

Implementation of Curriculum Management in Educational Institutions

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Keywords:	Abstract
Curriculum Management, Educational Institutions.	<i>This article is to assess and comprehend Madrasah Ibtidaiyah Ponorogo Islamic Center's execution of Islamic education program management. This study combines a descriptive analytic method with a qualitative article approach. Descriptive analysis was used for data gathering, with a focus on the administration of Islamic education programs and the elements that help or impede their implementation. At the Madrasah Ibtidaiyah Ponorogo Islamic Center, a variety of relevant parties, including instructors, students, and parents, participated in the article. The article results show that Madrasah Ibtidaiyah Islamic Center Ponorogo has a unique approach in implementing curriculum management. The integration of Islamic values, ethical education, and a holistic approach are characteristic of the learning process. Supporting factors for implementing curriculum management include awareness of the importance of ethical education as a foundation, integration of Al-Qur'an values in every aspect of life, and various extracurricular programs outside of school. On the other hand, obstacles arise in rapid adaptation to curriculum changes and lack of coordination with participants from the Ministries of Religious Affairs and Education. This article provides an in-depth picture of how Islamic education curriculum management at the MI Islamic Center Ponorogo can create a holistic learning environment based on Islamic values. These results can aid in the development of tactics and guidelines for Islamic education, especially at the elementary level, in order to increase its effectiveness and relevance to the demands of the times</i>
Manajemen Kurikulum, Lembaga Pendidikan.	Tujuan dalam penelitian ini ialah untuk mengevaluasi dan memahami pelaksanaan manajemen program pendidikan Islam di Madrasah Ibtidaiyah Islamic Center Ponorogo. Penelitian ini adalah penelitian kualitatif dan menggunakan analisis deskriptif untuk mengumpulkan data. Penelitian ini menekankan pengelolaan program pendidikan Islam serta elemen yang mendukung atau menghambat pelaksanaannya. Pelaksanaan penelitian berada di Madrasah Ibtidaiyah Islamic Center Ponorogo dengan melibatkan berbagai pihak terkait, seperti guru, siswa, dan orangtua. Hasil penelitian menunjukkan bahwa Madrasah Ibtidaiyah Islamic Center Ponorogo memiliki pendekatan unik dalam penerapan manajemen kurikulum.

Integrasi nilai-nilai Islam, pendidikan adab, dan pendekatan holistik menjadi ciri khas dalam proses pembelajaran. Faktor pendukung implementasi manajemen kurikulum antara lain adalah kesadaran akan pentingnya pendidikan adab sebagai fondasi, mengintegrasikan nilai-nilai Al-Quran dalam setiap aspek kehidupan, dan program ekstrakurikuler yang beragam di luar sekolah. Di sisi lain, kendala muncul karena perlunya adaptasi yang cepat terhadap perubahan kurikulum dan kurangnya koordinasi dengan pemangku kepentingan di Kementerian Pendidikan dan Kementerian Agama. Penelitian ini memberikan gambaran mendalam tentang bagaimana program pendidikan Islam diselenggarakan di MI Islamic Center Ponorogo dapat menciptakan lingkungan pembelajaran holistik dan berbasis nilai-nilai Islam. Temuan ini dapat memberikan kontribusi pada pengembangan strategi dan kebijakan di bidang pendidikan Islam, terutama pada tingkat dasar, guna meningkatkan efektivitas dan relevansinya dengan tuntutan zaman.

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1. Introduction

Education in Indonesia has been in decline for years and for the umpteenth time the cause has been blamed on the curriculum. In the era of globalization, the world of education must be able to meet the changing needs of the times (Anita et al., 2023). Therefore, it makes sense to say that changes in the needs of society and the workplace are closely related to changes in the education sector it self (Muslih, 2018). The curriculum is the spirit of education. An effective curriculum will produce a strong education system and satisfactory results. The problem of managing this school program is one of the problems that has not found a solution (Muhammad Muttaqin, 2021). This is evidenced by the changes in the school curriculum almost every time a new minister of education takes office. This program is subject to continuous updates and modifications. Changes in the school curriculum have a significant impact on various elements of the education sector. This is because the impact of curriculum changes is not simple and may be underestimated. Curriculum changes mean that students and teachers must adapt again (Muhammad Muttaqin, 2021). Teachers must undergo mentoring and retraining. Students must be able to understand the concept of the new program. Schools must also prepare everything needed to implement the new program. Sometimes these program changes occur in a fairly short period of time, so that teachers and students cannot fully understand the old program learning model. They must be able to adapt and re-understand the new program. Because the task of teachers and education personnel is very important for the success of education (Mubarak et al., 2022).

