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20 Jan 2024 16.33



Dear Author(s),

We extend our sincere gratitude to you for the submission of your manuscript, titled “CURRICULUM MANAGEMENT IN STRENGTHENING THE QUALITY OF GRADUATES OF PESANTREN-BASED ISLAMIC SENIOR HIGH SCHOOLS,” to the International Journal of Education and Digital Learning (IJEDL). Our online journal system (OJS) facilitates easy tracking of the editorial process by accessing the journal website.

Should you have any inquiries or require further assistance, please do not hesitate to reach out to us. We deeply appreciate your consideration of our journal as a platform for your scholarly work.

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Dear Author(s),

We have received all the feedback from the reviewers. We are pleased to inform you that all reviewers have evaluated and provided positive recommendations for the manuscript you submitted. However, there are several minor revisions that must be completed. Please resubmit your revised manuscript by March 20th, 2024 or inform us whether an alternate date would be acceptable.

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02 Apr 2024 10.33



Dear Author(s)

Agus Ali, Dian Dian

Greetings!

LETTER OF ACCEPTANCE (LOA)

We are happy to inform you that after the blind-peer review, your manuscript entitled “CURRICULUM MANAGEMENT IN STRENGTHENING THE QUALITY OF GRADUATES OF PESANTREN-BASED ISLAMIC SENIOR HIGH SCHOOLS,” has been accepted for publication for the International Journal of Education and Digital Learning (IJEDL), Regular Issue (Vol. 2, No. 4) 2024. Thank you for submitting your work to this journal.

Kind regards,

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Research Article

Agus Ali^{1*}, Dian²

Curriculum Management in Strengthening the Quality of Graduates of Pesantren-Based Islamic Senior High Schools

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Abstract: The objective of this research is to describe how curriculum planning, organization, implementation, and supervision strengthen the quality of graduates from pesantren-based Islamic senior high schools. The conceptual framework of this study posits that if educational institutions, including pesantren-based madrasahs, can continuously apply planning, organization, implementation, and supervision according to customer needs, then pesantren-based Islamic senior high schools can produce quality graduates. The research method used in this study is descriptive with a qualitative approach. Data collection techniques include documentary study, interviews, and observations. The research findings indicate that: 1) Curriculum planning in enhancing the quality of graduates from pesantren-based madrasahs at Ummul Quro Al-Islami Leuwiliang Bogor Islamic Senior High School and Sahid Pamijahan Bogor Islamic Senior High School includes goal setting, method determination, content determination, and evaluation determination. 2) Curriculum organization in enhancing the quality of graduates from pesantren-based madrasahs at Ummul Quro Al-Islami Leuwiliang Bogor Islamic Senior High School and Sahid Pamijahan Bogor Islamic Senior High School involves the preparation of academic calendars, scheduling of lessons, arrangement of duties and obligations of educational personnel, and school activity programs. 3) Curriculum implementation in enhancing the quality of graduates from pesantren-based madrasahs at Ummul Quro Al-Islami Leuwiliang Bogor Islamic Senior High School and Sahid Pamijahan Bogor Islamic Senior High School includes learning materials, learning strategies and methods, learning facilities and infrastructure, and learning assessment systems. 4) Curriculum supervision in enhancing the quality of graduates from pesantren-based madrasahs at Ummul Quro Al-Islami Leuwiliang Bogor Islamic Senior High School and Sahid Pamijahan Bogor Islamic Senior High School comprises evaluation of educational goals, evaluation of content or materials, evaluation of teaching strategies, and evaluation of assessment programs. 5) The quality of graduates resulting from curriculum management at Ummul Quro Al-Islami and Sahid Islamic Senior High Schools is good; both schools have graduates who are accepted by educational customers, especially universities, both public and private.

Keywords: Curriculum Management, Quality of Graduates, Pesantren-Based Islamic Senior High Schools.

Introduction

The issue regarding the quality of graduates has become a widely discussed topic among various sectors of society that serve as consumers in the field of education (Mustari & Rahman., 2014). Other issues, such as: society's skeptical attitude towards Islamic educational institutions, weak institutional vision and mission, overloaded curriculum, low competitiveness of graduates from educational institutions, and inadequate facilities. Generally, society sees the quality of graduates as something that can be measured in terms of quantity, namely the percentage of students who successfully graduate from an

educational institution. However, they tend to overlook aspects of assessment based on academic achievement and the benefits obtained by students from their graduation grades. National education standards, as regulated in Government Regulation Number 19 of 2005, which are then detailed in several Minister of National Education Regulations (Permendiknas), serve as guidelines regarding minimum criteria in the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia (NKRI).

These standards consist of eight aspects, namely content standards, process standards, graduate competency standards, educator and

educational staff standards, facility standards, management standards, financing standards, and educational assessment standards. Graduates can be considered as the seed of human resources for the future. The low quality of graduates becomes an issue that needs to be addressed because educational outcomes often do not meet the needs of society. The acceptance of society and the job market towards human resources depends on the quality of graduates. In the context of education, the statement that a school is of high quality encompasses the good quality of graduates, teachers, physical facilities, and so on. Quality education is defined as education that produces outputs, both in the form of services and graduates, that meet the needs or expectations of customers (the market) (Suharsono, 2017).

The quality of education involves three elements: conformity to standards, compliance with stakeholders' expectations, and fulfillment of announced commitments (Fathurrohman, 2018).

This is where the importance of implementing optimal educational standards and integrating all factors that can enhance the quality of graduates from an educational institution lies. In efforts to strengthen the quality of education, various reforms in the education sector continue to be carried out. To support the improvement of educational quality, a curriculum is necessary. The curriculum encompasses a series of plans and arrangements regarding goals, content, and learning materials, as well as methods used as guidelines for conducting learning activities to achieve specific educational goals. The curriculum is one of the key elements in the education system, as it not only formulates the goals to be achieved to guide education but also provides an overview of the learning experiences that should be possessed by every student.

