

Curriculum Management in The Character Forming of Students

Ardianto¹, Muhammad Umair Khan Usman² Gunawan³ Maudatus Sholihah⁴

¹ Institut Agama Islam Daruttaqwa Gresik; ardi.insida@gmail.com

² Gujranwala Institute of Future Technologies University, Pakistan: U.khaaaaaan@outlook.com

³ Universitas Kh. Abdul Chalim Mojokerto, Indonesia; gunanjarguna@gmail.com

⁴ Universitas Kh. Abdul Chalim Mojokerto, Indonesia; maidatus.sholihah16@gmail.com

Abstract

Keywords:
Curriculum
Management,
Character Education.
Madrasah Ibtidaiyah.

This study aims to determine the curriculum development and preparation mechanism used at Madrasah Ibtidaiyah Al Busyro and explain how the curriculum at Madrasah Ibtidaiyah Al Busyro shapes the students' character. The data sources for this research are the principal, vice-principal for curriculum, vice-principal for student affairs, teachers, and students. Data collection techniques used observation notes, interview notes, and documentation. The data processing technique uses several stages: data collection, data reduction, data presentation, and conclusion. The results of this study are 1) Curriculum planning at Madrasah Al Busyro Palang Tuban, which is planned by setting goals to be achieved; 2) Curriculum management in shaping the character of students at Madrasah Ibtidaiyah Al Busyro Palang Tuban by implementing Islamic and exemplary religious programs obtained from the teacher council; 3) Evaluation of the curriculum in the formation of the character of students at MI Al Busyro is carried out twice a year as a whole and for the character education itself contained in the curriculum, evaluations are carried out quarterly or every three months. The results obtained are: The curriculum used at MI Al Busyro Palang Tuban is a combination of the Curriculum of the Ministry of Religion with the Unique Curriculum of the Al Busyro Institution in which there is a flagship program of MI Al Busyro, which aims to shape the character of students. Efforts to build student character at MI Al Busyro Palang Tuban with habituation, mentoring, and continuous example are considered successful and successful.

Abstrak

Kata kunci:
Manajemen
Kurikulum,
Pendidikan Karakter,
Madrasah Ibtidaiyah.

Tujuan penelitian ini adalah untuk mengetahui mekanisme pengembangan dan penyusunan kurikulum yang digunakan di Madrasah Ibtidaiyah Al busyro dan untuk menjelaskan bagaimana kurikulum di Madrasah Ibtidaiyah Al busyro membentuk karakter peserta didiknya. Sumber data penelitian ini adalah kepala sekolah, wakil kepala sekolah bidang kurikulum, wakil kepala sekolah bidang kesiswaan, guru dan siswa. Teknik pengumpulan data dilakukan dengan menggunakan catatan observasi, catatan wawancara dan dokumentasi. Teknik pengolahan data menggunakan beberapa tahapan yaitu: pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini adalah: 1) Perencanaan Kurikulum di Madrasah Al Busyro Palang Tuban yang direncanakan dengan menetapkan tujuan yang akan dicapai; 2) Manajemen kurikulum dalam pembentukan karakter peserta didik di Madrasah Ibtidaiyah Al Busyro Palang Tuban dengan melaksanakan program - program keagamaan yang islami dan teladan yang didapat dari para dewan guru; 3) Evaluasi kurikulum dalam pembentukan karakter peserta didik di MI Al Busyro dilaksanakan dua kali dalam satu tahun secara menyeluruh dan untuk pendidikan karakter sendiri yang tertuang dalam kurikulum dilaksanakan evaluasi triwulan atau tiga bulan sekali. Hasil penelitian yang diperoleh yaitu: Kurikulum yang digunakan di MI Al Busyro Palang Tuban merupakan perpaduan antara Kurikulum Kementerian Agama dengan Kurikulum Kekhasan Lembaga Al Busyro yang

Article history:
Received: 15-02-2023
Revised 13-05-2023
Accepted 02-08-2023

di dalamnya terdapat program unggulan MI Al Busyro yang Bertujuan Membentuk Karakter Peserta didik. Usaha pembentukan karakter siswa di MI Al Busyro Palang Tuban dengan proses pembiasaan, pendampingan dan keteladanan secara terus menerus dinilai telah sukses dilaksanakan dan cukup berhasil.

