



Curriculum Management: Optimizing the Education System for the Future

Hanafiah¹, Tatang Abdul Basir², Cucu Nurparid³

¹(School of Postgraduate, Nusantara Islamic University, Bandung).

²(School of Postgraduate, Nusantara Islamic University, Bandung).

³(School of Postgraduate, Nusantara Islamic University, Bandung).

* Corresponding Author. E-mail: tatangbadulb72@gmail.com

Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

Abstrak

Tujuan penulisan artikel ini mengkaji secara komprehensif terkait manajemen kurikulum dengan menggunakan metode studi literatur, harapan hasil tulisan ini guna menggali secara dalam untuk mengembangkan wawasan keilmuan demi tercapai tujuan pendidikan khususnya keberhasilan dalam proses belajar mengajar sesuai yang direncanakan. Adapun fokus pada penulisan artikel ini diantaranya adalah makna manajemen kurikulum, ruang lingkup manajemen kurikulum, fungsi manajemen kurikulum serta prinsip-prinsip manajemen kurikulum dan pengembangannya. Manajemen kurikulum merupakan proses perencanaan, pengorganisasian, pengendalian, dan evaluasi terhadap semua komponen kurikulum. Manajemen kurikulum adalah suatu sistem yang dirancang untuk mengatur dan mengendalikan seluruh komponen kurikulum, termasuk tujuan, isi, metode pengajaran, dan penilaian. membantu mempersiapkan manajemen sekolah bermutu terutama berkenaan dengan manajemen kurikulum yang akan dilaksanakan pada tingkat satuan pendidikan di sekolah, baik itu dilakukan oleh para guru, komite sekolah, kepala sekolah, dan pihak pihak yang terkait dengan mengembangkan kurikulum pada tingkat satuan pendidikan.

Kata Kunci: *Manajemen Kurikulum, Sistem Pendidikan*

Abstract

The purpose of writing this article is to comprehensively examine curriculum management using literature study methods, it is hoped that the results of this paper will dig deeply to develop scientific insights in order to achieve educational goals, especially success in the teaching and learning process as planned. The focus on writing this article includes the meaning of curriculum management, the scope of curriculum management, the function of curriculum management and the principles of curriculum management and its development. Curriculum management is the process of planning, organizing, controlling, and evaluating all curriculum components. Curriculum management is a system designed to organize and control all curriculum components, including objectives, content, teaching methods, and assessment. Helping to prepare quality school management, especially with regard to curriculum management that will be implemented at the education unit level in schools, whether it is carried out by teachers, school committees, principals, and parties related to developing curriculum at the education unit level.

Keywords: *Curriculum Management, Education System*

Introduction

The curriculum plays an important role in delivering learning materials to students. Therefore, curriculum management is a key element in designing effective and efficient education. Because education is an important factor in determining the human quality of a nation. One way to assess education is to look at the education system that is implemented. The education system is an educational component that is considered capable of determining human quality in the future. The education system implemented by the Indonesian government is focused on character education by conducting assessments in all subject areas taught by students. So this curriculum is very important for a quality and directed educational institution.

The position of this curriculum is very strategic in all aspects of educational activities. Given the important role of the curriculum in education and in the development of human life, the preparation of the curriculum cannot be done without understanding the basic concepts of the curriculum. Basically, the curriculum is a system consisting of several components. The curriculum components of an educational institution can be identified by examining an educational institution's curriculum.

Education is a very important aspect in the formation of quality individuals and communities. To achieve this goal, it is necessary to have good curriculum management. Because to achieve quality education, effective curriculum management is needed. Curriculum management is a process of planning, organizing, controlling, and evaluating all curriculum components. This is one important aspect in the development of a country.