The curriculum is a written document that outlines the abilities expected to be possessed in accordance with national standards, the materials to be learned, the learning experiences needed to achieve these abilities, and the evaluation of

students' achievement of these abilities. Furthermore, the curriculum also includes a set of regulations related to students' learning experiences in developing their potential at the unit education level (Fathoni, 2015).

According to Lukman Hakim Saifuddin, the Minister of Religious Affairs of the Republic of Indonesia for the period 2014-2019, madrasas must present a different and innovative image, unlike in the past. The Minister expressed his desire for madrasas to have a stylish, popular, and unique appearance. The negative image of madrasas as dirty, rural, and outdated places needs to be changed. The Ministry of Religious Affairs of the Republic of Indonesia, through the Directorate of Madrasah Education, identifies various models of excellent madrasas, such as *Insan Cendekia MAN*, *Model Madrasas*, *Pesantren-Based Madrasas*, *Research-Based Madrasas*, *Independent Madrasas* (entrepreneurship), *Vocational Madrasas*, *Affiliated-Based Madrasas*, *Partnership-Based Madrasas* MEDP-ABD and AIBEP, as well as *Inspirational Madrasa Libraries*. The emergence of unique madrasas such as *model madrasas*, *pesantren-based madrasas*, *research-based madrasas*, *partnership-based madrasas*, and *affiliate-based madrasas* is evidence of innovation in madrasa education, which emphasizes differences and excellence. The success of quality madrasas will be reflected in the large number of students and the likelihood of closure or dissolution of madrasas becoming very small. Therefore, innovative research is considered a necessity in Islamic educational institutions (Supriani, 2022).

Ummul Quro Al-Islami Islamic high school (MA) and Sahid MA are institutions that provide pesantren-based Islamic high school education in Bogor Regency. These two institutions have effective experience and traditions in managing madrasa curricula and pesantren-based curricula to strengthen the quality of graduates. Ummul Quro Al-Islami Islamic high school and Sahid

Islamic high school plan, organize, implement, and supervise curricula and provide quality graduates to satisfy education customers, especially parents and higher education institutions.

The initial observations show that Ummul Quro Al-Islami Leuwiliang Bogor Islamic high school implements an integrated curriculum, namely a combination of the 2013 Curriculum and the Pesantren Curriculum (Salafiyah Curriculum and Modern Pesantren Curriculum). This is based on the aspirations of Kiyai Helmi Abdul Mubin, Lc who aims to produce madrasa graduates who are proficient in general knowledge, master religious knowledge, and also can master Arabic and English languages, which will enable them to preach in their respective areas and abroad using Arabic and English as the medium of instruction based on the principles of Ahlu Sunah Wal Jamaah.

Kiyai Helmi Abdul Mubin's aspirations began when he was visited by the Australian embassy, which requested teachers or alumni of pesantren who could preach and teach using English and Arabic languages. Since then, Kiyai Helmi Abdul Mubin has emphasized the importance of speaking Arabic and English as everyday communication languages and as the language of instruction in several subjects at the madrasa.

In terms of outcomes, many graduates of Ummul Quro Al-Islami Islamic high school continue their education at both public and private universities, such as UIN Sunan Gunung Djati Bandung, UIN Syarif Hidayatullah Jakarta, UIN Sunan Kali Jaga Yogyakarta, and other universities. Some graduates even continue their studies abroad, such as Al-Azhar Cairo, Al-Ahgaf Yemen, Jordan, Lebanon, Turkey, and others. Some graduates are also asked to serve (teach) at several pesantrens designated by the kiyai to various pesantrens, both in Java and outside Java. Some graduates have also become leaders of pesantrens, such as Dr. Ahmd Idofi, M.Pd who

leads the Nurul Iman Al-Hasanah pesantren in Gledug Leuwiliang village, Kiyai Hariri who leads the modern Gaza pesantren in the Cilebut Bogor area, and several other alumni.

Sahid Islamic high school has its uniqueness. Sahid Islamic high school originated from the modern Sahid Bogor pesantren which emphasizes the formation of Muslim individuals who are visionaries, moderate in thinking, have high social sensitivity and voluntarism, as well as awareness of their national cultural identity. The Sahid Bogor Modern Pesantren has been established since 2000 by Prof. Dr. H. Sukamdani Sahid Gitosardjono. The uniqueness of Sahid Islamic high school lies in the fact that pesantrens are usually founded by a kiyai, unlike the Sahid pesantren which was founded by Prof. Dr. H. Sukamdani Sahid Gitosardjono, who is essentially a businessman.

In terms of curriculum, a combination curriculum is used, which combines between the 2013 Curriculum and the Pesantren Curriculum. The guidance intensity is done in a combination of classroom and boarding school learning, heavily influenced by pesantren culture. Classroom learning is dedicated to subjects from the 2013 curriculum from 07:30 to 15:30, while pesantren-based subjects are conducted in the boarding school at night. Both aspects complement each other. Students of Sahid Islamic high school have achieved commendable academic and non-academic accomplishments. They have received appreciation at local, regional, and national levels.

The profile of Sahid Islamic high school graduates in the last five years, from 2019 to 2023, shows that the majority of graduates continue their education at universities, being accepted into both public and private universities. Only one graduate in 2023 chose to work instead of pursuing higher education. Sahid Islamic high school graduates have made significant contributions to society. For instance, Kiyai Muhamad Ridwan, after graduating from Al-

Azhar University in Cairo, Egypt, became the leader of Ibnu Sina Islamic boarding school in Cibening, Bogor. Fegi Muhamad became the successor of the owner of the Sumber Jaya Bus transportation company, and Muhamad Irfan became one of the mechanics at PT Freeport Indonesia.