Corresponding Author:

Ardianto

Institut Agama Islam Daruttaqwa Gresik;

INTRODUCTION

Character education that occurs in the life of a country; education plays an important role in ensuring the survival of a country and nation because education is a vehicle to improve and develop the quality of human resources (Asyari, 2020; Rahmat, 2016). The government continuously makes efforts to improve the quality of education to prepare graduates to enter the era of globalization which is full of challenges, an education that is truly designed by the times. This is where "the curriculum will play a role in carrying out various creative and constructive activities, in the sense of creating and compiling something new by the needs of society in the present and the future" (A. Hakim & Yama, 2020; Setiono, Darim, & Zamroni, 2021; Syaibani & Zamroni, 2021).

According to Law no. 20 of 2003, curriculum is defined as "*a set of plans and arrangements regarding the objectives, content and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals*". Miller and Seller in Dinn Wahyudin argue that curriculum implementation is an application of concepts, ideas, programs, or curriculum arrangements into new learning practices or activities so that changes occur in a group of people who are expected to change (Ansori, 2020; Hasbi & Mahmudah, 2020).

Zaenul stated that curriculum implementation can be interpreted as actualizing a written curriculum in the form of learning. Curriculum implementation is a process of applying concepts, ideas, programs, or curriculum arrangements into new learning practices or activities so that changes occur in a group of people who are expected to change (Ahid & Chamid, 2021; Aziz, 2020). Curriculum implementation is also a process of interaction. The curriculum has a central position in the entire educational process. In the curriculum, all educational activities are directed toward achieving the educational goals that have been formulated. As an educational program to achieve certain educational goals, the curriculum needs to be managed so that all educational activities become productive (Haryadi & Widodo, 2020; Sa'dullah & Hidayatullah, 2020).

Curriculum management is concerned with managing learning experiences that require certain strategies to produce effective and efficient education. Curriculum management and teaching programs include planning, implementing, and assessing curriculum activities (Lubis, Fatmawati, Pratiwi, Sabtohadhi, & Damayanto, 2022; Solikhah & Purnomo, 2022). The learning process can not be separated from the role of a teacher. The teacher as a manager means that in the learning process a teacher has a

position as a process manager. The teacher plays a role in managing the learning process to achieve the direction and goals (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020).

Syaodih said that teachers play an important role both in planning and implementing the curriculum. It was further stated that teachers are planners, implementers, and curriculum developers for their classes (Sukmadinata, 2005). According to Rice and Bishoprick, professional teachers are teachers who can manage themselves in carrying out their daily tasks. Thus a professional teacher can plan and implement the curriculum as well as possible in the learning process. It is the teachers who know best the various curriculum problems that have been implemented. Therefore, their various suggestions are needed in planning or preparing a new curriculum. Teachers are seen as all-knowing and all-intelligent people. Therefore, the teacher has the power to prepare assignments, provide training, and determine the rules and progress of each student (Akmalia, Nst, & Siahaan, 2023; Alimni, Amin, & Kurniawan, 2022).

Learning is the actualization of the curriculum that demands activity, creativity, and wisdom from teachers in creating and growing student activities by the programmed plan, effectively and fun. Regarding the character of students, learning activities are directed at increasing beliefs, understanding, appreciation and practice of, the character of students, which in addition to forming piety or personal qualities, is also at the same time forming social piety (Budiarto & Salsabila, 2022; Ciptaningsih & Rofiq, 2022).