Curriculum management is one aspect that influences the success of learning in national education. In addition, the curriculum is a learning program system to achieve institutional goals in educational institutions, so that the curriculum plays an

important role in creating quality or quality schools. To support the success of the curriculum, efforts to empower the field of management or curriculum management are needed. Curriculum management at the institutional or school level needs to be coordinated by the leaders (managers) and assistant leaders (managers) which are developed integrally in the context of School-Based Management (MBS) and Education Unit Level Curriculum (KTSP) and adapted to the vision and mission of educational institutions concerned. Therefore, the autonomy given to educational institutions in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions does not ignore the established national policies (Rusman, 2009, p. 3).

Curriculum management in an educational process needs to be implemented so that the implementation and evaluation as well as curriculum planning are more effective, efficient and optimal in empowering the sharing of learning resources, learning experiences, and curriculum components. Curriculum management itself aims to increase the efficiency of curriculum resource utilization, increase fairness and opportunities for students to achieve maximum results, increase the relevance of learning according to the needs of students and the environment around students, increase the effectiveness of teacher performance and student activities in achieving learning goals, increase efficiency and the effectiveness of the teaching and learning process and increasing community participation to help develop the curriculum (Triwiyanto, 2022, p. 5).

Curriculum and learning have a central position in the entire educational process. Curriculum and learning direct all forms of educational activity in order to achieve educational goals. Because the curriculum is an educational plan, it provides guidelines and guidance on the type of scope and sequence of content, as well as the educational process. In the course of our

country's history, the national education curriculum has undergone many changes. These changes are influenced by the political situation, socio-cultural, economic and other considerations. But of all these changes, the national education curriculum was designed based on the same foundation, namely Pancasila and the 1945 Constitution of the Republic of Indonesia. As a large country in terms of geography, ethnicity, economic potential and various development progress from one region to another, no matter how small the disintegration of the nation is still there, the curriculum must be able to form Indonesian people who are able to balance individual and societal needs to advance their identity. In addition, curriculum and learning must also consider, respond to and be based on socio-cultural developments in a society, both in the local, national and global context.

However, as we know today, social culture always experiences changes either sooner or later. Another thing that is important is that students, who come from the community, get education both formal and informal within the community and are directed to community life as well. Although the curriculum in Indonesia often changes. This change is only limited to a name change. Without changing the essence of the curriculum, of course there will be no positive impact from changes to the Indonesian curriculum. The development of a curriculum is of course based on the source of principles, to show where the origins of a curriculum development principle come from.

The changes above are also intended so that every activity of an educational institution achieves maximum results. Because if something is not well structured and organized then the results will not be good, conversely if something is well structured and organized then, God willing, the results will be good. This is in accordance with the slogan that we often hear, namely: Truth without a system is defeated by falsehood with a system:

"Unorganized truth will be defeated by organized falsehood"

Based on this, this article was written to help prepare quality school management, especially with regard to curriculum management that will be carried out at the education unit level in schools, whether it is carried out by teachers, school committees, school principals, and parties related to developing curriculum in schools. educational unit level. It is also hoped that this article can add to our scientific insight which we then practice and achieve our goals, especially success in the teaching and learning process as planned. The focus that we want to examine includes the meaning of curriculum management, the scope of curriculum management, the function of curriculum management and the principles of curriculum management.

Methods

This research is a research that is literature review or library research. Because this study is literature in nature, in the entire process from the beginning to the end of the research, the authors use various kinds of literature related to this research to answer the problems examined. Meanwhile,

Literature review research is a research method that is carried out by collecting, analyzing, and synthesizing information contained in various sources of literature. This method aims to gain an in-depth understanding of a particular topic by using existing information. in scientific research, final project, or thesis. In this study, the authors did not collect new data, but only used existing data, such as books, journals, articles or other documents. So that the author only provides scientific reasoning arguments that present the results of the literature review and the results of the researchers' thoughts regarding the topic or problem of the study, which contains several related ideas or propositions that must be supported by data obtained from literary sources (Sugiyono, 2017).