To achieve educational goals, one must have a good understanding of curriculum management in order to implement or develop the curriculum, especially a comprehensive Islamic curriculum. However, in reality, many educational institutions, especially schools, cannot implement and develop an

ideal integrated Islamic curriculum due to the lack of qualified and competent educators and teachers (Hartati & Supriyoko, 2020). The Islamic Center at its Elementary Madrasah also experienced the same thing. This prompted articleers to conduct additional article on the management of Islamic education programs at the Ponorogo Islamic Center Elementary Madrasah. This study discusses the following problems: how the management of the Islamic education curriculum is carried out at the Ponorogo Islamic Center Elementary Madrasah and the factors that support and hinder its implementation.

2. Methods

This study focuses on two factors: the implementation of Islamic religious education program management at the elementary education level and the factors that support and hinder its implementation. In this study, qualitative article is used to study the state of natural objects, with the articleer as the main instrument (Sugiyono, 2018). Qualitative descriptive methods are used to collect data (Ikhwan, 2021). The purpose of using this method is to gain a better understanding of the implementation of Islamic religious education program management at the elementary education level and its supporting components that hinder its implementation. Creating a systematic, realistic, and accurate picture, description, or description of the events, characteristics, and relationships between the phenomena studied is the purpose of this analytical descriptive study (Sugiyono, 2019). The place of this investigation is the Islamic School of Madrasah Ibitidaiyah Islamic Center Ponorogo, which is located at Jl. Soekarno Hatta No. 83, Sablak, Keniten, Ponorogo District, Ponorogo Regent, East Java 6341.

3. Result and Discussion

Madrasah Ibitidaiyah Islamic Center Ponorogo is an educational institution that has a unique approach in its curriculum management. With a focus on the spiritual, social, and academic development of children, this Madrasah creates a holistic learning environment, integrating the values of manners, faith, and memorization of the Qur'an in every aspect of school life. One important aspect of the curriculum approach in this Madrasah is the application of the principle of "knowing manners before faith, and faith before the Qur'an." Education in manners or noble morals is prioritized as a foundation for developing faith and understanding of the Qur'an. This Madrasah understands that strong morality and ethics are important foundations for forming a faithful and responsible person.

In implementing the tahfidz program, Madrasah Ibitidaiyah Islamic Center Ponorogo emphasizes a balance between memorizing the Qur'an and general lessons. The curriculum is carefully integrated, ensuring that the focus on religion does not sacrifice general learning. The main goal is to provide a comprehensive education to students, so that they are not only experts in religion but also have solid knowledge in various fields. This approach creates a holistic learning environment, where spiritual and academic development complement each other, forming a generation that has multidimensional intelligence and strong spiritual commitment. The monthly "parenting" program is one of the proactive steps taken by this madrasah. The theme or topic chosen for each session is based on the way the Prophet Muhammad educated children, based on the principles of the Qur'an and As-Sunnah. In this aspect, it helps to actively involve parents in their children's education, creating synergy between the school and home environments. The

outschool learning activities every Saturday at the Islamic Center Ponorogo Ibitidaiyah Madrasah are an interesting and useful innovation. The madrasah divides children into groups with various activities, including tahfidz classes, archery, swimming, nature contemplation, and making crafts. This approach not only provides variation in learning but also encourages the development of each child's unique interests and talents. In this way, each child can experience learning that suits their preferences, creating an environment that supports holistic exploration and development.

Outschool activities that are rolled out every week at Madrasah Ibitidaiyah Islamic Center Ponorogo provide a new dimension in learning. This not only creates variation in teaching methods but also provides opportunities for children to gain different experiences every week. Through direct interaction with the environment, children not only learn in class but also develop social skills, leadership, and curiosity. These experiences help prepare them to face challenges in the real world, providing valuable lessons that are difficult to find in conventional learning. In addition, additional extracurricular activities such as archery, swimming, jujitsu, and tahfidz are an integral part of the holistic approach in developing children's skills and talents. This madrasah has a deep understanding of the importance of developing non-academic skills in forming a balanced and comprehensive personality. These activities not only offer additional physical and mental activities but also open up opportunities for students to explore their interests outside the main curriculum.