As an educator, the teacher has the task of guiding and directing students so that they can realize the goals of Islamic education. Professional teachers can manage the main curriculum in shaping the character of the participants so that students really become Muman beings who believe and fear Allah and have noble character (Baharun, 2017; Rony, 2021). The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in chapter I article 1 paragraph (19) states that, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve specific educational goals.

The problem of curriculum development management is based on the fact that there is often a gap between the national strategy in curriculum development and implementation efforts between the gap between curriculum planners and principal practitioners who manage the curriculum in the field every day. The current curriculum is the education unit level curriculum (KTSP). In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP), chapter I article 1 paragraph (15) it is stated that the Education Unit Level Curriculum (KTSP) is an operational curriculum that is prepared and implemented by each educational unit. Education unit level curriculum preparation is carried out by the education unit by taking into account and based on competency standards and basic competencies developed by the National Education Standards Agency (BSNP).

The education unit level curriculum is prepared and developed based on the Law of the Republic of Indonesia Number 20 of 2003. In chapter VI article 36 paragraph (1) it is stated that "curriculum development refers to national education standards to realize national education goals." Furthermore, in paragraph (2) it is stated that the curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, regional potential, and students. The education unit level curriculum is a curriculum development strategy to create an effective, productive, and high-achieving school. The education unit level curriculum is a new paradigm of curriculum development that provides broad autonomy to each educational unit, and community involvement to streamline the teaching and learning process in schools. Autonomy is given so that each education unit and school can manage resources, funding sources, and learning resources, allocate them according to priority needs, and be more responsive to local needs.

Departing from the focus of the research above, the researcher is interested in researching with the title "Curriculum Management in Character Building Students at Madrasah Ibtidaiyah Al Busyro Palang Tuban".

RESULT AND DISCUSSION

Curriculum planning at Madrasah Ibtidaiyah Al Busyro Palang Tuban.

As the research data, according to the research focus, namely how the planning of curriculum management at the Madrasah Ibtidaiyah AL Busyro Palang Tuban in shaping student character education and based on the results of interviews, observations, and documentation studies based on research questions.

The curriculum applied by Madrasah Ibtidaiyah AL Busyro is a curriculum adapted from the curriculum of the Ministry of Religion which is then combined with the distinctive curriculum or local curriculum of Madrasah Ibtidaiyah AL Busyro itself. Below is how the curriculum management process at Madrasah Ibtidaiyah AL Busyro said as Mrs. Penni Mestiko Lanjar the head of the madrasa said:

"Look, sir, in curriculum planning we determine the goals or directions of where our students are. because a good curriculum determines success in achieving educational goals and still refers to the National curriculum as an ingredient in curriculum planning at Al Busyro. The curriculum is considered very important because the curriculum is the spirit and guide in the learning process and school activities, which contains instructions on the types and sources needed, delivery media, actions that need to be taken, sources of costs, personnel, and facilities needed, and evaluation.

This is as according to Zaenul curriculum management is a systematic effort carried out by someone through planning activities in which there are goals and syllabus based on Islamic values so that students can achieve learning goals effectively and efficiently. Curriculum management in planning there is an initial step in determining or setting goals such as the results of interviews with Mrs. Nahnu Nur Khotimah, namely:

Curriculum planning at Madrasah Ibtidaiyah Al Busyro is carried out every year before the new school year begins, the head of the Madrasa and the MI AL Busyro Cross-curriculum development team Tuban conducts work meetings (Raker) to determine activities and their implementation as well as the needs of students so that the vision and mission and goals of Madrasah Ibtidaiyah Al Busyro can be achieved optimally.

At a different time, the researcher interviewed with the deputy head of the curriculum, Mr. Khoirul Anwar, S.Pd, and that the National Curriculum and the Distinctive Curriculum guided the curriculum planning process at Madrasah Ibtidaiyah Al Busyro. The curriculum that is made is easy and can be developed by all teachers in the student learning experience by the expected goals of the school, namely forming good character, personality, and knowledge for students (Azizah, Jariah, & Aprilianto, 2023; Nitami & Mubarok, 2023).