Results and Discussion

Definition of Management

Curriculum management which is the main management substance in schools. The basic principle of curriculum management is to try to make the learning process run well, with benchmarks for achieving goals by students and encouraging teachers to develop and continuously improve their learning strategies. The word management according to the popular scientific dictionary means management, management of the use of resources effectively to achieve the desired goals (Hamid, 2013). In Arabic, management is defined as *idaarah*, which comes from the word *adaara*, which means managing (Munawwir, 1997). Meanwhile, in the Indonesian English dictionary written by John M. Echols and Hasan Shadily, management comes from the root word to manage which means to manage, organize, implement, manage, and treat (Echols, 1987).

(Ramayulis, 2008, p. 362) states that the same understanding as the nature of management is *al-tadbir* (arrangement). This word is a derivation of the word *dabbara* (manage) which is widely found in the Koran. One of them is As the Word of Allah SWT. which means: He arranges affairs from heaven to earth, then (affairs) it rises to him in one day whose level is a thousand years according to your calculations (QS. As-Sajdah: 05).

Furthermore, the notion of management based on the term is the process of coordinating work activities so that they can be completed efficiently and effectively through other people (Robbins & Coulter, 2007, p. 8). Until now the notion of management continues to be studied by management experts, they define management as a science, some define management as a trick or an art, and some define management as a profession (Nanang, 2004, p. 4). Luther Gulick, for example, defines management as a field of knowledge (science) that systematically understands why and how humans work together to achieve goals and make this collaboration

system more beneficial to humanity (Handoko, 1995, p. 1).

According to the above understanding, management is a science that has a series of theories that help in knowing why and how people work together and requires other scientific disciplines in its application. In the above sense, management also functions to explain phenomena (symptoms), events, circumstances, thus providing explanations for what will and has happened.

Based on the definitions above, it can be generally concluded that management is an activity of utilizing people and other resources to achieve organizational goals effectively and efficiently which includes planning, organizing, implementing, monitoring, and evaluating.

Definition of Curriculum

The curriculum is a system that has certain components that are closely related and mutually support each other. These components consist of: methods, learning materials, objectives, and evaluation. In this system the curriculum will move towards an educational goal with mutual cooperation between all of its subsystems. If one of these curriculum variables does not function properly, then automatically the curriculum system will not run properly and maximally. Departing from this, in implementing the curriculum it is necessary to organize all its components. So that this organizing process will be closely related to the function of curriculum management itself, namely: planning, organizing, implementing, and supervising.

Etymologically the term "curriculum" comes from the Latin language which was originally used in the field of sports, namely *curro* or *currere* which means "retrace" (field/horse race, mileage run, competition, racetrack, circulation, circumnavigation, race field, arena, racing trains, etc. According to Nana (Sukmadinata, 1997) suggests the meaning of curriculum in terms of three dimensions, namely as a science, as a system, and as a plan. Curriculum as a science examines concepts, assumptions, theories, and principles - basic principles of

curriculum as a system describes the position of the curriculum in relation to other systems, curriculum components, curriculum in various paths, levels, types of education, curriculum management, and so on.

Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as materials used as guidelines for organizing learning activities to achieve certain educational goals (Rusman, 2009, p. 3).

Another opinion states that the curriculum as a plan is revealed by various plans and designs or curriculum designs. Plans are comprehensive for all paths, levels and types of education or specific for certain paths, levels and types of education. Likewise with design or design, there are designs based on concepts, objectives, content, processes, problems, and student needs.

According to Law Number 20 of 2003 concerning the National Education System, curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as methods used as guidelines for organizing learning activities to achieve certain educational goals. These objectives include national education goals, conformity with the peculiarities, conditions and potential of the region, educational units, and students. The Ministry of National Education states that the curriculum is a set of plans and arrangements regarding standardized competencies and how to achieve them according to circumstances and abilities. The curriculum is implemented in order to help students develop various potentials both psychologically and physically which includes moral and religious values, social emotional, cognitive, language, physical/motor, independence and art.

In general, the curriculum includes various components, such as educational goals, learning materials, teaching methods, and assessment. The curriculum also reflects the values and educational vision of a country or educational institution. In the

Indonesian context, the curriculum serves as a guide for teachers in teaching and measuring student achievement.

