

Innovation in Curriculum Management Based on the Integration of Islamic Values to Improving the Quality of Education at Junior High School

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Abstract: This study aims to examine the management of an Islamic value-integrated curriculum at SMP Islam Bunga Bangsa Samarinda and its contribution to improving educational quality by balancing academic achievement, character formation, and spiritual development. A qualitative descriptive method was used, employing interviews, observations, and document analysis involving school leaders, teachers, and curriculum teams, with data analyzed through thematic analysis and triangulation. The findings show that Islamic-integrated curriculum management is implemented systematically through planning, organizing, implementation, evaluation, and effectiveness stages, aligning the Merdeka Curriculum and National Education Standards with Islamic character education across subjects. The study is applicable to Islamic schools, curriculum development, and educational management practices, offering guidance for school leaders and policymakers. Its originality lies in presenting a practical and structured model of curriculum management that integrates Islamic values within a national curriculum framework to enhance educational quality.

Keywords: Curriculum, Management, Islamic Values Integration, Educational Quality, Character Education

A. Introduction

Education plays a very important role in shaping students' knowledge, skills, and character to face global challenges in the modern era. However, many junior high schools still experience problems in curriculum management, especially in balancing academic achievement with moral and spiritual development. The current curriculum often focuses more on cognitive outcomes and neglects the integration of values that shape students' attitudes and behavior (Wirtati et al., 2025). As a result, students may excel academically but lack strong moral foundations. In Islamic educational contexts, this issue becomes more critical because education is expected to develop both intellectual and spiritual aspects. Curriculum management that does not integrate Islamic values may fail to achieve holistic educational goals (Rusman, 2018). Therefore, innovation in curriculum management is needed to ensure education quality improves in a balanced way. This study is motivated by the need to create a curriculum that aligns academic excellence with Islamic character formation (Rahmawati, 2022).

Curriculum management refers to the process of planning, organizing, implementing, and evaluating learning programs in schools. Effective curriculum management is essential to improve the quality of education and ensure learning objectives are achieved (Pulunga, 2025). In junior high schools, curriculum management often faces challenges such as rigid structures, lack of innovation, and limited contextual adaptation. These challenges can reduce the effectiveness of teaching and learning processes. Integrating Islamic values into curriculum management can provide meaningful learning experiences for students. Islamic values such as honesty, discipline, responsibility, and cooperation are relevant to students' daily lives (Sari & Hanif, 2026). When these values are embedded systematically in the curriculum, students are more likely to internalize them. Thus, curriculum innovation based on Islamic values becomes a strategic effort to improve educational quality (Al-Attas, 2017).

Several previous studies have discussed the importance of curriculum innovation in improving educational outcomes. Research by (Darling, 2020) found that innovative curriculum management positively influences student engagement and learning quality. Similarly, (Fullan, 2016) emphasized that curriculum reform must align with school culture and values to be effective. Studies in Islamic education contexts also highlight the need for value-based curriculum integration. For example, (Abdullah, M., & Halim, 2021) showed that integrating Islamic values into school curricula enhances students' moral behavior. Another study by Nuryanto (2020) revealed that value-based curriculum management improves both academic and character outcomes. These findings indicate that curriculum innovation is not only about content change but also value integration. However, many schools still struggle to apply these concepts systematically. This situation shows the need for more applied research in this area (Ramadhan, 2024)

The gap between theoretical recommendations and practical implementation in schools. While many scholars support the integration of Islamic values into curriculum management, few studies explore how this integration is managed systematically. Research by (Pratami & Ahmad, 2021) noted that teachers often lack guidance in implementing value-based curricula. In addition, curriculum policies sometimes do not provide clear frameworks for integration. Quality of education is not only measured by academic achievement but also by students' character and behavior. According to (Akbarjono, 2025) education quality should include cognitive, affective, and moral dimensions. Integrating Islamic values into curriculum management aligns with this holistic view of education. Therefore, curriculum management innovation based on Islamic values is highly relevant in the current educational context. This study is motivated by the need to enhance education quality through meaningful curriculum integration.

