



Curriculum Management in Improving the Effectiveness of the Learning Process in Islamic Educational Institutions

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Abstract

This study aims to analyze the concept of curriculum management and its role in improving the effectiveness of the learning process in Islamic educational institutions. The research employs a qualitative approach using library research by reviewing relevant books, scholarly articles, and educational policy documents. The data are analyzed through content analysis and descriptive analysis to identify key concepts and themes related to curriculum management and learning effectiveness. The findings indicate that curriculum management encompassing systematic planning, consistent implementation, and continuous evaluation plays a crucial role in enhancing the quality of learning, both in terms of academic achievement and the internalization of Islamic values. A professionally and integrative managed curriculum can support effective, meaningful, and contextually relevant learning in response to contemporary developments. The study concludes that strengthening curriculum management is a strategic factor in achieving learning effectiveness and realizing the comprehensive goals of Islamic education.

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Introduction

Education has a strategic role in shaping the quality of human resources who have faith, knowledge, and noble character. In the context of Islamic education, the educational process is not only directed at the achievement of academic competence, but also at the formation of a complete Muslim personality, namely a person who is able to integrate faith, knowledge, and charity in daily life. To achieve this goal, Islamic educational institutions are required to organize an effective, planned, and oriented learning process based on Islamic values. One of the key factors that determines the success of the learning process is the curriculum and how it is managed professionally. (Arifin, 2012)^[2]

The curriculum is the heart of the educational process because the curriculum is the main guideline in the planning, implementation, and evaluation of learning. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 1 ayat (19), 2003)^[23] This definition shows that the curriculum is not only in the form of written documents, but also reflects the direction and quality of education delivery. Therefore, the curriculum requires systematic and continuous management so that it can be implemented effectively in learning practices.

In practice, Islamic educational institutions still face various problems in curriculum management. These problems include incompatibility between curriculum planning and learning implementation, weak integration of Islamic values in general subjects, and lack of continuous curriculum evaluation. This condition has an impact on the low effectiveness of the learning process, both in terms of achieving student learning outcomes and in terms of internalizing Islamic values. (Sanjaya, 2013) ^[21] Learning that should be a means of forming noble character and morals is often reduced to a mere knowledge transfer activity.

Curriculum management is one of the strategic approaches to overcome these problems. Curriculum management is understood as the process of curriculum management which includes planning, organizing, implementing, and evaluating the curriculum systematically in order to achieve educational goals effectively and efficiently. (Hamalik, 2013) ^[7] Through good curriculum management, Islamic educational institutions can ensure that the curriculum is not only administratively arranged, but also optimally implemented in the learning process.

Along with the development of science, technology, and the demands of globalization, Islamic educational institutions are faced with the challenge of innovating the curriculum without abandoning Islamic values as the main identity. The curriculum is required to be relevant to the needs of students and society, as well as being able to instill the values of faith, piety, and noble morals. Muhamimin emphasized that the management of the Islamic education curriculum must be able to integrate religious science and general science holistically so that students have a balance between intellectual, emotional, and spiritual intelligence. (Muhamimin, 2015) ^[13]

The effectiveness of the learning process is the main indicator of the success of curriculum management. The learning process is said to be effective if the learning goals are achieved, students are actively involved in learning, and there is a positive change in behavior in accordance with Islamic educational values. In the theory of school effectiveness, Edmonds emphasized that an effective school is a school that is able to optimally manage all educational resources, including the curriculum, to support learning that is oriented to student learning outcomes. (Edmonds, 1979) ^[4] Therefore, curriculum management has a very important role in creating effective and meaningful learning.

Based on this description, studies on curriculum management in improving the effectiveness of the learning process in Islamic educational institutions are very relevant and important to be carried out. This study is expected to make a theoretical contribution to the development of Islamic education management science as well as a practical contribution for the management of Islamic educational institutions in optimizing curriculum management to improve the quality of learning and achieve the goals of Islamic education comprehensively.

Research Methodology

This study aims to examine using data collection techniques. Library research involves data collection by understanding and studying theories from various relevant literature. There are four stages in literature study: preparing the necessary tools, preparing a work bibliography, organizing time, and reading or recording research materials, which is research that utilizes library sources as the main object of study

without involving field data collection (Zed, 2014) ^[25]. This qualitative research aims to understand the meaning and build concepts based on data sources in depth. The data collection technique in this study is carried out through a literature review, namely by searching, selecting, and reviewing various written sources that are relevant to the focus of the research, such as books, scientific articles, research report results, and official documents that support the discussion (Moleong, 2019) ^[12]. Education policies related to learning management and teaching effectiveness. The collected data is then analyzed using content analysis to identify concepts, themes, and patterns related to developing theories that are aligned with a focus on Curriculum Management, Learning, Effectiveness, and Islamic Education (Magdalena *et al.*, 2021) ^[10]. Descriptive analysis is used to present and elaborate on research findings in a systematic, structured, and in-depth manner. Furthermore, intertextual analysis is applied to compare, correlate, and synthesize various theoretical perspectives and previous research results, so that a comprehensive and coherent understanding is obtained in accordance with the focus and objectives of the research.