Definition of Curriculum Management

Etymologically, the term curriculum comes from the Greek, i. ecurirwhich means "runner" and curewhich means "racing place". The term curriculum comes from the world of sports, especially in the field of athletics in ancient Rome. In French, the term curriculum comes from the word courier which means running (to run). Curriculum means a distance that must be traveled by a runner from the linestart up to youfinish to obtain medals or awards(Arifin, 2011, p. 2).

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as materials used as guidelines for organizing learning activities to achieve certain educational goals (Rusman, 2009, p. 3).

UU. No. 20 of 2003 concerning the National Education System states that, curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain goals.

Curriculum management is a curriculum management system that is cooperative, comprehensive, systemic and systematic in order to realize the achievement of curriculum objectives. In its implementation, school-based management (MBS) and education unit level curriculum (KTSP). Therefore, the autonomy given to educational institutions in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions does not ignore the established national policies.

Community involvement in curriculum management is intended to be able to understand, assist and control curriculum implementation, so that educational institutions are required to be cooperative as well as being able to be

independent in identifying curriculum needs, designing curriculum, controlling and reporting curriculum sources and results, both to the community and the government.

Scope, Principles and Functions of Curriculum Management

Curriculum management is an integral part of the education unit level curriculum (KTSP) and School Based Management (MBS). The scope of curriculum management includes planning, organizing, implementing and evaluating curriculum. At the level of the education unit, curriculum activities prioritize the realization and relevance of the national curriculum (competence standards/basic competencies) with regional needs and the conditions of the school concerned, so that the curriculum is a curriculum that has integrity with students and with the environment in which the school is located.

There are five principles that must be considered in implementing curriculum management, namely:

1. Productivity, the results to be obtained in curriculum activities are aspects that must be considered in curriculum management. Consideration of how students can achieve learning outcomes in accordance with curriculum objectives must be targeted in curriculum management.
2. Democratization, the implementation of curriculum management should be based on democracy, which places managers, implementers and subjects in the positions they should be in carrying out their duties with full responsibility to achieve the goals of the curriculum
3. Cooperative, To obtain the expected results in curriculum management activities, it is necessary to have positive cooperation from the various parties involved.

4. effectiveness and efficiency, a series of curriculum management activities must consider effectiveness and efficiency to achieve curriculum goals so that the curriculum management activities can provide useful results with a relatively short cost, effort, and time.
5. Directing the vision, mission and goals specified in the curriculum, the curriculum management process must be able to strengthen and direct the vision, mission, and goals of the curriculum (Rusman, 2009, p. 4).

In curriculum management there are several scopes that need to be known, because curriculum management is part of curriculum studies. The scope of curriculum management is also in line with the curriculum management function namely as follows: planning (planning), Organizing (organizing), Actuating (implementation), controlling (supervision). Meanwhile, according to Teguh Triwiyanto, the functions of curriculum management are as follows: curriculum planning, curriculum organization, curriculum implementation and evaluation (Triwiyanto, 2022).

KTSP prioritizes the realization and relevance of the national curriculum (competence standards/basic competencies) with regional needs and the conditions of the school concerned, so that the curriculum is an integrated curriculum with students and with the environment in which the school is located.

According to Muhammad Azhari the scope of curriculum management consists of several parts, namely:

1. Curriculum planning and development management, in this context it will be studied the issue of curriculum planning and subsequent development that is important to get attention, because it is closely related to the fundamental factors, the role of various parties and the development methodology itself, so that

it is an overall process of curriculum development and activities (Azhari, 2017).