Based on the review of previous studies, it can be seen that research on curriculum management and Islamic values has been widely conducted. However, most studies focus on curriculum content rather than management processes. There is limited research that specifically examines innovation in curriculum management based on Islamic values at the junior high school level. In addition, few studies analyze how such innovations contribute directly to improving education quality. This research aims to fill that gap by focusing on curriculum management practices. It explores how Islamic values are integrated into planning, implementation, and evaluation processes.

B. Methods

This study employs a qualitative research approach using a case study design to explore in depth the innovation of curriculum management through the integration of Islamic values at SMP Islam Bunga Bangsa. A qualitative approach is considered appropriate because this study aims to understand social processes, experiences, and meanings related to curriculum planning, organizing, implementation, supervision, and evaluation within a natural educational setting.

The data collection process uses multiple qualitative techniques to ensure rich and comprehensive information. Primary data are collected through in-depth interviews with key informants, including the foundation chairman, school principal, vice principals, curriculum coordinators, teachers, and students, to capture different perspectives on curriculum management implementation. Participant observation is conducted to directly observe curriculum practices, classroom activities, and school culture related to Islamic values integration.

The data analysis process follows the interactive model of Miles & Huberman (Sahir, 2022), which consists of data collection, data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selects, categorizes, and focuses on relevant information related to curriculum planning, organization, implementation, and quality improvement. The data are then displayed in descriptive and thematic forms to facilitate interpretation and identify patterns. Finally, conclusions are drawn through continuous comparison of findings and interpretation of recurring themes. This analytical process allows the researcher to generate a comprehensive understanding of how curriculum innovation contributes to improving educational quality.

To validate the findings, this study applies theoretical validation through the use of relevant theories on curriculum management, educational leadership, and Islamic educational values. Theoretical validation is conducted by comparing empirical findings with established theoretical frameworks to ensure conceptual consistency and analytical depth. In addition, source triangulation, method triangulation, and member checking are used to enhance research credibility and confirm the accuracy of the collected data. Through this validation process, the findings are not only empirically grounded but also theoretically supported, increasing the reliability and academic contribution of the study in the field of curriculum management and Islamic education.

C. Results and Discussion

The findings show that curriculum planning at SMP Islam Bunga Bangsa Samarinda is carried out in a structured and systematic way by referring to the Merdeka Curriculum or National Education Standards and integrating Islamic character values. The curriculum is planned collaboratively by a team consisting of the principal, vice principals, subject teachers, and Islamic education teachers. In general subjects such as Indonesian, Mathematics, Science, Social Studies, Physical Education, and English, learning is consistently connected with Islamic values. This integration aims to combine academic knowledge with character, spirituality, and moral development based on Islamic

teachings. Based on interviews, observations, and documentation, the school implements Islamic-integrated curriculum management through five stages: planning, organizing, implementation, evaluation, and effectiveness, which together support the improvement of educational quality at the school.

1. Planning of Integrated Islamic Curriculum Management at SMP Islam Bunga Bangsa Samarinda

The curriculum management planning integrated with Islamic values at SMP Islam Bunga Bangsa Samarinda has been implemented in a systematic, logical, and effective manner. Based on interviews with Principal at SMP Islam Bunga Bangsa Samarinda, he said that *“In planning our curriculum, we first identify students’ academic abilities, character, and spiritual needs so that learning is not only focused on academic achievement but also on strengthening Islamic values and moral character. Therefore, we integrate the national curriculum with religious programs such as Qur’an learning, congregational prayer, and character-building activities to create balanced student development.”* (Interview, Princial 2026).

Based on the interview results, curriculum planning at SMP Islam Bunga Bangsa reflects a holistic educational approach by integrating academic, character, and spiritual development into one curriculum framework. The principal’s statement indicates that curriculum planning is not solely oriented toward academic achievement but also emphasizes strengthening Islamic values and moral character through structured religious activities such as Qur’an learning, congregational prayer, and character-building programs. This finding shows that curriculum management planning in the school is designed systematically based on students’ needs analysis, ensuring a balance between intellectual competence and Islamic character formation as part of educational quality improvement.

