



# Curriculum Management Improving the Quality of Learning at State Islamic Senior High School in Binjai City

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## Abstract

*Curriculum in education is one of the key factors determining the success of education. The curriculum also serves as the brain of an educational institution. With the curriculum, programs can be created and offered to the public, which are useful for the personal development of the students at the institution. A curriculum is a system that has interconnected components in the implementation of education. The curriculum itself must be known and understood by both educators and prospective educators. Quality improvement is a crucial aspect, as the input, process, and output from schools will be under public scrutiny. Therefore, improving the quality of education, particularly in learning, becomes the school's effort to achieve educational goals. This is also the case for Madrasah schools, which are educational institutions in Indonesia capable of competing with other general schools. MAN Binjai, which has been accredited A, is a choice for many parents as a continuing school for their children. Additionally, at MAN Binjai, there are many intra- and extracurricular programs that can encourage students to develop their potential. There are many class programs or majors offered that can be chosen according to the abilities of each participant, as well as facilities that support all learning activities, which can be evidence that MAN Binjai is improving the quality of education. The learning provided also proves to parents and the community who may still have doubts about the quality of education in Madrasah, thinking that Madrasah schools only teach religious knowledge. This is evidenced by several achievements attained by MAN Binjai.*

**Keyword:** Curriculum Management, Quality of Learning, Madrasah

## Abstrak

*Kurikulum dalam sebuah pendidikan menjadi salah satu faktor penentu keberhasilan sebuah pendidikan. Kurikulum juga merupakan otak dari sebuah lembaga pendidikan. Dengan adanya kurikulum dapat terciptanya program-program yang mampu ditawarkan kepada masyarakat serta berguna dalam pengembangan diri dari siswa-siswi yang ada dilembaga pendidikan tersebut. Kurikulum adalah sebuah sistem yang memiliki komponen-komponen yang saling berkaitan dalam pelaksanaan pendidikan. Kurikulum sendiri harus diketahui dan dipahami baik oleh para pendidik dan calon pendidik. Peningkatan mutu menjadi hal yang sangat diperhatikan dimana nantinya mulai dari input, proses dan output dari sekolah akan menjadi sorotan masyarakat. Dengan demikian peningkatan mutu yang terkhusus dalam pembelajaran menjadi upaya sekolah dalam mencapai tujuan pendidikan. Hal ini tak*

*terkecuali juga berlangsung pada sekolah Madrasah yang termasuk lembaga pendidikan di Indonesia yang mampu berdaya saing dengan sekolah umum lainnya. MAN Binjai, yang telah terakreditasi A, banyaknya pertimbangan orang tua untuk menjadikan sekolah lanjutan bagi anak-anak mereka. Selain itu juga pada MAN Binjai banyak program intra maupun ekstrakurikuler yang dapat mendorong siswa dalam mengembangkan potensi yang dimiliki dari para peserta didik. Terdapat banyak program kelas atau jurusan yang ditawarkan yang dapat dipilih sesuai dengan kemampuan diri dari setiap peserta, serta sarana prasarana yang menunjang seluruh kegiatan pembelajaran yang bisa menjadi bukti bahwa pada MAN Binjai melakukan peningkatan terhadap mutu pembelajaran. Sehingga dari pembelajaran yang diberikan pula akan membuktikan terhadap para orang tua dan masyarakat yang masih merasa kurang yakin akan mutu pembelajaran yang ada di madrasah, yang masih banyak mengira sekolah madrasah hanya mempelajari ilmu-ilmu agama saja. Hal ini dibuktikan dari beberapa prestasi yang diperoleh MAN Binjai.*

**Kata Kunci:** Manajemen Kurikulum, Mutu Pembelajaran, Madrasah

## Introduction

The curriculum is a planning and arrangement tool regarding objectives, content, and teaching materials as well as the methods used as guidelines for conducting learning activities to achieve educational goals. The presence of a curriculum in an educational institution also aims to create students who can think critically and compete with other students globally (Mansur Hidayat Pasaribu, 2020). In addition to having a curriculum in an educational institution, management also influences the success of the institution. Management is a discipline that applies processes starting from planning, organizing, implementing, and evaluating. In the implementation of the curriculum, an education manager must master management skills, both in handling education and the curriculum (Marsudi, 2013).

(Hamalik, 2008) Curriculum management is a curriculum management system that is designed comprehensively, systematically, and comparatively to achieve curriculum objectives. Educational institutions that provide satisfactory services to students and the community are

well-managed institutions. One key to a successful educational institution is good curriculum management. (Syafaruddin & MS, 2017) Curriculum management is also a core aspect of management in educational institutions. The basic principle of curriculum management is to ensure that the learning process runs smoothly, with the benchmark being the achievement of objectives by students and encouraging teachers to continuously refine their teaching strategies. Therefore, curriculum management is also a crucial component of improving the quality of learning in schools.

