

## INTEGRATED CURRICULUM IMPLEMENTATION MANAGEMENT AT BOARDING SCHOOL

**Abdul Muhyi Alawiy Athallah<sup>1</sup>, Muarif<sup>2</sup>, Didi Suprijadi<sup>3</sup>,  
Shofie Nurul Azizah<sup>4</sup>**

Educational Management Department, Universitas Islam Negeri Syarif Hidayatullah, Jakarta,  
Indonesia<sup>123</sup>

English Language Education Department, Universitas Islam Negeri Sunan Gunung Djati,  
Bandung, Indonesia<sup>4</sup>

Email : [alawiyathallah@gmail.com](mailto:alawiyathallah@gmail.com)<sup>1</sup>, [muarif@uinjkt.ac.id](mailto:muarif@uinjkt.ac.id)<sup>2</sup>, [didisuprijadi@gmail.com](mailto:didisuprijadi@gmail.com)<sup>3</sup>,  
[shofienurulazizah4@gmail.com](mailto:shofienurulazizah4@gmail.com)<sup>4</sup>

---

DOI: <http://doi.org/10.33650/al-tanzim.v5i3.2743>

Received: August 2021

Accepted: December 2021

Published: December 2021

---

### Abstract :

This study is aimed to describe the integrated curriculum implementation management at SMP An-Naja Boarding School West Bandung through planning, implementing, and evaluating the curriculum. The qualitative case study method is used in this investigation. Interviews, observation, and documentation were used to gather the information for this study. Data analysis was carried out using data reduction techniques, then presented the findings and a conclusion. Checking the validity of the data is done through data triangulation. The SMPAn-Naja Boarding School West Bandung study shows that integrated curriculum implementation management is done quite well through some steps; 1) planning of integrated curriculum is done by determining the curriculum objectives and arranging the organization of curriculum contents; 2) Implemented the integrated curriculum by implementing curriculum programs and curriculum supervision; 3) Evaluation of integrated curriculum is done by educational system evaluation model that contains input, process, and products.

**Keywords :** *Management, Implementation, Integrated Curriculum*

### Abstract :

Penelitian ini bertujuan untuk mendeskripsikan terkait pengelolaan implementasi kurikulum terintegrasi di SMP An-Naja Boarding School Bandung Barat melalui perencanaan, pelaksanaan, dan evaluasi kurikulum. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi dan studi dokumentasi. Analisis data dilakukan melalui teknik reduksi data, penyajian data, dan penarikan kesimpulan. Pemeriksaan keabsahan data dilakukan melalui triangulasi data. Hasil penelitian yang dilakukan di SMP An-Naja Boarding School Bandung Barat menunjukkan bahwa pengelolaan implementasi kurikulum terintegrasi sudah dilaksanakan cukup baik dengan beberapa tahapan, yaitu: 1) Perencanaan kurikulum terintegrasi dilakukan dengan menentukan tujuan kurikulum, dan menyusun organisasi isi kurikulum; 2) Pelaksanaan kurikulum terintegrasi dilakukan dengan melaksanakan program kurikulum, dan supervisi kurikulum; 3) Evaluasi kurikulum terintegrasi dilakukan dengan model educational system evaluation yang meliputi input, proses, dan hasil.

**Kata Kunci:** *Pengelolaan, Implementasi, Kurikulum Terintegrasi*

## INTRODUCTION

Education as a learning experience experienced by humans in the environment and throughout their lives is a medium to improve and develop human resources (HR) (Farisi, 2021; Trihapsari & Mujahidah, 2021). Education is carried out to form and establish all competencies possessed by students (Pusvitasari, 2021).

In developing and improving students' competencies, national education is designed and accommodated in a complete and comprehensive instrument, namely the curriculum. The curriculum, which is a planned program for all students to experience, seeks to combine scope, sequence, interpretation, balance, subject matter, teaching techniques, and other things that can be planned (Hamalik, 2009). It shows that the curriculum has an important position in achieving educational goals.

In reality, the prepared curriculum must be relevant to the needs of a dynamic society, which is influenced by the underlying factors (Cahapay, 2020). Currently, the community is faced with character problems, which are rife in the surrounding environment. One of them is the case of pre-marital sex. According to a survey conducted by the Indonesian Nursing Diagnosis Standard (IDHS), it shows that 50% of young men have had pre-marital sex (Ansari & dkk, 2020). Moreover, according to data reported from KPAI.go.id there are around 641 complaints that ensnare children as perpetrators in Indonesia (KPAI, 2020). The data shows that the curriculum must be adapted to the community's needs in solving character problems.

