

Implementation of Curriculum Management in Improving the Quality of Education at the Integrated Islamic Elementary School in South Tangerang

Nadjematul Faizah

Institut Ilmu Al-Qur'an Jakarta, Indonesia; nadjematulfaizah@iiq.ac.id

ARTICLE INFO

Keywords:

Curriculum management;
Elementary School;
Islamic school;
Quality of education

Article history:

Received 2023-06-07

Revised 2023-09-11

Accepted 2023-11-19

ABSTRACT

The aim of the research is to analyze and describe curriculum management, the impacts challenges and opportunities faced by Integrated Islamic Elementary School in implementing curriculum management. The research method is qualitative through a case study approach. Data gathering methods include conducting interviews with various stakeholders such as school principals, religious teachers, class teachers, administrative staff, students, and parents. Additionally, documentation and observation approaches are employed. Methods for data processing include reduction, display, and drawing conclusions. Data validity strategies encompass credibility through the utilisation of source and technique triangulation, as well as confirmability. The findings of the study indicate (1) Management of the curriculum: (a) Planning: Organising annual meetings and school work meetings. (b) Implementation: Inculcating religious ideals through extracurricular activities by studying *iqra'*, *tauhid* values, and moral principles. Co-curricular activities involve engaging in collective recitation and communal prayer. Engaging in extracurricular activities like *tahfidz* (Quran memorization) and *da'i* (Islamic preaching). (c) Evaluation: School principals assess curriculum performance through supervision and observation, while teachers review and enhance it by assigning tasks, conducting examinations, and holding mid-term exams and end-of-semester meetings. (2) Impact: Student academic performance improves, pupils develop a strong Islamic character, and the learning process is successful. The constraints include a lack of financial resources for teacher training and infrastructure, limited time for implementation, and the absence of government policy. Opportunity: enhanced faculty, comprehensive facilities, consistent operational schedule, and transformation into an institution with an Islamic ethos. Conclusion: The management of the curriculum is functioning according to expectations. Recommendation: It is advisable for schools to incorporate community stakeholders, in addition to student guardians, in the process of curriculum preparation.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Nadjematul Faizah

Institut Ilmu Al-Qur'an Jakarta, Indonesia; nadjematulfaizah@iiq.ac.id

1. INTRODUCTION

The curriculum is the central component of education and learning in schools, encompassing various disciplines and programmes designed to fulfil national education objectives and the school's mission. Schools utilise a curriculum, which encompasses specific objectives, content, and learning resources, to effectively attain both educational and school-related objectives (Rusman, Hasbi, 2017). Furthermore, the curriculum is a formalised document that encompasses a collection of educational and instructional strategies devised by educational institutions with the aim of enhancing the quality of education provided to students (Sukmadinata, Lazwardi, 2017).

Islamic faith-based curriculum, on the other hand, is an educational programme that is built around teachings of Islam. This curriculum places emphasis on incorporating Islamic morals and ethics into all facets of education, from pedagogy to co-curriculars. This curriculum includes time for the teaching of the Quran and hadith as the main source of teachings in Muslim life. Students are instructed to learn, memorise, and put into practise these holy precepts. Education in the Islamic faith places a strong emphasis on instilling students with high moral standards. The instructor acts as a good example and strives to guide students in carrying out admirable principles according to religious beliefs. Religious instruction is provided from a young age in an effort to instill in students the high moral standards necessary for them to grow into good citizens (Zakaria, 2018).

The Islamic Primary School curriculum plays an important role in strengthening students' creed (belief) and *aqidah* (understanding) related to Islamic religious teachings which can involve learning about the Pillars of Faith, the Pillars of Islam, and other fundamental aspects of Islam. The curriculum of faith-based schools in elementary schools is actually intended for students aged 6 to 12 years whose development is based on the value of the Qur'an and Hadith with the aim of equipping students to instill creeds, have noble morals and religious practices and other basic knowledge that students can use to continue their education at the next level (Sapirin, 2020). The Islamic-based curriculum aims to instill confidence in the minds and hearts of the younger generation, moral restoration and awakening the spiritual soul and also aims to obtain knowledge continuously, a combination of knowledge and work, beliefs and morals, as well as the application of theoretical practice in life (Noorzanah, 2017). The Islamic Religious Education learning curriculum from 1994-2013 has the essence of making students become human beings who believe in God Almighty, are fearful and have noble morals with the content of Islamic Religious Education teaching materials at the elementary school level every year experiencing development and reduction in accordance with the needs of students and the development of the times (Ayuhana, 2015).

The curriculum in Islamic-based elementary schools needs to be well managed. With good curriculum management, schools can ensure that all desired educational goals can be achieved. So that a structured and directed curriculum helps students develop the skills, knowledge, and values expected. In addition, schools can determine the priorities of what students should teach and learn. This helps avoid curriculum overload that can interfere with learning effectiveness. The results showed that there was a positive influence of curriculum management on teacher quality which also positively influenced the quality of education in schools (Syuaibah et al., 2020). Then the results of other studies show that with good curriculum management, schools can make curriculum planning that has an effective impact on learning, implement the curriculum in accordance with planning and are able to evaluate the curriculum until the school is able to know the level of school performance (Murniati et al., 2016).

School Islamic faith-based curriculum management can synchronize national education programs with school curricula, schools are able to add several Islamic nuanced subjects, and are able to design and measure competencies desired by Islamic schools (Rofie, 2017). With curriculum management in Islamic schools, schools align curriculum objectives according to the school's vision and mission and combine general education and religious education into one interwoven curriculum (Hartati & Supriyoko, 2020). Curriculum management in Islamic schools needs to be carried out with the aim that teachers and education managers are able to implement the curriculum well so that

teaching and learning activities will be able to achieve the expected goals, both cognitive, affective and psychomotor goals, both related to religious and general science, between scientific insights, skills and experience (Rohman, 2018).

The management of Islamic values that will be integrated into every educational activity in Islamic Elementary Schools is an integral part of the process of managing the national curriculum. The goal of incorporating Islamic beliefs into the classroom is to give children a well-rounded education that emphasises more than only academics but also their moral, spiritual, and social growth. Education is about more than just preparing students for tests and helping them reach their academic goals; it's also about helping them develop into well-rounded people who love God, serve their community, and understand the importance of taking care of those in need. Islamic elementary schools can attain this goal and create a generation with high morals and ethics by taking a holistic and well-rounded approach to curriculum management.

