP (Context, Input, Process, Product) model is a curriculum evaluation model that assesses the effectiveness of a curriculum based on its context (educational goals), input (resources and strategies), process (curriculum implementation), and product (learning outcomes). This model is used to identify the strengths and weaknesses of the curriculum as a whole and offer feedback for improvement.

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Curriculum Development Management in Higher Education

In the context of higher education, curriculum development does not only cover academic aspects, but must also consider relevance to job market demands. Buchori (2007) stated that universities must design a curriculum that allows students to develop 21st century skills such as critical thinking, collaboration, and problem solving. In the era of globalization, universities such as the University of Dili must ensure that their curriculum not only teaches theoretical knowledge, but also prepares students to contribute directly to national development.

According to Johnson (2009), the biggest challenge in curriculum development in higher education is ensuring that the curriculum is flexible and adaptable to rapid changes in technology and science. This includes adding technological components to the curriculum to encourage more dynamic and interactive learning.

Improving the Quality of Education Through Curriculum Development

Improving the quality of education is closely related to the quality of the curriculum applied. According to Deming (1986) in the concept of Total Quality Management (TQM), improving the quality of education must be carried out continuously by involving all stakeholders, including lecturers, students, and industry. A quality curriculum is a curriculum that is continuously updated and evaluated periodically to remain relevant to current developments.

The quality of education also depends on the active involvement of lecturers in the curriculum development process. Fullan (2007) explains that lecturers must act as agents of change who are able to integrate theory with teaching practice. Lecturer professional development is also key to increasing the effectiveness of curriculum implementation.

The Influence of Curriculum Development Management on Universitas de Dili

Effective curriculum development management can help Universitas de Dili achieve its goal of improving the quality of education. A well-designed curriculum will provide students with relevant skills to compete in the global job market. In addition, a curriculum that is oriented towards local needs, such as economic and social development in Timor Leste, can help the university contribute directly to the development of the country.

University de Dili also needs to adopt a “holistic” approach in curriculum development, by incorporating important elements such as character education, soft skills, and understanding the socio-culture of Timor Leste. Curriculum development that involves collaboration with the industrial sector, non-governmental organizations, and the government can also strengthen the relevance of higher education in this country.

Challenges in Curriculum Development Management

Although important, curriculum development management is not without challenges. According to Ornstein and Hunkins (2017), some of the main challenges in curriculum development in higher education include:

1. Limited resources: Both in terms of funds, teaching staff, and facilities.

2. Resistance to change: Lecturers and students may find it difficult to adapt to new, more modern curricula.
3. Lack of collaboration with industry: Curricula that do not involve input from industry tend to be less relevant to job market needs.

Solutions in Curriculum Development

To overcome these challenges, some suggested solutions include:

4. Increasing cooperation between universities and industry: So that the curriculum developed is relevant to the needs of the world of work.
5. Use of technology: In learning and curriculum development to increase flexibility and effectiveness.
6. Continuous evaluation: Assessing the curriculum periodically to adjust it to changing needs of society and the job market.

Theoretical Study

Theoretical studies on curriculum development management show that good curriculum development can improve the quality of education at the University of Dili, Timor Leste. By applying the principles of effective curriculum management, such as careful planning, good implementation, and continuous evaluation, the University of Dili can produce competent graduates, relevant to the needs of the job market, and able to contribute to national development. The development of this curriculum must also consider the social, cultural, and economic context of Timor Leste and be supported by educational theories that are in accordance with local and global conditions