Character is a personality formed from the internalization of various virtues (values, morals, norms) that are the basis for behaving (Maryam, 2018; Almuhammad, 2021). Character problems cannot be solved if the curriculum is only based on a non-holistic curriculum (Ummah, 2018). Therefore, the integrated curriculum can be a holistic curriculum development, including achieving all student competencies. According to Junevicius et al., (2021), integration involves curriculum or instruction that combines, draws upon, or encourages the student to see the connections between the contents of two or more academic disciplines.

In summary, this curriculum is a bridge in forming synergy between two academic disciplines: general and religious education in educational institutions. This method is intended so that the positive culture that exists in religious education (pesantren) can be channeled into public education (schools) in various aspects of the education process in schools, namely in the learning process and school management (Muali et al., 2021), thus, that the curriculum is expected to shape graduates who are noble and have character.

Based on research, an integrated curriculum is effective for academic learning. Evidence collected from many studies at all grade levels for almost 100 years repeatedly leads to the same conclusion. Students who experience the integration of socio-emotional learning improve their academic scores (Köse & Özgen, 2020). An integrated curriculum can lead students to deepen their knowledge (Offorma, 2016). It is shown that students who conduct their study by integrated curriculum can get a deeper understanding than those who do

not. In addition, the integrated curriculum can also lead to an increase in their curiosity to know a lot of knowledge.

Furthermore, developing an integrated curriculum held in Indonesia has various forms (Amir, 2021). The first is the integration of the conception of vision and mission, which is the formulation of the elements of the vision and mission, which are compiled comprehensively, covering all aspects of education, namely spiritual, cognitive, affective, social, and natural aspects. The second is the integration of institutions, which requires schools to have boarding schools, and has a function to support the success of curriculum development. The third is integrating curriculum and learning based on the National curriculum and other curricula. In this case, the curriculum is implemented in three types, integration of national and international curricula, integration of extracurricular and extracurricular curricula, and integration of curriculum in learning.

The main problem in implementing an integrated curriculum in Indonesia lies in the curriculum content design, which is the guideline for implementing the curriculum. The trial resulted in implementing a curriculum program with other curricula running respectively. It is necessary to have integrated curriculum management that effectively and efficiently implements the integrated curriculum. According to Raka Joni in Syaifuddin Sabda, three stages are carried out in managing the implementation of an integrated curriculum, namely planning, performance, and culmination (evaluation) (Sabda, 2006).

Wulandari (2020) explained that integrating the pesantren curriculum was carried out by adding Islamic boarding school content by breaking Islamic Religious Education subjects into several subjects. In her research, she explained the advantages and disadvantages of implementing the pesantren curriculum into the Education Unit Level Curriculum (KTSP). The benefits of this integration are that students have good religious knowledge and good character and are ready to participate in society. At the same time, the shortcomings of this integration include the low competence of teachers, the provision of facilities and infrastructure, and the lack of coordination between schools and dormitories.

SMP An-Naja Boarding School West Bandung is one of the hundreds of schools in Indonesia under the auspices of pesantren by implementing a pesantren (Islamic boarding school)-based school system an integrated curriculum that combines the two curricula. In this case, practically, there is integration between the school curriculum and Islamic boarding schools. However, there is a dichotomy in the implementation of the programs. Curriculum content development has not been implemented effectively and efficiently, resulting in an imbalance between curriculum content. In managing the curriculum, the school also does not have a standard pattern implemented, resulting in that management being carried out individually. The school curriculum refers to the 2013 curriculum, while the pesantren curriculum uses the curriculum compiled by the Pesantren. In addition, the low competence of Human Resources causes the low effectiveness of the integrated curriculum.

Whereas several studies conducted by Fu et al., (2017) highlighted the importance of inservice and pre-service teachers' competencies to implement an integrated curriculum.

Hence, the authors saw the problems in the management of the integrated curriculum, which were quite interesting for further research, thus providing valuable insights and improvements for the development of education at SMP An-Naja Boarding School West Bandung in the future. Good management can improve the quality of effective curriculum implementation. In this way, it has implications for noble graduates and has character.

