



ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT THROUGH THE IMPLEMENTATION OF ADAPTIVE AND SUSTAINABLE CURRICULUM MANAGEMENT

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Abstract:

This study aims to analyze the implementation of curriculum management in improving students' academic achievement. The study employed a qualitative approach using a library research design through the analysis of various relevant literature sources, including books and scholarly journal articles. The findings indicate that curriculum management, which encompasses systematic planning, implementation, and evaluation, plays a strategic role in enhancing the quality of learning and students' academic achievement. Curriculum planning that is responsive to students' needs, interests, and talents can create more relevant and effective learning experiences. Curriculum implementation supported by teachers' competencies and the integration of enrichment programs such as academic competitions, research activities, and other scholarly programs has been shown to improve students' academic performance. Furthermore, continuous curriculum evaluation serves as a reflective mechanism for improving the learning process and ensuring alignment between educational goals and outcomes. Therefore, integrated and adaptive curriculum management is a key factor in creating a competitive educational ecosystem and optimally supporting the enhancement of students' academic achievement.

Keywords: *Curriculum Management, Academic Achievement, Learning, Evaluation, Library Research.*

INTRODUCTION

Curriculum in modern educational systems serves not only as a guideline for classroom instruction but also as a strategic instrument for developing students' potential comprehensively (Razaq, 2026). Through systematic curriculum management, educational institutions are able to direct all educational resources toward achieving predetermined academic objectives. Curriculum management is a systematic process encompassing planning, implementation, and evaluation to ensure educational quality. Curriculum in modern educational systems serves not only as a guideline for classroom instruction but also as a strategic instrument for developing students' potential comprehensively (Holidi et al., 2026). Through systematic curriculum management, educational institutions are able to direct all educational resources toward achieving predetermined academic objectives. Curriculum management is a systematic process encompassing planning, implementation, and evaluation to ensure educational quality (Hidayati et al., 2025).

From the perspective of curriculum management, optimal curriculum administration involves synchronizing planning, organization, implementation, and evaluation to establish sustainable educational quality. Studies indicate that comprehensive optimization of curriculum management enhances the relevance of learning to students' needs and the demands of modern educational environments while creating a strategic direction aligned with institutional educational goals (Setyaningsih et al., 2025). The effectiveness of curriculum management is fundamentally reflected in students' academic achievement, which serves as a primary indicator of institutional success.

Academic achievement is essentially an indicator of educational success that reflects the extent to which students attain the expected competencies (Mutiah & Romsis, 2024). It represents students' mastery of knowledge, skills, and understanding throughout the learning process (Boniran et al., 2024). In this context, academic achievement is measured not only through report card grades but also through accomplishments beyond formal classroom learning, such as participation in academic competitions. Therefore, academic achievement can be understood more broadly as students' accomplishments across various scientific disciplines, including participation and success in competitions such as the National Science Olympiad (OSN), scientific writing competitions, student research projects, and other talent- and interest-based academic contests.

Success in these competitive domains is not merely a matter of chance but rather the outcome of curriculum planning that systematically supports students' potential development. Curriculum development that takes into account students' needs, interests, and characteristics enables schools to cultivate their talents and interests through structured learning programs and supporting activities (Zaini & Wahib, 2022). Accordingly, a responsive and adaptive curriculum plays a strategic role in creating an academic ecosystem that encourages students to excel in various competitive fields.

Nevertheless, a major challenge in contemporary curriculum management is how to integrate the regular academic workload with enrichment programs that stimulate each student's unique talents. Adaptive curriculum development requires sufficient opportunities for students to explore their interests and strengthen their competencies according to their individual needs (Rasdi et al., 2024). Furthermore, students' potential development requires well-organized platforms through specialized programs capable of supporting both academic and non-academic competencies (Solihin & Rodiyana, 2024). Without strong integration between the formal curriculum and these developmental programs, the curriculum risks focusing solely on content completion without fostering students' competitive excellence.

Strengthening the integration of the formal curriculum, enrichment programs, and a holistic evaluation system provides a solid structural foundation for schools to establish an excellent and competitive academic culture. This is supported by the importance of implementing learning evaluation that focuses not only on cognitive aspects but also comprehensively addresses affective and psychomotor domains (Sa'edi et al., 2024). Moreover, systematic curriculum management through evaluation covering input, process, and output aspects has been shown to improve students' competencies and the overall quality of education (Azaim et al., 2025). Consequently, schools can create a competitive and innovative learning ecosystem.