In the curriculum that is made, there are subjects of a general nature such as Mathematics, English, and Indonesian. Then it is added with learning activities from the special curriculum of Al Busyro Madrasa itself, which are included in the special curriculum or local curricula such as Dhuha Prayer every morning, Murojaah Surahs in the Qur'an which have been determined in the curriculum, including Juz amma, Yasin, Waqi Ah, Arrohman and AL Mulk who are divided into their daily schedule. Not only that, but the unique curriculum also involves the role of parents in controlling children at home for the 5 daily obligatory prayers. The special curriculum also involves the role of the entire teacher council with monthly Al-Quran recitation activities (Aniah, Darmayanti, & Arsyad, 2023; Faris, 2023).

This is in line with the theory put forward by Ramji that good curriculum planning determines success in achieving educational goals. The curriculum is considered very important because the curriculum is the spirit and guide in the learning process and school activities, which contains instructions on the types and sources needed, the delivery media, actions that need to be taken, sources of costs, personnel, and the necessary facilities (Halim, 2022; Mumtahana, Ikmal, & Sari, 2022).

Implementation

During the interview, the researcher and the Head of the Madrasah discussed the curriculum structure that became the syllabus in learning at MI Al Busyro and the head of the madrasa said as follows:

"The curriculum structure of Madrasah Ibtidaiyah Al Busyro was made by a curriculum development team guided by the national curriculum and the Islamic Madrasah curriculum. It can be seen from the group of subjects contained in the curriculum structure that there are general subjects such as Indonesian Language, Mathematics, Integrated Science, and so on. Then some subjects are included in the structure based on the typical madrasa curriculum guidelines such as Tahfid and Hadith, Islamic Personal Development, and others. There is also lesson content that aims to carry out self-development for each student such as English Camp, other Java Days."

The results of the interview with the Deputy Head of Curriculum were almost the same as he explained the material in the formation of student character at Al Busyro, namely:

Curriculum management is determined by the head of the Madrasah along with the curriculum development team in the annual working meeting at the beginning of the new school year. At the Madrasah level, the role of the Madrasah head is to oversee the curriculum development team and the entire school community, while at the class level, the role of the teacher is to coordinate local curriculum implementation activities (Huda & Rokhman, 2021; Mainuddin, Tobroni, & Nurhakim, 2023).

Judging from interviews that the material in shaping the character of students at MI Al Busyro for the most part still refers to the material in general, the interesting thing is that MI Al Busyro does not burden the Head of Madrasah but also forms a coordinator for implementing curriculum activities locally.

And in line with Zaenul Fitri's theory, which planning is a process that involves collecting, sorting, synthesizing, and selecting relevant information from various sources. This information is then used to design and design learning experiences that enable cadres to achieve learning objectives.

Curriculum management

In shaping the character of students at Madrasah Ibtidaiyah Al Busyro Palang Tuban. In the results of the interview, the researcher asked about the implementation of the curriculum applied at Madrasah Al Busy

. The implementation of the curriculum is divided into two levels, namely, the implementation of the school-level curriculum and the grade level.

This is almost in line with the results of an interview with the Head of Madrasah Ibtidaiyah

"By their main duties and functions, the head of the madrasa is in charge of preparing the annual plan, fostering, controlling the implementation of the curriculum, and leading every meeting. While at the grade level, the teacher analyzes the curriculum documents (syllabus and lesson plans), then prepares the lesson plans based on the SK and KI that have been made, to then be used as a guide in the teaching and learning process in the classroom. Although there is a distinction between the duties of the principal and the duties of the teacher, the two levels always work hand in hand and are jointly responsible for implementing the curriculum implementation process.'

In this study, researchers found that the implementation of Curriculum Management in shaping the character of MI Al Busyro Palang Tuban students puts forward ethical and aesthetic values by providing examples in the classroom and outside the classroom by the teacher council in directing the principal and developing the curriculum in the future.