By implementing curriculum management, it is expected that Islamic schools can enhance the educational standards, particularly in terms of fostering devout and pious students. Islamic schools are tasked with the duty of imparting education that aligns with the principles and doctrines of the Islamic faith. Enhancing the educational standards will bolster the Islamic identity of students, enabling them to comprehend Islamic principles thoroughly and apply them in their everyday lives. Islamic schools strive not only to cultivate academic excellence in students, but also to instill in them virtuous principles and ethics that align with Islamic teachings. Enhancing the educational standards in Islamic schools necessitates using a pedagogical strategy that prioritises the cultivation of virtuous character.

In light of the foregoing, the purpose of this study was to shed light on the role played by curriculum management in enhancing the quality of instruction at Integrated Islamic Elementary School South Tangerang. So, how has Integrated Islamic Elementary School South Tangerang benefited from using a curriculum management system? What chances and obstacles does Integrated Islamic Elementary School South Tangerang confront in its pursuit of curricular management?

2. METHODS

Qualitative case study research examined how curriculum management improved quality at Integrated Islamic Elementary School South Tangerang. Qualitative describes research data organically, as at Integrated Islamic Elementary School South Tangerang. Case studies were conducted at Integrated Islamic Elementary School, South Tangerang, to examine curriculum management implementation, its effects on education quality, and its obstacles and potential. The first research data collection method is a structured interview in which the researcher prepares the interview instrument based on the research focus to collect data about curriculum management, its impact on education quality, and the challenges and opportunities for 1 school principal, 2 religion teachers, 3 class teachers, 1 administrative staff, 4 students, and 2 parents. Table shows the 5W + 1H approach used to create the interview guideline:

Table 1. Interview Guidelines

Research Focus	Research Sub Focus	Interview Questions
Curriculum Management	Planning	<ol style="list-style-type: none"> 1. What curriculum is planned by the school before it is applied to students? 2. Who is involved in planning the curriculum? 3. When is curriculum planning carried out? 4. Where is the curriculum planning carried out by the school?
	Implementation	<ol style="list-style-type: none"> 1. How does the school implement the previously established curriculum? 2. Who is involved in the process of implementing the previously determined curriculum?

Research Focus	Research Sub Focus	Interview Questions
Impact of Implementing Curriculum Management	Evaluation	<ol style="list-style-type: none"> 3. Where is the previously determined curriculum implemented? 1. What things are evaluated related to the implementation of the curriculum that has been implemented? 2. How is the evaluation of curriculum implementation carried out? 3. When will the evaluation of the curriculum be carried out? 4. Who evaluates the curriculum that has been implemented in schools? 5. Why is curriculum evaluation carried out? 6. Where is curriculum evaluation usually carried out?
		<ol style="list-style-type: none"> 1. What is the impact of implementing curriculum management on the quality of education at Integrated Islamic Elementary School South Tangerang? 2. Explain in more detail the impact of implementing curriculum management on the quality of schools, teachers and students?
Challenges and Opportunities for Implementing Curriculum Management	Challenge	<ol style="list-style-type: none"> 1. What are the things that hinder the implementation of the curriculum at Integrated Islamic Elementary School South Tangerang? 2. What are the challenges faced by schools related to human resources, facilities and infrastructure and the time needed to implement the curriculum in schools? 3. How do schools respond to the challenges that exist in implementing the curriculum in schools?
	Opportunity	<ol style="list-style-type: none"> 1. What opportunities do schools get in relation to implementing good curriculum management in schools? 2. How does the school take advantage of existing opportunities to shape the quality of education at Integrated Islamic Elementary School South Tangerang?

Both observation techniques, observations carried out in this study are participatory observations, namely researchers are directly involved in several activities in schools such as the annual meeting of the Foundation, the initial meeting of the academic year at Integrated Islamic Elementary School South Tangerang, the process of evaluating teacher performance in the classroom and other activities that reflect the curriculum management process, the impact of curriculum management on the quality of education and challenges and opportunities during curriculum implementation at Integrated Islamic Elementary School, South Tangerang. The observation guidelines in this study are explained in the following table:

Table 2. Observation Guidelines

Research Focus	Research Sub Focus	Observation Object
Curriculum Management	Planning	<ol style="list-style-type: none"> 1. Foundation annual working meeting: curriculum determination process 2. Working meeting at the beginning of the school academic year:
	Implementation	<ol style="list-style-type: none"> 1. Process of intracurricular activities

	Evaluation	<ol style="list-style-type: none"> 2. Process of co-curricular activities 3. Process of extracurricular activities 	
Impact of Implementing Curriculum Management		<ol style="list-style-type: none"> 1. Supervision process 2. Observation process 3. Assessment process 	
		<ol style="list-style-type: none"> 1. Class atmosphere 2. School atmosphere 3. Atmosphere of intracurricular, co-curricular and extracurricular activities 	
		<ol style="list-style-type: none"> 4. Condition of students at school 	
Challenges and Opportunities for Implementing Curriculum Management	Challenge	<ol style="list-style-type: none"> 1. Atmosphere of intracurricular, co-curricular and extracurricular activities 2. Condition of facilities and infrastructure 3. Teacher condition 4. Student condition 	
		Opportunity	<ol style="list-style-type: none"> 1. Atmosphere of intracurricular, co-curricular and extracurricular activities 2. Condition of facilities and infrastructure 3. Teacher condition 4. Student condition

The three documentation techniques, namely researchers collect various supporting documents ranging from books, school files, photos, videos and other documentation that support the results of research on the implementation of curriculum management in improving the quality of education at Integrated Islamic Elementary School South Tangerang. The documentation guidelines in this study are described in the following table:

Table 3. Documentation Guidelines

Research Focus	Research Sub Focus	Documentation Form	
Curriculum Management	Planning	<ol style="list-style-type: none"> 1. Files 2. Photo 3. Videos 4. Manual Book 	
	Implementation	<ol style="list-style-type: none"> 1. Files 2. Photo 3. Videos 	
	Evaluation	<ol style="list-style-type: none"> 1. Files 2. Photo 3. Videos 	
Impact of Implementing Curriculum Management		<ol style="list-style-type: none"> 1. Files 2. Photo 3. Videos 	
Challenges and Opportunities for Implementing Curriculum Management	Challenge	<ol style="list-style-type: none"> 1. Files 2. Photo 3. Videos 	
		Opportunity	<ol style="list-style-type: none"> 1. Files 2. Photo 3. Videos

Data processing techniques in this study were carried out using Miles and Huberman's approach, namely through the process of reduction, presentation of data, and drawing conclusions. First, data reduction of research results, researchers collect data in accordance with the focus and sub-focus that the researcher has set, namely data in accordance with curriculum management, namely data about the process of planning, implementing and evaluating the curriculum. Then researchers collected data on the impacts and challenges and opportunities faced by schools while implementing the

curriculum at Integrated Islamic Elementary School South Tangerang. After the data is collected based on the focus and sub-focus, the next step is for researchers to elaborate the research data in the form of sentences, tables and images to make it easier for researchers to get the actual research results (valid). Furthermore, researchers draw conclusions on each *data that has been displayed* in the form of sentences, tables and images based on focus and sub-focus until the researcher gets the essence of the data that has been processed and becomes the *final data* from this research process.