7. Curriculum Management Theory
8. Curriculum development management is a systematic and organized process for planning, implementing, and evaluating educational programs in order to meet the needs of students and the demands of society. According to curriculum management theory, this process consists of three main stages:
 9. Curriculum Planning: Involves identifying objectives, compiling content, and appropriate teaching methodologies. Tyler (1949), through the Tyler Rationale model, emphasized that the curriculum should be developed based on four key questions: (1) What educational objectives are to be achieved? (2) What educational experiences can achieve these objectives? (3) How can these experiences be organized effectively? (4) How do we know if the objectives have been achieved?
 10. Curriculum Implementation: Refers to the application of curriculum content in classroom learning practices. Fullan (2007) in his book *The New Meaning of Educational Change* explains that curriculum implementation requires active involvement from teachers, lecturers, and other educators as well as adequate resource support to ensure its success.
 11. Curriculum Evaluation: The curriculum must be evaluated periodically to assess its effectiveness. The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (1971) focuses on assessing the context, input, process, and product of the curriculum being developed to ensure that the curriculum is relevant, effective, and useful.

Curriculum Development Theory

Curriculum development includes the entire series of processes carried out to develop a curriculum that is relevant, flexible, and adaptive to change. Some key theories underlying curriculum development include:

12. Social Reconstructionism Theory: Put forward by George S. Counts, this theory emphasizes that the curriculum must be relevant to the social needs of society. The curriculum must be designed to address contemporary social problems, such as poverty, injustice, and economic disparities. In the context of the University of Dili, curriculum development must take into account the social and economic realities of Timor Leste and prepare graduates who can contribute to the development of the country.

13. Humanism Theory in Education: This theory emphasizes the importance of developing individual potential as a whole. Carl Rogers, a leading figure in the humanistic approach, emphasized that education should be learner-centered, where curriculum development should prioritize the needs, interests, and learning experiences of students. In this context, the University of Dili needs to design a curriculum that not only teaches technical knowledge, but also fosters soft skills such as communication, collaboration, and problem solving.
14. Constructivism Theory: Based on the thoughts of Jean Piaget and Lev Vygotsky, constructivism theory states that knowledge is built through active interaction between learners and their environment. In curriculum development, this approach emphasizes active learning where students act as learning agents. The curriculum at the University of Dili should be designed to encourage active student participation through case studies, group work, and research projects.

Improving the Quality of Education Through Curriculum Development

Improving the quality of education is one of the main objectives of curriculum development. According to the theory of Total Quality Management (TQM) in education, developed by Edward Deming, the quality of education can be achieved through continuous improvement in all aspects of the education process, including the curriculum. TQM emphasizes the involvement of all stakeholders—lecturers, students, administrative staff, and the community—in efforts to improve the quality of education.

Curriculum development plays a role in ensuring that:

- a. The curriculum is relevant to the needs of society and industry.
- b. The learning process is effective in improving student competency.
- c. The curriculum is flexible and can adapt to changes in technology, job market needs, and scientific developments.

Systemic Approach in Curriculum Development

The systemic approach in curriculum development views the curriculum as part of the entire education system. According to the Input-Output Systems Approach theory, education must be seen as a system consisting of input, process, and output. In the context of the University of Dili, input includes students, lecturers, and available resources. The process involves teaching, learning, and research activities that take place in an educational environment. The expected output is graduates who have competencies that are in accordance with academic standards and job market needs.

This approach also includes Continuous Improvement, where each stage of curriculum development is evaluated and adjusted to the desired results. This evaluation is important to assess whether the curriculum implemented is effective in achieving the educational goals that have been set.

Principles of Effective Curriculum Development

To ensure effective curriculum development at the University of Dili, the following principles must be considered:

- a. Relevance: The curriculum must be relevant to developments in science, technology, and the needs of society.
- b. Flexibility: The curriculum must be easily adapted to changes that occur in the world of education and the job market.
- c. Active Participation: Curriculum development must involve all parties, including lecturers, students, and industry.
- d. Innovation: The curriculum must support innovation in learning and the use of technology to improve the quality of education.