Within the context of curriculum management, evaluation functions not merely as an instrument for measuring learning outcomes but also as a reflective mechanism for assessing the overall effectiveness of curriculum

planning and program implementation. Curriculum evaluation is a continuous and systematic process conducted to determine the extent to which educational objectives have been achieved and to identify necessary improvements to learning programs based on empirical evidence (Abdan, 2025). Systematic evaluation enables schools to identify discrepancies between curriculum targets and students' actual achievements while serving as the basis for continuous improvement in academic program development (Rahman & Hasanah, 2025). The optimization of curriculum management also depends heavily on the integration of implementation and evaluation to maintain alignment between curriculum objectives and learning outcomes. Theoretical studies suggest that integrated curriculum management consistently reflects the educational vision in daily instructional practices, thereby supporting overall educational quality (Lazwardi et al., 2025).

Numerous previous studies have demonstrated that curriculum management significantly contributes to improving learning quality and students' academic achievement. Maskuri dan Musthofa (2025) found that curriculum management implemented through systematic planning, implementation, and evaluation successfully improved students' academic achievement at MAN 2 Klaten. Similar findings were reported by Yudisti et al. (2025) who emphasized that systematically managed curriculum development contributes to improving students' learning outcomes. Furthermore, Khairun Nisa dan Salim (2025) demonstrated that effective curriculum management positively influences the quality of graduates as one of the key indicators of educational success. From a different perspective, Sasia dan Handoyo (2024) found that curriculum is among the significant factors influencing students' academic achievement, alongside teacher competence and learning facilities. Meanwhile, Umah dan Khauldi (2025) highlighted the importance of adaptive and responsive curriculum management in addressing contemporary educational developments to enhance learning quality and students' academic performance. Collectively, these studies indicate a strong relationship between curriculum management and students' academic achievement. However, most previous research has focused on specific institutional contexts or particular aspects of curriculum management. Therefore, a more comprehensive literature review is needed to analyze the concepts and implementation of curriculum management in improving students' academic achievement from multiple perspectives and relevant research findings.

Based on the studies discussed above, the implementation of curriculum management has become a crucial factor in improving students' academic achievement through well-planned, systematic, and sustainable learning management (Khomairotusshiyamah, 2026). Therefore, this paper aims to analyze the implementation of curriculum management in enhancing students' academic achievement by examining curriculum planning, organization, implementation, and evaluation as an integrated system.

RESEARCH METHODS

This study employed a qualitative approach using a library research design. A qualitative approach was selected because the study aims to gain an in-depth understanding of the concepts and implementation of curriculum management in improving students' academic achievement through the examination of relevant literature. Qualitative research emphasizes the understanding of meaning, interpretation, and comprehensive analysis of the phenomena under investigation without relying on statistical analysis. Instead, it focuses on analyzing descriptive and contextual data (Sugiyono, 2019).

Similarly, qualitative research seeks to explore and interpret a phenomenon based on the perspectives embedded within the data sources through an in-depth and naturalistic inquiry (Creswell, 2014).

Library research is conducted by collecting, reading, documenting, and critically reviewing various sources of literature related to the research problem. This method utilizes books, scholarly journal articles, and previous research findings to develop a comprehensive understanding of the topic under investigation. Library research is not merely a process of gathering information; it also involves critically analyzing scientific literature to establish a solid theoretical foundation for the study (Waruwu, 2023).

The data sources in this study consisted of both primary and secondary data. Primary data were obtained from scholarly journal articles and academic books that directly discuss curriculum management concepts, curriculum implementation, and factors influencing students' academic achievement. Secondary data were collected from educational reference books, research reports, and educational policy documents relevant to the research topic. Data sources were selected based on their relevance to the research focus, the credibility of the sources, and the currency of the information provided (Sugiyono, 2019).

Data were collected using the documentation method by searching for, identifying, and compiling relevant literature on curriculum management and students' academic achievement from various sources, including books, scholarly journals, and academic repositories. The collected data were then documented and classified according to themes related to the research questions to facilitate the analysis process (Saputra et al., 2026). Data analysis was conducted using content analysis. This technique involved systematically examining and interpreting the content of documents to identify patterns, concepts, and relationships among the ideas presented in the literature. The analytical procedures included data reduction, data presentation in the form of narrative descriptions, data verification through cross-comparison of multiple literature sources, and drawing conclusions based on an in-depth analysis of the collected data (Sugiyono, 2019).