In line with the theory, according to Siagian Sondang, implementation is a whole technique to motivate employees to work and possibly achieve the desired organizational goals. It's not enough there; researchers continue to conduct interviews

about implementing the MI Al Busyro curriculum and its implementation. All the subjects that are charged are of course made by the expectations of the Madrasah Ibtidaiyah Al Busyro Waka Curriculum conveying the following (Haidar, Hasanah, & Ma`arif, 2022; M. N. Hakim & Iskandar, 2023).

"The time allocation used is also adjusted to the active learning time of students and Madrasah Ibtidaiyah Al Busyro students. With the concept of full-day school, the entire time allocation charged is, of course, sufficient in the learning process at school, namely students and students of Madrasah Ibtidaiyah Al Busyro entering at 07.00 WIB then class ends at 14.00 WIB. Meanwhile, self-development activities are carried out outside of teaching and learning activities. The flag ceremony is held every Monday. Meanwhile, other extracurricular activities are held on Saturdays and Sundays where the school does not have teaching and learning activities that day so it is filled with self-development activities".

Interviews with teachers in implementing the curriculum in local classes have similar results as conveyed by the Head of Curriculum, namely:

"Education is oriented to the formation of morals of students and the entire community, and character education as a superior program in schools becomes a priority scale for programs synergized with all school programs. become a pious person personally and socially pious, and also with habits and assistance, God willing, with habituation, mentoring and continuous example will affect character formation.

" Al Busyro so that all students are good at general lessons and proficient in religious lessons. In addition, Madrasah Ibtidaiyah Al Busyro also added self-development activities with the aim that students can continue to develop according to their interests and talents.

In harmony with implementing the curriculum, according to Hamid Hasan is an effort to realize the ideas, concepts, and values contained in the written curriculum into reality. Implementing the curriculum can also be interpreted as actualizing a written curriculum (written curriculum) in the form of learning. None other than the mobilization of human resources, by the leadership, so that everything is controlled and professional and directed according to the vision and mission of the organization.

The curriculum used at MI Al Busyro Palang Tuban is a combination of the Curriculum of the Ministry of Religion with the Unique Curriculum of the Al Busyro Institution in which there is a flagship program of MI Al Busyro that aims to shape the character of students. in the development and preparation of the curriculum as contained in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 61 of 2014. However, it just has not involved resource persons or educational leaders from outside the school or foundation. Efforts to build student character at MI Al Busyro Palang Tuban with habituation, mentoring, and continuous example are considered successful and successful.

Evaluation of Curriculum

Management Curriculum management in character building of students at Madrasah Ibtidaiyah Al Busyro Palang Tuban.

Research results regarding Evaluation with the head of the madrasa who explained the evaluation to assess the goodness of a curriculum was held a curriculum evaluation. A good evaluation is as follows:

"The evaluation is carried out comprehensively, covering all steps of activities and curriculum components, starting from curriculum documents, implementation, results that have been achieved, supporting facilities, and curriculum implementers. Madrasah Ibtidaiyah Al Busyro evaluates the uniqueness of the curriculum which is carried out four times a year, namely the quarterly match which is held at the end of every quarterly or every three months. This evaluation is carried out before the curriculum planning process at the beginning of the new school year. While the evaluation of the learning strategy which is an evaluation of the implementation of learning is carried out by teachers and school principals. The main purpose of evaluating the implementation of this learning is to find out whether the learning strategy implemented can be successful."

The evaluation was carried out by the head of the madrasa and the evaluation was also carried out by the teacher as stated by the waka of the curriculum.

All teachers fill out an evaluation form that the Deputy Head of Curriculum has prepared. From this form, it will be known whether the curriculum that has been implemented is running smoothly or not and what are the advantages and disadvantages. The results of the evaluation are then gathered by all members of the curriculum development team to then be analyzed for improvement materials.