The school begins curriculum planning by analyzing students’ academic results, character, and spiritual needs, recognizing that students require not only high academic achievement but also strong religious foundations in the digital era. It was related with (Maisarah & Nirwanto, 2024) who found that need analysis is supported by empirical evidence from school leaders, teachers, and student services staff, who consistently emphasized character strengthening through structured religious programs such as Qur’an learning, congregational prayers, and character-building activities. The formulation of the school’s vision and mission further reinforces this integration by clearly targeting balanced intellectual, spiritual, and moral development. The curriculum design aligns the national curriculum with five main development aspects academic,

Islamic values, character and self-development, literacy and technology, and environmental awareness demonstrating a coherent and scientifically grounded framework. Curriculum development, implementation, and evaluation are carried out collaboratively and evaluated regularly to ensure relevance and effectiveness.

The findings supported by research conducted by (Arifin., 2021) which shows that curriculum management integrated with Islamic values in Indonesian Islamic junior high schools positively influences both academic achievement and students' character development. Their study found that systematic curriculum planning based on students' needs, school vision and mission, and integration of religious programs such as Qur'anic learning and congregational prayers contributes to improved educational quality. This aligns with the results at SMP Islam Bunga Bangsa Samarinda, where collaborative planning, balanced curriculum design, and continuous evaluation strengthen intellectual, moral, and spiritual outcomes. The consistency between these findings indicates that integrated Islamic curriculum management is an effective approach for improving education quality in Indonesian school contexts.

2. Organizing Integrated Islamic Curriculum Management at SMP Islam Bunga Bangsa Samarinda

The organizing stage of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda demonstrates a structured, transparent, and collaborative approach. Based on the interviewing with an principal he said that: *"In organizing the curriculum, we divide clear roles among the curriculum team, teachers, and Islamic program coordinators so that academic and religious learning can run in balance. The national curriculum remains our foundation, but we integrate Islamic values into every subject and school program such as Qur'anic learning, tahfidz, congregational prayer, and character-building activities to ensure students develop intellectually and spiritually."* (Interview, Principal, 2026).

The findings show that curriculum organization is carried out through six key indicators: (1) formulation of a clear rationale and philosophical foundation for an integrated Islamic curriculum, (2) openness and accountability, (3) determination of program structure and objectives, (4) grouping of learning materials, (5) provision of learning resources, facilities, and equipment, and (6) active participation and competency development of educators. Curriculum organization is led by the principal in collaboration with the vice principal for curriculum, the diniyah coordinator, Ummi coordinators, and homeroom teachers. It was supported with (Ningsih, 2026) that found the national curriculum remains the primary framework aligned with government standards, while Islamic values are systematically integrated into all subjects and school programs, such as Qur'anic learning using the Ummi method, intensive tahfidz (ITTAQQU), congregational prayers,

character habituation, and moral education. This balanced integration ensures that academic learning is reinforced by spiritual and moral development. Transparency and accountability are reflected in regular coordination meetings, participatory decision-making, and continuous evaluation involving school leaders and teachers, reflecting principles of good governance in Islamic education.

Furthermore, the organization of the curriculum is strengthened through clear program structures, effective grouping of learning materials, adequate facilities, and continuous teacher development. Learning materials are grouped into general and Islamic studies and scheduled strategically to support students' cognitive and spiritual readiness, with religious activities predominantly conducted in the morning. Facilities such as gender-separated classrooms, Islamic learning modules, laboratories, a mosque, and supportive learning environments reinforce both academic and moral goals. Educators actively participate in curriculum development, training, mentoring, and supervision to enhance pedagogical, professional, spiritual, and social competencies. These findings align with research by (Tanjung, 2021) which emphasizes that successful integration of Islamic values into school curricula requires systematic organization, collaborative management, adequate facilities, and competent teachers. Studies conducted in Indonesian Islamic schools also confirm that well-organized integrated curricula contribute positively to holistic student development by balancing intellectual achievement with strong character and religious commitment.