Data validity techniques are ways used by researchers that the data obtained has the right degree of health. The data validity technique in this study uses two techniques, first with credibility, namely the validity technique to obtain data on the level of data confidence from the external side of the research location. The credibility technique in this study uses the source triangulation approach and triangulation techniques. Triangulation of sources is carried out by comparing the results of research obtained by researchers from research informants (research human objects) which are described as follows:

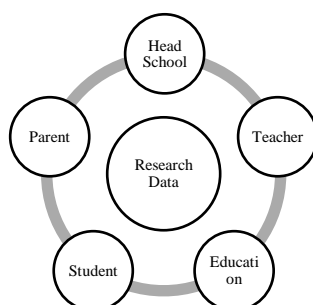


Figure 1. Triangulation of Research Sources

Triangulation techniques in this study are carried out by comparing the results of research from researchers from interview, observation and documentation techniques, which are described as follows:

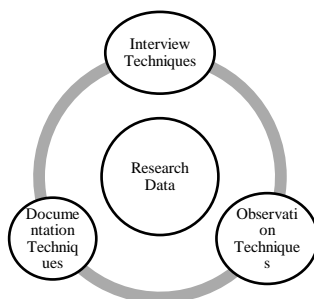


Figure 2. Triangulation of Research Techniques

Both techniques wet data with confirmability. This technique is used by researchers to reconfirm research data that researchers have obtained and compiled. The confirmability of data in research can be described as follows:

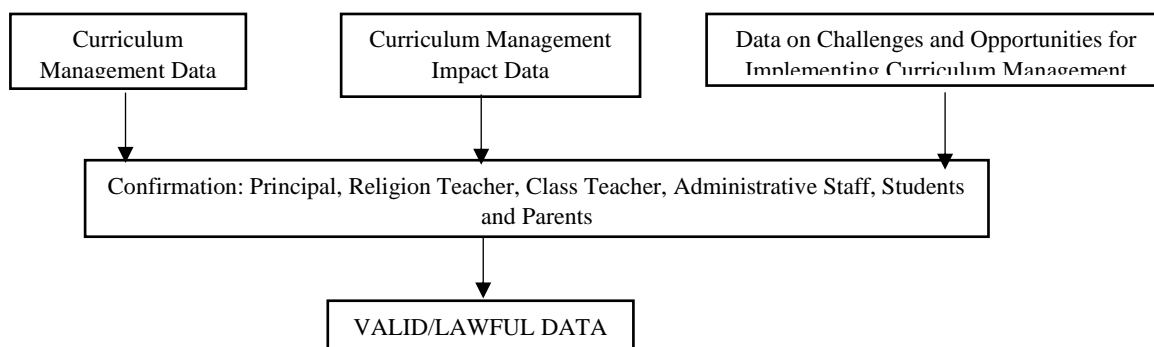


Figure 3. Confirmability Process

Confirmability is carried out to find out the degree of truth of the data from the internal aspects of the research location. Data on the curriculum management process, the impact of curriculum management on the quality of education and the challenges and opportunities faced by Integrated Islamic Elementary School South Tangerang in implementing curriculum in schools have been approved by all *school stakeholders* (research informants) so that the data obtained by researchers can be said to be valid or valid data.

3. FINDINGS AND DISCUSSION

The results of research on the implementation of curriculum management in improving the quality of education at Integrated Islamic Elementary School South Tangerang are described in the following table:

Table 4. Research Results

Research Focus	Research Sub Focus	Research result
Curriculum Management	Planning	<ol style="list-style-type: none"> 1. Foundation annual meeting: evaluation of school performance and determination of the Foundation's Islamic character curriculum 2. Initial school academic meeting: development of the Foundation curriculum at Integrated Islamic Elementary School
	Implementation	<ol style="list-style-type: none"> 1. Intracurricular: a combination of the national curriculum and the Foundation 2. Co-curricular: Koran and prayer 3. Extracurricular: Da'I and Tahfidz
	Evaluation	<ol style="list-style-type: none"> 1. Principal: academic supervision and direct observation 2. Teacher: daily assignments, monthly tests, UTS and UAS. 3. End of semester meeting: evaluation and improvement of curriculum performance
Impact of Implementing Curriculum Management		<ol style="list-style-type: none"> 1. Student academics are improving 2. Shaping student character 3. Learning is directed in accordance with the Foundation's direction and the school's vision 4. Teachers work according to SOP
Challenges and Opportunities for Implementing Curriculum Management	Challenge	<ol style="list-style-type: none"> 1. Training for Teachers 2. Provision of facilities and infrastructure 3. The curriculum implementation time is tight 4. Lack of attention from the central government to create policies that support the formation of specific Islamic character
	Opportunity	<ol style="list-style-type: none"> 1. Teachers become professional 2. Infrastructure facilities are complete 3. Good time management 4. Become a school with an Islamic character

Based on table 4, the results of research on the implementation of curriculum management in improving the quality of education can be discussed as follows:

3.1 Curriculum Management at Integrated Islamic Elementary School South Tangerang

3.1.1 Curriculum Planning

The Integrated Islamic Elementary School South Tangerang curriculum uses the Mandiri Belajar curriculum with the 2013 curriculum approach. Curriculum planning at SIntegrated Islamic

Elementary School South Tangerang is defined as all steps taken by schools to apply the curriculum set by the Foundation. Curriculum planning is the first step in building a curriculum when curriculum workers make decisions and take action to produce plans that will be used by teachers and students, Curriculum planning is the process of setting goals, objectives, and curriculum programs that guide the implementation of learning in achieving educational goals in schools (Syafarudin & Amiruddin, 2017, p.56).