The evaluation carried out by the principal is carried out through observation and supervision of learning, namely through Teacher Performance Assessment. The principal observes whether the implemented curriculum is running well. If not, then the principal will analyze what are the advantages and what are obstacles in implementing the curriculum to then find solutions to these obstacles. There are two implementations of curriculum evaluation conducted by teachers. That is through an assessment of students and the obligation of each teacher to fill out a questionnaire form about how after the curriculum is implemented (Arifin, 2009; Ayyusufi, Anshori, & Muthoifin, 2022).

The results of the interview are in line with the theory put forward by the Deputy Head of Curriculum, namely curriculum evaluation:

"Making student and parent manuals, evaluation books and making statements for the formation of student character." on another occasion, the researcher interviewed the Wakil Bidang Kurikulum who said curriculum evaluation was. Making student and parent manuals for assessment is usually carried out by teachers through direct observation of students' attitudes and behavior both in following the learning process and in daily interactions. In addition, if in BPI activities, each student is given an assessment book which includes an assessment from Murobbi for each student."

The results of interviews with Class teachers and the Head of Student Affairs, evaluation of the curriculum in shaping the character of students at MI Al Busyro as follows the curriculum at Madrasah Ibtidaiyah Al Busyro is carried out twice per year, namely at the end of every semester one and semester two at the end of the school year,

before entering the year bar lessons. The teacher also conducts evaluations. There are two implementations of curriculum evaluation conducted by teachers. That is through an assessment of students and the obligation of each teacher to fill out a questionnaire form about how the curriculum is implemented. The results of the evaluation were then brought together by all members of the curriculum development team together with the principal and then analyzed for improvement materials (Nira & Fauziyah, 2021).

Evaluation is a consideration based on a set of agreed criteria and can be accounted for. In this case, there are three main factors, namely: (1) Considerations, (2) Description of the research object, and (3) the criteria that are accounted for. Consideration is the basis for making a decision. Making a decision means determining a certain degree concerning the results of the evaluation. Description of the object of research is a change in behavior as a product of a system. Of course, the behavior is explained, detailed, and specified so that it can be observed and measured.

CONCLUSION

Based on data analysis and discussion of research results on how the management of the MI Al Busyro curriculum shapes the character of students, it can be concluded as follows: Curriculum planning at Madrasah Ibtidaiyah Al Busyro is carried out every year before the new school year begins by the principal and the curriculum development team Madrasa Ibtidaiyah Al Busyro. A working meeting (Raker) was held to determine activities and their implementation as well as the needs of students so that the vision mission and goals of Madrasah Ibtidaiyah Al Busyro can be achieved optimally. The National Curriculum and the Distinctive Curriculum of Madrasah Ibtidaiyah Al Busyro guide the curriculum planning process at Madrasah Ibtidaiyah Al Busyro. Evaluation of the curriculum at Madrasah Ibtidaiyah Al Busyro is carried out twice per year, namely at the end of every semester one and semester two at the end of the school year, before entering the new school year. The teacher also conducts evaluations. There are two implementations of curriculum evaluation conducted by teachers. This is done through an assessment of students and the obligation of each teacher to fill out a questionnaire about how the curriculum is implemented. The evaluation results were then brought together by all members of the curriculum development team together with the principal and then analyzed for improvement materials.

REFERENCES

- Ahid, N., & Chamid, N. (2021). Implementation of Indonesian National Qualification Framework Based Curriculum in Higher Islamic Education. *Jurnal Pendidikan Islam*, 7(1), 109–122. <https://doi.org/10.15575/jpi.v7i1.12425>
- Akmalia, R., Nst, W. N., & Siahaan, A. (2023). Influence of Self-Efficacy, Organizational Culture, and Job Satisfaction on The Performance of Madrasah Aliyah Teachers. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(3), 437–453. <https://doi.org/10.31538/ndh.v8i3.4091>