3. Implementation of Integrated Islamic Curriculum Management at SMP Islam Bunga Bangsa Samarinda

The implementation of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda reflects a systematic and well-coordinated process that translates curriculum planning into concrete educational practices. Based on interviewing with the Principal said: *"In implementing the curriculum, every lesson plan and syllabus is designed by integrating academic content with Islamic values so that students not only gain knowledge but also build faith and character. Teachers connect learning materials with Qur'anic verses, hadith, and daily religious practices such as Qur'an recitation and character habituation to make learning meaningful and applicable in students' lives."* (Interview, Teacher/Principal, 2026).

It means that the curriculum implementation is carried out through the preparation of lesson plans and syllabi that integrate national curriculum standards with Islamic values, ensuring that cognitive, affective, and spiritual domains are developed simultaneously. Teachers collaboratively design learning tools that explicitly incorporate Qur'anic verses, hadith, and Islamic moral values into learning objectives, materials, methods, and assessments. Learning materials are elaborated in a way that connects academic content

with spiritual meaning, allowing students to understand knowledge as part of Islamic worldview. Learning strategies emphasize modeling, habituation, and structured stages of learning, particularly through religious routines and the Ummi method in Qur'anic instruction. This approach aligns with research indicating that integrated curriculum implementation and consistent value internalization strengthen students' academic achievement and character development (Murdianto, 2024)

The effectiveness of curriculum implementation is further supported by adequate learning resources, strong instructional leadership, and a conducive learning environment. SMP Islam Bunga Bangsa provides integrated learning resources, including Islamic-based textbooks, digital media, and religious facilities, which reinforce both academic learning and character formation. Strong, visionary leadership ensures continuous supervision, teacher development, and alignment between curriculum implementation and the school's Islamic vision. In addition, the learning environment is carefully managed to promote safety, discipline, comfort, and religious culture through daily worship routines, positive teacher-student interactions, and well-organized facilities. These findings are consistent with studies emphasizing that effective instructional leadership and value-rich learning environments significantly enhance curriculum implementation and overall educational quality (Lahiya, 2023). Overall, the integrated Islamic curriculum implementation at SMP Islam Bunga Bangsa Samarinda demonstrates a holistic and effective model that balances academic excellence with spiritual and moral development.

4. The Evaluation of Integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda

Based on the result of interviewing and observation the evaluation of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda demonstrates a systematic, planned, and continuous process covering curriculum objectives, content or materials, and educational assessment. In line with the argued by Pirincipal said: *"In evaluating our curriculum, we conduct regular meetings every week, semester, and year to review both academic progress and students' Islamic character development. Evaluation is not only about students' grades, but also about their discipline, worship habits, attitudes, and daily behavior, so we can continuously improve the curriculum and learning process."* (Interview, Principal, 2026).

Evaluation activities are conducted regularly through annual, semester, quarterly, and weekly meetings involving the principal, vice principals, teachers, and homeroom teachers. This structured evaluation model reflects collaborative and data-driven curriculum management, where evaluation results are used as a basis for program improvement, material strengthening, and the resolution of learning obstacles.

Importantly, the evaluation does not focus solely on academic achievement but also emphasizes students' Islamic character development, including attitudes, discipline, worship practices, and moral behavior in daily life. This indicates that curriculum effectiveness is measured holistically, integrating cognitive achievement with moral and spiritual growth.

These findings are consistent with recent and credible research highlighting the importance of holistic and continuous curriculum evaluation in improving educational quality. (Easterby-Smith, 2024) argue that effective educational evaluation systems integrating cognitive, social, and moral dimensions significantly enhance learning quality and student character development. In the context of Islamic education, (Sudirman, 2022) found that continuous curriculum evaluation grounded in Islamic values plays a crucial role in strengthening students' religious character and learning responsibility. Furthermore, Leithwood, Harris, and Hopkins (2020) emphasize that strong school leadership involvement in curriculum evaluation directly contributes to effective curriculum implementation and improved learning outcomes. Therefore, the evaluation of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda aligns with contemporary educational research and represents an effective approach to enhancing both academic quality and Islamic character formation.