Both madrasas have made concrete and sincere efforts in curriculum management and the learning process. Implemented steps include: 1) Educator qualifications, where the majority have not only obtained a Bachelor's degree but have also received guidance and participated in various training programs to enhance their competencies. 2) Facilities and infrastructure, which not only include comfortable classrooms but also language labs, computer labs, and science labs. 3) Evening tutoring programs, which are not only conducted by homeroom teachers but also involve tutoring for each subject to be tested at the madrasa. 4) Curriculum implementation that not only follows the Ministry of Religious Affairs and Ministry of Education and Culture curricula but also integrates them with the Pesantren Curriculum.

Ummul Quro Al-Islami Islamic high school (MA) and Sahid Islamic high school have successfully implemented curriculum management, as evidenced by the good quality of their graduates. This is reflected in the satisfaction of parents/guardians with the educational outcomes of their children, as well as the acceptance of graduates into both public and private universities.

Method

This research uses a qualitative approach which aims to produce descriptive data in the form of percentages or statements related to planning, organizing, implementing and evaluating curriculum management in an effort to strengthen the quality of graduates at Ummul Quro Al-Islami Islamic High School and Sahid Bogor Islamic High School by involving relevant

stakeholders. According to (Haris, 2023), descriptive analysis is empirical research that investigates a specific symptom or phenomenon in a real life setting. The results of this research were collected using primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2023), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Arifudin, 2024) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions. By utilizing a qualitative approach, researchers hope to provide in-depth insight into speech, writing or behavior that can be observed from curriculum management which contributes to improving the quality of graduates at the two madrasas. The analysis is carried out by considering the specific context, holistic perspective and comprehensive understanding. The main goal of qualitative research is to describe, reveal and explain observed phenomena.

In this research, researchers used descriptive methods, namely a scientific approach used to describe situations or phenomena, both natural and human engineering. Sumanto in (Hoerudin, 2023) states that "descriptive research refers to data collection activities with the aim of providing a picture or idea about a concept or phenomenon and answering questions related to the current status of the research subject, such as the attitudes or opinions of individuals, institutions, and so on". This research uses qualitative research with field research methods. According to (Ningsih, 2024) this approach is adapted to the main aim of the research, namely describing and analyzing curriculum management in an effort to strengthen the quality of graduates. So with this method will be able to explain the problems of the research (Arifudin, 2022).

Data sources discussed in this research include primary and secondary data. Primary data refers to information obtained directly from the first source through data collection procedures and techniques, which can take the form of interviews, observations, and the use of measurement instruments specifically designed to suit the context of curriculum management in strengthening the quality of Islamic boarding school graduates. In this case, the author collects information about curriculum management in an effort to strengthen the quality of graduates from books, articles, journals, theses, ebooks, etc (Ramli, 2024). Madrasah Aliyah Ummul Quro Al-Islami in Leuwiliang, Bogor, and Madrasah Aliyah Sahid in Pamijahan, Bogor. In qualitative research, the number of data sources or respondents is not predetermined. However, the basic framework regarding who will be the respondents has been planned beforehand.

Secondary data is information obtained indirectly from secondary sources, generally in the form of official documentation and archives. Secondary data is research data obtained indirectly through intermediaries or second sources. Sources of secondary data include information collected by other parties, such as scientific works, books, articles and relevant journals regarding curriculum management in strengthening the quality of Islamic boarding school-based Ummul Quro Al-Islami Madrasah Aliyah graduates in Leuwiliang, Bogor and Madrasah Aliyah Sahid in Pamijahan, Bogor, from related parties.

The choice of data collection techniques plays an important role in making it easier for researchers to obtain the information needed for research. Therefore, researchers must carefully choose data collection techniques that are appropriate to the data sources to be accessed. At the data collection stage, researchers first developed research instruments that were relevant to aspects of planning, organizing, implementing and evaluating curriculum management. In

addition, this research uses various data collection techniques, including observation, interviews and documentary studies, which were carried out with maximum effort. Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Rohimah, 2024).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Paturochman, 2024) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals and other sources that provide views related to curriculum management in strengthening the quality of graduates.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic or discussion that is being or will be explored (Sembiring, 2024). These details can be found in scientific literature, research and scientific writings, dissertations, theses and other written sources. According to (Arifin, 2024) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be studied (Sappaile, 2024). With this method, researchers can see and feel directly the atmosphere and condition of the research subject (Nuary, 2024). The things observed in this research are curriculum management in strengthening the quality of graduates.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question

is needed to reveal any empirical data (Arif, 2024).

Documentation is a technique for collecting data through existing documents or written notes (Djafri, 2024). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Rifky, 2024) the documentation method is a way of collecting information or data through examining archives and documents. Documentation strategies are also data collection techniques proposed to research subjects. The data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely curriculum management in strengthening the quality of graduates.

Muhadjir in (Fitria, 2020) states that data analysis is the activity of carrying out, searching for and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the found material for other people, edit, classify and present it. Data analysis is the process of systematically organizing and compiling data obtained from interviews, field notes and documentation (Sanulita, 2024). Data was obtained from research sites at Madrasah Aliyah Ummul Quro Al-Islami and Madrasah Aliyah Sahid Bogor. This process includes organizing data into categories, elaborating it into units, synthesizing, forming patterns, selecting important aspects, and drawing conclusions to facilitate understanding by both the researcher himself and others. Miles and Huberman suggest that qualitative data analysis activities take place interactively and continuously until they reach a saturation point (Mardizal, 2023).