## **RESEARCH METHODS**

This study uses a qualitative approach with a descriptive method. The research focuses on explaining the management of integrated curriculum implementation at SMP An-Naja Boarding School, West Bandung. The research was conducted using two data collection techniques: interviews and saturated document studies (Sugiyono, 2017). Data were collected from the foundation leader, school principal, vice-principal in curriculum, teachers, and students of SMP An-Naja Boarding School, and curriculum implementation documents at the education unit level. Meanwhile, in testing the validity of the data, the authors used the triangulation technique (Moleong, 2011). The authors' data analysis process is the Miles and Huberman model, which includes data reduction techniques related to integrated curriculum management at SMP An-Naja Boarding School, then presents data in the form of narratives, and tables, and interestingly. Conclusions associated with existing data related to the management of integrated curriculum implementation.

## **RESULTS AND DISCUSSION**

According to Nickels and McHugh in Wahyudin, management is used to accomplish organizational goals through planning, organizing, directing, and controlling people and other corporate resources (Wahyudin, 2014). It means that management is a series of activities carried out to achieve goals effectively and efficiently. In managing the implementation of the integrated curriculum, it must refer to the curriculum development flow, namely:

### **Integrated Curriculum Planning**

Fundamentally, planning is an intellectual process that involves making decisions. This process requires a mental predisposition to think before acting, act based on reality, not estimates, and do something regularly (Rahman, 2014). Curriculum planning has the assumption that information related to the problems and data needed is available (Wang, 2019; Aboagye & Yawson, 2020). Thus, the planning actors formulate the curriculum according to the data and issues in the school environment. Integrated curriculum planning has a process that includes developing the curriculum planning foundation, preparing curriculum objectives, formulating curriculum content, and curriculum organization (Rusman, 2018). Integrated curriculum implementation

management at SMP An-Naja Boarding School begins with several planning processes, including:

### *Formulation of Curriculum Goals*

The planning of an integrated curriculum at SMP An-Naja Boarding School is planned at the beginning of each new school year. Curriculum planning was carried out twice, namely at the school level and at the foundation level. Curriculum planning involves several stakeholders, including the head of the foundation, principal, vice-principal of curriculum affairs, deputy head of student affairs, vice-principal of facilities affairs, vice-principal of public relations affairs, and teachers.

Good planning begins with the formulation that is clear and targeted goals. This applies in curriculum planning, where the curriculum must have plans to be achieved as a form of success of the curriculum being held. The curriculum goals are a reference for school administration and strategies used by teachers in implementing the curriculum to achieve the school's vision and mission. Goals must be established as guidance for teachers. Without goals, teachers may simply point their subject matters and fire blindly, seeking to bombard students with information. The curriculum goals obtained are focused on the objectives of the curriculum for level one education (KTSP) of SMP An-Naja Boarding School which are outlined in the vision, mission, and goals of the school. The school's vision is "The realization of intelligent, skilled, noble, and Islamic students."

In this case, the school's vision and mission are still not ideal enough to show the seriousness of the school in achieving its goals. This is because the school's vision still does not cover the school's goals as an institution, and the mission is still general and not in the form of concrete steps that the school will take in realizing the vision. The objectives of the SMP An-Naja Boarding School curriculum are based on the National Goals covered by the National Education System Law, then developed into institutional goals summarized in the school's vision and mission. Curricular goals for each subject, and finally, into learning/instructional objectives on essential competencies, are embodied in graduate competency standards.

Rusman's theory in formulating curriculum goals has three sources: aims, goals, and objectives (Rusman, 2018). The objectives of the curriculum have been developed in the vision, mission, and goals of the school, which are the development of National Education Goals, as well as the results of the study of Standards Graduate Competencies, Content Standards, Process Standards, and Assessment Standards for secondary education. So the formulation of the aim can be interpreted as the goal of the national curriculum, which is the philosophical value of one nation as contained in Pancasila and the 1945 Constitution.

The goals can be interpreted as institutional goals, which are contained in the school's vision and mission, including the values of being intelligent, skilled, having noble character, and being Islamic. In this case, the school implements the 2013 curriculum as a form of embodiment of the goals of the national curriculum through a combination of the national curriculum and the



pesantren curriculum. At the same time, objectives can be interpreted as instructional curricular goals, which are an achievement of student competencies expected to be possessed after participating in classroom learning. This becomes a responsibility imposed on teachers to achieve instructional goals to assist schools in achieving institutional goals, which in this case are the goals of the integrated curriculum at SMP An-Naja Boarding School.