Discussion

1. Curriculum Management Concept

Curriculum management is one of the central elements in the implementation of education because the curriculum is the main guideline in the entire learning process. The curriculum not only functions as a formal document that contains the objectives, content, and structure of the subject, but also as a strategic instrument that directs the learning experience of students in a planned and systematic manner. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is emphasized that the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 paragraph (19), 2003) ^[23] This definition emphasizes that the curriculum cannot be separated from the managerial process that regulates the planning to evaluation of learning.

From the perspective of education management, the curriculum requires professional management so that it can be implemented effectively and efficiently. Oemar Hamalik stated that curriculum management is a management process that includes curriculum planning, organizing, implementing, and evaluating activities that are carried out systematically to achieve optimal educational goals. (Hamalik, 2013) ^[7] This view shows that the success of the curriculum is not only determined by the quality of the curriculum design, but also by how the curriculum is managed and translated into classroom learning practices.

Curriculum management aims to ensure the implementation of the curriculum in accordance with the educational goals that have been set and ensure its relevance to the needs of students and the demands of the times. Through good curriculum management, educational institutions are able to optimize the use of human resources, infrastructure, and learning time. Nanang Fattah emphasized that education management, including curriculum management, is directed to increase the effectiveness and efficiency of education administration through integrated resource management. (Fattah, 2012) ^[6] Thus, curriculum management is an

important instrument in improving the quality of learning processes and outcomes.

The implementation of curriculum management must be based on the principles of relevance, effectiveness, efficiency, flexibility, and sustainability. The principle of relevance requires that the curriculum be in accordance with the needs of students, society, and the development of science and technology. The principle of flexibility allows the curriculum to be adjusted to the conditions and characteristics of the educational institution, while the principle of continuity ensures the linkage between levels and learning materials. Wina Sanjaya emphasized that a curriculum that is managed flexibly and sustainably will be easier to implement effectively in the learning process, because it is able to answer the real needs of students and their social context. (Sanjaya, 2013)^[21]

In the context of Islamic education, curriculum management has a broader and distinctive dimension. The Islamic education curriculum is not only oriented towards mastering knowledge and skills, but also on the formation of a complete Muslim personality. Islamic education aims to produce people who are faithful, pious, knowledgeable, and moral. Therefore, curriculum management in Islamic educational institutions must be based on the values of monotheism and the goals of Islamic education holistically. Muhamimin emphasized that the development and management of the Islamic education curriculum must be able to integrate religious and general sciences in an integrated manner so that students have a balance between intellectual, emotional, and spiritual intelligence. (Muhamimin, 2015)^[13]

Curriculum management in Islamic education also functions as a means of internalizing Islamic values in the entire learning process. The curriculum should not be dichotomous between religious subjects and general subjects, but should be designed and managed integratively. Abuddin Nata stated that the Islamic education curriculum must be directed at the formation of the morals and character of students through the management of learning based on Islamic values (Nata, 2010)^[15]. Thus, curriculum management becomes a strategic instrument in instilling the values of faith, piety, and morals in the lives of students. In addition, curriculum management also has an important role in increasing the effectiveness of the learning process. A well-planned curriculum will make it easier for teachers to set learning objectives, choose the right methods and media, and carry out objective learning evaluations. Mulyasa emphasized that the success of curriculum implementation is highly dependent on the ability of educational institutions to manage the curriculum professionally and sustainably. (Mulyasa, 2014)^[14] Therefore, curriculum management is not only the responsibility of the head of the institution, but also involves the active role of teachers as curriculum implementers in the classroom.

In practice, curriculum management also functions as a tool for quality control of education. Through continuous curriculum evaluation, educational institutions can determine the level of achievement of learning objectives and make continuous improvements and curriculum development. This evaluation not only assesses student learning outcomes, but also assesses the relevance of curriculum content, the effectiveness of learning methods, and the suitability of learning strategies with student characteristics. Thus, curriculum management becomes a dynamic process that continues to develop according to educational needs and

challenges.