3. RESEARCH METHODOLOGY

Research methodology is the systematic steps used to answer research questions and achieve research objectives. In the research on Curriculum Development Management in Improving the Quality of Education at the University of Dili, Timor Leste, the methodology used must be able to describe how

curriculum development is carried out, how the curriculum is implemented, and its impact on the quality of education at the university. This research methodology is expected to provide a deep understanding of curriculum development management at the University of Dili and how it affects the quality of education. Through a qualitative approach, this study will explore the process of curriculum planning, implementation, and evaluation, and identify challenges and solutions in improving the quality of higher education in Timor Leste.

Type of Research

This study uses a qualitative descriptive approach, which aims to understand the curriculum development management process at the University of Dili and explore how the developed curriculum impacts the quality of education. The qualitative approach was chosen because this study focuses on an in-depth understanding of the process and context of curriculum development and involves the views of various stakeholders.

Location and Subjects of the Study

This study was conducted at the University of Dili, which is one of the leading universities in Timor Leste. The subjects of the study were individuals who were directly involved in the curriculum development process, namely:

- a. Lecturers and Academic Staff: Those involved in the preparation and implementation of the curriculum.
- b. Faculty and University Leaders: Those who have a strategic role in decision-making related to curriculum development.
- c. Students: To provide views on their acceptance of the developed curriculum and its impact on their learning experience.
- d. Alumni and Industry: To provide perspectives on the relevance of the curriculum to the needs of the job market.

Data Collection Techniques

Data collection in this study was carried out through several methods, namely:

- a. In-Depth Interview: Interviews were conducted with lecturers, academic staff, university leaders, and other parties involved in the curriculum development process. This interview aims to explore information about the stages of curriculum development, challenges faced, and steps taken to improve the quality of education through the curriculum.
- b. Observation: Observations were made on the teaching process and implementation of the curriculum in the classroom. This observation helps researchers to understand how the curriculum that has been developed is implemented in practice and how the interaction between lecturers and students in the teaching and learning process.
- c. Documentation: Researchers will also collect related documents, such as semester learning plans (RPS), syllabus, curriculum guides, curriculum evaluation reports, and other relevant documents. These documents will be analyzed to get an idea of how the curriculum is designed, structured, and implemented.
- d. Questionnaire: Questionnaires can be distributed to students and alumni to evaluate their perceptions of the curriculum taught and its impact on their competencies in the world of work.

Data Analysis Techniques

Data obtained from interviews, observations, and documentation will be analyzed using thematic analysis techniques. The stages of data analysis include:

- a. Data Collection: Data is collected from interviews, observations, documentation, and questionnaires.
- b. Data Reduction: The collected data is simplified by grouping the data into relevant themes, such as the curriculum planning, implementation, and evaluation processes.

- c. Data Presentation: The reduced data is presented in the form of a narrative description to describe the curriculum development management process at the University of Dili.
- d. Conclusion Drawing: Based on thematic analysis, conclusions are drawn regarding the effectiveness of curriculum development management in improving the quality of education at this university.

Data Validity and Reliability

To ensure the validity and reliability of the data, the following techniques will be used:

- a. Source Triangulation: Data will be verified using various sources, such as interviews with several different parties (lecturers, university leaders, students), and comparing the interview results with available documents
- b. Method Triangulation: Different data collection techniques, such as interviews, observations, and documentation, will be used to validate the data and ensure the consistency of the information obtained.
- c. Member Checking: The interview results will be reconfirmed to the respondents to ensure the accuracy of the data collected.

Research Procedure

The research procedure will involve the following steps:

- a. Research Preparation: Conducting a literature review, compiling research instruments (interview guides, questionnaires), and identifying research subjects.
- b. Data Collection: Conducting interviews, observations, and documentation at the University of Dili.
- c. Data Analysis: The data obtained will be analyzed qualitatively using thematic analysis.
- d. Reporting of Research Results: Prepare a research report that includes findings on curriculum development management and its impact on the quality of education.

Research Limitations

Some limitations that may be faced in this study are:

- a. Limited access to research subjects: Some subjects, such as university leaders or certain lecturers, may have limited time or be reluctant to provide in-depth information.
- b. Focus on one university: The results of this study may not be generalizable to all educational institutions in Timor Leste because the focus is only on the University of Dili.