- Alimni, A., Amin, A., & Kurniawan, D. A. (2022). The role of Islamic education teachers in fostering students' emotional intelligence. *International Journal of Evaluation and Research in Education (IJERE)*, 11(4), 1881–1892. <https://doi.org/10.11591/ijere.v11i4.22116>
- Aniah, S., Darmayanti, N., & Arsyad, J. (2023). Pengaruh Minat dan Gaya Belajar Terhadap Kemampuan Menghafal Alquran Siswa Program Tahfiz. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(3), 634–644. <https://doi.org/10.31538/munaddhomah.v4i3.465>
- Ansori, M. (2020). Pengembangan Kurikulum Madrasah Di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 41–50. <https://doi.org/10.31538/munaddhomah.v1i1.32>
- Arifin, Z. (2009). *Evaluasi pembelajaran: Prinsip, teknik, prosedur : standar penilaian menurut BSNP, model evaluasi, instrumen evaluasi, penilaian berbasis kelas, penilaian portofolio, analisis kualitas tes refleksi pelaksanaan evaluasi*. Remaja Rosdakarya.
- Asyari, H. (2020). Pembentukan Spiritualitas dan Karakter Anak dalam Perspektif Lukman al-Hakim. *At-Tarbiyat: Jurnal Pendidikan Islam*, 3(2), 159–171. <https://doi.org/10.37758/jat.v3i2.217>
- Ayyusufi, A. M., Anshori, A., & Muthoifin, M. (2022). Evaluation of The CIPP Model on The Tahfidz Program in Islamic Boarding Schools. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 466–484. <https://doi.org/10.31538/nzh.v5i2.2230>
- Aziz, Z. M. (2020). Transformation of Islamic Education Curriculum Development Policy in the National Education System. *Revista Argentina De Clinica Psicologica*, 29(3), 643.
- Azizah, M., Jariah, S., & Aprilianto, A. (2023). Pembentukan Karakter Religius Siswa Melalui Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Kejuruan. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 29–45.
- Baharun, H. (2017). Total Moral Quality: A New Approach for Character Education in Pesantren. *Ulumuna*, 21(1), 57–80. <https://doi.org/10.20414/ujs.v21i1.1167>
- Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 1–19. <https://doi.org/10.31538/tijie.v3i1.105>
- Ciptaningsih, Y., & Rofiq, M. H. (2022). Participatory Learning With Game Method For Learning Completeness In Islamic Religious Education. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 15(1), 18–29. <https://doi.org/10.37812/fikroh.v15i1.361>
- Faris, S. (2023). Exploring The Divine Message: Quranic Studies in The Context of Islamic Scholarship. *Dirasah International Journal of Islamic Studies*, 1(2), 111–125. <https://doi.org/10.59373/drs.v1i2.16>
- Haidar, M. A., Hasanah, M., & Ma`arif, M. A. (2022). Educational Challenges to Human Resource Development in Islamic Education Institutions. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(4), 366–377. <https://doi.org/10.31538/munaddhomah.v3i4.309>