In this way, Madrasah Ibitidaiyah Islamic Center Ponorogo not only produces competent memorizers of the Qur'an, but also forms individuals who have excellence in various aspects of life, and have a positive impact on society and the surrounding environment. Through this approach, Madrasah Ibitidaiyah Islamic Center Ponorogo is not only an educational institution, but also a center for developing solid character and personality. By combining religious, academic, and non-academic elements, this Madrasah provides a solid foundation for the spiritual and intellectual growth of children. Unique and diverse programs not only attract the attention of students but also involve parents in the process of educating their children. This Madrasah is an inspiring example for other educational institutions in creating a holistic learning environment that is oriented towards Islamic values.

3.1. *Management*

The word "management" comes from Latin, where "manus" means "hand" and "agere" means "to do". The word managerre, which means to manipulate, comes from this word. "Management" comes from the English word "manager", and is defined as a social process involving all human efforts with the help of other human efforts and other resources in an effective and efficient manner to achieve predetermined goals (Hidayati, 2017). According to Parker, management is the art of getting things done through people. In a broad sense, management is planning, organizing, directing, and controlling organizational resources (P4) to achieve goals effectively and efficiently. In a narrow sense, management is school management, which includes curriculum planning, principal direction, school information systems, and supervision and evaluation (Anita et al., 2023). Management is the process of trying to achieve action through the work of people in a group. Management theory is an organization of experience that can be

demonstrated in practice through article, experimentation, experience and principles, and through teaching based on the management process (Nasution & Albina, 2022). Management is the process of empowering others or resources to achieve predetermined goals. Activities included in the scope of management include planning, organizing, implementing, and supervising. Management also includes the scope of performance that will utilize people and other resources to achieve predetermined goals (Ahyani et al., 2021).

3.2. *Curriculum*

Many experts understand the term curriculum. The curriculum comes from the Latin word "curriculum", which literally means educational material. Some argue that this term comes from the French word "courier", which means running, and "curare", which means running place. Therefore, the word "program" comes from the world of Greek sports, where it is used to describe the distance a runner must cover from the starting line to the finish line (Muslih, 2018). An educational program is a set of plans and arrangements that include objectives, content, materials, and learning methods. This program is used to direct learning activities to achieve educational goals (Safril et al., 2023). Adjusted to the school curriculum to achieve the best learning outcomes. This program includes all education provided by the school to all students, both inside and outside school. Students can obtain education through various activities, such as participation in classes, skills training, sports, and visits to school laboratories or practices (Hartati & Supriyoko, 2020).

This educational program reflects the vision, mission, and values of the institution, so it is very important for the learning process (Sabrifha et al., 2023). In essence, an educational program (curriculum) is a plan of learning activities that can include learning objectives, learning materials, activities and teaching and learning activities, learning programs and assessments. The curriculum as a system is the existence of the curriculum as a tool used to regulate the existence of personnel, work processes, implementation of learning and assessments and steps to improve assessment results. The curriculum as a field of study, especially the curriculum, functions as a tool to develop knowledge that can be obtained through article and study in the library. Therefore, the curriculum is used to help achieve educational goals (Muarak et al., 2022).

Educational programs that use learning media to achieve educational goals are a major effort to improve public welfare and educate the nation's life (Nurmadiyah, 2016). The school curriculum functions as an educational tool because all activities in the learning process are directed at it to achieve educational goals. Educational plans, guidelines, and instructions on the type, scope, content, and process of education are also special functions of the program. Programs, such as a series of activities, must have clear goals. To ensure that all members of the organization can achieve these goals using standard standards and instruments, these goals must be scientific. This relates to making it easier for each member of the group to take clear and measurable actions to achieve the goals set together (Tabroni et al., 2022).

3.3. *Curriculum Management*

Curriculum management is a systemic, cooperative, and comprehensive curriculum management system to achieve curriculum goals. This gives schools or

educational institutions the freedom to manage the curriculum independently by prioritizing the needs and achievement of targets in the school's vision and mission. This does not ignore the policies that have been set throughout the country. Schools use curriculum management to manage their curriculum, which includes planning, organizing, implementing, and evaluating. Curriculum management must be based on school goals and refer to the implementation of interesting learning that is in accordance with child development (Wibowo et al., 2021). To achieve national education goals, education management is a systematic and comprehensive process of cooperation. This includes structuring, organizing, and other activities related to educational institutions as a whole and with other institutions (Wesnedi et al., 2021).