(Syamsiar et al., 2023) Learning is an activity that is prepared and implemented to enhance potential and achieve educational goals. Therefore, learning must be well-managed, organized, and continuously developed with models and strategies that meet the institution's needs or educational objectives. (Fadhli et al., 2024; Mariatul Kibtiah & Ruwaida, 2019; Siahaan et al., 2021; Zaini & Syafaruddin, 2020) A common issue in society is that some parents are still hesitant to enroll their children in Madrasahs, believing that these institutions

cannot provide quality education. Some educational institutions also struggle to offer effective and efficient learning services, and their quality improvement efforts may not align with societal needs. Additionally, quality improvement in Madrasahs has been ongoing, but challenges such as teacher readiness, infrastructure, and management still exist.

Over time, and with rapid technological advancements, parents' mindsets have evolved, recognizing the importance of education for every child and choosing suitable schools for their children. For instance, MAN Binjai, which has been accredited A, is a preferred choice for many parents for their children's continued education. MAN Binjai offers various intra- and extracurricular programs that help students develop their potential. It provides many class programs or majors that can be chosen based on each student's abilities and facilities that support all learning activities, demonstrating MAN Binjai's commitment to improving educational quality.

Based on these factors, the researcher suspects that the quality of students and their achievements are due to good curriculum management. Therefore, the author is interested in further exploring the curriculum management implemented by MAN Binjai to improve learning quality. Consequently, the researcher has titled this study "Curriculum Management in Improving the Quality of Learning at MAN Binjai."

### **Method**

This research is a qualitative study. Qualitative research develops concepts based on inductive data, gathers data, and is scientific in nature. The descriptive qualitative method is used to obtain in-

depth data and describe it, providing data with meaningful content (Flick, 2013; Huberman & J, 2014). The instrument for this research was created by myself. This study is conducted at MAN Binjai, located at Jl. Pekan Baru No. 1a, Rambung Barat, South Binjai, Binjai City, North Sumatra.

### **Results and Discussion**

#### **Curriculum Planning in Improving the Quality of Learning at MAN Binjai**

(Mansur Hidayat Pasaribu, 2020) at MAN Binjai is carried out systematically with prior planning, where the curriculum plan will later serve as a teaching guide for the teachers. The planning in the Madrasah is structured within the curriculum framework, which includes determining the foundational principles, selecting subjects, teaching methods, and learning resources to aid the teaching process. The curriculum structure, or its anatomy, involves planning that encompasses objectives, materials, methods, and evaluation, with each component influencing the others.

The curriculum planning mechanism at MAN Binjai involves leadership meetings to determine objectives and prepare syllabi, annual programs, and semester programs, as well as to prepare all necessary resources to support the learning process. The leadership meetings involve the head of the Madrasah, deputy head, and the Madrasah committee. They plan and then disseminate the information to other teachers through coordination meetings. Thus, those involved in curriculum planning at MAN Binjai include the head of the Madrasah, the deputy head, and the Madrasah committee.

Curriculum management is a vital part of educational management, requiring thorough preparation and planning, as well

as cooperation among all human resources in the Madrasah or school. Curriculum management planning is a complex process that demands decisions to be discussed and coordinated together, focusing on key presentation models. This process is carried out with systematic and well-founded considerations. The foundation for curriculum planning at MAN Binjai is based on Permendikbud (Minister of Education and Culture Regulation) Number 3 of 2020 and KMA (Minister of Religious Affairs Decree) No. 347 of 2022.

With clear and structured foundations and references in the curriculum planning process at the Madrasah, teachers are provided with guidance to develop annual and semester programs, syllabi, and lesson plans, considering student competencies, the environment, and community needs. Planning is the initial step in curriculum management, serving as a guideline for the implementation of education to achieve educational goals. Therefore, MAN Binjai conducts curriculum planning at the beginning of the new academic year, typically in May or June. This timing ensures that all activities are well-guided and clear, allowing them to achieve their objectives as effectively and efficiently as possible.

### **Implementation of Curriculum Management in Improving the Quality of Learning at MAN Binjai**

(Alkahtani, 2017) The initial step in implementing curriculum management at MAN Binjai involves forming an Activity Implementation Team (TPK), followed by the creation of plans and schedules for the TPK. This process continues with the dissemination of information related to learning activities based on the Merdeka

Curriculum. (Islam, 2021) The curriculum management implementation must align with the Merdeka Curriculum and School-Based Management (SBM), granting schools/Madrasahs the authority to develop curricula according to their vision, mission, goals, and the characteristics and needs of the community.