The data analysis process includes steps such as data reduction, data presentation, and

drawing conclusions. After collecting data, researchers carried out data reduction as the first step in analysis. Data analysis is a continuous process in research, starting from preliminary analysis that provides insight into the data collected (Mayasari, 2023). After collecting data, researchers continue with analysis to reduce the data into a form that is easier to understand and interpret. Qualitative data analysis also involves presenting data in various forms such as matrices, graphs, networks, and diagrams. This helps researchers understand patterns and relationships in the data and ensure that the conclusions drawn are accurate or additional analysis is needed. The third step in qualitative data analysis is drawing conclusions or verifying the findings that have been produced (Fikriyah, 2022).

Results and Discussion

Curriculum Management

Management, linguistically, originates from the word 'to manage,' which means to organize. Etymologically, management is 'the science and art of organizing the process of utilizing human resources and other resources effectively and efficiently to achieve a specific goal within an organization (Wahjono, 2022). Management according to George R. Terry "Management is a distinct process consisting of planning, organizing, actuating and controlling actions carried out to determine and achieve predetermined goals through the utilization of human resources and other sources (Fitria, 2023).

According to Pananrangi in (Arifudin, 2021) management is a distinctive set of actions that encompass planning, organizing, directing, and controlling. These actions are taken to formulate and achieve established goals, utilizing human resources and various other resources. According to Patterson and E.G Plowan, in their book "Business Organization and Management," management can be defined as a technique, purpose, and goal of a specific group of people

that is established, explained, and executed (Hasbi, 2021).

Ramayulis, as followed by Saefullah, suggests that the equivalent concept to management is "al-tadbir" which translates to administration or regulation in English (Saefullah, 2014). In his commentary, Sayid Thanthawi states that Allah describes Himself with the attribute "Mudabbir," which literally means overseeing the outcome of something to produce a good conclusion. Meanwhile, the meaning of "tadbir" in this verse is to manifest His creations without example, as witnessed by humans.

According to Nasbi in (Mawati, 2023) the curriculum, etymologically, originates from the term used in the sports world during ancient Roman times in Greece, which implies a distance that must be covered in running activities starting from the starting line to the finish. Based on this understanding, in the context of education, the curriculum has the meaning of a circle of instrumentation, which is a teaching circle where teachers and students are involved. According to the Kamus Besar Bahasa Indonesia (KBBI), the curriculum is a set of subjects taught in educational institutions or a set of courses in a specific field of expertise .

In Arabic, "kurikulum" can be expressed by the word "manhaj," which means the illuminated path that humans traverse in various aspects of life. The meaning of "manhaj" in Islamic education refers to a set of media and planning used as a reference by educational institutions in achieving educational goals. Law No. 20 of 2023 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding goals, content, teaching materials, and methods used as guidelines for the implementation of learning activities to achieve specific goals. It is a guide containing plans and arrangements related to goals, content, and teaching methods. The curriculum serves as a guideline for the implementation of learning

activities to achieve specific educational goals. According to Soemiarti Patmonodewo in (Ulfah, 2020), the curriculum can be interpreted as "planning learning experiences expressed in written form." The curriculum will result in a process that will entirely occur within the school; its design, known as the syllabus, consists of a list of subjects and their sequence, which will be systematically arranged, thus forming a program.

Harold B. Albery regards the curriculum as all activities provided to students under the school's responsibility. According to J. Lloyd Trump and Delmas F. Miller in the book "Secondary School Curriculum Improvement," the curriculum is broader than just the subject matter (Hadiansah, 2021). According to them, the curriculum also includes teaching and learning methods, methods for evaluating students' progress and the entire program, changes in teaching staff, guidance and counseling, supervision and administration, and structural aspects regarding time, the number of rooms, spaces, and the possibility of subject choices. The three main aspects, namely program, human resources, and structure, are closely related, and improvement cannot be achieved without considering all three.

Sanjaya emphasizes that the curriculum is defined as a plan referring to the formulation of the curriculum according to education law. The education law used as a guideline for the implementation of the education system is Law Number 20 of 2023 concerning the national education system. The curriculum is described as a set of plans and arrangements that include goals, content, materials, and procedures for implementing learning activities. The function of the curriculum as an educational design is central to all educational activities because it determines the process and outcomes of education (Triwiyanto, 2022). According to Nana Syaodih Sukmadinata in (Ulfah, 2021), the curriculum is a set of plans and arrangements regarding goals, content, teaching materials, and methods used as

guidelines for organizing learning activities to achieve specific educational goals.

From several of those definitions, the author concludes that the curriculum is a series of educational programs provided by educational institutions, such as schools, with the aim of enabling students to achieve effective, efficient, and appropriate learning outcomes in line with the school's objectives. Curriculum management, in this context, refers to all efforts aimed at facilitating the achievement of learning objectives. Essentially, curriculum management emphasizes efforts to improve the quality of interaction in the teaching and learning process (Fathoni, 2015). Curriculum Management emphasizes a curriculum system oriented towards productivity, where the curriculum is learner-centered and designed to enable learners to achieve learning objectives.

According to Rusman in (Nadeak, 2020), Curriculum Management is a cooperative, comprehensive, systemic, and systematic curriculum management system aimed at achieving curriculum goals. Mulyasa also suggests that curriculum management is an activity that encompasses curriculum planning, implementation, and evaluation. Furthermore, Mustari in (Darmawan, 2021) also suggests that curriculum management is the arrangement made for the success of teaching and learning activities (nowadays termed as learning), ensuring that these activities can achieve maximum results.

Based on the definition above, it can be concluded that curriculum management is a systematic effort undertaken by someone through activities of planning, organizing, implementing, and supervising the curriculum. This encompasses the planning, organizing, implementing, and supervising of the curriculum.

Curriculum Planning

Curriculum planning is a skill of "managing" in the sense of the ability to plan and organize the curriculum. Things to consider in the

curriculum planning process include who is responsible for curriculum planning and how curriculum planning is professionally planned (Nasbi, 2017).