Based on the explanation of the data above, it can be concluded that the objectives of the curriculum prepared by SMP An-Naja Boarding School have the value of integration between the National Curriculum and the Pesantren Curriculum, which is contained in the vision and mission of the school which shows a comprehensive range of Islamic education goals that are not only in mastering knowledge. Religion (regular material and religious majors), but also general science (social, natural, and language) and internalization of Islamic spirituality values, then visualized in the form of SKL. Not only that, as an institution, SMP An-Naja Boarding School is located in a pesantren environment, with the consequence that there is a mix or integration in managerial and institutional regulations.

### *Organizational Formulation of Curriculum Content*

The organization of the SMP An-Naja Boarding School curriculum was developed from the National curriculum and integrated with the Islamic Boarding School curriculum. So the National curriculum and Islamic boarding schools have the same role in achieving educational goals to realize the school's vision and mission. To observe the organization of curriculum content, it can be analyzed from the curriculum structure used in SMP An-Naja Boarding School.

**Table 1. Structure and Content of Curriculum for Academic Year 2020/2021**

No	Component	VII	VIII	IX
<b>A. Compulsory Subjects</b>				
1	Islamic education	3	3	3
2	Civic education	3	3	3
3	Indonesian	5	5	5
4	Mathematics	5	5	5
5	Integrated IPA	5	5	5
6	Integrated IPS	4	4	4
7	English	4	4	4
8	Cultural Arts Skills	2	2	2
9	Physical, Sports, and Health Education	3	3	3
10	Crafts	2	2	2
<b>B. Local Content Subject</b>				
11	Sundanese Language	2	2	2
12	Arabic Language	2	2	2
13	History of Islam	2	2	2
<b>Total</b>		<b>42</b>	<b>42</b>	<b>42</b>

Based on Table 1 above, it can be seen that the form of integration of the curriculum content structure is found in several additions of religious subjects to local content subjects. The addition of these subjects is a specific content of the education unit taught at SMP An Naja Boarding School adapted to the program developed by the school. On the other hand, in helping the achievement of curriculum goals, the pesantren also has its curriculum content, managed by the pesantren. As for the contents of the pesantren curriculum, there are no formal documents, and it is still kept simple. Some learning materials are prepared by the pesantren directly by looking at the condition of students in participating in learning activities at the pesantren. The learning materials include several studies of the yellow book in *fiqh*, morals, *aqidah*, and *Sirah nabawiyah*, as well as memorization of *fardu 'ain*, which is typical of pesantren.

If we examine more deeply, it can be concluded that this organization includes an integration model in one subject (within single disciplines), especially the fragmented model. This model is a model that explicitly separates subjects as entities themselves. School subjects and Islamic boarding schools are separate from each other but are grouped into scientific clusters and supported by supporting materials provided at the pesantren. As for the addition of Islamic boarding school material in schools and Islamic boarding schools, most of them are given in the form of a yellow book study, so the material presented in schools and Islamic boarding schools may be different because of its nature as an insight enhancer.

Thus, the organizational form of the integrated curriculum content at SMP An-Naja Boarding School is a pairing or mixing of the curriculum by adding pesantren subjects to the school curriculum as a reference for achieving curriculum goals at the education unit level in the form of compulsory school subjects, local content, self-development, and religious habits in schools and Islamic boarding schools.

### **Implementation of Integrated Curriculum**

Curriculum implementation is the application of curriculum programs that have been developed in the previous stage, then tested with implementation and management that is adapted to the situation and field conditions and the characteristics of students in intellectual, emotional, and physical development (Wahyudin, 2014). In this case, several aspects are met, namely the curriculum's type, stage, and supervision. The curriculum is organized at two levels, school and classroom. The implementation is carried out through several stages, namely the development of school programs, implementation of learning, and process evaluation. Meanwhile, supervision is carried out to assist, guide, train, motivate, provide advice and guidance to increase teacher competence and professionalism. The following is the implementation of the integrated curriculum at SMP An-Naja Boarding School, namely:

### ***Curriculum Implementation Program***

The curriculum that school stakeholders have planned is then implemented in learning activities and other mandatory routines that encourage the achievement of educational goals. The curriculum is implemented in the form of programs, then supervision of its implementation is carried out to be controlled and according to plan. The curriculum implementation program includes preparing an academic calendar, implementing teaching and learning activities, student guidance and learning evaluation.