2. Curriculum implementation management. This field is important to study, because it is closely related to the implementation of the curriculum in schools or in educational and training institutions. The roles of administrators (principals) and teachers receive sharper attention, in an administrative sense
3. Supervision of curriculum implementation. It is important to discuss this area somewhat more fundamentally and broadly, as it is closely related to efforts to foster and develop the personal abilities of schools, who are responsible for the curriculum implementation process, and how they should be prepared to be able to act as supervisors.
4. Curriculum monitoring and assessment. This field needs to be discussed, because its role and function are very important in the context of curriculum development, implementation, supervision and improvement
5. Curriculum improvement. This field is important to receive attention because it is closely related to efforts to foster the relevance of education and improve the quality of education in line with the development of society as a whole, which in the end can develop a better curriculum.
6. Decentralization and centralization of curriculum development need to be studied further in relation to the decentralization of education management by local governments
7. The problem of manpower in curriculum development and leadership models that are compatible in the context of today's dynamically developing society.

The scope of curriculum management according to Kholid Musyaddad is as follows:

1. Planning management
2. Curriculum implementation management
3. Supervision of curriculum implementation

4. Curriculum monitoring and evaluation; and
5. Curriculum improvement. (Musyaddad, 2014)

The explanations above are basically the same. Only the first opinion is general. Meanwhile, the second opinion is specific and places more emphasis on operational aspects related to KTSP. However, a curriculum consists of several component elements that are strung on a system. The curriculum system moves in a gradual, rotating, and continuous cycle between one component and another. Therefore, curriculum management must also use a systematic approach. The curriculum system is a unit which contains several elements that are interconnected and depend on carrying out tasks to achieve a goal.

In the educational process it is necessary to implement curriculum management so that the planning, implementation and evaluation of the curriculum runs effectively, efficiently and optimally in empowering various learning resources, learning experiences and curriculum components. There are several functions of curriculum management including the following:

1. Improving efficiency in the use of curriculum resources, empowering sources and curriculum components can be improved through planned and effective management.
2. Increase fairness(equality) and opportunities for students to achieve maximum results, maximum abilities that students can achieve not only through intra-curricular activities, but also through extra and co-curricular activities that are managed in integrity in achieving curriculum goals.
3. Increasing the relevance and effectiveness of learning according to the needs of students and the environment, an effectively managed curriculum can provide opportunities and results that are relevant to the needs of students and the surrounding environment.

4. Improving the effectiveness of teacher performance and student activities in achieving learning goals, professional, effective and integrated curriculum management can provide motivation for teacher performance and student activity in learning.
5. Improving the efficiency and effectiveness of the teaching and learning process, the learning process is always monitored in order to see the consistency between the design that has been planned and the implementation of learning. Thus, discrepancies between design and implementation can be avoided. Besides that, teachers and students are always motivated to carry out effective and efficient learning because of the support of positive conditions created in curriculum management activities.
6. Increasing community participation to assist curriculum development, a curriculum that is professionally managed will involve the community, especially in filling in teaching materials or learning resources that need to be adapted to the characteristics of the local development needs (Rusman, 2009, p. 8).

Furthermore, according to Sukmadinata there are five general principles in curriculum development, namely:

1. Principle of Relevance
The principle of relevance means the principle of conformity. There are two types of this principle, namely external relevance, meaning that the curriculum must be in accordance with the demands and needs of society that exist in the present as well as predicted needs for the future, and internal relevance, namely the suitability between the components of the curriculum itself.
2. Flexible Principle
The flexible principle means that a curriculum must be flexible (not rigid), especially in terms of its implementation.
3. Continuity Principle
The principle of continuity means that the curriculum is developed continuously, which includes continuity between

classes and continuity between levels of education.

4. Practical Principles and Efficiency
The curriculum is developed by paying attention to practical principles, that is, it can and is easily applied in the field. The curriculum must be applicable in educational practice, according to certain situations and conditions.

5. Principle of Effectiveness
This principle refers to an understanding that the curriculum is always oriented towards certain goals to be achieved.

Those are some of the principles of curriculum management according to some experts which, if we pay attention, all of them lead to activities that are able to produce the desired results by synergizing all the components in it. In addition to these principles, it is also necessary to consider government policies and the Department of Education, such as USPN No. 20 of 2003, national pattern curriculum, guidelines for program implementation, policies for implementing School-Based Management, policies for implementing the Education Unit Level Curriculum, decisions and government regulations relating to educational institutions or the level/type of school concerned.