The first point raised concerns the existence of a gap between the strategic ideas and approaches embedded in a curriculum and the implementation efforts. This gap is caused by issues related to personal involvement in curriculum planning. Personal involvement often depends on the approach to curriculum planning adopted.

In the "administrative approach," the curriculum is planned by superiors and then cascaded down to subordinate institutions and teachers. It is a top-down approach initiated by administrators. In this scenario, teachers are not involved. They are more passive, acting as recipients and implementers in the field. All ideas, concepts, and initiatives originate from the higher-ups (Nasbi, 2017). On the other hand, the "grassroots approach" begins from the bottom, initiated by teachers or individual schools, with the hope that it can spread to other schools.

School principals and teachers can plan curriculum or curriculum changes because they see shortcomings in the existing curriculum. They are interested in new ideas about the curriculum and are willing to implement them in their schools to improve the quality of teaching (Suhelayanti, 2020). By adopting the perspective that teachers are managers (the teacher as manager), J.G Owen in (Nasser, 2021) strongly emphasizes the need for teacher involvement in curriculum planning. Teachers must take responsibility in curriculum planning because in practice, they are the implementers of the curriculum that has been jointly developed.

"Curriculum planning is the process of designing a structured and organized learning plan to achieve specific educational goals. The planning recommended here is for an eternal future, namely the Hereafter, not just for worldly purposes. By being aware of accountability before

Allah, an individual will be more careful in planning and living their life with full awareness of the consequences of every action taken. There are four main components in curriculum planning that need to be considered: determining goals, determining methods, determining content or material, and determining evaluation."

1. Determining Goals

The first step in curriculum planning is determining the goals. Goals outline the desired achievements by students upon completing a particular program or curriculum. These goals can be articulated in terms of knowledge, skills, and attitudes expected to be acquired by students. It is important to ensure that these goals are specific, measurable, achievable, relevant, and time-bound (SMART). These goals serve as the foundation for all curriculum planning, guiding the selection of methods, materials, and appropriate evaluation.

2. Determining Methods

Methods in curriculum planning refer to the approaches or strategies that will be used to teach and facilitate student learning. It is important to select methods that align with the established objectives. Various teaching methods, such as lectures, discussions, projects, simulations, and collaborations, can be applied. The selection of methods should also consider students' learning styles, group characteristics, and the availability of resources.

3. Determining Material or Content

Material or content in curriculum planning refers to the information, concepts, and skills that will be taught to students. The selection of material should align with the learning objectives and be relevant to the needs of students and the social context. Material can take the form of texts, images, videos, activities, and other resources. The arrangement of material should be structured and progressive, allowing students to build knowledge from simple to complex.

4. Determining Evaluation

Evaluation is a way to measure the extent to which students have achieved the established

objectives. This process involves assessing students' knowledge, skills, and attitudes. Several types of evaluation include tests, project assignments, observations, practical skill assessments, and other methods. Through evaluation, teachers can understand the effectiveness of teaching methods and, if necessary, make modifications to the curriculum.

The research conducted at Madrasah Aliyah Ummul Quro Al-Islami based on Pesantren and Madrasah Aliyah Sahid based on Pesantren indicates several curriculum planning efforts undertaken by the schools to improve both their learning processes and institutional aspects. These curriculum planning efforts include internal and external curriculum planning. Internally, they involve holding coordination meetings (between management and staff) to discuss matters related to curriculum planning. The curriculum planning for strengthening the quality of graduates at Madrasah Aliyah Ummul Quro Al-Islami in Leuwiliang, Bogor Regency, and Madrasah Aliyah Sahid in Pamijahan, Bogor Regency, is designed by a quality improvement expert team together with the school principal, vice-principal, teaching staff, school committee, and other relevant stakeholders, particularly in the curriculum field.

Curriculum Organization

The importance of involving structure and organization in curriculum development cannot be overstated. A curriculum must include clear objective statements, demonstrate the selection and organization of learning materials, and design assessments of learning outcomes. Additionally, the curriculum should encompass the subjects or topics studied by students, learning programs, expected learning outcomes, as well as concepts and tasks with specific characteristics. Furthermore, the curriculum serves as a tool for cultural reproduction, an agenda for social reconstruction, and provides students with life skills. In curriculum development, it is important

to understand and consider the organizational aspects of the curriculum, which include patterns or designs of curriculum materials to facilitate students in understanding the subject matter and carrying out learning activities so that learning objectives can be achieved effectively.

The organization of the curriculum is closely related to the arrangement of curriculum materials, while the sources of curriculum materials are cultural values, social values, student and community aspects, as well as science and technology. The concept of quality in organizing the curriculum is emphasized in this hadith. The arrangement of the curriculum must be done carefully and as best as possible, following the principles given in Islamic teachings. The development of the curriculum involves a series of steps and important aspects to ensure that the curriculum can be implemented effectively in the educational environment. This stage includes organizing various components and elements involved in the implementation of the designed learning plan. By paying attention to the organization of the curriculum, educational institutions can ensure that the learning materials are well-organized, learning objectives are achieved, and learning activities can be carried out effectively according to the established plan. In curriculum organization, each component includes:

1. Preparation of the Academic Calendar

The academic calendar is a time arrangement that encompasses all academic activities to be conducted throughout the academic year. It includes various important information such as the beginning and end of semesters, holiday schedules, midterm and final exam schedules, as well as other significant events within the context of academic activities. The preparation of the academic calendar needs to consider various factors, including student needs, availability of educators, and other administrative aspects, to ensure that the scheduling runs

smoothly and supports the smooth implementation of the learning program.