Curriculum planning at Integrated Islamic Elementary School South Tangerang is carried out in two steps, first, a regular meeting before the beginning of academic knowledge with the Foundation with mambahas about the performance of each Educational Institution under the Foundation. The evaluation was conducted to determine the extent of achievement and obstacles faced by each school implementing the Education program for one year. At the end of the meeting, the head of the Foundation received input on the additional curriculum (petar, co-curricular activities or Islamic-based extracurricular activities) that would be implemented before it was finally decided to be applied to each school.

Second, curriculum development in each educational institution including Integrated Islamic Elementary School South Tangerang carried out by the principal and the curriculum section by involving all educators, education and guardian representatives is carried out a maximum of 1 week before the academic new year is carried out. The development was carried out to adjust the curriculum that has been approved by the Foundation with the vision and mission as well as the academic atmosphere at Integrated Islamic Elementary School South Tangerang. Adjustments to the Islamic curriculum are carried out starting from the material to be given, the time of implementation, the implementer's human resources to the facilities needed. In addition, development is also carried out by adjusting the Islamic curriculum that has been set by the Foundation to be applied to three core school activities, namely adjusting the Foundation's Islamic curriculum to co-curricular, intracurricular and extracurricular activities at Integrated Islamic Elementary School Yangerang Selatan.

The implementation of curriculum planning can be done by compiling a curriculum based on the Ministry of Education and Culture of the Republic of Indonesia and developing local curricula according to the characteristics of Islamic schools with the aim of increasing students' knowledge of religious education. The overall curriculum at Integrated Islamic Elementary School South Tangerang is explained as follows:

Table 5. Integrated Islamic Elementary School South Tangerang Curriculum

2013 Elementary School Curriculum	Integrated Islamic Elementary School Islamic Curriculum (Mulok, Extracurricular, Supporting Activities)*
Religious education	Iqra'
Civic education	Morals
Indonesian	Tawheed
Mathematics	Recite
Natural science	Pray
Social science	Tahfidz
Art and culture	Da'i
Physical and Spiritual Education	

3.1.2 Curriculum Implementation

The implementation of the curriculum at Integrated Islamic Elementary School South Tangerang is interpreted as a step to integrate the curriculum that has been set by the government and the Foundation in an effort to create a good education, learning and training process to form a quality school including students with character. The implementation of the curriculum that includes all components of subject competence, local content, and self-development is carried out in a suitable and adequate balance, linkage, and continuity between classes and types and levels of education (Syafarudin & Amiruddin, 2017, p.74). This means that Integrated Islamic Elementary School South

Tangerang is able to provide an optimal and meaningful learning experience that can advance student development as a whole; provide effective, relevant, and meaningful learning experiences. A good learning process should encourage students to develop holistically, develop their potential, and form positive character; and students can develop practical skills relevant to religion and the community environment so as to improve the competencies and expertise needed for students' lives

The implementation of the curriculum at Integrated Islamic Elementary School South Tangerang to form a quality school with Islamic character is divided into three educational activities, including:

a. Intracurricular Activities

Intracurricular activities are activities that take place within the scope of the official curriculum in a school or educational institution that are an integral part of the learning plan and are designed to achieve the learning objectives that have been set out in the curriculum. This intracurricular activity is designed by teachers and schools to support the achievement of student learning goals in accordance with the established curriculum. This activity is considered an important part of the learning process and contributes to the formation of knowledge, skills and character of students. In the learning process, teachers must also adjust to learning programs ranging from daily, semester to year that have been prepared to implement the existing curriculum (Ningrum & Sobri, 2015). Furthermore, in carrying out learning, teachers must have a daily learning design and competencies that students must have which are carried out through opening, core and closing activities of the learning process (Syafarudin & Amiruddin, 2017, p.91).

Overall, intracurricular activities at Integrated Islamic Elementary School South Tangerang are carried out by conducting a daily learning process by applying the national curriculum set by the government and the school curriculum that has been approved by the Foundation. Integrated Islamic Elementary School South Tangerang carries out a learning process for 6 days (Monday – Saturday) by containing the following curriculum:

Table 6. Curriculum on Intracurricular Activities

Grade	Intracurricular Curriculum
I	2013 National Curriculum + Iqra'
II	2013 National Curriculum + Iqra'
III	National Curriculum + Morals + Tauhid
IV	National Curriculum + Morals + Tauhid
V	National Curriculum + Morals + Tauhid
VI	National Curriculum + Morals + Tauhid

Integrated Islamic Elementary School South Tangerang in carrying out learning for grades 1-2, the school combines the national curriculum and reading *Iqra'* volumes 1 and 2. The learning process is carried out in a way before the learning of the national curriculum begins (more precisely at 07.00-07.30 WIB), grade 1 and 2 students are required to deposit readings (*iqra'*) to the teacher. This is done to introduce and strengthen children's abilities to the Qur'an and its reading. Then for grade 3 to grade 6, Integrated Islamic Elementary School South Tangerang in its learning process combines the national curriculum by inserting the knowledge of Akhlaq and Tawhid to students. The national curriculum runs as it should, but what is different is in each teacher's learning activities in delivering material, giving examples of questions, using learning media and so on with Islamic nuances. This aims to familiarize teachers and students with recognizing Islamic values during the learning process so that the formation of Islamic character in students is easier to achieve.

The integration of the Islamic curriculum in classroom learning, teachers can instill Islamic religious values in students through providing motivation, task practice, direction and material in subjects directed at instilling Islamic religious values (Muslim, 2021). So there are several activities that can be carried out by Islamic elementary schools in carrying out intracurricular activities to improve the quality of Islamic students in the classroom such as using faith-based learning media such as miniature mosques and so on, using Arabic and so on. In addition, to familiarize students with religious

values, in class teachers can give directions to students to read short letters in the Qur'an and start and end learning with prayer (Rusman, 2018).

b. Co-curricular Activities

Co-curricular activities are an addition or complement to the core curriculum and can vary in form and purpose. Usually, co-curricular activities are held after class hours or outside of main study hours. Co-curricular activities can help in character building, social skills, and valuable practical experience in student life. While not part of the core curriculum, co-curricular activities contribute to a well-rounded and diverse learning experience for students in the school. Co-curricular activities are activities carried out to explore learning in schools which are carried out by making research, papers and so on that are taken into account to support learning activities (Shilviana & Hamami, 2020).