All curriculum implementation program documents are prepared at the beginning of new teaching. The documents prepared by the school are in the form of an educational calendar, academic activity plans, curriculum structure and content, lesson schedules, teacher picket schedules, and teaching journals. In addition, teachers are also required to prepare learning device documents in the form of annual programs, semester programs, syllabus, and lesson plans. Then all the curriculum implementation is carried out with the guidance of these documents. Some learning tool documents are not made for all subjects in school, such as Islamic boarding school subjects. This is because some Islamic boarding school materials such as *nahwu* and *shorof* are taught based on the yellow book. Not only that, this subject is not included in the school curriculum structure, so the teacher doesn't need to make several learning tool documents. Learning activities are the core of the curriculum. The curriculum can be implemented and tested in the form of teaching and learning activities that are the teacher's responsibility in the classroom. As for learning activities during this pandemic, the school prepared a learning plan by dividing it into two options, namely online and offline. Some students still live in the pesantren, while others stay at home due to illness or other reasons. Not only that, the number of hours per lesson was reduced to two hours per subject.

As for the implementation of the teaching and learning process, the teacher runs it by the lesson plan that has been prepared. However, sometimes the lesson plans are still not taught due to unexpected situations and conditions that affect the ongoing learning activities. Furthermore, the implementation of the integrated curriculum is also carried out every day through religious habituation activities, such as *tahajud* prayer, *dhuha* prayer, reading the Qur'an, praying together, *istighosah*, and so on. To see the integration of the implementation of the integrated curriculum, the following is the schedule for the activities of SMP An-Naja Boarding School students:

In addition, the curriculum implementation program is also carried out through student guidance. Teachers at SMP An-Naja Boarding School guide students in carrying out classroom learning. Sometimes the teacher provides a stimulus to students; therefore, students can express the difficulties encountered during the learning process. Not only that, but the teacher also guides students who do not feel "at home" in the pesantren. Usually, such students are motivated to continue increasing their enthusiasm for learning in the following lessons in class.



The evaluation of learning at SMP An-Naja Boarding School is carried out in two forms: test and non-test. The teacher carries out an assessment of the form of the test in the form of summative and formative tests. Usually carried out in the form of weekly, mid-semester, end-of-semester, and end-of-year assessments. In addition, the subjects taught in the pesantren are also evaluated. The learning of Islamic boarding school materials was assessed by memorizing deposits and checking students' yellow books. The evaluation aims to measure the teacher's learning outcomes in the classroom.

Based on the explanation of the data above, it can be analyzed that the implementation of the integrated curriculum follows Wahyudin's theory which states that the performance is carried out at the school or Islamic boarding school level in the form of a calendar of academic activities, and also at the classroom level in the form of learning, guidance, and evaluation. In addition, Hamalik's (2009) theory of the stages of curriculum implementation is also in line with what SMP An-Naja Boarding School does, which includes program development by arranging annual, semi-annual, and so on, implementation of learning and guidance activities, as well as process evaluation in the form of assessments. In addition, habituation is carried out for students to form good character. It is because character value intervention in learning is not enough to provide examples of good behavior; it needs habituation as self-habituation, which includes situations, conditions, and reinforcements (Atika et al., 2021).

### ***Curriculum Implementation Supervision***

Meanwhile, to control the implementation of the integrated curriculum at SMP An-Naja Boarding School, supervision or supervision of the performance of the curriculum is carried out. This supervision is carried out by supervisors, foundation leaders, and school principals. The District Education Office assigns the supervising supervisor to supervise education in schools. The school principal manages at the school level. The foundation leadership oversees the school and Islamic boarding school level but focuses more on providing education in Islamic boarding schools.

The implementation of supervision in schools is carried out regularly, with a minimum limit of one teacher receiving charge once a semester. The method used can also be direct or indirect. As for the supervision by the foundation's leadership, it is carried out during the educational process and is uncertain. The method used is by sending certain parties to monitor the continuity of habituation and learning activities in the classroom. This helps the foundation monitor the conditions that occur in the field and can take steps to resolve the problems that occur.