2. Preparation of Class Schedules

The preparation of class schedules involves the allocation of time for each subject or activity in the curriculum. In this process, it is important to select appropriate times, avoid overlapping between subjects, and consider students' productivity during class hours. Additionally, the sequence of subjects can also consider students' fatigue levels throughout the day, so that learning can proceed more effectively. A well-prepared class schedule can create a structured learning environment that supports students' learning processes.

3. Arrangement of Tasks and Duties for Educators

This part involves arranging responsibilities and tasks for educators, including teachers and other supporting staff. It includes lesson preparation, teaching implementation, evaluation tasks, and various extracurricular activities. This arrangement needs to ensure that educators have sufficient time and resources to carry out their tasks effectively. Thus, organizing tasks and responsibilities is crucial in creating a structured and efficient learning environment.

4. School Activity Programs

School activity programs involve activities that support the educational goals and development of students outside of classroom learning. This may include sports, arts, cultural activities, seminars, workshops, and social events. The goal of these activity programs is to provide diverse and holistic experiences to students and support the development of skills and social values. School activity programs also play an important role in creating a supportive and stimulating learning environment for students' comprehensive development. Secara keseluruhan, dapat disimpulkan bahwa pengorganisasian kurikulum melibatkan berbagai aspek, termasuk penyusunan kalender akademik, jadwal pelajaran, pengaturan tugas tenaga pendidik, dan program

kegiatan sekolah. Semua komponen ini bekerja bersama untuk menciptakan lingkungan pembelajaran yang terstruktur, efisien, dan mendukung perkembangan komprehensif siswa. Dengan pengorganisasian yang baik, kurikulum dapat diimplementasikan secara lancar dan efektif di dalam institusi pendidikan.

The researcher concludes that curriculum organization is a crucial stage in the education process at Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor. It involves determining the curriculum structure, which encompasses various teaching programs to be delivered to students. This structure serves as the foundation for achieving the desired educational objectives. At this stage, the school principal, along with the formed team, plays a vital role in ensuring the effectiveness and suitability of these programs with the institution's needs and goals.

Curriculum Implementation

The implementation of the curriculum itself is realized through the teaching and learning process in accordance with the principles and demands of the curriculum that have been previously developed for a certain level of education or specific schools (Indana, 2018).

Teachers or educators have the responsibility to ensure that the curriculum is implemented well and effectively, in line with the predetermined educational goals. This involves various aspects that need to be carefully arranged to ensure that learning proceeds effectively and meets the set objectives. Each component of curriculum implementation includes:

1. Learning Materials

The provision of learning materials involves the selection of textbooks, online materials, reference materials, and other learning resources. Materials must be chosen carefully to ensure their relevance to the learning objectives. Additionally, the presentation of materials should be well-structured to support students'

understanding and accommodate their diverse learning styles. By providing appropriate and structured learning materials, the learning process can proceed more effectively.

2. Teaching Strategies and Methods

Teaching strategies and methods are the approaches used by teachers to deliver learning materials to students. There are various teaching methods, such as lectures, discussions, assignments, collaboration, and experiments. The selection of these methods should be based on the characteristics of students, the learning objectives to be achieved, and the nature of the material being taught. By choosing appropriate methods, the learning process can become more effective and tailored to the needs of students.

3. Learning Facilities and Infrastructure

Learning facilities and infrastructure involve all physical and technological aspects necessary to support the learning process. This includes classrooms, equipment, libraries, laboratories, supporting technologies such as projectors, computers, and learning software, as well as other infrastructure that supports student interaction and understanding.

4. Learning Assessment Systems

The assessment system is a method used to measure students' achievements against the learning objectives. This involves the use of various assessment instruments such as tests, project assignments, presentations, and observations. The assessment system should be fair, objective, transparent, and aligned with the predetermined learning objectives.

The curriculum implementation phase is where the learning plan is executed in real-life situations. The selection of appropriate learning materials, the application of suitable teaching strategies and methods, the provision of adequate facilities and infrastructure, as well as the utilization of effective assessment systems, all play a role in creating effective and meaningful learning experiences for students. Efficient integration of all these components is crucial to

achieving the learning objectives set forth in the curriculum.

From the curriculum activities mentioned above, it can be concluded that the curriculum is one of the crucial foundations in the implementation of the teaching-learning process. If this foundation is good and strong, the teaching-learning process will run smoothly, thus achieving educational goals. Conversely, if the curriculum used is not good, the teaching-learning process will not run smoothly, leading to unmet learning objectives.

Overall, the curriculum implementation at Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor, which are based on pesantren principles, reflects a holistic and comprehensive approach to enhancing the quality of graduates. This approach combines pesantren values, diverse learning strategies, emphasis on religious and academic aspects, as well as attention to balancing classroom learning with extracurricular and out-of-class activities. It is expected to produce graduates who are excellent, competent, and virtuous in accordance with the vision and mission of Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor.

Curriculum Supervision

Curriculum is designed through several stages, starting from planning, organization, implementation, to supervision. Evaluation or monitoring is a crucial step in understanding the condition of the curriculum, both in terms of planning, implementation, and the results achieved. According to S. Hamid in (Ulfah, 2019), curriculum evaluation and educational evaluation have inseparable characteristics. These characteristics involve the emergence of various definitions for the same technical term. The understanding of evaluation can vary because it is influenced by the philosophy of science, evaluation methodology, evaluation objectives, as

well as individual or institutional views on the concept of evaluation.

According to Gronlund, evaluation is a systematic process that involves the collection, analysis, and interpretation of information or data to assess the extent to which students have achieved learning objectives. Meanwhile, Hopkins and Antes state that evaluation is an ongoing examination to obtain information related to students, teachers, educational programs, and the teaching-learning process. The aim is to assess the level of student progress and the accuracy of decisions regarding student development and program effectiveness (Na'im, 2021).