4. RESULTS AND DISCUSSION

This study aims to analyze curriculum development management at the University of Dili and how it contributes to improving the quality of education. Data obtained through interviews, observations, documentation, and questionnaires were analyzed using thematic analysis techniques. The following are the results of this research analysis:

Curriculum Planning Process

Based on the results of interviews with lecturers and university leaders, curriculum planning at the University of Dili was carried out using a collaborative approach involving various stakeholders, including lecturers, faculty leaders, and representatives from the industrial world. The purpose of this collaboration is to ensure that the designed curriculum is relevant to the needs of the job market and the development of science.

1. Main Findings

- a. Curriculum planning begins with identifying the competency needs that must be possessed by graduates in each study program.
- b. Input from alumni and industry plays an important role in determining the skills needed in the workplace.

- c. There is a focus on updating teaching materials to ensure that the curriculum continues to follow global developments.
2. **Constraints Faced:** Several lecturers stated that limited time and resources were obstacles in the process of planning a more in-depth and systematic curriculum. Several study programs also experienced difficulties in integrating practical components into the curriculum due to the lack of adequate laboratory facilities and technology.

Curriculum Implementation

The curriculum implementation at Universitas de Dili is considered quite good, although there are still some challenges. Observations made in class show that lecturers are trying to implement a student-centered learning approach, where students are encouraged to actively participate in the teaching and learning process.

1. Main Findings

- a. Most lecturers have implemented active learning methods, such as group discussions, student presentations, and case studies, which aim to improve critical thinking and collaboration skills.
- b. The curriculum also includes an internship program that allows students to gain real work experience in the field.

2. Constraints Faced:

- a. Lack of supporting facilities, such as complete laboratories and digital learning resources, limits the ability of lecturers to provide more practical learning experiences.
- b. Several students stated that they had difficulty understanding some materials because the teaching methods were not varied enough or had not fully followed the latest technological developments.

Curriculum Evaluation and Improvement

Curriculum evaluation at Universitas de Dili is carried out periodically. Interviews with academic staff revealed that the university conducts annual evaluations of the curriculum to assess its effectiveness, taking into account feedback from lecturers, students, and industry.

1. Key Findings

- a. Evaluation involves assessing student learning outcomes, the suitability of teaching materials to job market needs, and student satisfaction levels.
- b. Study programs strive to continuously improve the curriculum based on evaluation results. Some of the changes made include the addition of courses that are more relevant to the world of work and revision of the syllabus to improve the quality of teaching.

2. Constraints Faced

The evaluation process is sometimes not carried out comprehensively due to lack of resources and time. Some lecturers also feel that feedback from students and alumni is not fully considered in the curriculum improvement process.

Impact of Curriculum Development on Education Quality

This study found that curriculum development management has a positive impact on improving the quality of education at the University of Dili. The implementation of a curriculum that is relevant to job market needs and the improvement of active learning methods have produced graduates who are better prepared to enter the world of work.

1. Positive Impacts:

- a. **Student Competency Improvement:** Students reported that the curriculum provided them with skills useful in their careers, such as critical thinking, communication skills, and collaboration.
- b. **Industry Relevance:** Graduates from the University of Dili received positive feedback from the companies they worked for, with many rating the skills they learned as relevant to industry needs.

Areas Needing Improvement:

- a. **Infrastructure Strengthening:** Some physical aspects, such as laboratories and access to information technology, still need to be improved to make the learning process more effective.
- b. **Industry Engagement Enhancement:** Although the curriculum has been designed to meet the needs of the labor market, industry engagement in the curriculum development process can still be improved, especially in providing more internship programs or collaborations in applied research.

Curriculum Suitability to the Social Context of Timor Leste

The curriculum at Universitas de Dili is designed to respond to the social and economic challenges of Timor Leste. Based on the results of interviews with lecturers and faculty leaders, the curriculum in several study programs has been adjusted to support national development, especially in the fields of education, health, and economy.