Schools must manage their curriculum collaboratively and based on the school's vision, mission, and goals so that the curriculum becomes a guideline for productive, democratic learning that leads to the vision, mission, and learning goals. Curriculum management is the key to achieving educational goals at all levels and types of education, both at the national and local levels. A good curriculum must be made in accordance with the vision and mission of the madrasah and consider community feedback. The main principle of curriculum management is to prioritize productive learning elements. To ensure that the curriculum runs well and efficiently, the curriculum development team must work together. In the education process, curriculum management is necessary to enable planning, implementation, and evaluation to run more effectively, efficiently, and optimally in supporting learning experiences, learning resources, and curriculum elements. Curriculum management functions to increase the effectiveness of the use of curriculum resources, Increase balance and opportunities for students to achieve the best results, Improve teacher performance and student activities to achieve learning goals, and Increase community participation in learning development (Wahyuni, 2019). The curriculum is expected to provide an educational experience that meets student needs and allows for an effective and efficient learning process.

3.4. *Implementasi Manajemen Kurikulum*

At this stage, curriculum implementation includes the application of all written curriculum designs, including skills, courses, and learning programs that are tailored to the learning environment. The implementation of curriculum management at MI Islamic Center Ponorogo reflects a holistic approach and is based on Islamic values. The following is an explanation of the implementation of curriculum management at the institution (Arfandi & Shaleh, 2018). MI Islamic Center Ponorogo applies the integration of Islamic values firmly in every aspect of its curriculum. The fundamental principle of "knowing manners before faith, and faith before the Qur'an" is the philosophical basis for curriculum development. Adab education is the first step. Through learning Islamic ethics, students are developed with good manners and ethical principles used in everyday life. The importance of adab education as the main foundation is not only focused on external actions, but also involves an understanding of intention, motivation, and spiritual awareness in every behavior. Students are invited to reflect on how ethical values can guide their actions, creating an environment full of tolerance, justice, and respect for each other.

In this context, adab education also teaches students about the importance of honesty, responsibility, and empathy in interacting with others. Students are empowered to recognize the moral values that underlie their every action and apply them in real-life situations. Through adab education, MI Islamic Center Ponorogo is committed to forming individuals who not only have high moral integrity, but are also very intelligent academically. Awareness of Islamic ethics and morality is not only part of the curriculum, but also becomes a lifestyle that is integrated into every aspect of student self-development. Thus, this approach creates a holistic educational environment, bringing a much broader positive impact on the development of students' character and spirituality.

In general subjects, this concept is implemented by aligning learning materials and methods to create a learning environment that is in accordance with Islamic teachings. In general subjects such as mathematics, language, and science, content is taught by prioritizing Islamic moral and ethical values. For example, in mathematics, the concepts of honesty and justice can be emphasized in every lesson. In addition, the main objective of the curriculum is to help students understand how Islamic values can be applied in everyday life, producing students who not only have good academic abilities but also have morals in accordance with Islamic teachings (Tsani et al., 2020).

The implementation of this curriculum creates a holistic learning atmosphere, where each subject becomes a means to shape the character and morality of students. Thus, students not only have academic abilities, but they also have an understanding of Islamic principles, which prepare them to face challenges in everyday life with a strong moral foundation. The next significant step in education at MI Islamic Center Ponorogo is introducing students to the Qur'an. However, this approach is not merely about memorizing or understanding the text, but rather an effort to teach students to apply it in their daily lives based on the principles of the Qur'an. Students are not only taught how to learn and understand the Qur'an, but to absorb and apply these teachings in their daily interactions. The concept of justice, for example, is not only taught as a theoretical abstraction, but is implemented in real action. Students are invited to understand and apply the principles of justice in all aspects of life, from interpersonal relationships to daily decisions.

In addition to justice, compassion and wisdom are also the focus of the implementation of the values of the Qur'an. Students are empowered to understand the true meaning of compassion and wisdom in the context of Islamic teachings, and to integrate these values into their daily lives. Through this approach, the goal of MI Islamic Center Ponorogo is to produce students who not only understand the teachings of the Qur'an but are also able to use these values to guide their actions and decisions. With the concepts of the Qur'an applied in their daily lives, we can build a relationship between our understanding of spiritual ideas and practices in forming characters that are in accordance with Islamic teachings. The implementation of outschool learning activities every Saturday at MI Islamic Center Ponorogo reflects a commitment to the holistic development of students. By dividing students into groups, each group has access to various activities, this approach provides.