Learning at MAN Binjai is guided by the Merdeka Curriculum and school-based management, adapting to the Madrasah's characteristics, vision, mission, and objectives. To ensure that learning is well-received by students, teachers need to employ appropriate teaching methods that align with the subjects and the needs of the students. These teaching methods are part of the effort to implement curriculum management to enhance the quality of education in the Madrasah. Theoretically, teaching methods are ways to implement previously designed plans into substantial activities that are effective and efficient in achieving learning objectives.

In addition to teaching methods, learning models which frame methods, techniques, and strategies are also used to achieve learning goals. MAN Binjai employs several learning models, including discovery/inquiry learning, practical field learning (PBL), and project-based learning (PjBL). The use of the discovery learning model aims to enable students to develop themselves based on their individual potential. Since each student has unique strengths and weaknesses, the discovery learning model encourages students to be more active, with educators acting as facilitators.

By implementing these methods and models, MAN Binjai aims to foster an environment where each student's individual potential can be maximized, thereby improving the overall quality of

learning. The diverse learning strategies help ensure that educational activities are effective and cater to the specific needs and capabilities of each student, leading to better educational outcomes and fulfillment of the institution's educational goals.

### **Curriculum Evaluation in Improving the Quality of Learning at MAN Binjai**

Regarding curriculum management evaluation, it includes the evaluation of learning, which is the process of determining the value of learning and learning activities through learning assessments. From these assessments, students and teachers can understand the students' abilities and the extent of their understanding of the material (Islam, 2021; Maisyaroh et al., 2024; Sholeh, 2022). Evaluations also provide insights for educators on whether the learning targets have been met and how many students understand the material. At MAN Binjai, evaluations are conducted to assess students' understanding of the material and to help educators improve and develop learning programs. Several types of assessments are conducted at MAN Binjai, including Daily Tests per Competency Standard (KD), Mid-Semester Assessments, End-of-Semester Assessments, End-of-Year Assessments, Madrasah Exams, and the implementation of the Minimum Competency Assessment (AKM) for 12th-grade students by the Education Office.

Through these evaluations, the Madrasah can understand the condition of the designed and implemented curriculum. Systematic curriculum evaluation involves collecting data that can then be analyzed collectively to determine the achievement of educational goals. Therefore, those

involved in curriculum evaluation must be subjective, fair, and honest. Evaluators can come from outside the school/Madrasah but must still understand the school's characteristics. At MAN Binjai, the parties responsible for curriculum management evaluation include internal parties, such as the Head of the Madrasah, and external parties, such as Supervisors from the Regional Office or the Ministry of Religious Affairs.

The principle of quality itself emphasizes regular improvements or updates over time. Therefore, in the curriculum management evaluation at MAN Binjai, periodic evaluations are also conducted, starting with weekly evaluations carried out on a small scale by the vice principal for the curriculum and teachers to monitor learning progress. Additionally, broader evaluations involve all Madrasah members to review the activities conducted over the past semester and to assess the quality of ongoing learning in achieving the Madrasah's goals. These evaluations help identify areas that need improvement and can be modified while considering the Madrasah's vision, mission, and characteristics.

### **Conclusion**

The curriculum planning at MAN Binjai is designed as a reference for educational implementation and must be crafted meticulously. The planning is systematic and comprehensive within the curriculum structure, involving the planning of subjects, learning hours, and the foundational principles used in planning. Curriculum planning begins at the start of the new academic year, based on the Merdeka Curriculum, Permendikbud Number 3 of 2020, and KMA No. 347 of 2022. This planning is

developed by involving competent parties, including the Head of the Madrasah, the Deputy Head for Curriculum, the Madrasah Committee, and teachers.

Implementation as a step in realizing the curriculum requires responsible and professional personnel to effectively carry out the curriculum. This begins with the formation of the Activity Implementation Team (TPK), followed by drafting plans and schedules for the TPK, and then conducting socialization with all teachers. Coordination for successful implementation is achieved through coordination meetings and leadership meetings, conducted integrally based on the Merdeka Curriculum (MBKM) and School-Based Management (SBM). Learning activities, as part of curriculum implementation, are carried out using teaching methods such as discovery/inquiry learning, Practical Field Learning (PBL), and Project-Based Learning (PjBL), among other methods tailored to the subject teachers and student needs.

Curriculum management evaluation serves as a tool to determine the achievement of educational goals at the Madrasah. Evaluations at MAN Binjai are conducted at the beginning of the new academic year and include evaluating goals, systems, and processes for activities carried out over the semester. Other forms of curriculum management evaluation include daily tests per Competency Standard (KD), mid-semester assessments, end-of-semester assessments, end-of-year assessments, and the Minimum Competency Assessment (AKM). Evaluations at MAN Binjai are conducted internally by the Head of the Madrasah and externally by Supervisors from the

Regional Office or the Ministry of Religious Affairs.

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