1. Main Findings

- a. The curriculum in several study programs focuses on developing skills relevant to social development in Timor Leste, such as teaching in the fields of education and primary health care.
- b. Courses related to social and environmental development are integrated to support sustainable development initiatives in the country.

Recommendations for Future Curriculum Development

Based on the results of the analysis, several recommendations that can be proposed for curriculum development at Universitas de Dili include:

- a. **Increasing Resource Availability:** The university needs to invest more in learning infrastructure, including laboratories, digital resources, and learning technology.
- b. **Strengthening Cooperation with Industry:** More intensive cooperation with local and international industries needs to be strengthened to provide more detailed input into curriculum development and expand internship opportunities for students.
- c. **Improving the Curriculum Evaluation Process:** The evaluation process should involve broader participation from all stakeholders, including alumni and industry, to ensure that the curriculum is continuously updated as needed.

The results of this study indicate that the management of curriculum development at the University of Dili has been running quite well, although there are still several challenges that need to be overcome. Curriculum development has had a positive impact on improving the quality of education, especially in increasing the relevance of the curriculum to the needs of the labor market and development challenges in Timor Leste. However, to achieve better quality of education, the university needs to strengthen infrastructure, expand cooperation with industry, and improve the overall curriculum evaluation process.

5. CONCLUSIONS

From the results of the study conducted on the management of curriculum development at the University of Dili, several conclusions can be drawn as follows:

1. **Collaborative Curriculum Planning Process:** The University of Dili has implemented a collaborative approach in curriculum planning, involving various stakeholders, including lecturers, students, alumni, and industry. This helps ensure that the curriculum developed is relevant to the needs of the job market and the development of science.
2. **Implementation of Active Learning:** The implementation of the curriculum at the University of Dili is generally carried out well. Lecturers try to apply active learning methods, although there are still some challenges related to limited facilities and resources.
3. **Continuous Curriculum Evaluation:** Curriculum evaluation is carried out periodically, and there are efforts to improve based on the evaluation results. However, this process is not yet fully optimal due to resource and time constraints.
4. **Positive Impact on the Quality of Education:** Curriculum development management has a positive impact on improving the quality of education at the University of Dili, especially in improving graduate competencies and the relevance of education to industry needs.
5. **Suitability to the Social Context:** The existing curriculum has begun to be directed to respond to social and economic challenges in Timor Leste, with an emphasis on social and environmental development.

Based on the above conclusions, here are some suggestions for the future development of the curriculum at the University of Dili:

1. **Improve Infrastructure:** The university needs to invest more resources to improve learning facilities, such as laboratories and access to technology, to support a more effective learning process.

2. **Increase Industry Engagement:** It is important to strengthen collaboration with local and international industries. This can be done through organizing broader internship programs, collaboration in research, and joint seminars to share knowledge and experiences.
3. **More Inclusive Evaluation Process:** The curriculum evaluation process needs to involve more feedback from alumni and industry to ensure that curriculum changes meet the needs and expectations of all stakeholders.
4. **Training and Professional Development for Lecturers:** Providing training and professional development for lecturers to improve their teaching methods, including the use of new technologies in learning, will greatly assist in creating a more engaging learning experience for students.
5. **Integration of Project-Based Learning:** Encouraging the development of curricula that integrate project-based learning can enhance students' practical skills and strengthen the connection between theory and practice.
6. **Research and Innovation in Curriculum Development:** Encouraging research and innovation in curriculum development to ensure that teaching materials are always up-to-date with the latest developments in science and technology.

By implementing these suggestions, it is hoped that Universitas de Dili can continue to improve the quality of education and produce graduates who are ready to face challenges in the world of work and contribute to the development of the country.

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Ishomuddin, conducted research in the fields of social, political, cultural, and education and has 175 Intellectual Property Rights (HKI).

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