RESULTS AND DISCUSSION

Curriculum Management in Enhancing Students' Academic Achievement

Curriculum management refers to the systematic and sustainable administration of education, encompassing the planning, implementation, and evaluation of learning processes to achieve educational objectives effectively. From a theoretical perspective, curriculum management extends beyond the preparation of curriculum documents; it also involves organizing all educational resources to ensure that the teaching and learning process is carried out effectively. This view is consistent with Mulyasa (2013) who defines curriculum management as a systematic effort to manage instructional processes in order to improve the quality of education. Likewise, Rusman (2020) argues that curriculum should be managed through careful planning to produce high-quality educational outcomes, including students' academic achievement.

Based on the theoretical review presented above, curriculum management can be understood as an integrated process consisting of curriculum planning, implementation, and evaluation. These three stages are interrelated and collectively support the achievement of educational objectives through the delivery of effective and sustainable learning processes. As a synthesis of the preceding discussion, the following table summarizes the primary functions, key activities, and impacts of each stage of curriculum

Management On Improving Students' Academic Achievement.

Curriculum Management Stage	Primary Function	Key Activities	Impact on Academic Achievement
Curriculum Planning	To determine the direction and design of the learning process.	Needs analysis, formulation of learning objectives, curriculum structure development, instructional material development, and implementation strategy design.	Produces relevant learning programs and serves as the foundation for improving students' academic achievement.
Curriculum Implementation	To implement the planned curriculum into educational practices.	Intracurricular, co-curricular, and extracurricular activities; enrichment programs; academic guidance; and talent and interest development programs.	Optimizes students' learning experiences, enabling the achievement of learning objectives and improved academic performance.
Curriculum Evaluation	To assess and continuously improve curriculum implementation.	Evaluation of inputs, processes, outputs, and outcomes; identification of challenges; and implementation of improvement strategies.	Ensures educational quality through continuous improvement while enhancing students' motivation and academic achievement.

Curriculum planning is the initial stage of curriculum management that serves to determine the direction, objectives, content, strategies, and learning programs to be implemented. Effective curriculum planning enables schools to align students' needs with the demands of contemporary developments and the goals of national education. This stage involves conducting a needs analysis, formulating learning objectives, designing the curriculum structure, developing instructional materials, and determining curriculum implementation strategies.

Continuous curriculum planning that is based on students' needs has been shown to enhance the relevance of learning and the quality of education by providing a clear direction for the implementation of school programs. A study by Gustian et al. (2024) found that curriculum planning carried out continuously and innovatively is a key factor in improving students' competencies while aligning learning with the needs of society and the labor market.

Through well-designed curriculum planning, schools are able to develop both academic and personal development programs that support the improvement of students' academic achievement. Therefore, the successful implementation of the curriculum is largely determined by the quality of planning conducted at the initial stage.

Once the curriculum has been systematically planned, the next stage of curriculum management is curriculum implementation, which translates the planned curriculum into actual educational practices within the school. Curriculum implementation refers to the process of putting the entire curriculum design into practice through learning activities and educational programs in schools (Novita, 2026). At this stage, teachers play the primary role in translating curriculum objectives into meaningful learning experiences for students. Curriculum implementation encompasses not only intracurricular classroom activities but also co-curricular and extracurricular activities, enrichment programs, academic guidance, as well as various talent and interest development programs.

The success of curriculum implementation is influenced by teachers' competencies, school management support, the availability of facilities and infrastructure, and the academic culture within the school environment. A study by Maskuri & Musthofa (2025) demonstrated that the systematic implementation of curriculum management through gradual coaching, academic training, and mentoring programs significantly improved students' academic achievement.

Effective curriculum implementation enables students to gain learning experiences that are aligned with their needs and potential. Therefore, the implementation stage serves as the bridge between curriculum planning and the achievement of the intended educational objectives.

To ensure that curriculum implementation is carried out in accordance with the planned objectives, curriculum evaluation is required as the final stage of the curriculum management cycle (Haisuma et al., 2026). Curriculum evaluation is a systematic process of assessing the effectiveness of curriculum planning and implementation in achieving educational objectives. Evaluation covers various aspects, including inputs, processes, outputs, and the outcomes generated from curriculum implementation. Through evaluation, schools are able to identify achievements, obstacles, and areas that require improvement in curriculum management (Hasanah, 2026).