Menurut Tyler, evaluation focuses on efforts to determine the level of change that occurs in learning outcomes, often measured using tests. The goal of evaluation in Tyler's view is to assess the extent of change, both statistically and educationally, related to student learning outcomes (Mayasari, 2022). Stake similarly presents the concept of responsive evaluation, which fundamentally entails evaluation that is responsive when it directly orients to program activities, provides the necessary information to the audience, and presents its value perspective in reports on the success of the program/curriculum (Suhelayanti, 2020). From various opinions, it can be concluded that evaluation has a comprehensive nature involving measurement. Additionally, fundamentally, evaluation is a decision-making process regarding the value of an object. Evaluation decisions can be based on measurement results, but they can also involve observational outcomes.

In the context of curriculum supervision, this hadith emphasizes the importance of consistency and perseverance in carrying out supervision tasks. Regular and continuous supervision ensures that the curriculum is continually monitored and improved as needed. Curriculum supervision is a process that involves examining and evaluating various aspects of the

curriculum, including objectives, content, teaching strategies, and assessment programs. Its goal is to assess the effectiveness of the curriculum in achieving the predetermined educational objectives. Thus, curriculum supervision plays a critical role in ensuring that the implemented curriculum meets standards and can provide desired learning outcomes. Some aspects of curriculum supervision include:

1. Evaluation of Educational Objectives

Evaluation of educational objectives is a process that involves measuring the extent to which students have successfully achieved the goals set forth in the curriculum. These goals encompass various aspects such as knowledge, skills, and attitudes that students are expected to attain. Evaluation of educational objectives can be conducted through various methods, including standardized tests, performance assessments, or projects designed to assess the extent to which students have achieved the specified learning objectives.

2. Evaluation of Content or Materials

Evaluation of curriculum content or materials involves a critical review of the material taught. This process includes assessing the relevance of the content to students' needs and changes in the social and academic environment. The evaluation of curriculum content aims to ensure that the material taught remains relevant, accurate, and aligned with the latest developments in the field. By conducting periodic evaluations, educational institutions can adjust curriculum materials to remain up-to-date and meet desired educational quality standards.

3. Evaluation is crucial as an effort to make decisions regarding something Evaluation of Teaching Strategies

Evaluation of teaching strategies involves assessing the methods and approaches used in the teaching process. This process includes checking whether the teaching methods applied can accommodate various learning styles, the extent to which they are effective in communicating

learning materials, and the extent to which they encourage active student participation. Evaluation of teaching strategies aims to ensure that the teaching approaches used can effectively achieve the learning objectives and provide meaningful learning experiences for students.

4. Evaluation of Assessment Programs

Evaluation of assessment programs involves examining how well the assessment system can accurately and objectively measure student achievements. This evaluation process includes assessing whether the assessment instruments align with the predetermined learning objectives, the extent of fairness in assessment, and whether the instruments provide useful feedback to students.

The presence of evaluation serves as structured and systematic control or supervision over the curriculum implementation process. Through such supervision, strengths and weaknesses that need to be addressed and developed by the educational institution can be identified. The presence of evaluation provides an overview of the level of curriculum implementation achievement in pesantren-based schools. It serves as structured and systematic control or supervision over the curriculum implementation process, enabling the identification of strengths and weaknesses that need to be addressed and developed by the educational institution for the progress of the school.

Curriculum supervision is a critical process to ensure that the education provided by educational institutions is effective and relevant. Through evaluation of educational objectives, evaluation of content or materials, evaluation of teaching strategies, and evaluation of assessment programs, educational institutions can identify the strengths and weaknesses of the curriculum. By conducting evaluations periodically, educational institutions can make necessary changes to improve the quality of learning and ensure that the curriculum remains relevant to the demands of the

times. Overall, curriculum evaluation helps ensure that students have meaningful learning experiences that meet their needs (Badrudin dkk, 2023).

Curriculum evaluation at Madrasah Aliyah Ummul Quro Al-Islami and Madrasah Aliyah Sahid Pamijahan can be carried out on key components within the curriculum. For example, evaluation involves educational objectives involves evaluating each subject, evaluation of curriculum content or materials involves evaluating all topics covered in each subject, evaluation of teaching strategies conducted by teachers, and evaluation of assessment programs involves evaluating the assessment programs implemented by teachers during the teaching and learning process.

Quality of Graduates

The quality of graduates etymologically consists of two words, namely "quality" and "graduates". According to the Indonesian dictionary, "quality" refers to the measure of the goodness or badness of an object, the degree, or the level (of intelligence, skill, etc.); while "graduates" refer to individuals who have completed a certain level of education or program. Thus, "quality of graduates" literally refers to the level of quality or degree of excellence possessed by individuals who have completed an educational program or training. In the context of education, the term "quality of graduates" is often used to describe the extent to which graduates of an educational institution meet the competency and quality standards expected by the job market or society in general. The term "mutu" in Arabic is "khasana", which means good or excellent (Sinurat, 2022). In English, "quality" means "mutu" or "kualitas" (VF Musyadad, 2022). In the Indonesian dictionary, "mutu" means the measure of the goodness or badness of an object, the degree, or the level (of intelligence, skill, etc.) (Sulaeman, 2022).

In terminology, "mutu" is the quality that meets or exceeds customer expectations.

Therefore, "mutu" is the level of quality that has met or even exceeded what is expected (Ulfah, 2022). Based on observations, the quality of education in terms of process and outcomes can be detected from the following characteristics: competency, relevance, flexibility, efficiency, productivity, and credibility.

When discussing the definition of quality, it is necessary to describe the definition of product quality as presented by experts in Total Quality Management. The following are those definitions:

According to Joseph M. Juran in (Mayasari, 2021), quality is the fitness of a product for meeting customer needs and satisfaction. Juran also mentioned that quality is fitness for use or fit for purpose. His orientation is towards meeting customer needs, with several of his views. Firstly, achieving quality represents a process that knows no end. Secondly, quality improvement is a continuous process. Thirdly, quality requires leadership from school board and administrative members. Fourthly, a prerequisite for quality is training for all school members.