Supporting Factors for the Implementation of Curriculum Management at MI Islamic Center Ponorogo:

- a) Leadership Commitment

Awareness and strong commitment from the leadership of MI Islamic Center Ponorogo towards the integration of Islamic values in the curriculum are key factors in supporting the implementation of curriculum management. Leadership that understands and practices these values provides clear direction and motivates staff and students.

b) Parental Participation

Active involvement of parents through monthly parenting programs provides strong support for the implementation of curriculum management. The synergy between the values taught in school and practices at home creates a holistic environment for student development.

c) Diverse Extracurricular Activities

The implementation of teaching and learning activities outside of school every Saturday provides space for students to develop their potential according to their interests and talents. Thus, creating a diverse learning environment in accordance with the principles of a holistic curriculum.

Inhibiting Factors for the Implementation of Curriculum Management at MI Islamic Center Ponorogo:

a) Limited Resources

Limited funds and facilities are obstacles in implementing several aspects of the curriculum that require additional investment. This may include developing extracurricular programs or providing richer learning materials.

b) Challenges of Curriculum Adaptation

Curriculum changes at the national or regional level can be challenging, especially if MI Islamic Center Ponorogo has difficulty adapting or obtaining adequate guidance.

c) Challenges in Evaluation and Continuous Improvement

Limitations in the evaluation and continuous improvement process can be a barrier. Without an effective evaluation mechanism, it is difficult to identify areas that need improvement and enhancement.

d) Level of Community Acceptance

The level of community acceptance of a holistic approach based on Islamic values may vary. Resistance or lack of understanding from some parties in the community can be a barrier to curriculum implementation.

By addressing these supporting and inhibiting factors, MI Islamic Center Ponorogo can continue to strengthen and improve the implementation of curriculum management, creating a better and more effective learning environment. As a researcher, I really appreciate the holistic and integrated approach implemented by MI Islamic Center Ponorogo in curriculum management. The integration of Islamic values, adab education, and parental involvement forms a solid foundation for creating an educational environment that is in accordance with the principles of good curriculum management. This approach not only helps students gain academic knowledge but also forms character and morality in accordance with Islamic teachings.

However, as part of the appreciation, it is important to emphasize the need for continuous evaluation and improvement of implementation. This evaluation will help understand the extent to which the method has succeeded in achieving educational goals. Continuous improvement can focus on refining teaching strategies, developing responsive curricula, and increasing interaction between

schools and parents. By continuing to strive to improve the quality of education, MI Islamic Center Ponorogo can ensure that their vision of producing a generation that is not only academically intelligent but also has noble character. The spirit of evaluation and improvement continues to drive progress and enlightenment in their curriculum management approach.

However, there are several supporting and inhibiting factors that need to be considered. Leadership commitment and parental participation are the main drivers of successful implementation. The use of integrated teaching methods and various extracurricular activities provide a practical and holistic dimension to learning. In addition, in daily activities, an understanding of religion needs to be strengthened through the use of the Qur'an as a practical guide. On the other hand, limited resources, challenges in curriculum adaptation, difficulties in coordination with related parties, and challenges in evaluation and continuous improvement are obstacles to implementation. Limited funds and facilities can limit the development of extracurricular programs or the provision of richer learning materials. Challenges in curriculum adaptation and difficulties in coordination can affect access to needed resources and guidance. By identifying these supporting and inhibiting factors, MI Islamic Center Ponorogo can continue to strengthen positive aspects and overcome emerging challenges. Continuous evaluation and commitment to continuous improvement will be the key to sustainability in achieving the vision of forming a generation that is intelligent, has high morals, and is based on Islamic values.

4. Conclusion

In the implementation of curriculum management, MI Islamic Center Ponorogo has succeeded in achieving success through strong leadership commitment, active parental participation, integrated teaching methods, various extracurricular activities, and the use of the Qur'an as a practical guide. The holistic approach applied creates an educational environment that educates students academically and instills morality and character in accordance with Islamic teachings. The success of the implementation of curriculum management at MI Islamic Center Ponorogo is also greatly influenced by the important role of teachers, parents, and students. Teachers act as facilitators in implementing integrated teaching methods and guiding extracurricular activities. Parents provide active support through their participation, while students become active and responsive learning subjects. Close collaboration between teachers, parents, and students is a strong foundation for the realization of holistic education that includes academic, character, and moral aspects in accordance with Islamic teachings.

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