In the context of learning effectiveness, curriculum management is not only understood as an administrative process, but also as a strategic mechanism that directly affects the quality of learning planning, the implementation of learning in the classroom, and the evaluation of student learning outcomes. Therefore, the effectiveness of the learning process is highly determined by the extent to which each stage of curriculum management from planning to evaluation is carried out systematically and oriented towards the achievement of learning objectives. Thus, the concept of curriculum management in this study is understood as an operational framework that integrates the planning, implementation, and evaluation of learning systematically to increase the effectiveness of the learning process in Islamic educational institutions.

2. Curriculum Management on Learning Effectiveness

Conceptually, the curriculum is composed of four main components, namely objectives, content, delivery processes or systems, and evaluation. These four components are interrelated and inseparable from each other. The curriculum must also be designed in harmony with the social demands, conditions, and development of the community (Indah *et al.*, 2022)^[19]. Therefore, harmony between curriculum components is needed, where evaluation is carried out based on the objectives, content, and learning methods used, so as to create an integration between the educational objectives and the material taught.

Purpose

In his research (Fadli *et al.*, 2025)^[5]. Explaining the findings from Darajat, the objectives of the curriculum are results that are expected to be achieved through a series of planned educational processes and activities. The existence of goals is very important because it functions as a determinant of the direction and goals to be realized in the implementation of education. The purpose of the curriculum needs to be formulated by considering several criteria, including the development of the demands of the times, the needs and conditions of society, and the foundation of philosophical thinking that refers to the basic values of the state or the education system adhered to. The purpose of education, as affirmed in Permendikbud No. 69 of 2013, is directed to form citizens who are faithful, productive, creative, innovative, and able to contribute to the life of society, nation, and state (Indah *et al.*, 2022)^[19]. In Indonesia, the goal of national education is determined through state policies and is the main reference in the implementation of education.

The formulation of clear and targeted curriculum objectives contributes directly to the effectiveness of learning because it serves as a reference for teachers in determining learning strategies, methods, and evaluations. Measurable goals make it easier for teachers and students to understand the direction of learning, so that the learning process takes place more focused and meaningful.

Material

The material component or learning content is part of the curriculum that is specifically designed to support the achievement of educational goals (Amiruddin, 2020). The learning materials include various study materials in the form of knowledge, values, experiences, and skills that are compiled and developed in the learning process so that the

goals that have been set can be achieved optimally. Learning materials that are relevant and in accordance with the objectives of the curriculum encourage learning effectiveness because they help students understand concepts systematically and relate them to real-life contexts. A well-structured material also makes it easier for teachers to manage their time and learning strategies optimally.

1. The component of learning strategies or methods has a very crucial role because it is directly related to the implementation of the curriculum in the classroom. Learning strategies are a general pattern and sequence of interactions between teachers and students in teaching and learning activities that are designed to achieve predetermined goals (Prastiwi *et al.*, 2024) ^[16]. The strategy includes planning that is manifested in the form of directed learning activities. The learning method is a way or operational step to implement a planned strategy into real learning practice (Susiawati, 2020) ^[22]. So that learning goals can be achieved optimistically. The selection of the right learning strategies and methods has a significant impact on the effectiveness of the learning process, because it is able to increase students' activeness, participation, and understanding. Varied and contextual strategies make learning more interactive, so that learning goals can be achieved more optimally
2. The learning evaluation component refers to the provisions of the Minister of Education and Culture Number 21 of 2022 concerning Assessment Standards, which states that the assessment of student learning outcomes consists of formative and summative assessments. Formative assessment aims to monitor and improve the learning process as well as assess the achievement of learning objectives (Mafdurotul Goliah *et al.*, 2022) ^[9]. So, it is used to see the learning progress of students during the process, for example through questions and answers or reflections at the end of learning. Meanwhile, summative assessment at the primary and secondary education levels serves to measure the learning outcomes of students as a basis for determining grade promotion and graduation, which is generally carried out at the end of a certain learning period, such as the end of a semester or the end of a learning unit. In addition to these two forms of assessment, learning evaluation can also be carried out through project assessment as applied in the Independent Curriculum, which functions as a strengthening of the Pancasila Student Profile and is part of effective learning with a portion of around 20–30%. The evaluation instruments used can be in the form of written tests, performance reports, observation results, or other forms of authentic assessment.

The implementation of formative and summative learning evaluations plays an important role in increasing learning effectiveness, as it provides continuous feedback for teachers and students. The results of the evaluation are the basis for improving learning strategies, adjusting materials, and improving the quality of the overall teaching and learning process.

3. The Role of Curriculum Management in Improving Learning Effectiveness

Research (Wati *et al.*, 2025) ^[24] Curriculum management has a very strategic position in efforts to improve the quality of

education, especially in realizing an effective learning process that is in line with the demands of the times. The curriculum does not solely function as an administrative document that regulates the delivery of material, but as a fundamental instrument in shaping the character, skills, and competencies of students to be able to be competitive in the global era. The level of effectiveness of curriculum management is determined by systematic planning, continuous implementation, and continuous evaluation.