Integrated Islamic Elementary School South Tangerang in developing students' Islamic competence in co-curricular activities is carried out with two routine activities which are explained as follows: First, joint recitation activities are carried out every day before class hours starting more precisely at 06.45 – 07.00 WIB. Reciting is carried out by opening the Qur'an together and students are welcome to read the Qur'an together with mentoring by each teacher. Joint recitation is carried out in the classroom with the aim of students getting blessings and convenience while studying at Integrated Islamic Elementary School South Tangerang. Second, with congregational prayers for once a week, precisely on Fridays at 06.45-07.00 WIB. The congregational prayer performed is a duha prayer led by teachers at Integrated Islamic Elementary School South Tangerang and is carried out alternately or in turns. The purpose of this prayer is to familiarize students to be able to perform duha shoilat not only at school, but also at home. After the duha prayer is done, the students are invited to recite together and then continue with the learning process as usual.

The results of research from Mujahid, Syaifuddin, and Tabrani also explained that co-curricular activities based on Islam can be carried out by learning the Qur'an (through reading, writing, memorization, *muroja'ah*), Dhuha prayer, congregational prayer, seven-minute lectures (cult), infak, fasting sunah, daughterhood, mentoring, Ramadan pesantren, infak, alms and others related to religious education can strengthen the morals of students to be even better (Nurhaeni & Herawati, 2022).

c. Extracurricular Activities

Extracurricular activities are optional and take place outside of the main study hours, usually after class hours or at leisure at school. Extracurricular activities give students the opportunity to develop interests, talents, and skills outside the scope of classroom learning. These activities can also help in character building, social skills, and valuable practical experience in students' lives. In addition, extracurricular activities can help improve leadership skills, cooperation, and a sense of responsibility in students. While not part of the core curriculum, extracurricular activities contribute to a rich and diverse learning experience for students at the school.

The form of commitment of Integrated Islamic Elementary School South Tangerang in ensuring the quality of Islamic-based education so that the Islamic character of schools and students is not only carried out in intracurricular and co-curricular activities but also seen in extracurricular activities. Extracurriculars provided by Integrated Islamic Elementary School South Tangerang include: first tahfidz extracurricular, this extracurricular is given to all students from grade 1 to grade 6 but in its implementation different memorization targets that students must take. For low grades, tahfid is given by rote memorization of short letters while for high classes, tahfidz is focused on students memorizing juz 30 only. This extracurricular is held every Friday after Asr prayer, more precisely at 15.00 – 17.00 WIB. Tahfidz is mentored by two teachers, one teacher to mentor tahfidz short letters and one religious teacher to mentor high-grade students to memorize juz 30.

Both *da'i extracurriculars*, like tahfidz, are also held once a week every Friday. This extracurricular is specifically attended by high classes, in addition to training leadership, this extracurricular courage is carried out to provide opportunities for students to dig deeply into the knowledge of Islamic science and be able to disseminate it at least to their family and friends to invite kindness. Religious

extracurricular in improving the quality of education in schools, the results of the study show that religious extracurricular activities are able to increase students' faith and piety, have more learning experience in religious education, able to form attitudes and behaviors based on religious teachings (Haedari, Lestari & Sukanti, 2016). Islamic extracurricular activities that can be utilized by schools include flash boarding schools, habituation of noble morals, complete reading and writing of the Qur'an, Ramadan worship, spiritual tourism, Islamic spiritual activities, pie and skill week, and commemoration of Islamic holidays, Qur'an literacy, Qur'an tahfizh, Qur'an recitation construction, calligraphy art, religious lectures, nasyid, Islamic music art, and Islamic journalism (Susanto, 2022).

3.1.3 Curriculum Evaluation

Curriculum evaluation is a critical and systematic process to assess and measure the effectiveness of the curriculum that has been designed and implemented in an educational program at Integrated Islamic Elementary School South Tangerang. Curriculum evaluation is defined as activities carried out by schools by collecting some information related to the implementation of the curriculum that has been applied so that schools are able to provide values of accuracy and usefulness of the implemented curriculum (Wahyudin, 2014, p.27). Curriculum evaluation aims to assess the extent to which the curriculum achieves the established educational goals and objectives, as well as to identify areas of improvement and further development. The curriculum evaluation process at Integrated Islamic Elementary School South Tangerang is carried out by the principal which is carried out at least at the end of each semester by gathering all education and education personnel at the end of semester meeting activities by discussing the achievements, non-achievements, and obstacles faced by teachers and schools while implementing the existing curriculum.

In detail, curriculum implementation evaluation activities at Integrated Islamic Elementary School South Tangerang are carried out in three ways, namely evaluation by the principal, teachers and end-of-semester meetings which are carried out as follows:

First, the evaluation by the head: the principal of Integrated Islamic Elementary School South Tangerang has actually monitored all education and learning activities, including evaluation of the curriculum which is carried out periodically according to needs. Monitoring by the principal is carried out in two ways, namely academic supervision and direct observation. In academic supervision activities, the principal of Integrated Islamic Elementary School South Tangerang monitors the implementation of the curriculum, especially in classes conducted by teachers. Academic supervision is carried out at least in 1 semester 2 times by the principal, determining in advance the class to be supervised, then determining what subjects or themes will be supervised. Then, the principal sets the supervision items and then the principal will contact the teacher who will be supervised to inform the academic supervision time. Education supervision is a way for school principals to assess and evaluate problems in schools in order to achieve the vision and goals of education (Baidowi & Syamsudin, 2022).

Meanwhile, monitoring with direct observation is carried out on co-curricular and extracurricular activities at Integrated Islamic Elementary School, South Tangerang. Monitoring by direct observation is not planned by the principal, but is carried out on the basis of a strong desire to assess the extent to which school activities are running in accordance with the vision and mission of the school including the Foundation. Direct observation, the principal can assess and evaluate directly the educational and learning processes that occur in co-curricular and extracurricular activities. Although not carried out every day, direct observation made by the principal of Integrated Islamic Elementary School South Tangerang is classified as a routine activity. At least the principal can monitor for 30 minutes for extracurricular activities and at least 5 minutes for co-curricular activities before carrying out further activities or activities.