Curriculum Planning Management

The purpose of management in curriculum planning is expertise “managing” in the sense of the ability to plan and organize the curriculum. Things that need to be considered in the curriculum planning process are who is responsible for curriculum planning, and how the curriculum planning is planned in a professional manner (Nasbi, 2017).

The first point to be raised relates to the fact that there is a gap between the strategic ideas and approaches contained in a curriculum and its implementation efforts. Gap this is caused by the problem of personal involvement in curriculum planning. Much of this personal involvement depends on the curriculum planning approach adopted.

In the "administrative approach" approach, the curriculum is planned by the superiors and then handed down to subordinate agencies up to the teachers. So from the top down, from top to bottom at the administrator's initiative. In this condition the teachers are not involved. They are more passive, namely as recipients and implementers in the field. All ideas, ideas and initiatives come from the superiors (Hamalik, 2005, p. 150). In contrast, the "grass roots approach" approach is one that starts from the bottom, namely from the teachers or individual schools with the hope of expanding to other schools. Principals and teachers can plan curriculum or curriculum changes because they see deficiencies in the applicable curriculum. They are attracted by new ideas about curriculum and are willing to implement them in their schools to improve the quality of learning. By acting from the point of view that the teacher is a manager (the teacher as manager). J.G Owen strongly emphasized the need for teacher involvement in curriculum planning. Teachers must take responsibility for planning the curriculum because in practice they are implementers of the curriculum that has been prepared together (hamalik, 2008)

Curriculum Development Approach

The approach to curriculum development reflects one's view of school and society (Lazwardi, 2017). Educators generally do not adhere to one approach purely but adhere to several appropriate approaches. The approach to curriculum development has a very broad meaning. This can mean the preparation of a new curriculum (curriculum construction), it can also improve the current curriculum (curriculum improvement)(Mulyasa, 2003).

According to (Hamalik, 2005) the curriculum can be categorized into four general categories, namely Humanistic, social reconstruction, technology and academic. Each category differs in what is to be taught, by whom to teach it, when and how to teach it.

1. Humanistic Curriculum. The concept of a humanistic curriculum is more directed at a curriculum that can satisfy every individual, so that they can actualize themselves according to their respective potentials and uniqueness (Hamalik, 2005). Based on the humanistic curriculum, the function of the curriculum is to prepare students with various instinctive experiences that play a very important role in curriculum development. The humanistic approach in curriculum development is based on the idea of "humanizing humans". Creation of contexts that will provide human opportunities (Muhaimin, 2005, p. 142).
2. Academic Curriculum. The academic curriculum is based on classical education which is oriented towards the past. The function of education is to maintain and pass on the results of the past culture. This curriculum prioritizes educational content. Learning is trying to master as much knowledge as possible. People who are successful in learning are people who master all or most of the educational content provided or prepared by the teacher. The aim of the academic curriculum is to impart knowledge and train students to use "research" ideas and processes. By being knowledgeable in various disciplines, students are expected to have concepts or ways that can be developed in the wider community. Schools should provide opportunities for students to realize their ability to master cultural heritage and enrich it where possible. The methods that are often used in this academic curriculum are expository and inquiry methods. The ideas given by the teacher are then elaborated by students until they are mastered.
3. Technology Curriculum In education, technology is well known in the form of computer-based learning, individual learning systems, as well as learning tapes or videos. Many do not know that

technology is very helpful in analyzing curriculum issues, in terms of making, implementing, evaluating and managing instructional. The essence of the technology curriculum is the belief that the curriculum materials used by students should be able to produce special competencies for them. Technology plays a role in improving the quality of the curriculum, by contributing to instructional effectiveness, instructional stages and monitoring student development. The technological approach places more emphasis on the use of technological tools to support the efficiency and effectiveness of educational programs. Without the help of the media, the learning process cannot take place, because the implementation of learning is structured in an integrated way between educational activities and the media.