In following up on the supervision results, the school continues to strive to improve teacher competence with various workshops, training, IHT, FGD, and so on. Meanwhile, the results of supervision carried out by foundations are usually carried out directly through reprimands and sanctions.

Based on the data above, it can be understood that the supervision carried out is sufficient to meet the implementation standards. However, it is still found that maintenance is not carried out properly at the pesantren level, which will affect curriculum development.

## **Integrated Curriculum Evaluation**

Curriculum evaluation, as a systematic effort to collect information about a curriculum to consider the value, and meaning of the curriculum in a particular context (Livingstone, 2019), demands the completion of activities and measurability of the results achieved (Adhimiy, 2018). This shows that the success of curriculum management can be reviewed through an evaluation process that measures and assesses the extent to which the curriculum has achieved its goals and then considers the continuation of the implementation of the curriculum.

The evaluation has developed into five clusters of models, namely measurement, congruence, illumination, Educational System evaluation, and CIPP (Context, Input, Process, Product). These models can evaluate the curriculum implemented at the education unit level. SMP An-Naja Boarding School organizes curriculum evaluations through the principal as the actor and person in charge of the review. Assessment of the integrated curriculum at SMP An-Naja Boarding School was carried out in several aspects, including performance evaluation, monitoring and evaluation (money), and student cognitive assessment. Performance evaluation and monitoring and evaluation are carried out by schools once a semester. If the performance evaluation includes the performance of teachers and administration

In carrying out their duties, the monitoring and evaluation are carried out covering the quality of documents and the implementation of various aspects that affect the achievement of curriculum objectives, namely curriculum and learning, general administration, personnel administration, student administration, class management, programs, teacher quality improvement activities, and student assessment activities.

Curriculum evaluation is also carried out through student learning outcomes called student cognitive assessment (Alam & Aktar, 2019). This assessment is carried out at the middle and end of each semester, including a mid-semester assessment, end-of-semester assessment, and year-end assessment (Hefniy et al., 2019; Zamroni & Qatrunnada, 2021). Then the evaluation of student assessment activities can produce knowledge related to the results that have been achieved after the curriculum is implemented.

Based on the explanation of the research results above, the authors state that in conducting the evaluation of the integrated curriculum, SMP An-Naja Boarding School uses the Educational System Evaluation method. This is because the object of assessment observed by the school includes inputs, processes, and results achieved, with approaches in line with these methods.

## **CONCLUSION**

The integrated curriculum implementation management at SMP An-Naja Boarding School has been implemented quite well. In institutional management, integration between schools and pesantren has been formed, but there has not been an integration between the two in the organization of curriculum content. Integrated curriculum planning is carried out at the beginning of the new school year twice, namely at the school and foundation levels. This is done by determining the school curriculum's goals and arranging

the content's organization with an integration model in one subject (within single disciplines), especially the fragmented model. The implementation of the integrated curriculum is carried out by implementing curriculum programs that include teaching and learning activities, student guidance, evaluation of learning, and curriculum supervision activities. At the same time, the evaluation of the integrated curriculum is carried out by adjusting the educational system evaluation model, which includes evaluation of teacher performance and administration, the learning implementation process, and curriculum results carried out every mid-semester, end of the semester, and end of the year.

An effective and efficient integrated curriculum implementation management at SMP An-Naja Boarding School will lead schools to achieve curriculum goals in forming a generation that is intelligent, skilled, has a noble character, and has an Islamic attitude. Thus, schools need to improve the quality of planning, implementation, and evaluation of an integrated curriculum to achieve educational goals.

#### ACKNOWLEDGMENT

We would like to thank all who have sent their support, inspiration, and suggestion particularly for All Management Education Departement of UIN Syarif Hidayatullah Jakarta lectures, SMP An-Naja Boarding School as the research site helped us during process, and our beloved family whom we love.