The evaluation technique carried out by the principal related to the curriculum implementation program is first by observing curriculum performance, namely paying attention to the extent of the success of the curriculum that has been implemented. In this technique, the important thing that must be considered by the principal as an observer is that the principal must first understand the content of

his curriculum policy. Then the principal prepares an observation instrument that can be done in writing or in the mind only (excidental). Because with observation, school principals can pay attention and directly assess the overall performance of their school (Baidowi & Syamsudin, 2022).

Second, teachers evaluate curriculum application in intracurricular, cocurricular, and extracurricular activities through assignments, daily tests, midterm tests, and end-of-semester tests. Teachers or mentors of co-curricular and extracurricular activities provide daily assignments to assess students' learning, recitation, prayers, and extracurricular tahfidz and da'i. Teacher or mentor-given assignments must be completed at home. The monthly learning session includes daily tests. Daily tests follow the school's academic cycle. One midterm exam is held in the middle of the semester (August for odd semesters, March for even semesters). The final semester exam follows the city/district education office's academic timetable. Daily examinations, midterm exams, and final semester exams determine whether Integrated Islamic Elementary School South Tangerang's curriculum meets the school's vision, mission, and Foundation goals.

The assessment carried out by the teacher to students can be done by collecting assignments whether on time or not, discipline to enter school (late/not) and for the application of discipline, in class the names of students are installed based on the order of attendance of students who arrive the earliest get an asterisk. Social attitude assessment is also carried out by selecting exemplary students every month, the criteria for selected students, namely discipline, responsibility, confidence, courtesy, care, and can be an example for their friends. These exemplary students are chosen by students in the class (Rusman, 2018). In addition, teachers conduct assessments in the form of portfolio assessments, assessment rubrics, self-assessments, and also daily assignments and tests, which then from these assessments teachers can provide assessments to fill out report cards in the form of descriptions of the abilities possessed by each student (Ningrum & Sobri, 2015).

Third, evaluation After evaluation by the principle and teachers, the principal and all school stakeholders evaluate school performance, notably curriculum programme achievement, at the end of semester work meeting. Integrated Islamic Elementary School South Tangerang used this working meeting to analyse and assess its one-semester curriculum. The principal, teachers, and other education professionals explained curriculum implementation success and failure rates while applying topics and other Islamic character development programmes in schools. If the instructional objectives of Integrated Islamic Elementary School South Tangerang fail or are incompatible, instructors are asked to innovate so the curriculum may be adequately executed. These innovations include novel learning methods, learning media for intracurricular, co-curricular, and extracurricular activities, and assessment methods that combine written exam media, memorising, and creating. Students' logical and critical thinking skills increase with such examinations.

Work meeting evaluation techniques, principals can ask questions and find out the success rate of work programs that are being implemented, including curriculum. The actual working meeting is to bring together various findings from various aspects of all human resources in the school, providing better benefits in the implementation of the evaluation because the principal will get data, input and solutions to the flexibility and flexibility of curriculum implementation from all members of the work meeting present. So that way, the principal can decide about improvements, development and changes to the curriculum that is being implemented. With work meetings, the principal can supervise and operate simultaneously besides that the school can develop values as a school culture to form a quality school (Baidowi & Syamsudin, 2022).

3.2 Impact of Curriculum Management Implementation on Education Quality

The impact of curriculum management implementation on the quality of education at Integrated Islamic Elementary School South Tangerang is defined as the influence caused by curriculum implementation on the quality of students, teachers and the school environment. These impacts include:

First, it affects the academic competence of increasingly qualified students, ensuring that Integrated Islamic Elementary School South Tangerang students meet school and Foundation

expectations. The national curriculum is competent, but this competency also has excellent competence in Islamic characters or values because students are more familiar with Islam from learning or activities outside the classroom. Students gain Islamic traits from curriculum management when teachers include Islamic values into curriculum content. Teachers can emphasise honesty in maths or the majesty of God's creation in natural science. Teachers should utilise Islamic teaching approaches like humility, cooperation, and compassion and understanding with students. Third, incorporate Islamic-based learning experiences like co-curricular reciting and praying and extracurricular da'i and tahfidz.

Second, forming a strong Islamic character of students, through good Islamic curriculum management, Integrated Islamic Elementary School South Tangerang can create an educational environment that supports the formation of strong Islamic character of students that helps students grow as individuals who have strong faith, noble character, and are able to make a positive contribution to society and humanity as a whole. The curriculum at Integrated Islamic Elementary School South Tangerang which is very thick with Islamic nuances is able to strengthen students' understanding of Islamic teachings carried out through integrating Islamic values in every learning in class, recitation, prayer berjamaah, extracurricular tahfidz and da'i which all of these activities are able to increase knowledge and deeper understanding of Islam.

Third, learning in the classroom or outside the classroom runs in accordance with the vision of the Foundation and the vision of Integrated Islamic Elementary School South Tangerang which can create an educational environment that is focused, quality, and has a clear direction in achieving the educational goals that have been set. Integrated Islamic Elementary School South Tangerang with curriculum management that is very thick with Islamic values, education in schools runs more focused, namely focusing on forming a religious education system, quality education that is the education system at Integrated Islamic Elementary School South Tangerang is able to run very well by prioritizing religious values, and education runs in accordance with a clear direction, namely Integrated Islamic Elementary School South Tangerang knows how The system must be run and outpun as to what must be created, namely students who have achievements in the world and the hereafter.

Fourth, teachers work according to standard operating procedures for the curriculum that have been set, teachers in carrying out learning in accordance with their duties and responsibilities at school. The distribution of learning tasks both in class and outside the classroom has been arranged together at the beginning of the academic year work meeting. Teachers and education staff have received their respective assignments in accordance with the curriculum agreed by the Foundation and Integrated Islamic Elementary School South Tangerang. The headmaster through the initial meeting of the academic year has decided on teachers who should carry out the duties in class, teachers who help carry out co-curricular activities of recitation and prayer and teachers who have additional duties and are responsible for the extracurricular activities of *Tahfidz* and *Da'i*. This proves, in addition to the principal having a good work system, it also proves that the school has a good work system in achieving the school's vision.