5. The Effectiveness of Integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda

The effectiveness of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda is reflected in students' deep learning, alignment between implementation and evaluation, strong leadership roles, and continuous follow-up and improvement. The findings show that learning effectiveness is not measured solely by final academic scores, but by consistent student development, conceptual understanding, and internalization of Islamic values. Students demonstrate deep learning through active participation, reflective understanding, and the ability to apply knowledge and Islamic character in daily life, such as through multilingual *muhadharah* activities and structured Qur'anic programs. In addition, curriculum implementation is closely monitored through academic supervision, comprehensive assessment instruments covering cognitive, affective, and psychomotor domains, and regular reflection meetings (Bush, T., & Glover, 2020). The active roles of the principal and teachers in supervision, coaching, and professional development further ensure that curriculum execution remains consistent, relevant, and aligned with both national standards and Islamic educational goals (Abdullah & Halim, 2021).

These results align with contemporary educational research emphasizing that curriculum effectiveness depends on deep learning, instructional leadership, and continuous

improvement. (Ghufron et al., 2019) highlights that deep learning approaches focusing on understanding, reflection, and character development significantly improve learning outcomes compared to surface learning. Similarly, Leithwood et al. (2020) confirm that strong school leadership directly influences curriculum effectiveness through supervision, teacher support, and a shared vision. In the context of values-based education, (Abdullah & Rahman, 2021) found that integrated Islamic curriculum models are most effective when supported by consistent evaluation, teacher professionalism, and collaboration with parents. Therefore, the effectiveness of the integrated Islamic curriculum at SMP Islam Bunga Bangsa Samarinda is not incidental but is the result of structured leadership, reflective teaching practices, and sustained collaboration among school stakeholders.

6. The impact of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda

The findings indicate that the impact of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda significantly contributes to improving educational quality across multiple dimensions, including student quality, leadership and teacher quality, educational programs, and facilities. Students demonstrate increased self-confidence, discipline, social engagement, and academic as well as non-academic achievements, reflecting the success of curriculum integration that balances intellectual development with Islamic character formation. The school's curriculum management fosters active, communicative, and value-based learning environments, supported by innovative teaching strategies and consistent character-building activities such as Qur'anic learning, social programs, and religious habituation. In addition, the professional capacity of principals and teachers is strengthened through continuous training, supervision, and the effective use of technology, ensuring consistent curriculum implementation. Well-designed educational programs and strong collaboration with parents further reinforce learning continuity between school and home, while adequate facilities and learning resources enhance student engagement and instructional effectiveness.

These results align with contemporary educational research emphasizing that integrated curriculum management, strong instructional leadership, and supportive learning environments are key drivers of educational quality. (Fullan, 2016) asserts that sustainable school improvement depends on coherent curriculum design, leadership capacity, and continuous professional development. Similarly, (Rodliyah, 2021) highlights that effective learning environments supported by adequate infrastructure and technology significantly enhance student outcomes and engagement. In the context of Islamic education, Rahman and Fauzi (2022) found that integrated Islamic curriculum models positively influence students' academic achievement and moral character when

supported by strong school–parent collaboration and adequate facilities. Therefore, the impact of integrated Islamic curriculum management at SMP Islam Bunga Bangsa Samarinda reflects best practices in modern education by promoting holistic student development, professional leadership, and a supportive learning ecosystem.

D. Conclusions

This study concludes that the objectives of the research have been successfully achieved through a comprehensive analysis of curriculum management integrated with Islamic values at SMP Islam Bunga Bangsa Samarinda. The findings clearly show that the school has effectively implemented systematic curriculum management stages, including planning, organizing, implementation, evaluation, and effectiveness assessment, all aligned with national education standards and Islamic character development. Through collaborative involvement of school leaders and teachers, the curriculum not only strengthens students' academic competence but also develops their moral, spiritual, and social character. The integration of Islamic values across subjects, supported by continuous evaluation, effective leadership, qualified teachers, relevant programs, and adequate facilities, has contributed directly to improving the overall quality of education. Therefore, this study confirms that integrated Islamic curriculum management is an effective approach to achieving balanced educational goals, combining academic excellence with strong Islamic character formation.

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