In its implementation, curriculum planning pays attention to important factors such as the academic calendar, learning schedule arrangement, competency mapping, and structured preparation of lesson plans (Barrulwalidin, B., & Amiruddin, 2020) ^[3]. Scheduling is carefully arranged so that the learning load of students is balanced and the learning process takes place effectively. In Islamic educational institutions, especially madrasas, curriculum planning has its own complexity because it must accommodate foundation policies and integrate Islamic values in learning. Therefore, flexibility and adaptability to changes and the needs of students are important elements in curriculum planning.

Curriculum and learning occupy a very strategic position in the education system. The curriculum functions as a written document or an ideal educational program, while learning is an operational form of the curriculum in real practice in the classroom. Curriculum is concerned with the substance or material that must be studied, while learning is concerned with the process and how to learn it. Without the curriculum as a plan, the implementation of learning will not run effectively, and conversely, without learning as a form of implementation, the curriculum has no functional meaning (Amyus *et al.*, 2016) ^[20]. Therefore, the curriculum acts as a direction, guideline, and reference in the implementation of the learning process, which directs all teaching and learning activities to achieve the educational goals that have been set. The curriculum has a very fundamental role in the learning process. The existence and effective management of the curriculum is an important factor in improving the quality and effectiveness of learning so that educational goals can be achieved optimally, Research (Hasanah *et al.*, 2025) ^[8]. There are three important roles of the curriculum. The role of the curriculum is as follows:

1. The role of conservatives is one of the functions of the curriculum that is oriented towards the preservation and inheritance of values, culture, knowledge, and social norms from the previous generation to the next generation. In this context, the curriculum functions as an instrument to maintain the continuity of a nation's identity and cultural heritage. Its implementation can be realized through learning national history, introduction to local culture such as regional songs, traditional dances, and regional languages, as well as instilling Pancasila moral values. Through this role, students are expected to be able to understand the origins of their nation so that they do not lose their identity in facing the times (Ainy, & Effane, 2023) ^[1].
2. Critical role is a function of the curriculum that is directed to foster students' ability to think critically about social, cultural, political, and economic realities, as well as encourage them to evaluate and respond to various life problems reflectively. Through this role, the curriculum contributes to shaping students' awareness, concern, and analytical abilities to be able to understand social conditions logically and objectively. The main goal of

critical roles is to develop students' critical thinking towards social phenomena in the surrounding environment. Its implementation can be carried out through discussion activities on relevant social issues and providing space for students to express their views or arguments openly, (Pristihayati & Ridhwan, 2024)^[18]. so that their sensitivity and critical attitude towards social reality are increasingly developed.

3. Creative role. is a function of the curriculum that is oriented towards the development of creativity, innovation, and the potential of students in producing new and useful ideas and works. Through this role, the curriculum encourages students to become adaptive, solution-oriented, and ready to face the dynamics and changes of the times. The main goal of the creative role is to optimize the potential and creativity of students to be able to create useful innovations. Its implementation can be done through project-based learning activities, such as the creation of artworks or the application of the Project Based Learning (PJBL) model, which allows students to develop critical and creative thinking skills simultaneously (Amarta *et al.*, 2023)^[11].

The curriculum is a set of educational plans and programs prepared by educational institutions to regulate subjects, materials, and learning strategies at a certain level (Pratycia, 2023)^[17]. As the main foundation of the education system, the curriculum plays an important role in determining the success of learning. In addition to the content of the curriculum, educators' readiness in implementing it, including mastery of the material, pedagogic competence, and the use of learning technology are important factors in the effectiveness of the learning process.

Learning and curriculum are the main components in the education system that greatly affect the quality of the teaching process. Effective learning can be realized if the curriculum is applied flexibly and tailored to the needs, potentials, and interests of students, thereby encouraging active involvement and deeper understanding of concepts (Hasanah *et al.*, 2025)^[8]. In addition, the success of learning is also determined by the support of adequate infrastructure and the readiness of educators in carrying out the learning process. The curriculum has the following functions in increasing learner effectiveness.

Conclusion

Curriculum management has a strategic role in increasing the effectiveness of the learning process in Islamic educational institutions. Curriculum management that is carried out systematically through continuous planning, implementation, and evaluation is able to ensure the achievement of learning objectives and their suitability with the needs of students and the development of the times. Clear planning makes it easier for teachers to manage learning, consistent implementation encourages active and meaningful learning, and continuous evaluation functions as a tool to control and improve the quality of learning. In the context of Islamic education, integrative curriculum management also plays an important role in internalizing Islamic values and forming students' character holistically.

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