3.3 Challenges and Opportunities of Curriculum Management Implementation

3.3.1 Challenge

The challenge of implementing curriculum management at Integrated Islamic Elementary School South Tangerang is defined as an obstacle felt by schools to integrate the values of the Islamic curriculum during the education and learning process. The challenges faced by Integrated Islamic Elementary School South Tangerang in implementing curriculum management are as follows:

First, the need for special training for teachers to implement the curriculum at Integrated Islamic Elementary School South Tangerang which resulted in several challenges, including: reduced teacher teaching hours due to having to attend training; lack of special training for recitation, *tahfidz* and *da'i activities*; and the need for additional funds for the implementation of training. Every educational program at Integrated Islamic Elementary School South Tangerang before being applied perfectly, the school always holds special training or workshops related to the program to be applied. This also

includes the implementation of the national curriculum and the curriculum of the Foundation or school which before being applied teachers as implementers must attend several seminars or workshops or training to improve the ability and skills of teachers. Workshops and/or trainings attended by teachers include tahfidz training/workshops held by external parties because teachers at Integrated Islamic Elementary School South Tangerang are not tahfidz graduates, the most recent is workshops and seminars on da'i capacity building held by the Ministry of Agriculture.

Second, the provision of facilities and infrastructure, every educational program requires facilities and infrastructure so that the school program runs optimally. In implementing the national curriculum and schools, Integrated Islamic Elementary School South Tangerang requires special funds to provide supporting facilities such as providing funds to buy the Qur'an, prayer equipment, special Qur'an *tahfidz* and making *da'i manuals*. In addition, the provision of a special place or room to implement the school curriculum is still in sufficient category, meaning that the school only provides classrooms and prayer rooms to carry out joint recitation programs, congregational prayers together, *tahfidz* activities including *da'i activities*.

Third, the implementation time of the curriculum is quite dense, the next challenge is the problem of time to apply a fairly dense curriculum for elementary school students. Integrated Islamic Elementary School South Tangerang which combines the national curriculum with schools (Foundation) provides good time management so that all curriculum programs can be applied according to expectations. This has an impact on the fairly dense time for the implementation of education and learning for teachers and students. This is because the national curriculum, which has its own duration, requires the school curriculum to be implemented at times outside the national curriculum hours.

Fourth, the lack of attention of the central government to make policies that support the formation of students' specific Islamic character in schools. The school curriculum at Integrated Islamic Elementary School South Tangerang which consists of the values of tawhid, akhlaq, reading the Qur'an (reciting together *and iqra'*), tahfid short letters and juz 30 and *da'i*, the government, especially the Ministry of Religious Affairs (Kemenag) has not set specific religious competence as a quality standard for graduate students in schools so that schools need to develop their own innovations as the quality of graduates which results in uneven competence religious graduates in all educational institutions in Indonesia. For example, the MORA has not made a policy that memorizing the Qur'an at least juz 30 is a requirement for graduating students at all levels of education.

3.3.2 Chance

The opportunity for curriculum management implementation at Integrated Islamic Elementary School South Tangerang is defined as the potential that will be obtained by the school to support, improve and develop the quality of education through the application of the curriculum in schools. The opportunities for the implementation of curriculum management include: teachers become professionals, namely teacher abilities increase, teacher insight increases, teachers are more responsible and teacher faith and devotion increase; The facilities and infrastructure owned by the school are more complete because it is required to provide sarpras for teaching activities, congregational prayers, tahfidz, da'i and supporting books akhkaq and tawhid; education and learning time management proceeds neatly, on time and agreed upon by the school and parents; In addition, with the curriculum management, Integrated Islamic Elementary School South Tangerang is portrayed as an elementary school based and with good Islamic religious character in the community.

4. CONCLUSION

Curriculum management at Integrated Islamic Elementary School South Tangerang meets Foundation and school expectations and improves student, teacher, and school performance. The curriculum planning process is done at the annual Foundation meeting and the school's beginning of semester work meeting by producing the 2013 national curriculum and the school curriculum, which adds Islamic values to educational and learning activities like akhlaq and tawhid, reading iqra, and

more. The second implementation of the curriculum in schools includes including iqra reading, tawhid, and akhlaq in intarcurricular activities in the classroom combined with the national curriculum, recitation and prayer programmes in school co-curricular activities, and tahfidz and da'i in extracurricular activities at Integrated Islamic Elementary School South Tangerang. Third, principal-led curriculum review involves teacher academic monitoring in class and direct observation of co-curricular and extracurricular activities. Curriculum management implementation at Integrated Islamic Elementary School South Tangerang has increased student academics, as shown by good learning achievement and a strong Islamic character, and learning runs in accordance with the Foundation and schools' direction and educational goals. The absence of school funding for Islamic-dominated co-curricular, intracurricular, and extracurricular instruction is a problem. Furthermore, limited facilities and infrastructure, limited time for implementing school curricula, and lack of government attention in making Islamic school policies require schools to practise recitation and prayer to improve students' health and devotion. School chances include teachers improving their potential and competency, good time management, more complete infrastructure, and a positive Islamic school image. Researchers recommend that schools incorporate community leaders and organisations in curriculum preparation. Schools must comply with community standards and monitoring as part of the social community system.