#### REFERENCES

- Aboagye, E., & Yawson, J. A. (2020). Teachers' perception of the new educational curriculum in Ghana. *African Educational Research Journal*, 8(1), 6–12.
- Adhimiy, S. (2018). Curriculum Developmment Trought Creative Lesson Plan. *Jurnal Cendikia*, 16(1), 41–62.
- Alam, J., & Aktar, T. (2019). Assessment Challenges & Impact of Formative Portfolio Assessment ( FPA ) on EFL Learners ' Writing Performance : A Case Study on the Preparatory English Language Course. *English Language Teaching*, 12(7), 161–172.
- Almuhajir, A. (2021). Controlling the Muhammadiyah Lhokseumawe Orphanage in Forming Independent Character of Foster Children. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(1), 176–189. <https://doi.org/10.33650/al-tanzim.v5i1.1962>
- Amir. (2021). Curriculum Management In Improving Competitive Advantage in Madrasah. *Managere: Indonesian Journal of Educational Management*, 3(2), 53–61.
- Ansari, R., & dkk. (2020). Media Komik Sebagai Alternatif Media Promosi Kesehatan Seksualitas Remaja. *Jurnal Ilmiah Kesehatan*, 19(1), 1-12.

- Atika, Arifin, Z., & Jannana, N. S. (2021). Integrated School Management-Character Education Affirmation: A Case Study in Muhammadiyah Wirobrajan 3 Elementary. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 15–26.
- Cahapay, M. B. (2020). A Case Study of Curriculum Unpacking Practices of a Kindergarten Teacher. *Journal of Curriculum and Teaching*, 9(2), 1–8.
- Farisi, Y. Al. (2021). Improving The Quality of Human Resources In Madrasah. *Managere: Indonesian Journal of Educational*, 3(2), 75–83.
- Hamalik, O. (2009). *Dasar-dasar Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya.
- Hefniy, Fauzi, A., Faridy, & Fatmasari, R. (2019). National assessment management based on information and communication technology and its effect on emotional intelligence learners. *Journal of Physics: Conference Series*, 1175(1), 9–13. <https://doi.org/10.1088/1742-6596/1175/1/012225>
- Köse, H., & Özgen, C. (2020). Discovering the Relationships Between Perceived Emotional Value, City and Friend Attachment, School ID, WOM and Educational Satisfaction: A Structural Research for University Students. *International Education Studies*, 13(7), 113–121.
- KPAI. (2020). *Data Kasus Pengaduan Anak 2016-2020*. Komisi Perlindungan Anak Indonesia.
- Livingstone, K. A. (2019). The Place of Information and Communication Technologies in Curriculum Design and Development. *International Journal of Education and Development Using Information and Communication Technology*, 15(4), 180–197.
- Maryam, S. (2018). Building Character Education Using Three Matra of Hasan Al-Banna'S Perspective in Pesantren. *Jurnal Pendidikan Islam*, 4(2), 51–62. <https://doi.org/10.15575/jpi.v4i2.2422>
- Moleong, L. J. (2011). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Muali, C., Rofiki, M., & Sholeh, L. (2021). The Role of Sufistic-Based Kiai Leadership in Developing the Character of Santri in the Pesantren. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 1705–1714.
- Offorma, G. C. (2016). Integrating Components of Culture in Curriculum Planning. *International Journal of Curriculum and Instruction*, 8(1), 1–8.
- Pusvitasari, R. (2021). Human Resource Management in Improving The Quality of Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 125–135. <https://doi.org/10.51276/edu.v2i2.132>
- Rahman, K. (2014). Pengembangan Kurikulum Terintegrasi DI Sekolah/Madrasah. *J-PAI: Jurnal Pendidikan Agama Islam*, 1(1), 13–48.
- Rusman. (2018). *Manajemen Kurikulum*. Jakarta: Rajawali Press.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Trihapsari, C., & Mujahidah, F. (2021). Enhancement of the Quality of Human Resources Through Training and Development Programs in Schools. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 145–153. Retrieved from <https://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/2325>

- Ummah, R. (2018). Strengthening Student's Character in Akhlaq Subject Through Problem Based Learning Model. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(1), 21–30. <https://doi.org/10.24042/tadris.v3i1.2205>
- Wahyudin, D. (2014). *Manajemen Kurikulum* (1st ed.). Bandung: Remaja Rosdakarya.
- Wang, T. (2019). Competence for Students' Future: Curriculum Change and Policy Redesign in China. *ECNU Review of Education*, 2(2), 234–245. <https://doi.org/10.1177/2096531119850905>
- Zamroni, & Qatrunnada, W. (2021). Utilization of Digital Applications in Learning Assessment Utilization of Digital Applications in Learning Assessment. *Journal of Physics: Conference Series*, 1899, 1–5. <https://doi.org/10.1088/1742-6596/1899/1/012156>