Continuous curriculum evaluation serves as the basis for decision-making in curriculum development and refinement. Furthermore, evaluation functions as an instrument of educational quality assurance by providing objective information regarding the achievement of learning objectives. The findings of Maskuri & Musthofa (2025) indicate that reward-based evaluation can enhance students' learning motivation and support the continuous improvement of academic achievement.

Therefore, curriculum evaluation not only functions as a means of measuring students' learning outcomes but also serves as a reflective mechanism to ensure that the entire curriculum management process is implemented in accordance with the established educational objectives.

The Implementation of Curriculum Management to Enhance Students' Academic Achievement

Curriculum management implementation is a crucial stage that determines the successful realization of the curriculum that has been designed. At this stage, all curriculum plans are translated into actual teaching and

learning practices within the school. The success of curriculum implementation largely depends on the ability of educational institutions to organize and manage their resources, particularly teachers, who serve as the primary implementers of the curriculum. Mulyasa (2013) emphasizes that effective curriculum implementation requires teachers to possess the competence to manage learning creatively and innovatively in order to achieve educational objectives optimally.

In practice, curriculum management implementation is not limited to classroom instruction but also includes the integration of various academic enrichment programs. Programs such as science olympiads, scientific writing competitions, and student research activities constitute components of the curriculum strategy designed to develop students' potential more comprehensively. A study by Maskuri & Musthofa (2025) found that schools integrating academic enrichment programs into their curriculum were able to significantly improve students' academic achievement.

Furthermore, curriculum implementation is greatly influenced by the quality of classroom instruction. Teachers play a vital role in translating the curriculum into meaningful learning experiences for students. Sasia & Handoyo (2024) reported that the quality of curriculum implementation is significantly associated with students' academic achievement, as interactive and innovative instructional practices enhance both student engagement and learning outcomes.

Moreover, curriculum management implementation requires a continuous evaluation system. Evaluation functions not only to assess students' learning outcomes but also to examine the effectiveness of curriculum implementation throughout the teaching and learning process (Rahman, 2026). Systematic evaluation enables schools to make continuous improvements to instructional programs based on empirical data and evidence gathered from educational practice. This finding is consistent with the study of (Chusna & Widiyanti, 2024) which concludes that curriculum evaluation is an essential process for ensuring educational quality, as it provides a foundation for reflection and continuous improvement of teaching and learning practices in schools.

DISCUSSION

The findings of this study demonstrate that the implementation of adaptive and sustainable curriculum management has a significant contribution to improving students' academic achievement (Kamil et al., 2025). Curriculum management that is responsive to educational changes, technological advancements, and students' learning needs creates a more effective learning environment. This result supports the view that a curriculum should not remain static but continuously evolve to accommodate social, economic, and technological developments. An adaptive curriculum enables educational institutions to modify learning objectives, instructional methods, and assessment strategies according to students' diverse characteristics and the demands of the twenty-first century.

The improvement in students' academic achievement can be explained by the flexibility of adaptive curriculum management in addressing individual learning differences. Teachers who implement adaptive curriculum strategies

tend to use differentiated instruction, personalized learning activities, and technology-assisted teaching approaches (Rofik & Mudarris, 2024). These practices encourage students to participate actively in the learning process, resulting in better understanding of concepts, increased motivation, and higher academic performance. Furthermore, adaptive curriculum management promotes continuous monitoring of students' progress, allowing teachers to provide timely feedback and appropriate interventions for students who experience learning difficulties.

Another important finding is that sustainable curriculum management ensures the continuity and consistency of educational quality over time. Sustainability in curriculum management is not limited to environmental awareness but also refers to maintaining curriculum relevance, improving institutional capacity, and fostering long-term educational development. Schools that consistently evaluate and revise their curriculum based on evidence and stakeholder feedback are more likely to maintain high academic standards. This continuous improvement process enables educational institutions to remain competitive while preparing students with competencies that are relevant to future challenges.