4. Social Reconstruction Curriculum The social reconstruction curriculum is different from other curriculum models. This curriculum focuses more on the problems faced in society. This curriculum is based on the flow of interactional education. According to them education is not an effort alone, but a joint activity, interaction, cooperation (teacher-student, student-student, student-environment, student-other learning resources). Through this interaction and cooperation students try to solve the problems they face in society towards the formation of a better society. This approach is called the social reconstruction approach because it focuses the curriculum on important problems faced in society (Nasution, 2006). This approach departs from human thought as a social being. In life, humans always need other humans, always live together, interact, and work together

Conclusion

Management is managing the resources owned by schools or organizations which include people, money, methods, materials, machines and marketing which are carried out systematically in a process. which is used as a guideline for the implementation of learning to achieve certain education.

Curriculum management is a cooperative, comprehensive, systemic curriculum management system in order to realize the achievement of curriculum objectives. The stages of curriculum management in schools are carried out through four stages of planning, organizing, implementing and controlling or supervising. Curriculum planning is planning learning opportunities to guide students toward the desired behavior changes and assessing the extent to which these changes have occurred in students.

Curriculum management is also a crucial aspect of the education system. By using the right strategies, such as needs analysis, curriculum planning, good implementation, evaluation and improvement, as well as the benefits that can be obtained from effective curriculum management, educational institutions can achieve quality education goals that are relevant to the latest developments. Therefore, it is important for every educational institution to prioritize good curriculum management in order to create a better future through education

Bibliography

- Arifin, Z. (2011). *Konsep dan Model Pengembangan Kurikulum* (1st ed.). PT Remaja Rosdakarya.
- Azhari, M. (2017). Manajemen Kurikulum Dalam Peningkatan Mutu Pendidikan (Studi Kasus Pondok Pesantren Ulumul Qur'an Stabat). *Journal Analytica Islamica*, 6(2), 124–134.
- Echols, J. M. (1987). *Dan Hassan Shadily, "Kamus Inggris-Indonesia"* (X). Gramedia.

- hamalik. (2008). *perencanaan pengajaran berdasarkan pendekatan sistem*. Remaja Rosdakarya.
- Hamalik, O. (2005). *Kurikulum dan Pembelajaran*. Bumi Aksara.
- Triwiyanto, T. (2022). *Manajemen kurikulum dan pembelajaran*. Bumi Aksara.
- Hamid, F. (2013). *Kamus Ilmiah Populer Lengkap Appollo*. Bumi Aksara.
- Handoko, T. H. (1995). *Manajemen Personalia dan Sumberdaya Manusia*. BPEE.
- Lazwardi, D. (2017). Manajemen kurikulum sebagai pengembangan tujuan pendidikan. *Al-Idarah: Jurnal Kependidikan Islam*, 7(1), 119–125.
- Mulyasa, E. (2003). *Menjadi kepala sekolah profesional dalam konteks menyukseskan MBS dan KBK*.
- Munawwir, A. W. (1997). *Kamus Al-Munawwir Arab-Indonesia Terlengkap (Edisi Ke-2)*. Pustaka Progresif.
- Nanang, F. (2004). *Landasan Manajemen Pendidikan*. Remaja Rosdakarya.
- Nasbi, I. (2017). Manajemen kurikulum: Sebuah kajian teoritis. *Idarah: Jurnal Manajemen Pendidikan*, 1(2).
- Nasution, S. (2006). *Kurikulum dan pengajaran*. PT. Bumi Aksara.
- Ramayulis. (2008). *Ilmu Pendidikan Islam*. Kalam Mulia.
- Robbins, S., & Coulter, M. (2007). *Management* (8th ed.). Prentice Hall.
- Rusman. (2009). *Manajemen Kurikulum*. Raja Grafindo Persada.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Alfabeta.
- Sukmadinata, N. S. (1997). *Pengembangan Kurikulum Teori dan Praktek (Cet-I)*.