REFERENCES

- Adah, U. M. (2018). Peran Penting Pendidikan Agama Islam Di Sekolah Dasar. *AULADA: Jurnal Pendidikan dan Perkembangan Anak*, 01(02), 9-27.
- Ayuhana, M. M. (2015). Perkembangan Kurikulum Pendidikan Agama Islam Sekolah Dasar Di Indonesia (Analisis Tujuan Dan Materi Ajar Kurikulum 1994, 2004, 2006, 2013). *Jurnal Tarbawi*, 12(02), 169-184
- Baidowi, A., & Syamsudin, S. (2022). Strategi Supervisi Pendidikan di Sekolah. *Alim | Journal of Islamic Education*, 4(1), 27-38. <https://doi.org/10.51275/alim.v4n1.27-38>
- Dahlia. (2022). Implementasi Kurikulum Pendidikan. *Educational Journal of Islamic Management*, 02(01), 31-42.
- Hasbi, I. (2017). Manajemen Kurikulum: Sebuah Kajian Teoritis. *Jurnal Idaarah*, 01(02), 318-330.
- Hidayati, W., Syaefudin, & Muslimah, U. (2021). *MANAJEMEN KURIKULUM DAN PROGRAM PENDIDIKAN (Konsep dan Strategi Pengembangan)*. Yogyakarta: Semesta Aksara.
- Khaerudin, Setiawan, F., & Yuliani, A. (2022). Manajemen Kurikulum Di Smp Muhammadiyah 7 Yogyakarta. *MASALIQ : Jurnal Pendidikan dan Sains*, 02(01), 123-135.
- Kurniawan, H., & Ariza, F. N. (2020). Sekolah Islam Terpadu: Perkembangan, Konsep, Dan Implementasi. *Ittihad*, 06(01), 81-88.
- Lestari, D. Y., Kusnandar, I., Muhafidin, D. (2020). Pengaruh Implementasi Kebijakan Terhadap Transparansi Pengadaan Barang/Jasa Pemerintah Secara Elektronik Di Kabupaten Pangandaran. *Dinamika : Jurnal Ilmiah Ilmu Administrasi Negara*, 07(01), 180-193.
- Lasrtari, P. & Sukanti. (2016). Membangun Karakter Siswa Melalui Kegiatan Intrakurikuler Ekstrakurikuler, Dan *Hidden Curriculum* (Di SD Budi Mulia Dua Pandansari Yogyakarta). *Jurnal Penelitian*, 10(01), 71-96.
- Lazwardi, D. (2017). Manajemen Kurikulum Sebagai Pengembangan Tujuan Pendidikan. *Al-Idarah: Jurnal Kependidikan Islam*, 07(01), 99-112.
- Ma'rifataini, L. (2016). Pengaruh Kegiatan Intrakurikuler Dan Ekstrakurikuler Terhadap Pembentukan Karakter Siswa Sekolah Menengah Atas Negeri (SMAN) 09 Bandar Lampung. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 14(02), 171-186.
- Mulyadi, D. (2015). *Implementasi Kebijakan*. Jakarta: Balai Pustaka
- Mulyadi, D. (2016). *Studi Kebijakan Publik dan Pelayanan Publik, Konsep dan Aplikasi Proses Kebijakan Publik Berbasis Analisis Bukti untuk Pelayanan Publik*. Bandung: PT Alfabeta.

- Murniati, A. R., Bahrun, & Iskandar. (2016). Manajemen Kurikulum Dalam Meningkatkan Mutu Pembelajaran Pada SMA Negeri 1 Trienggadeng Kabupaten Pidie Jaya. *Jurnal Administrasi Pendidikan*, 04(02), 93-102.
- Muslim, B. (2021). Manajemen Pendidikan Karakter pada Kegiatan Intrakurikuler, Kokurikuler dan Ekstrakurikuler di MI Pembangunan UIN Jakarta. *El-Bidayah*, 03(02), 131-144.
- Ningrum, E. S., & Sobri, A. Y. (2015). Implementasi Kurikulum 2013 Di Sekolah Dasar. *Manajemen Pendidikan*, 24(05), 416-423.
- Noerlitasari, Triwoelandari, R., & Fahri, M. (2018). Manajemen Kurikulum Dan Pembelajaran Sd Solihuddin School Thailand. *Attadib Journal Of Elementary Education*, Vol. 2(01), 1-20
- Noorzanah. (2017). Konsep Kurikulum Dalam Pendidikan Islam. *Ittihad Jurnal Kopertais Wilayah XI Kalimantan*, 15(28), 68-74.
- Novianto, H. (2014). Kebijakan Implementasi Administrasi Universitas Bojonegoro di Bojonegoro. *Tesis*. Kemahasiswaan Surabaya.
- Nurhaeni, S., & Herawati. (2022). Penanaman akhlak mulia siswa melalau kegiatan Kokurikuler Pendidikan Agama Islam (PAI). *Tawazun: Jurnal Pendidikan Islam*, 15(03), 439-446.
- Rusman. (2018). Implementasi Kurikulum 2013 Di Sekolah Dasar Studi Tentang *Best Practice* Yang Dilakukan Guru Sekolah Dasar Dalam Perencanaan, Pelaksanaan, Dan Penilaian Kurikulum 2013. *AL-BIDAYAH: Jurnal Pendidikan Dasar Islam*, 10(02), 57-71.
- Santie, J. K., & Wahono, A. (2018). Implementasi Kebijakan Program Bantuan Besiswa Bidikmisi Di Politeknik Negeri Manado. *MAP (Jurnal Manajemen dan Administrasi Publik)*, 01(02), 183-192.
- Sapirin. (2020). Analisis Kurikulum Pendidikan Agama Islam di Sekolah Dasar untuk Kelas IV, V dan VI. *Studi Multidisipliner*, 07(02), 143-168.
- Sarifudin, R. M. (2019). Islamic Management: Jurnal Manajemen Pendidikan Islam P-ISSN: *Jurnal Manajemen Pendidikan Islam*, 2(6), 135-154. <https://doi.org/10.30868/im.v2i02.513>
- Sayuti, A. (2021). Strategi Manajemen Kurikulum Dalam Peningkatan Kualitas Pendidikan (Studi kasus di MTS Nurul Islam Airbakoman). *Al-Fatih*, 01(01), 53-39.
- Shilviana, K. F., & Hamami, T. (2020). Pengembangan Kegiatan Kokurikuler Dan Ekstrakurikuler. *PALAPA : Jurnal Studi Keislaman dan Ilmu Pendidikan*, 08(01), 159-177.
- Susanto, R. (2022). Penguatan Pendidikan Agama Islam pada Kegiatan Intrakurikuler, Ekstrakurikuler, dan Penciptaan Suasana Religius di Sekolah. *Jurnal Pendidikan Islam*, 13(02), 82-87.
- Suyatno. (2015). Sekolah Dasar Islam Terpadu Dalam Konsepsi Kelas Menengah Muslim Indonesia. *Analisa Journal of Social Science and Religion*, 22(01), 121-133.
- Syafaruddin & Amiruddin. (2017). *Manajemen Kurikulum*. Medan: Perdana Publishing
- Wahyudin, D. (2014). *Manajemen Kurikulum*. Bandung: Remaja Rosdakarya
- Winarno, B. (2016). *Kebijakan Publik Era Globalisasi, Teori, Preses dan Studi Kasus Komparatif*. Yogyakarta: PT Buku Seru.
- Yuliah, E. (2020). Implementasi Kebijakan Pendidikan. *Jurnal At-Tadbir : Media Hukum Dan Pendidikan*, 30(2), 129-153. <https://doi.org/10.52030/attadbir.v30i2.58>
- zakaria, M. (2018). Kerangka Dasar Dan Struktur Kurikulum Standar Pendidikan Nasional (Analisis Struktur Fungsi). *El-Hikmah*, 12(01), 22-30.