The integration of digital technology also plays an essential role in supporting adaptive and sustainable curriculum management. Learning management systems, digital learning resources, and online assessment platforms provide teachers with greater flexibility in designing instructional activities that meet students' needs. Technology facilitates access to various learning materials, encourages collaborative learning, and supports data-driven decision-making in curriculum evaluation (Abdurrahman, 2025). As a result, students benefit from more engaging learning experiences that contribute positively to their academic achievement.

These findings are consistent with previous studies indicating that curriculum flexibility and sustainability positively influence learning outcomes. Research has shown that adaptive curriculum implementation increases student engagement because learning activities become more relevant to learners' interests and abilities. Likewise, sustainable curriculum management strengthens institutional resilience by ensuring that curriculum development is systematic, participatory, and evidence-based. The alignment between curriculum objectives, teaching practices, and assessment methods creates a coherent educational process that supports students' cognitive, affective, and psychomotor development (Sudarwan, 2025).

Teacher competence is another critical factor that determines the success of adaptive and sustainable curriculum management. Teachers are the primary implementers of the curriculum; therefore, their professional knowledge, pedagogical skills, and willingness to innovate directly affect the quality of learning. Continuous professional development programs enable teachers to understand new educational policies, integrate innovative teaching methods, and utilize educational technology effectively (Zain, 2026). Consequently, teacher readiness becomes a key element in achieving successful curriculum implementation and improved academic outcomes.

Leadership and institutional support also influence the effectiveness of curriculum management. School leaders who encourage collaboration, innovation, and continuous evaluation create a positive organizational culture that supports curriculum improvement (Khofsah, 2026). Effective communication among administrators, teachers, students, parents, and other stakeholders facilitates curriculum implementation and ensures that educational goals are achieved collectively. In addition, adequate infrastructure,

sufficient learning resources, and supportive educational policies strengthen the implementation of adaptive and sustainable curriculum practices.

Despite these positive findings, several challenges remain. Some educational institutions still face limitations in technological infrastructure, teacher competence, financial resources, and curriculum implementation capacity (Sain, 2026). Resistance to change may also hinder the successful adoption of adaptive curriculum practices, particularly among educators who are accustomed to conventional teaching methods. Therefore, policymakers and educational leaders should provide sufficient training, technical support, and financial investment to facilitate curriculum transformation. Regular curriculum evaluation should also be conducted to ensure that educational practices remain aligned with students' evolving needs and national educational objectives.

Overall, this study confirms that adaptive and sustainable curriculum management is an effective strategy for enhancing students' academic achievement. By integrating flexibility, continuous improvement, stakeholder collaboration, and technology-supported learning, educational institutions can create high-quality learning environments that foster academic excellence. Sustainable curriculum management not only improves students' current learning outcomes but also equips them with critical thinking, problem-solving, creativity, collaboration, and lifelong learning skills necessary for future success (Ni'am, 2025). Therefore, educational institutions should continue investing in adaptive curriculum development as a strategic approach to achieving sustainable educational quality and improving students' academic performance in an increasingly dynamic global educational landscape.

CONCLUSION

Based on the results of a Systematic Literature Review (SLR) using the PRISMA approach on 26 selected articles for the period 2020–2025, this study concludes that the evolution of research on the digital divide in education shows a significant shift from the issue of technology access to a focus on sustainable digital inclusion strategies. There are three main phases of development: (1) the initial phase (2020–2021) which highlights barriers to digital access and literacy due to the pandemic; (2) the transition phase (2022–2023) with the emergence of LMS-based pedagogical approaches and game-based learning; and (3) the transformation phase (2024–2025) which integrates Artificial Intelligence (AI), Virtual Reality (VR), and inclusive digital policies. The findings also confirm that socio-economic and gender factors strongly influence the success of digital literacy programs, while technology-based pedagogical approaches are effective in strengthening digital learning participation. A mixed methods-based evaluation model has been proven to be able to assess the effectiveness of digital interventions holistically, encompassing social, psychological, and policy aspects. This study confirms the important position of Digital Capital and Connectivism theories in explaining the relationship between digital resource ownership, social networks, and educational equality. This study adds to the literature by demonstrating that digital inclusion depends not only on infrastructure but also on individual empowerment and cross-border collaboration. Future research should further explore the relationship between digital policies, teacher readiness, and the impact of smart technologies on inclusive learning across various socioeconomic contexts. The findings are expected to serve as a foundation for developing evidence-based digital policies and a global research map on digital inclusion in education.

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