Juran's in view on quality reflects a rational approach based on facts towards business organizations and emphasizes the importance of planning processes. The focal point of his quality management philosophy is the organization's belief in individual productivity. Quality can be assured by ensuring that each individual has the necessary tools to carry out their work accurately (Supriani, 2020).

According to Philip B. Crosby in (Juhji, 2020), quality is conformance to requirements, whether for products or services, as per customer expectations. Philip B. Crosby is often associated with two very interesting and strong ideas in quality. The first is that quality is free. There is too much waste in the system when striving for quality. The second is the idea that errors, failures, waste, delays, and all other forms of poor quality can be eliminated if the institution has the will to do so. This is a flawless yet controversial idea.

Both ideas are compelling when applied in the field of education.

The notion that quality improvement can help organizations eliminate failures, especially student failures often overlooked by most institutions, is intriguing. Philip Crosby's quality improvement programs are one of the most detailed and practical guidance, in contrast to W. Edwards Deming's more philosophical approach. Philip Crosby's approach can be applied as a highly practical activity plan. He argued that a systematic approach to achieving quality would result in better quality.

Philip Crosby's other major and controversial thought on quality is that being defect-free in a business context will increase profits and lead to cost savings (Sallis, 2015).

According to Sallis, the definition of quality from the customer's perspective is something that satisfies and exceeds the desires and needs of the customer. This definition is referred to as quality in perception. This quality can be seen as the quality that exists only in the eyes of the beholder. This is a very important definition because there is one risk that we often overlook from this definition, which is the fact that customers are the ones who make decisions about quality. And they make these judgments by referring to the best products that can withstand competition (Sallis, 2015).

Sallis identifies and categorizes educational consumers or customers into two major groups: internal customers and external customers. Internal customers include educators and support staff. Meanwhile, external customers include primary external customers such as students; secondary external customers such as parents, government, and employers; and tertiary external customers such as the job market, government, and society. Society, in this context, refers broadly to users of graduates, including businesses, further education institutions, government, and the wider community, including graduates creating their own businesses.

According to Edward Sallis, the concept of quality includes: (a) quality as an absolute concept, where quality is considered something ideal and unmatched; (b) quality in a relative concept, indicating that a product or service meets the requirements, criteria, or specifications set (standards); (c) quality according to consumers, considering consumers as the ultimate determinant of the quality of a product or service, making consumer satisfaction a priority (Sallis, 2015). The concept of quality proposed by Edward Sallis can be summarized as follows: from these concepts, it is understood that quality is not an end goal but rather a measure of the standard final product. The definition of quality according to Nanang Fatah is the ability of a product or service to meet the needs and expectations, satisfying customers, which in education are grouped into two categories: internal customers and external customers. Internal customers are students or learners, while external customers are the community and the industrial sector. Therefore, quality, in general, is a comprehensive description of the characteristics of a field or service that demonstrates its ability to satisfy the needs required or implied by the customers.

According to the Kamus Besar Bahasa Indonesia (KBBI), "lulusan" is a word derived from "lulus" (graduate) with the addition of the suffix "-an," indicating having passed an exam; a graduate of a school (Ulfah, 2023). Terminologically, the quality of graduates is a fundamental component that becomes the target of an educational institution in achieving educational goals (Dacholfany, 2017).

Based on the definitions above, it can be concluded that the quality of graduates refers to the standard of quality or the level of excellence of the graduates of an educational institution. Quality education is education that produces outputs, both services and graduates, that meet the needs or expectations of its customers (the market). Quality contains three elements: 1)

Compliance with standards, 2) Compliance with stakeholder expectations, and 3) Fulfillment of promises made (Fathurrohman, 2018).

The competency standards for graduates are the minimum standards that must be achieved by every student in their learning process while in school. In the explanation provided by Law No. 20 of 2003, Article 35 states that competency standards for graduates are the qualifications of graduate abilities that include attitudes, knowledge, and skills that students must fulfill or achieve from educational units at a certain level of education.

Madrasah Aliyah Ummul Quro Al-Islami and Madrasah Aliyah Sahid have both received positive assessments and have met the expectations of their external customers, namely students, parents, and higher education institutions. These findings align with Sallis' theory that defines quality from the customer's perspective as something that satisfies and exceeds the desires and needs of the customer. This definition is known as quality in perception. Quality can be seen as something that exists only in the eyes of the beholder. This is a crucial definition because it highlights the reality that customers are the ones who make decisions about quality, and they assess it accordingly. According to Philip B. Crosby in (Arifudin, 2019), quality is the conformance of products or services to the desires of consumers.

Conclusion

Based on the research findings and discussions described, the researcher draws the following conclusion: 1) Curriculum Management in strengthening the quality of graduates of pesantren-based madrasah at Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor consists of four stages: planning, organization, implementation, and evaluation. Curriculum planning includes

determining objectives, methods, content, and evaluation, 2) Curriculum organization in strengthening the quality of graduates of pesantren-based madrasah at Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor involves the preparation of the academic calendar, scheduling of lessons, arranging tasks and responsibilities of educators, and school activity programs, 3) Curriculum implementation in strengthening the quality of graduates of pesantren-based madrasah at Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor includes learning materials, teaching strategies and methods, learning facilities and infrastructure, and assessment system, 4) Curriculum supervision in strengthening the quality of graduates of pesantren-based madrasah at Madrasah Aliyah Ummul Quro Al-Islami Leuwiliang Bogor and Madrasah Aliyah Sahid Pamijahan Bogor involves evaluating educational objectives, evaluating content or materials, evaluating teaching strategies, and evaluating assessment programs.

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