- Hakim, A., & Yama, F. D. (2020). Efektivitas Penerapan Ujian Tanpa Pengawasan Melalui Pendidikan Karakter Berbasis Hadist Di Sma Islam Athirah Boarding School Bone. *Nazhruna: Jurnal Pendidikan Islam*, 3(1), 100–120. <https://doi.org/10.31538/nzh.v3i1.489>
- Hakim, M. N., & Iskandar, M. N. (2023). Pengembangan Bakat Dan Minat Dengan Manajemen Peserta Didik. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 26–37. <https://doi.org/10.59373/kharisma.v2i1.17>
- Halim, A. (2022). Model Pembelajaran Multikulturalisme Guru Pendidikan Agama Islam. *Chalim Journal of Teaching and Learning (CJoTL)*, 2(1), 66–76.
- Haryadi, D., & Widodo, H. (2020). Pengembangan Kurikulum Berbasis Adiwiyata Untuk Meningkatkan Kemampuan Practical Life. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(2), 195–210. <https://doi.org/10.31538/ndh.v5i2.558>
- Hasbi, R. P. A. C., & Mahmudah, F. N. (2020). Pengembangan Kurikulum Sekolah Berbasis Kewirausahaan Di Sma Negeri 1 Temon. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(2), 180–194. <https://doi.org/10.31538/ndh.v5i2.563>
- Huda, A. M., & Rokhman, M. (2021). The Strategy of the Principal in Improving the Quality of Institutional Education. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2), 72–80. <https://doi.org/10.54069/attadrib.v4i2.142>
- Lubis, M. S. A., Fatmawati, E., Pratiwi, E. Y. R., Sabtohadhi, J., & Damayanto, A. (2022). Understanding Curriculum Transformation Towards Educational Innovation in The Era of All-Digital Technology. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 526–542. <https://doi.org/10.31538/nzh.v5i2.2110>
- Mainuddin, M., Tobroni, T., & Nurhakim, M. (2023). Pemikiran Pendidikan Karakter Al-Ghazali, Lawrence Kolberg dan Thomas Lickona. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), 283–290. <https://doi.org/10.54069/attadrib.v6i2.563>
- Mumtahana, L., Ikmal, H., & Sari, A. A. (2022). Minat Belajar Siswa Dengan Menggunakan Media Lempar Dadu Dan Metode Tanya Jawab Pada Mata Pelajaran Aqidah Akhlaq. *Chalim Journal of Teaching and Learning (CJoTL)*, 2(1), 1–6.
- Nira, R. D., & Fauziyah, Y. (2021). Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 294–309. <https://doi.org/10.31538/nzh.v4i2.1480>
- Nitami, T., & Mubarak, A. A. S. A. A. (2023). Pengaruh Asupan Gizi Terhadap Tingkat Kecerdasan Linguistik dan Intrapersonal Anak di RA Kafala Mergosari Tarik Sidoarjo. *Academicus: Journal of Teaching and Learning*, 2(2), 86–92. <https://doi.org/10.59373/academicus.v2i2.20>
- Nurulloh, A., Aprilianto, A., Sirojuddin, A., & Maarif, M. A. (2020). The Role of the Head of Madrasah's Policy in Improving Teacher Professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(3), 334–346. <https://doi.org/10.31538/ndh.v5i3.963>

- Rahmat, R. (2016). Modular System Pendidikan Agama Islam untuk Mengembangkan Pendidikan Karakter Peserta Didik di Sekolah. *Tribakti: Jurnal Pemikiran Keislaman*, 27(2), 348 ~ 364-348 ~ 364. <https://doi.org/10.33367/tribakti.v27i2.273>
- Rony, R. (2021). Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik: The Urgency of School Organizational Culture Management Against Character Building Students. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(1), 98-121. <https://doi.org/10.31538/tijie.v2i1.26>
- Sa'dullah, A., & Hidayatullah, M. F. (2020). Design of Improving The Quality of Human Resources Based on Islamic Schools in Anak Saleh Foundation, Malang City. *Nazhruna: Jurnal Pendidikan Islam*, 3(2), 260-272. <https://doi.org/10.31538/nzh.v3i2.740>
- Setiono, A., Darim, A., & Zamroni, A. (2021). Manajemen Penilaian E-Learning Madrasah dalam Meningkatkan Efektivitas Pembelajaran. *Tasyri': Jurnal Tarbiyah-Syari'ah-Islamiah*, 28(02), 1-19. <https://doi.org/10.52166/tasyri.v28i02.131>
- Solikhah, P. I., & Purnomo, P. (2022). The Opportunity and Challenges of Implementing a Prototype Curriculum. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 407-421. <https://doi.org/10.31538/nzh.v5i2.2130>
- Sukmadinata, N. S. (2005). *Metode penelitian pendidikan*. Program Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya.
- Syaibani, K., & Zamroni, M. A. (2021). Implementasi Manajemen Kurikulum Terpadu Di Madrasah Tsanawiyah. *THE JOER: Journal Of Education Research*, 1(1), 26-35.